

Ministry of Education and Science of Ukraine
H. S. Skovoroda Kharkiv National Pedagogical University

THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL

Monograph

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The monograph is dedicated to substantiation of future teacher’s training for work in New Ukrainian school, which is an important problem of reforms in modern education in Ukraine. The study of the authors presents the theory, methods and generalized experience in teacher’s training on a new basis. The authors have generalized the new approaches to teacher’s training, ways, conditions and methods of introduction of them into practice of higher pedagogical education. They have revealed the new concepts, which are important for updating the content and methods of future teacher’s training, the new and improved methods of organizing the educational process on a new basis. The new experience in teacher’s training, which was experimentally verified and tested in the process of future teachers’ training, has been broadly generalized. The monograph is based on the Concept of the New Ukrainian School, current legislation on education, higher and general secondary education in Ukraine. It can be recommended for training teachers, students and applicants for bachelor’s and master’s degrees, post-graduate students, research and teaching staff of institutions of higher pedagogical education and for a wide range of scholars and teachers.

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INTRODUCTION

The relevance of updating theoretical foundations of future teacher preparation is extremely high. Such relevance is due both to the development of the society and modern higher education reforms. Furthermore, it also results from the introduction of the concept of a new Ukrainian School (NUS) and the concept of pedagogical education. Moreover, there is the need to improve the quality of the entire education system in Ukraine and the need to take into account European best teacher training practices in the context of teacher training European integration. It is also necessary to summarize the best Ukrainian experience and heritage as well as domestic and foreign development of teacher training. Pedagogical universities, as flagships of future teacher education in Ukraine, are being accredited to meet new requirements. These universities are rapidly improving theoretical, organizational, methodological foundations and conditions of teacher training, and have significant experience in both theory and practice of higher education reform. General secondary education institutions in Ukraine that implement the ideas of the New Ukrainian School need to find the answers to a number of practical questions, which in turn require theoretical substantiation, generalization and dissemination of the best practices: scientific support from pedagogical universities as well as from pedagogical science.

Currently, higher education institutions, along with traditional ones, fulfill new functions such as:

- provision of teacher training according to new requirements of the current legislation in Ukraine as an annual teacher training (while previously it was the competence of only regional institutes of continuous pedagogical education – courses which took place once every 5 years);
- increasing an academic component of teachers' work at the level of international recognition, which is connected with the increased requirements of the state certification of research work of higher education institutions;
- preparation of the 1st and the 2nd level educational students, taking into account dual specialties training and recognition of Ukrainian diplomas in the world, training the 3rd level students according to PhD programs;
- cooperation with international organizations, foundations and projects to enhance the quality of education and increase the level of research, the entry of scientists in science-based databases through publications and joint scientific activities. It sets new requirements for teachers' language training, their academic integrity and ethics of behaviour;
- self-sustainment of a higher education institution presupposes new requirements for educational and methodological support of an educational process;
- digitalization of pedagogical education and widespread use of ICT;
- introduction of dual and distance education;
- provision of new organizational conditions for licensing and accreditation of educational programs;
- organization of academic mobility of teachers and students;
- prevention of academic malpractice, unethical behaviour of educational recipients and scientists;

- democratization and autonomy of higher education institution.

At the same time, functions of development and experimental verification of modern educational technologies, methods of training, education and managed socialization of educational recipients remain both urgent and very necessary. We should bear in mind theoretical foundations for improving the content of education, its integration and intensification of assimilation, training of higher education applicants at different levels on this basis. It is very important to help them meet the educational standard and obtain qualifications and specializations.

All this demonstrates the need for further generalization of scientific developments in the system of future teacher training in different Ukrainian regions. It calls for introduction and scientific discussions about improvement of new directions in the work of higher pedagogical educational institutions in the world and in Ukraine in particular. In view of the above, the purpose of the monograph “Theory and Practice of Future Teacher’s Training to Work at the New Ukrainian School” is, first of all, theoretical justification for the need for positive changes in future teacher’s preparation and improving the working teachers’ skills, generalization and systematization of the best experience in reforming process of higher teaching training.

To realise the objective, the monograph written by scientists and practitioners from all over Ukraine is presented.

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CHAPTER 1.
**THEORETICAL FOUNDATIONS OF FUTURE TEACHER'S TRAINING
FOR WORK IN THE NEW CONDITIONS IN A MODERN INSTITUTION OF
HIGHER PEDAGOGICAL EDUCATION**

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**1.1. CITIZEN COMPETENCY FORMATION IN FUTURE INITIAL STAGE
TEACHERS WITHIN THE LEGAL ENVIRONMENT OF THE NEW
UKRAINIAN SCHOOL**

***Abstract.** The article's topicality is determined by social need in reforming the education system in Ukraine, one of its tasks being formation of a personality's civic competency. The goal of the article is to disclose the essence and the contents of the civic competency formation process in future initial stage teachers within the legal environment of the new Ukrainian school. The scientific novelty of the article is in its providing for the first time the determination of the essence and the content of the formation process of civic competency in future primary school teachers in accordance with the Concept of the general secondary education reform named "The New Ukrainian School". The research methods applied: analysis and synthesis, induction and deduction, comparison, classification, generalization, abstraction, and specifying.*

As a result of studying current normative-legal acts in the education branch, it has been established that the civic competency formation in a future primary school teacher is a component of specialist's professional training in specialty 013 "Initial Education" aimed at mastering by a higher education student the system of knowledge, abilities, skills, ways of thinking, views, values, and other personal traits necessary for shaping out the civic competency in the New Ukrainian school pupils (a person's ability to fulfil their civil rights and duties for democratic society development; to be guided in their activities by the ideas of democracy, justice, equality, and human rights; to act constructively in conflict situations connected with various manifestations of discrimination; to value and appreciate the cultural diversity of different nations and to identify themselves as a citizen of Ukraine; to defend their own interests, rights and freedoms of citizens and primary school pupils in accordance with the standing legislation of Ukraine). Further research will be devoted to theoretical substantiation of the civic competency formation technology in a future primary school teacher at a higher education establishment.

Key words: *forming, civic competency, primary school, a pupil, a teacher, legislation, the New Ukrainian school concept.*

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The military conflict in the east of Ukraine has brought about considerable problems in the native education system. A vivid illustration of this situation was the fact that being influenced by the aggressive Russian propaganda, part of the population fell prey to information-psychological influence and manipulations and openly took sides with the aggressor. In fact, people with Ukrainian passports have betrayed their motherland due to their having been in the state of marginality and indeterminateness as to their belonging to the Ukrainian nation, its state, and society. They lacked fully shaped civic self-awareness, values, and self-identity. And presently, having been under occupation for six years on end, the people have experienced an even more acute identity crisis, which has resulted in their losing self-perception and the idea of the developments in their lives. Ever more often young people who were children back in 2014 ask their parents and adults, who are we?, the citizens of which country?, why doesn't our "passport" enable us to go abroad or to the free territory of Ukraine?

Many people, who did not betray their motherland, left their homes and moved to the government-controlled territory of Ukraine, experience problems as well. They face discrimination on the grounds of their being "a displaced person" when applying for a job, obtaining social assistance, housing, establishing communication at the new place of residence, and so on, which is a crying violation of civil human rights, proclaimed by the Constitution of Ukraine. Thus, as a result of war, part of the population of Ukraine displayed underdevelopment of such traits as civic identity and self-awareness, which in the context of the "New Ukrainian school" reform is termed as civic competency. This is why the education reform is the only way to bring up the new generation of Ukrainians and to create the solidified Ukrainian political nation on the foundation of shaping up a personality's civic and other competencies.

"The new Ukrainian school" concept has set the new goal to the secondary education establishments, namely upbringing a personality, an innovator, a patriot and a citizen who is capable of making responsible decisions and to observe the human rights [7, pp. 5–6]. This goal is relevant to that of the Ukrainian education system in general, targeting for "all-rounded development of a human as a personality and the highest value for the society... upbringing of responsible citizens capable of conscious social choice and directing their activities for the good of other people and the society..." [8]. To attain this goal, the school faces the task of forming the ten key competencies, including "social and civic competencies" [7, p. 12]. Only a teacher of the new formation will be able to form the civic competency in the New Ukrainian school pupils, a teacher who possesses a high civic competency level him/herself. That is why, the problem of forming a future teacher's civic competency is one of the urgent ones for higher education establishments training specialists in the branch 01 "Education/Pedagogy".

To the problem of civic competency formation in future pedagogues are dedicated the works by V. Andruschenko, I. Bech, Ye. Bondarevska, O. Vyshnevskiy, N. Kuzmina, L. Kondrashova, V. Orzekhivsky, V. Postovoi, O. Pometun, Yu. Rudenko, M. Stelmahovych, V. Suhomlynskiy, I. Tysiachnyk, R. Khmeliuk, M. Mykhailychenko, N. Makogonchuk, et al. Nevertheless, the works by these scientists have already become the classics and do not meet current requirements concerning semantic content of the notion of civic competency in terms of the inner and outer challenges to Ukraine. Among the few contemporary researchers of the problem of the civic competency formation, one can mention such scientists as O. Karaman (determining the notion of civic competency in current education environment) [2], T. Kovaliova, O. Maidanyk (civic competency formation in primary school teachers-to-be) [3; 4], O. Poltavtsev (civic competency formation in Ukraine: problems and perspectives) [5], S. Savchenko, V. Kurylo (Ukrainian patriotism within the context of personality socialization) [10], T Shevchuk (civic competency as an element of future specialists' personality forming) [11], et al.

The urgency of the problem of the civic competency formation in Ukrainian pupils and teachers is also proved by considerable attention paid to it by international community. Thus, within the international support of the "New Ukrainian school" reform, many projects are being currently realized in Ukraine, among which are the "Civic competency development in the New Ukrainian school pupils: the first stage of primary school" financed by the US Agency on International Development (USAID); the Swiss-Ukrainian project "DOCCU – Development of Civic Competencies in Ukraine", and others.

Despite considerable interest to the problem of a personality's civic competency formation on behalf of scientists and international partners, the process of the civic competency formation in future primary school teachers within the context of the New Ukrainian school concept remains still insufficiently researched. Nevertheless, there is an indisputable thought that it is expedient to start researching and introducing this process only within the current educational legal realm. This is why, *the goal* of this article is the delineation of the essence and the content of the process of civic competency formation in the initial stage teachers-to-be in the legal environment of the New Ukrainian school.

As the chief methods of the research, analysis and synthesis, induction and deduction, comparison, classification, generalizing, abstraction, and specifying were selected.

To specify the goal of the article, we should note that to the basic normative documents in the education activities sphere pertain the Constitution of Ukraine, and the Law of Ukraine "On Education", along with subordinated laws of Ukraine "On Pre-school Education", "On Complete General Secondary Education", "On Out-of-School Education", "On Vocational (Vocation-and-Technical) Training", "On Professional Pre-higher Training", "On Higher Education", and other normative acts concerning education. Among other normative acts, of the topmost priority for our research are "The Concept of State Policies Realization in the Sphere of Reforming the General Secondary Education 'The New Ukrainian School' till 2029" (hereinafter

the New Ukrainian school concept, as well as state standards in education at different levels.

Inasmuch as the problem of forming civic competency in future primary school teachers lays on the border of higher education and the general secondary education, it is expedient to start solving it with the research of the normative-legal interpretation of the basic notion, i.e. civic competency, in the laws of Ukraine “On Education”, “On Complete General Secondary Education”, the “New Ukrainian school” concept, the state standards in primary and higher education.

It should be noted that the notion of “civic competency” originates from the two words, “a citizen” and “competency”. That is why, for clarifying its meaning, the normative interpretation of both definition is of importance. Thus, according to *the Law of Ukraine “On Education”* (of 05.09.2017 No. 2145-VIII), *the aim* of education is the all-rounded development of a human as a personality and the highest value of the society, of their talents, intellectual, creative and physical abilities, formation of values and *competencies* needed for successful self-realization, upbringing of responsible *citizens* capable of conscious social choice and directing their activities for the good of other people and the society, enrichment on this basis of intellectual, economic, artistic, and cultural potential of the Ukrainian people, raising citizen’s education level to ensure a steady development of Ukraine and its European choice [8]. As we can see, the “upbringing of citizens”, “formation of competencies” are determined as the guiding aim of the whole education system starting from pre-school education, and on to the higher and education for life. This is to accentuate the topicality of the problem of the civic competency formation again along with the need in solving it at both the theoretic and the practical levels.

The General provisions of the Law of Ukraine “On Education” contain the definition of the main notion, the competency, which reads as follows: “a competency” is a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, other personality traits that determines a personality’s ability to socialize successfully, to carry out a professional and/or further learning activity” [8]. Further on, Art. 12 “The complete general secondary education” specifies the goal of education activity at the general secondary education level and accentuates on the idea that attaining this goal is ensured through forming key competencies needed for any modern person for successful activity. They include the *civic and social competencies* connected with the ideas of democracy, justice, equality, human rights, well-being and healthy way of life, with the awareness of equal rights and opportunities [8]. Therefore, the Law of Ukraine “On Education” not only determines the civic competency as the leading one, but also defines its semantic meaning.

The Law of Ukraine “On Complete General Secondary Education” (adopted by the Supreme Council of Ukraine on 16.01.2020) No. 0901, currently to be approved by the President) determines the “*bringing up of a citizen of Ukraine*” as the topmost priority task of the general secondary education. This task’s content includes such items as educating in pupils respect to the Constitution of Ukraine, state symbols of Ukraine, rights and freedoms of the person and the citizen, of

personal dignity, responsibility to the law for their actions, of conscientious attitude to the duties of the person and the citizen, realization of pupils' right on free formation of political and world-viewing beliefs; upbringing of respectful attitude to the family, respect of people's traditions and customs, the state language, regional languages or ethnic minorities' languages and the native tongue, national values of the Ukrainian people and other peoples, and so on [9]. Also, the law determines the state policies principles in the education sphere, accentuating on: the person; supremacy of law; ensuring education quality and that of educating activities; the unity of teaching, education, and development; upbringing patriotism, esteem to cultural values of the Ukrainian people, its historic-and-cultural heritage and traditions; forming the conscious need in observing the Constitution and the laws of Ukraine, intolerance of their violation; forming esteem to human rights and freedoms, intolerance of human dignity degrading, physical or psychological violence, as well as of discrimination on any grounds; forming civil culture and democracy culture; forming the culture of healthy lifestyle, ecology culture and careful attitude to the environment; non-interference by political parties into the education process; non-interference by religious organizations into the education process; diversity and balance of information concerning political, world-viewing, and religious issues; state-public management; state-public partnership; state-private partnership; promoting learning for life; integration into the international education and science environment; intolerance to manifestation of corruption and bribery; accessibility for every citizen to every form and type of education services provided by the state [9]. Therefore, the Law of Ukraine "On Complete General Secondary education" defines the notion of "the citizen of Ukraine" in an even more precise manner.

The next, fundamental to our research document, *the Concept of State Policies Realization in the Sphere of Reforming General Secondary Education 'the New Ukrainian School' till 2029*" (the "New Ukrainian school" concept of December 14, 2016 No. 988-p) determines "social and civic competencies" as one of the ten key competencies to be formed in pupils and interprets them as "all forms of behavior that are needed for efficient and productive participation in social life, in the family, at work. The ability to cooperate with other people to gain a result, to prevent and solve conflicts, to achieve compromises. Esteem of the law, observing human rights, and supporting socio-cultural diversity" [7].

According to the "New Ukrainian school" concept, the *State Standard in initial education* (of 21.02.2018 No. 87), which was enacted on 01.09.2018, also accentuates on forming *civic and social competencies* connected with the ideas of democracy, justice, equality, human rights, and healthy lifestyle, realizing the equal rights and opportunities that suppose cooperation with other persons to achieve a common goal, active participation in school life and classroom activities, respecting other people's rights, an ability to act in conflict situations, manifestations of discrimination, to appreciate cultural diversity of different peoples, and self-identification as a citizen of Ukraine, careful attitude to one's own health and preserving other people's health, observing a healthy lifestyle [6]. As we can see, the "New Ukrainian school" concept and the State standard in primary education provide a wholesome picture concerning

the current content of the primary school pupils' civic competency. No one will probably deny the fact that the main subject in civic competency formation in primary school pupils is the teacher. Therefore, to form the civic competency in their pupils, the teacher themselves is to possess it. Thus, there is the need in turning to the content of future primary school teachers' training, which is outlined in the draft State standard in higher education on specialty 013 "Primary education" within the competency approach.

The document analysis demonstrated that *the draft State standard in higher education on specialty 013 "Primary education"* is designated for training a new generation of primary school teachers under conditions of the New Ukrainian school. When determining the school-leaver's competencies, the Standard relies on the competencies classification as determined by the National classifications frame (NCF). The list of general competencies in the Standard includes the civic competency (student's competency 5) as an ability to fulfil civil rights and duties in an active, responsible, and efficient way in order to develop the democratic society; the ability of navigating in the problems of current socio-political life in Ukraine, to apply the procedures and technologies of defending personal and other people's interests and freedoms, of primary school pupils in particular, to practise modes of activities and behavior models that correspond to the standing legislation of Ukraine.

Besides, the Standard clearly defines the result of education – knowledge, abilities, and skills that a graduate in specialty 013 "Primary education" should master to perform professional activities, forming civic competency in primary school pupils in particular. Thus, the education result "Knowledge" comprises the following knowledge and understanding in the civic competency sphere to be obtained by a graduate: to know and to understand social norms, rules on civil duties, the skills related to coexistence and cooperation in society; the standing legislation of Ukraine; rights and duties of a citizen of Ukraine; ways to protect one's own rights and freedoms, as well as those of other citizens, including primary school pupils'; to understand the current state of Ukrainian society's development as a legal state.

The result of education "Abilities" requires from a graduate to practise tolerant behavior models corresponding to the standing legislation and directed at fulfilling civil duties in local community and the state in general.

The result of education "Communication" supposes the ability to navigate in the problems of current socio-political life in Ukraine, to apply procedures and technologies of protecting one's own and other citizens' interests, rights and duties, as well as those of primary school pupils' in particular, to practise modes of activity and behavior models that correspond to the standing legislation of Ukraine [1].

Therefore, we can see that civic competency is mentioned in all the normative-legal documents in the sphere of education as a strong foundation of forming a new personality on different levels and stages of education that enables speaking of civic competency forming topicality and of the need in its gradual solving [2; 3].

To summarize the normative definition of mutually connected notions of "competency", "civic competency", "a future primary school teacher's civic competency", "civic competency formation in a future primary school teacher" in

various legal documents, let us make an attempt in formulate the basic notion of the research.

Civic competency in a future primary school teacher is a dynamic combination of knowledge, abilities, skills, ways of thinking, views, and other personal traits that determines a person's ability of actively, efficiently, and in responsible way to fulfil their civil rights and duties for the sake of the democratic society development; to be guided in their activities by the ideas of democracy, justice, equality, human rights, realizing the equality of different rights and opportunities that suppose cooperation with other persons to achieve a common goal; to respect other persons' rights, to act constructively in conflict situations connected with various manifestations of discrimination; to value cultural diversity of different peoples and to identify oneself as a citizen of Ukraine; to navigate in the problems of current socio-political life in Ukraine, to apply the procedure and technologies to defend one's own interests, rights, and freedoms and those of other citizens, as well as primary school pupils' in particular; to apply modes of activity and behavior models that correspond to the standing legislation of Ukraine.

Civic competency formation in future primary school teacher is the direction (element, component) of a specialist's professional training in specialty 013 "Primary education" aimed at higher education student's mastering a system of integrated, general, and professional knowledge, abilities, skills, ways of thinking, views, values, and other personal traits needed to form civic competency in the New Ukrainian school pupils.

Thus, on the basis of analyzing the main normative-legal documents in the sphere of education (the laws "On Education", "On Complete General Secondary Education", "the Concept on State Policies Realization in the Sphere of General Secondary Education Reforming 'the New Ukrainian School' till 2029", the State Standard of Primary Education, the draft State Standard of Higher Education in specialty 013 "Primary Education"), we have established the essence and the content of the notion of "civic competency of a future primary school teacher" as a dynamic combination of the corresponding knowledge, abilities, skills, ways of thinking, views, values, and other personality traits, and of the notion of "civic competency formation in a future primary school teacher" as a constituent of a specialist's training in specialty 013 "Primary education" aimed at a higher education student's mastering the system of integrated, general and professional knowledge, abilities, skills, ways of thinking, views, values, and other personality traits needed to form civic competency in the New Ukrainian school pupils.

The next step in scientific research will be a theoretic substantiation of a technology in civic competency forming in a future primary school teacher at a higher education establishment.

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1.2. THEORY AND PRACTICE OF PREPARING A FUTURE TEACHER TO THE NEW UKRAINIAN SCHOOL: A GENDER PERSPECTIVE

***Abstract.** The article analyzes gender aspects of preparing future teachers for work in the conditions of New Ukrainian school. Search of the innovative ways of gender competent educator professional training for creating an egalitarian educational environment in the elementary school, which is relevant to the principles of gender equality and parity of sexes is a time challenge that has determined the aim of the article and shows scientific novelty of the research.*

***Methodology.** The author's model is based on the leading ideas of humanistic psychology and pedagogy, the gender "matrix" of the national pedagogical heritage, student-centre approach, the integration of competent, person-oriented and gender-based approaches, principles of self-development, cultural expediency, dialogical style of communication, mediated intervention, axiological character, complexity, integrity, etc.*

***Results.** The implementation of the personal-egalitarian approach as a basic one for the formation of gender competence as a key in personal development and professional awareness of future educators is methodologically substantiated. These principles are basis in the content of gender-based courses, gender modules, where it focuses on the ability of future social workers to provide practical consulting assistance to children and adults in solving gender issues; avoidance of gender bias and sexism; affirmation of ideas of identity and self-realization of personality, regardless of his/her sex; the development of gender sensitivity and gender tolerance as democratic thinking strategies, The "gender matrix" of Ukrainian pedagogics is a basis for the recent standards of equality of both genders, the formation of an egalitarian outlook of future teachers and the creation of a positive model of girls' and boys' education. It is empirically proven that under these conditions, the model provides for the activation of the self-determination of youth in gender culture issues, and the deepening of gender sensitivity of future educators to the to the upbringing of gender equality.*

***Conclusions.** Gender-educational technologies as an innovative system model of psychological and pedagogical support of professional formation of the future educator on the principles of gender equality (activity of gender-educational centre, schools of gender equality, interactive methods of education, introduction of educational programmes, gender courses and modules in in pedagogical and psychological disciplines).*

The perspectives for further research lie in the study of the psychological and pedagogical mechanisms of creating egalitarian and educational, friendly and creative-developmental environment for a child.

Key words: *New Ukrainian school, gender-educational centre, personal-egalitarian approach, students, gender competences, gender sensitivity, vocational training, future educator, upbringing of gender equality, gender-educational technologies.*

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The actuality of the problem. The development of an open and stable civil society of Ukraine in a united Europe and implementation of the New Ukrainian School Concept determines the search for the effective ways of the professional training of future educators to create egalitarian educational environment for children and adolescents relevant to the principles of gender equality and parity. The key components of the national education reformation are: implementation of the State Standard of Primary Education and educational programs, textbooks; training of a competent, motivated, competitive educator and creation of new educational environment [13; 14; 15].

According to the President of the National Academy of Pedagogical Sciences of Ukraine V. Kremen: “All educational activity and system of relations in society, the attitude of adults to children should be based on the principles of innovation and child-centrism” [10, p. 412]. It is a question of acknowledging the value of a childhood, personally oriented education and breeding, the implementation of the culture function in a new, development educational paradigm, systemic and subjective approaches to the gender socialization of the child on the basis of humanism and democracy, broadening the cultural and creative mental space of all participants of pedagogical interaction on the basis of European democratic values – freedom, respect human rights, dignity, justice, tolerance, in order to “Living Together As Equals in Dignity” (“White Paper on Intercultural Dialogue”).

The aim of national education is the priority of personal orientation in education, the development of the child as the subject of his own life, on a creative and self-sufficient personality, which corresponds to the formation of a creative, developing and non-discriminatory environment, relevant to the principles of parity and equality of the articles, which ensures the full development of the individual, regardless of gender, age, ability to work, race, culture, religion, ethnicity, etc., “the future life trajectory of a human” (V. Kremen).

Modern school is, first of all, a school of self-realization and self-actualization of a personality, who works on the principles of the “partnership pedagogy”, in which “pupils, parents and teachers are united by the common goals and wishes, are voluntary and interested partners, are equal participants of the educational process who are responsible for the result” [13, p. 7].

Scientists stress that the first teacher is the “fully functioning” organizer of the creative and development environment of development of each child’s unique “I”,

regardless of their gender. In the joint activity and dialogue of the teacher and child in elementary school, the “personality of the future” is born as an active and creative subject of activity (M. Boryshevskyi, T. Hovorun, N. Bibik, H. Kostyuk, V. Kravets, S. Maksymenko, M. Savchyn, N. Shevchenko, V. Chaika, O. Yankovych and others).

According to Academician S. Maksymenko, the school demands should take into account the potential of the children, because depends not only on the school achievements, development of personality depend on it, since “the student’s success is a measure of subjectivity in their own path: a measure of independence, originality, creativity, flexibility etc” [11, p. 121].

The grade-schooler occupies a special position in the system of public relations because school education activates the process of conscious assimilation of norms of behavior, rights and duties of those normative knowledge and moral feelings that are arisen in pupils under the influence of assessment of a significant adult-teacher. It is known that the younger school age is characterized by the inclusion of the child, on the one hand, in a tougher, than it used to be, system of social and regulatory influences (training), on the other hand – the greater importance of interaction with peers, the mass media, and therefore the strengthening of the horizontal cultural transmission.

An important task in the development of the New Ukrainian School is the formation in pupils of a human values system – moral-ethical (dignity, honesty, justice, care, respect for yourself and other people) and social-political (freedom, democracy, cultural variety, respect for the native language and culture, patriotism, respect for the environment, respect for the law, solidarity, responsibility [14, p. 19].

In the State Standard of Primary Education (2018), among the requirements to the compulsory education results of the learners in civil and historical education fields, it is stressed that children should be aware of themselves as the citizens of Ukraine, analyze cultural and historical basis of the personal identity, recognize the values of cultural identity, act with respect to the personal rights and freedoms, respect to the rights and dignity of others, counteract discrimination and unequal treatment of an individual [13; 15]. A gender misbalance, vertical-horizontal stratification is typical for Ukraine. The division of social life into “male” and “female” as the old paradigm of “male domination – female subordination” goes back in time, because of its inefficiency in its various life spheres, starting from the micro-level of the family and ending with the macro level of the occupations’ division, leadership position, the ideology of the state.

In the context of the educational space humanization of the modern Ukrainian school, the role of the first teacher grows, as well as the preparation of the future specialist of primary education for studying gender theory as a professional norm in democratic countries. The gender competence of a future teacher is a kind of professional knowledge that determines their position in theoretical, methodological and practical professional activities. The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality.

The analysis of recent research and publications. The problem of gender equality in education and educational space is one of the least developed in our domestic practice, it's caused by its relative innovation, ambiguous interpretation as well as gender terminology and its content, stereotypes in populations' awareness, psychological pressure of society which suggests sexual stereotypes, one-sidedness of gender socialization of children and youth, activation of antigender movements, spread of false information in the mass media, etc., at schools, in the streets about the gender equality. It proves the necessity to improve national gender policy and develop informational and educational spheres.

In the scientific works of the scientists (T. Hovorun, O. Zheliba, H. Zhyrska, V. Kravets, O. Kiz, O. Kikinezhdzi, T. Martseniuk, I. Shulha) the theoretical and methodological basis for gender education of the school and university youth was developed, the ways of the gender approach implementation into all branches of the educational system were identified, the gender examination of educational content is institutionalized (O. Malakhova (Masalitina), O. Marushchenko, T. Drozhzhina, Y. Salakhova, V. Selivanenko [2; 3; 4; 9; 12; 17; 19]). However, the problem of a gender-competent educator training for the formation of egalitarian-educational environment in primary school has not been yet fully investigated in scientific research, which determined ***the aim of the article*** and ***scientific novelty*** of the research.

Connection of copyright work with important scientific and practical tasks. Gender approach in pedagogic is a new methodological instrument of the analysis and design of the changes of a personality which is based on the necessity to pay attention to the "factor of the sex" in the contents of education and character of interpersonal interaction "teacher-group of children, "professor – group of students". In different countries it has different name: gender analyses, "gender lenses", gender measurement, gender integration etc. An Academician V. Kravets stated, "gender pedagogics in the context of the humanistic approach is a complex of knowledge and methodological approaches, directed at the acquaintance with basics of principles of the gender education which has to grade the influence of patriarchal stereotypes in favour of the individual way of the development of a personality" [7, p. 9].

According to the Ukrainian psychologist M. Boryshevskiy "... the sense of the personal approach realization as one of the most important principles of the organization of the pedagogical process lies not only in helping a pupil to realize him/herself as a personality, as a unique individual, but also to promote the ability to see him/herself, his/her "I" as a part, a component of "I" of other people, i.e. "not I" [1, p. 26].

This indicates a demand of the problem on the way of strengthening of the egalitarian ideology of public policy, which requires the promotion of equality of opportunities and rights articles for their realization, involving all participants of socio-cultural interaction "parent-child-teacher-community" for a dialogue, find the ways of anti-discrimination practices and systemic counter of various forms of violence against minors. The system of high education is an important agent of

gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality.

It is known that the functioning of a gender constructs should be analyzed on egalitarian (partner) or dominant (traditional) sex-role models. An egalitarian (from the French “egalite” – equality) model of a gender is behavior is popular in societies where equality of sexes, inter change ability, gender sensitivity and tolerance are promoted at all levels of socialization – from family education to the state ideology.

The way to gender culture runs through gender awareness, gender sensitivity (ability to tolerate the lack of any interests or abilities because of the inability of its development) and assertiveness, which form the ability to resist sexual stereotypes.

The educators such as N. Kysla, L. Rozhkova, I. Trubavina, analyzing the current problems of modern didactics of higher education, note that the content of knowledge necessary for the development of life competence, professional pedagogical communication will work only if the process of teaching direct a student individually: “New forms of communication are also needed – facilitation, educational dialogue, which activate students’ independent work and classroom work, and most importantly provide the subject-subjectivity of the student in learning, as well as the activity” [5, p. 64–75].

As prof. M. Savchyn stated, “The task of the professional training of a teacher task of professional training of the teacher should be the systematization of knowledge, the extension of the professional information field, the development of the research orientation of the teacher’s personality, practically oriented nature of his/her activity” [6, p. 11]. These characteristics of the formation of professional consciousness will contribute to the fulfilment of its basic functions as: guaranteeing internal consistency; identifying the nature of the individual interpretation of the experience; set of expectations.

Gender knowledge covers a wide palette of humanitarian disciplines – philosophy and feminist theories, sociological, economic and psychological studies, literature, fine arts and pedagogical practices. This inexhaustible source, that feeds the ideas of humanism and democracy, which are engraved in the list of fundamental human rights and freedoms. Therefore, the development of society of parity democracy – a community of equal people, needs a high level of awareness of the gender factor, as one the basic means of building harmonious interpersonal relations in all spheres of life, even those which are traditionally considered to be exclusively feminine.

Gender pedagogics in the context of the humanistic approach is a complex of knowledge and methodological approaches, directed at the acquaintance with basics of principles of the gender education which has to grade the influence of patriarchal stereotypes in favour of the individual way of the development of a personality. The famous Ukrainian pedagogue-humanist V. Sukhomlynskyi said: “The education of true men and true women begins with the formation of their civil personality qualities” [13, p. 556.]. These words are a guide in gender education of children.

Basic material presentation. In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and

Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; gender expertise of educational content is conducted, mass media and gender audit of university; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space “educational institution – family – community” are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of children and youth are developed and tested, the social-pedagogical mechanisms of preparation of youth training for the creation of an egalitarian family and responsible parenting is deepened; scientific works as to systemic counteraction to violence against underage is systematized; International and Ukrainian conferences on gender issues are organized and held; collections of conference materials are published; educational and methodical kit “Basics of health” (Oksana Kikinezhdi, Iryna Shulha), on the basis of gender approach for the primary school (a textbook and working notebooks for students of the 4th grade approved by the Ministry of Education and Science) is prepared; student’s research works are presented at the Ukrainian competition on the topic “Gender Studies” [7; 8; 9].

Pedagogical direction of the gender development means the promotion of the conscious self-determination of young people in the building of the parity intersexual relations on the basis of individual makings, interests and inclinations. The implementation of gender-educational technologies enables youth to acquire gender knowledge, to build and test their “Ego” in different situations, to practice and implement the principles of partnership, gender equality.

Gender competence ensures the success in both spheres – autonomous activity and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. The way to gender culture runs through gender awareness, gender sensitivity (ability to tolerate the lack of any interests or abilities because of the inability of its development) and assertiveness, which form the ability to resist sexual stereotypes. That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training [13; 20; 21].

The author’s model is based on the leading ideas of humanistic psychology and pedagogy, the gender “matrix” of the national pedagogical heritage, student-center approach, the integration of competent, person-oriented and gender-based approaches, principles of self-development, cultural expediency, dialogical style of communication, mediated intervention, axiological character, complexity, integrity, etc [3; 9].

The principles of gender education are developed: scientific, the objectivity of gender knowledge for breaking stereotypes; the adequacy for the age-old opportunities of students; positivism and tolerance in relation to both sexes and interpersonal communication; account personal experience, a critical understanding

of the learned attitudes for future life; subjective position (actor's position) as a condition for activating gender self-determination and self-reflection in educational dialogue; avoidance of gender stereotypes; the equality of "male" and "female" in the analysis of didactic material, the refusal of the strategy of marginalization of women as a secondary [8, p. 10–11]. It is empirically proven that under these conditions, the model provides for the activation of the self-determination of youth in gender culture issues, and the deepening of gender sensitivity of future educators to the upbringing of gender equality

Gender competence ensures the success in both spheres – autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. Ukrainian psychologist H. Kostiuk noted: "The true art of education is manifested where it relies on "self-movement", initiatives, in dependence, creative activity in the life of a person who develops, provokes and directs them in accordance with the purpose of a society that prepares its change" [6, p. 136]. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc.

The way to gender personality runs through gender awareness, gender tolerate and the ability to resist sexual stereotypes. That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training.

These principles are basis in the content of gender-based courses, gender modules, where it focuses on the ability of future social workers to provide practical consulting assistance to children and adults in solving gender issues; avoidance of gender bias and sexism; affirmation of ideas of identity and self-realization of personality, regardless of his/her sex; the development of gender sensitivity and gender tolerance as democratic thinking strategies, the ability to actualize and build alternatives to patriarchal culture, life strategies and behavioral patterns; and respond on gender-based discrimination.

The essence of the gender competency orients a teacher at conducting of educational informational and practical work, directed at the theoretical and applied solution of the current problems of gender character. Pedagogical direction of the gender development means the promotion of the conscious self-determination of young people in the building of the parity intersexual relations on the basis of individual makings, interests and inclinations.

Gender competence may be named as "key competence", because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life. It should be emphasized that the introduction of gender-educational technologies implies the achievement of "equality of results" on the basis of the integration of two principles – "equal access" and "equal attitude", which are

understood as identification of the individual potential of a young person regardless of their gender.

Gender teacher's knowledge includes the following ideas: bipolar construct of gender (polarization of masculinity-femininity as a rigorous definition of sexual roles in the patriarchal culture); androcentrism as a tradition of subordination of the female and domination of the male; egalitarian (partner) gender construct; sexism as a biased and stereotyped attitude; "open" discrimination as a practice of different educational programs for boys and girls; "hidden" discrimination as a model of the formation of gender stereotypes in the content of educational materials; stereotypical opinions about gender among teachers.

The introduction of the modules dedicated to gender issues into both compulsory and optional courses "Introduction to the Specialty", "Gender Pedagogics", "Age and Pedagogical Psychology", "Actual Problems of the Children's Psychology", "Ethnopsychology", "Comparative Pedagogics", "The methodology of the course "Basics of Health Care" in Primary School" etc. required the development of new and the adaptation of old methodological tools, namely: educational programs, textbooks and manuals. Prerequisites for the introduction of gender modules are the principles of a student-centred approach and taking into consideration gender component during lectures, seminars and practical classes; development of appropriate optional courses; participation in antidiscrimination and anti-bullying trainings, conferences on gender issues, individual tasks, course papers, bachelor's and master's theses. Thus, the system of gender-oriented forms and methods of work included: trainings ("Basic" dimensions of "gender", "Myths and reality in overcoming gender stereotypes"); scientific and practical lectures (Sex and Gender: Social Phenomena, Gender Pedagogy); workshops ("Gender equality in the content of education", "Gender examination of educational programs for primary school", "Content analysis of children's magazines", "Hidden problems of gender education", "Gender guidelines in the pedagogical heritage of V. Sukhomlynskyi, S. Rusova, H. Vashchenko").

Proper organization of the independent educational and research work of the students in studying the peculiarities of gender approach implementation into the school environment, finding out the possible difficulties of its introduction into the content of a certain subject plays an important role. The identification of gender problems by future teachers helped to compare common and different in traditional (gender-differentiated) and gender (personality-egalitarian) approaches, gender analysis and expertise of textbooks, printed notebooks, other methodological materials, writing lesson outline, modeling of practical works with the reference to gender component; identification of positive and negative tendencies in inter gender communication of younger students, their orientation on collaborative creative tasks, friendship with "different biologically and equally socially" [9].

Thus, the uniqueness of "gender matrix" of the Ukrainian pedagogical legacy lies in the forming of the cultural oriented society for the development of modern gender education in the national school on the following principles: equality, dialogue, participation of adults and children in the organization of school life,

providing equal opportunities for boys and girls; because it focuses on each child as a personality. Under these conditions, a model of psychological and pedagogical support of gender socialization of children and youth is proposed. It helps developing ideas about the partnership of both sexes, formation of gender-parity interaction between all subjects of the educational process, intensification of their self-determination in issues of gender culture.

In the study we pay attention to “partnership pedagogy” and gender “matrix” of humanistic pedagogical heritage, integration of competent, personal oriented and gender approaches which help into formation of gender culture and the egalitarian outlook of children (gender competence, sensitivity and tolerance) as important factors of personal and professional self-realization of both sexes, democratic world-view and civilian girls’ and boys’ life-realization in the sphere of national being.

Primary education classes form a propedeutic stage in the study of gender in the middle and senior levels. Forming gender competence as a component of life competence in young school children involves the development of critical thinking and the ability to withstand gender stereotypes. It is determined that the factors of development of parity towards another gender in younger pupils are: personality-oriented direction of information content about oneself in a new social role as a pupil, violation of gender balance in the culture image of behavior, professional employment, level of subjectivity expression by boys and girls, “the joy of tomorrow” as prospects for personal growth and level of harassment in different spheres of school life, individual self-realization of pupils. Purposeful implementation of gender education in the broader context of civic personality growth will help to promote the values of the Ukrainian national idea, including its constituents such as statehood, democracy, prosperity, diligence and responsibility, and the idea of gender equality as a basis of democratic change in society [3; 9; 17].

That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training; to realize the principles of gender-egalitarian approach as gender discourse in the developing paradigm to the content of educational process on the basis of the “gender matrix” of the national pedagogical heritage (V. Sukhomlynskyi, A. Makarenko, S. Rusova, etc.).

Rereading works by Vasyl Sukhomlynskyi, written then, when gender problemacy was not the subject of scientific psychological researches and even a term “gender” was not used, it is possible to be surprised at sagacity of his views in relation to the problem of equality of sexes which really were ahead of time. His humanistic guidelines in relation to the sexual education of teenagers and youth, forming children’s imagination of courage, femininity, construction of the pedagogical process on the principles of equality, egalitarianism, overcoming sexual stereotypes by teachers etc. remain the most actual ones in domestic pedagogical discourse of the new millennium.

The prominent teacher formulated practical recommendations in relation to the solution of the problem of gender socialization, which are especially important for the essence of egalitarian education which is based on impartial attitude towards a

person, the respect to the person regardless of sexual belonging: *“Be afraid of the fact when girls fell: we are more weak, our task is to obey”*. Boys are exactly inspired by girls’ presence. It is a real shame to begin crying even when it is very hard, because a girl is nearby. But at the same time a girl takes a special place in a war-game. The men do the most difficult work. But only when a man displays weakness – a woman will substitute him immediately and show what she is able to do. *“To be able to love truly, as a real man”*, it is necessary to be the man of strong will. It is, surely, necessary for a girl and a boy to the same extent...” [18, p. 561-563]. Aren’t these words by the famous pedagogue harmonious with modern thesis of gender pedagogics: “Boys and girls have a lot in common, but differ a little?”, “Different, but equal?”

Not less actual for the development of gender orientations of teachers, and not only for them, but also for the numerous army of supporters of traditional division of sexual roles, who are involved into the promotion of the thesis: “Everything is in the hands of a woman”, “Only Berehynya is able to maintain the order in the family”, “If a woman is able to be more engaged in children’s upbringing and running the house, then...”, are the views by Vasyl Sukhomlynskyi in relation to girls education: *“Firstly, it is necessary that every girl can be educated as an original and brightly expressed personality, that to all girls, without any exception, an idea to remain unnoticeable, passive, weak-willed was even unendurable. The orientation of a girl-woman at the active participation in the social production, but not at the passive role of a housewife, at the passive limitation of the sphere of her activities by the child’s care – here that it is very important in that general tone which has to characterize the spiritual school life. To be a mother, to be an educator of children is a proud and honourable mission, but when the activity of a woman is limited only to this, she will be a depend creature. Only a bright vital purpose gives a woman spiritual force which makes her a possessor and queen in the field of senses [18, p. 573].*

Traditional gender ideology is built on dichotomies of masculine and feminine and on the proper differentiation of abilities and skills, professional capabilities etc. Gender discourse directs teachers: *“It is necessary to organize the activity of the community in such way, that there were no special masculine and special feminine types of activity (however, it is not meant that boys and girls must divide the hardest physical work). “I am never pleased that some girls have too much diligence, tidiness and little imitateness, independence, determination. It is necessary to rise in a future mother civil firmness, self-respect, but not silent obedience. Obedience, produced by one-sided education (this is allowed, that is forbidden), generates ideological invertebrate. It is necessary to organize collective activity in such way that the living matters of girls and boys will be emotionally saturated, wake up in girls the bright moral estimation of everything, that surrounds them, everything what they do. The dignity of a future woman, mother, wife is fanned than, when she is inspired by public interests, anxieties, worries of the community. ...Girls have to live active social life, too large concentration on themselves, depending in their own internal spiritual world... caused that in years of early youth a girl becomes defense less, when it is necessary to defend her honour and dignity.” ... [18, p. 574]. “Not to*

allow, that our women will become well-educated, intellectually rich slave girls is one of very important tasks of our school” [18, p. 350].

Gender in the home pedagogical inheritance is the determination of equal participation of the genders in the educational process, in the preparation for the realization of social roles in the family and society, opportunities of achieving success in any spheres of social vital functions. The “gender matrix” of Ukrainian pedagogics is a basis for the recent standards of equality of both genders, the formation of an egalitarian outlook of parents and teachers and the creation of a positive model of girls’ and boys’ education.

Conclusions. Years of experience teaching gender disciplines and activity of the Scientific Research Centre on Gender Education and Student Youth Upbringing of the National Academy of Pedagogical Sciences of Ukraine in Ternopil Volodymyr Hnatiuk National Pedagogical University as a scientific-research and cultural-educational unit of this EHE has shown an increase in the interest of future educators in gender issues, provided that they have free and creative expression, acquiring psychological and pedagogical support skills, support of a growing personality, overcoming sexual prejudices, etc.

Gender-educational technologies as an innovative system model of psychological and pedagogical support of professional formation of the future educator on the principles of gender equality (activity of gender-educational centre, schools of gender equality, interactive methods of social-psychological education, introduction of educational programmes, gender courses and modules in pedagogical and psychological disciplines). The implementation of the personal-egalitarian approach as a basic one for the formation of gender competence as a key in personal development and professional awareness of future educators is methodologically substantiated. These principles are basis in the content of gender-based courses, gender modules, where it focuses on the ability of future social workers to provide practical consulting assistance to children and adults in solving gender issues; avoidance of gender bias and sexism; affirmation of ideas of identity and self-realization of personality, regardless of his/her sex; the development of gender sensitivity and gender tolerance as democratic thinking strategies. The “gender matrix” of Ukrainian pedagogics is a basis for the recent standards of equality of both genders, the formation of an egalitarian outlook of future teachers. All the mentioned above forms the content of the effective preparation of the future primary education specialist for the education of gender equality.

The perspectives for further research lie in the study of the psychological and pedagogical mechanisms of creating egalitarian and educational, friendly and creative-developmental environment for a child.

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1.3. CONCEPT OF DESIGNING ADVANCED POSTGRADUATE PEDAGOGICAL EDUCATION, DEVELOPMENT AND SELF-DEVELOPMENT OF TEACHER PEDAGOGICAL SKILLS IN THE NEW UKRAINIAN SCHOOL

***Abstract.** Purpose of the article is an analysis of requirements for designing the concept of advanced postgraduate pedagogical education, development and self-development of teacher pedagogical skills in the new Ukrainian school. Scientific novelty of the research: the author theoretically substantiates the principles of designing didactic objects, categories and concepts of the concept of designing advanced postgraduate teacher education, development and self-development of teacher pedagogical skills; theoretically and methodologically substantiates the influence of the project of the specified system on its final result – the level of development and self-development of teacher’s pedagogical skill, which includes his personal orientation, motives, subjectivity, professional competence and creative skills.*

Research methods: theoretical (generalization, analysis, systematization of philosophical, psychological and pedagogical works of domestic and foreign authors from the affected problem in order to determine objects, categories and concepts of the concept of the design of advanced postgraduate teacher education, development and self-development of teacher pedagogical skill) and empirical (diagnostic – questionnaires, conversations, interview, testing; observational – retrospective analysis of own pedagogical practice, participant observation).

Research results: the system of requirements for designing the concept of advanced postgraduate pedagogical education, development and self-development of teacher pedagogical mastery in the new Ukrainian school is highlighted.

Conclusion. To create a project of advanced postgraduate pedagogical education, development and self-development of teacher’s pedagogical skill with a real positive creative professional-oriented potential, capable of changing to the best state of affairs in practice, didactics should be considered as the main, systematic basis for project design in postgraduate teacher education institutions. Perspective directions for further consist in the actual construction of the concept of advanced

postgraduate teacher education, development and self-development of teacher pedagogical skills, taking into account the requirements for designing the teacher.

Key words: *didactic theory, didactic concept, didactic system, teacher, development, self-development, advanced postgraduate pedagogical education, pedagogical skill.*

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Relevance of the problem. Entry of the system of postgraduate pedagogical education of Ukraine into a competitive educational environment (according to the laws of Ukraine “On Education”, “On General Secondary Education”, “On Higher Education”, Concept of the New Ukrainian School, Cabinet of Ministers of Ukraine of August 21, 2019 No. 800 “Some issues of professional development of pedagogical and scientific-pedagogical workers”) objectively requires revision of well-established content, organization technologies, principles, structure of the system. The solution to this problem is directly related to the development of the concept of design of advanced postgraduate teacher education, development and self-development of teacher pedagogical skill, which will ensure achievement of high quality of education and guaranteed results of training and personality development of the student. It is the design of advanced postgraduate education that plays a key role in adapting Ukrainian postgraduate education institutions to this peculiar didactic challenge, to which they must give an adequate answer.

The analysis of the last researches and publications. Being one of the most important components of didactics logical structure of postgraduate teacher education, the didactic system attracts the attention of many researchers, especially in the part when it comes to its scientific status, requirements for its design, as well as its importance for the practice of postgraduate teacher education institutions. Particular interest in didactic systems is manifested today, due to the emergence of a competitive educational environment. Confirmation of interest in this issue is the large number of publications on the pages of the international scientific journal ScienceRise Pedagogical Education, national journals “Bulletin of Postgraduate Education”, “Pedagogy and Psychology”, “Pedagogy and Psychology of Professional Education”, “Postgraduate Education in Ukraine”, “Theory and Methods of Educational Management”, “Path of Education” and others, which address the issues of improving the effectiveness of education in the system of postgraduate pedagogical education.

Summarizing recent publications that initiated the solution of this problem [1–10, etc.], showed that the attention of domestic educators focuses mainly on the disclosure of a predominantly historical aspect of didactic systems, which allows to study the behavior of the system at a certain stage of society’s development, and the main characteristics of this stage.

We conducted an analysis of design practice in the context of the implementation of the concept of “New Ukrainian School” [8, p. 26–29; 9, p. 10–13] showed that the focus is often on the development of the innovation itself, rather than

its implementation. Researchers note that the most productive and promising is such a didactic system, in which the educational process is organized taking into account the professional orientation, as well as with the orientation on the teacher's personality, his interests, inclinations and abilities. It is possible to note the existence of a sufficient number of authoritative developments in the didactics of the problem of creating pedagogical (didactic) theories. In particular, the methodological principles of constructing pedagogical theory (V. Zagvyazinsky), methodology of pedagogy, theory and pedagogical logic (V. Gmurman), the application of induction, deduction and hypothesis in the construction of pedagogical theory, justified are justified: prognostic function of pedagogical theory (B. Gershunsky), functions of theory in constructing logic of pedagogical research (I. Lerner), interrelation of pedagogical theory and facts (A. Sohor) and others. However, there are no studies specifically dedicated to developing the requirements for designing the concept of advanced postgraduate teacher education, development and self-development of teacher pedagogical skills based on a competitive educational environment. This fact determined the topic of our scientific research.

Purpose of the article became the search for the bases on which one could build his own conception of designing advanced postgraduate teacher education, development and self-development of teacher pedagogical skill, taking into account the existing developments on this problem. Therefore, the tasks of the study were: 1) the allocation, on the basis of analysis of national methodological studies, the requirements for the creation of the specified concept; 2) finding out peculiarities of professional development of pedagogical workers in the institution of postgraduate pedagogical education, where the effectiveness of designing advanced postgraduate pedagogical education, development and self-development of teacher pedagogical skill was conducted.

Scientific novelty of the research consists in theoretical substantiation of the principles of designing didactic objects, categories and concepts of the concept of designing advanced postgraduate pedagogical education, development and self-development of teacher pedagogical skill; theoretical and methodological substantiation of the impact of the project of this system on its final result – the level of development and self-development of teacher's pedagogical skill, which includes his personal orientation, motives, subjectivity, professional competence and creative skills.

Research methods: theoretical: generalization, analysis, systematization of philosophical, psychological and pedagogical works of domestic and foreign authors from the affected problem in order to determine concepts of designing advanced postgraduate teacher education, development and self-development of teacher pedagogical skills in the new Ukrainian school; ***empirical:*** diagnostic (questionnaires, conversations, interview, testing), observational (retrospective analysis of own pedagogical practice, participant observation).

Presenting basic material. We begin with an outline of the essence and results of the study, outlining the concepts of “pedagogical (didactic) theory”, “didactic

concept”, “didactic system”, and then proceed to the analysis of the basic requirements for their creation.

Researchers usually refer to the concept of “pedagogical theory” rather cautiously and respectfully, because “it is usually accepted to refer to the class of theories only fundamental systems of knowledge” (B. Korotayev [5, p. 12]). The application of the didactics definition of “learning theory” is not entirely accurate, because didactics is a separate science, which presents a variety of theories (in the narrow sense). It is named by theory only on formal grounds, since, as B. Korotyaev noted, knowledge in didactics is presented as semantic systems that are interconnected only in content [5]. Therefore, we prefer the concept of “didactic theory” rather than “pedagogical theory” as well as “didactic concept”, “didactic system” rather than “pedagogical concept”, “pedagogical system”. We consider didactic theory as a system of principles, laws, categories, concepts, concepts, which describes education, patterns of its development and ways to improve efficiency [7, p. 377]; didactic concept – as a system of views on processes and phenomena in education, or as a leading idea that defines the strategy of action in the implementation of reforms, programs, projects, plans [7, p. 160–161], didactic system – as a specially created holistic unity of teachers, students, tools, technologies and conditions of learning, which allows to build management of cognitive activity of students in order to achieve a certain level of their learning [7, p. 337].

Undoubtedly, there is not enough practical need to develop the didactic concept of designing advanced postgraduate teacher education, development and self-development of teacher pedagogical skills, which is the subject of our scientific research, since this requires a certain level of development of the didactics of postgraduate education. We believe that the national science requires a level of science already achieved [1–10], the creation of the concept may be hindered by a lack of factual material and the fuzzy definition of the object of the concept. In a theoretical study, we sought to address the problems of finding factual material. This was facilitated by more than thirty years of experience of the author conducting classes with teachers in various forms of professional development.

It is worth noting ambiguity of ideas about the scientific status and functions of didactic theory, even the inconsistency of individual provisions with the main positions of the methodological, philosophical plan (D. Ilyasov [4, p. 14]). Didactics is inherently a pluralistic science, different bases are allowed for constructing a specific theory. There are some positives to this. For example, it allows you to study the object of didactic research from different sides.

Theory, in addition to traditional functions (constructive and explanatory), should be more focused on the implementation of projective (predictive) function. We draw on the views of B. Gershunsky, who gave a rather deep interpretation of the functions of theory, its status in the general system of pedagogical knowledge [2]. Guided by the well-known scheme of the process of cognition, B. Gershunsky identified three main stages of formation of pedagogical theory. In the first, it is formed mainly empirically-inductively through observation, systematization and description of facts. On the second, laws are formulated on the basis of explanation of

facts and their understanding, hypotheses and theoretical concepts are put forward. On the third – an active transformation of pedagogical practice is carried out in a prognostically substantiated direction. Formulated laws and hypotheses and concepts are actively used.

The essence of designing advanced postgraduate pedagogical education, development and self-development of teacher's pedagogical skill is to determine (analyze) the initial conditions, factors and characteristics of the educational process and to build its predictive model. Didactic system is an ordered set of interconnected and interdependent integral structural and functional components that make up a single whole in their structure, united by common goals, motives and tasks aimed at educating and learning the personality (V. Volodko [1]; 7, p. 337). Schematically didactic system can be depicted as a connection of its elements – the teacher; teacher; the content of training; learning technologies; learning facilities (conditions); goal; environment; F – quality (function) of the system; G is a system-building factor that usually indicates activity, its varieties, and other interactions between the elements.

As designers of the concept of advanced postgraduate pedagogical education, development and self-development of teacher's pedagogical skill, our attention was drawn to the relativity of pedagogical theories. A number of researchers point to the use of diametrically opposite points of view on practically all major issues in the pedagogical literature, consider teaching more as an art than a science [4, p. 15]. We do not agree with D. Ilyasov's opinion [4, p. 16] that didactics, like any inductive science, does not test its hypotheses in practice, but only makes sure that this hypothesis does not contradict it.

Also, developing the concept of designing advanced postgraduate pedagogical education, development and self-development of teacher pedagogical skills according to the principles of competitive educational environment, we proceeded from the main positive qualities of theory in didactics. Among them: in the epistemological sense it is an ideal model of a certain class of phenomena; based on common (rather general) laws and principles, it explains the essence of a particular class of phenomena; on the basis of explanation, predicts the course of events, the consequences of certain phenomena of this class; enables to check in practice the truth of the explanations given by it and to establish the measure of phenomena, the unity of their qualitative and quantitative features, which is inevitably connected with formalization; describes the phenomena of this class in a rather specific language, "sub-language" of the given field of knowledge; indicates the boundaries of the industry where it is correct and the reasons for the existence of such boundaries; plays an indispensable role in the method of scientific knowledge, linking the essential features of this class of phenomena with others; is "holistic", does not contain internal logical contradictions; is a system of evidentiary reasoning; relies on a specific system of cognition methods; sooner or later finds practical application.

Critically accepting the selected provisions, we can agree with the opinion of D. Ilyasov [4, p. 16] that "integrity", the absence of internal logical contradictions hinders the development of theory. We have also taken into account the existence of limits to the application of didactic theory, which inevitably means one-sidedness.

K. Ushynsky rightly observed: “The theory can be one-sided, and this one-sidedness is even very useful, highlighting in particular that side of the subject that others have left in the shadows; but the practice should be as comprehensive as possible” [10, p. 41].

Building on the concept of designing an advanced postgraduate teacher education, development and self-development of teacher’s pedagogical skills, we were guided by the precaution that the fact is not enough to create a didactic concept, the concept cannot be deduced directly from the facts. To do this, it was necessary to use a number of theoretical principles, methodological references, ideas that were not inductively learned from experience but were the product of experience-based thinking. We fundamentally disagree with those researchers who believe that in didactics, unlike deductive sciences, there are no rules of logical inference and that the central idea of pedagogical theory does not necessarily have to be entirely new or introduced from another field of scientific knowledge [4, p. 17]. To build a new concept for the system of postgraduate pedagogical education in Ukraine, we used the concept of designing advanced postgraduate pedagogical education, development and self-development of teacher pedagogical skills as a traditional methodology, based on five basic methods (analysis, synthesis, induction, deduction) didactic-specific methods (method of scientific knowledge and experimental study).

The basis of constructing a didactic concept must be a combination of formal and informal logic. The first is represented by modeling attempts that are characteristic of a systematic approach, and the second – expert estimates. The findings characterized the impact of advanced postgraduate pedagogical education, development and self-development of teacher pedagogical skill on learning performance (for example, the level of professionalism of teachers, health of participants in the educational process, the impact of the experimental didactic system on the personal and professional qualities of the teacher).

Advantages of the concept of designing advanced postgraduate pedagogical education, development and self-development of teacher’s pedagogical skills are the use of various methodological bases, which are the basis for its construction – a combination of systemic and synergetic approaches, as well as technological, activity, ergonomic, environmental (personal).

With regard to the second task of the study – to find out the peculiarities of advanced training of pedagogical workers – we proceeded from the fact that it was important to generalize the processes that radically transform the modern, radically transform the modern, in order to develop the concept of designing advanced postgraduate pedagogical education, development and self-development of teacher pedagogical mastery and, on the basis of forecasting future needs, formulate the basic principles of designing advanced postgraduate teacher education in Ukraine. Such a concept should answer three main questions: what to learn? (education content), how to study and how to test? (Learning, Control, and Correction Technologies) Who Should Learn? (Requirements for postgraduate teacher education institutions and teachers). Advance postgraduate teacher education, in addition to the components (content and technology) contains a specific (for what purpose? – learning purpose)

component, and should be adequate to the purpose of teacher education and professionally important qualities of teachers.

The content of this concept is defined by the following approaches.

First, what to teach? Advance postgraduate teacher education for pedagogical staff should be considered in a global context, as globalization processes require the introduction of universal values, ethical and economic standards of entrepreneurial activity into education. The development of professional competences (in accordance with paragraph 15 of CMU Decree No. 800 of 21.08.2019 and the list of key competences defined in part one of Article 12 of the Law of Ukraine on Education) should become increasingly important in the programs, in particular: knowledge of professional methods and technologies, including e-learning; knowledge of psychological and physiological features of applicants of a certain age, the basics of andragogy; ability to create a safe and inclusive educational environment, to know the features (specifics) of inclusive learning, to provide additional support in the educational process of children with special educational needs; speech, communication, emotional and ethical competences, etc.

Second, how to teach? It is necessary to realize the importance of technologies of research training, consulting activity of the teaching staff, the need to implement the results of research work in the educational process. Advance postgraduate pedagogical education is impossible without a close connection with the practice of teachers and without the introduction of modern information technologies into the educational process.

Third, who should teach? The content of education should be considered as a logical sequence of courses, after which the teachers will receive educational services that will help them to confirm their professional level.

The projected model (project) of advanced postgraduate pedagogical education of pedagogical staff is based on the conducted analysis of the learning conditions. Therefore, designing seems to precede the actual learning process, it creates the basis for its effective course. During the design, the information obtained during the analysis of the already implemented educational process (learning cycle) is accumulated and the corresponding changes are made to this basis. This generally determines the place of design activity in the pedagogical activity as a whole.

Conclusion. Concluding from this study, it should be noted that the innovative movement, which is gaining strength with the introduction of a competitive educational environment, actualizes design activities in all structural units of the education system of Ukraine. The design of advanced postgraduate teacher education, development and self-development of teacher pedagogical skill plays a decisive role in the institutions of postgraduate teacher education in Ukraine. Therefore, it is important that the design is theoretically justified, though not necessarily every time, by designing new didactic systems, programs, textbooks and teaching materials, and creating a new theory or concept. Reliance on already ready knowledge is quite possible. However, in order to create a life-long project of advanced postgraduate pedagogical education, development and self-development of teacher's pedagogical skills with true positive creative professional-oriented potential, capable of changing

to the best state of practice in practice, one should consider the didactic of development and development of the main project evaluation of the design procedure in postgraduate educational institutions.

Prospects for further research in this area are first and foremost in the actual construction of the concept of advanced postgraduate teacher education, development and self-development of teacher pedagogical skills, taking into account the requirements for designing the teacher in this article.

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1.4. PROFESSIONAL TRAINING OF FUTURE TEACHERS IN THE DUAL FORM OF HIGHER EDUCATION LEARNING

***Abstract.** The article claims that the introduction of a competent approach in the educational process of Ukrainian higher education institutions involves its refocusing to enhance the practical readiness of future teachers to fulfil their professional responsibilities in the context of the development of the New Ukrainian School. This goal can be achieved within the framework of the implementation of*

future teachers' professional training in the dual form of higher education learning. To study the issue, the following methods of research have been used: the analysis, the generalization, the systematization of scientific works, regulatory documents to identify the ways of implementation of future teachers' vocational training according to the dual form of higher education learning. The purpose of the article is to determine the ways of implementation of future teachers' vocational training on the basis of relevant scientific works according to the dual form of higher education learning.

Scientific novelty of the research is that the authors have identified for the first time the following ways of implementation of future teachers' professional training in the dual form of higher education learning: substantiation of the theoretical and methodological foundations of dual education in the system of pedagogical education; the development and implementation of state regulatory support for practical implementation of future teachers' professional training in the dual form of education; the organization of purposeful preparation of all potential participants of dual education to carry out this process; the development of managerial, informational and methodological support to implement dual training of pedagogic students; the systematic scientific and practical conferences, panel discussions, seminars with the purpose of valuable experience interchange between teachers. Perspective directions of the further research can be seen in the development, theoretical substantiation and approbation of the system of future teachers' professional training in the dual form of education learning.

Key words: *vocational training, future teacher, dual education, higher education, theory and practice, New Ukrainian School*

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Problem statement. The introduction of a competent approach in the educational process of Ukrainian higher education institutions involves its refocusing to enhance practical readiness of future teachers to fulfil their professional responsibilities in the context of the development of New Ukrainian School which “needs a new teacher who can become a change agent” [16]. This goal can be achieved through the introduction of a dual form of education, which implies some changes in its organization and content, as well as in the process of interaction between higher and secondary schools. It will provide a real close link between theoretical and practical aspects of educating students. According to the international experience, an introduction of a dual model of education contributes to the quality of higher education, and as a consequence, it is a foundation for the socio-economic well-being of the country. Therefore, nowadays dual education is being actively implemented in the most developed countries of the world. A recognized leader in this regard is Germany, where such an education system has been in use since the late 1960s. In this country, a high efficiency in the implementation of dual education is ensured by building close cooperation between higher education and vocational education institutions, enterprises, trade unions and the Federal Government. Thus,

the Government is responsible for a conceptual design of training future professionals in dual education and identifying a list of current occupations that require appropriate education. Therefore, it guarantees that the training will be held according to all interests and needs. Chambers of Industry and Employers' Associations of Germany provide the basis for practical training of future professionals and at the same time take an active part in organization and identifying the content of practical training for students at the workplace. In addition, the representatives of different companies and organizations act as potential employers for future professionals, that motivates them to perform their duties in good faith. It was the dual education of Germany that became a certain standard. Due to this standard the corresponding educational systems were created in many other countries of the world such as Austria, Switzerland, Canada, etc. [1; 4; 17].

There is an urgent need to develop and to implement an appropriate educational model in Ukraine. The idea of the feasibility of introducing a dual form of education was brought to the discussion in the general public back in 2014. An important event in the history of Ukrainian education was the adoption of the concept of specialists' training in the dual form of education in 2018. The document is based on German experience of dual forms of education. According to the plan presented in the concept, the third stage of its implementation began in 2020. It is related to the creation of dual education clusters based on the educational institutions that have necessary material, scientific, methodological resources, as well as the organizations, enterprises and institutions that are ready to participate in the development of the dual education in Ukraine [12]. So, the problem of dual education in Ukraine is a topical one and it requires new and effective ways of successful solution. It is also important to emphasize that this task is of particular importance for pedagogical education institutions, which should provide training for new education teachers to meet European and world requirements.

The urgency of the problem is due to the need to eliminate a number of identified contradictions that are objectively present in the professional training of future teachers, namely: between the need to train competent teachers in Ukrainian institutions of higher pedagogical education and insufficient consideration of valuable foreign contributions to the implementation of dual education in the context of European integration; between the social needs to maintain a close interaction between theoretical and practical aspects of professional student training for higher education and a lack of communication in reality; between a desire of teachers of higher education institutions and school administration to provide training of competent pedagogical staff by means of dual education and a lack of information and methodological support to ensure implementation of this education.

The connection of the authors' achievements with some important scientific and practical tasks is that identified ways of implementation of future teachers' vocational training in dual form of higher education learning will help to increase the level of professional competence of school teachers, and consequently will ensure successful development of the New Ukrainian School (NUS).

The analysis of recent research and publications. Some aspects of the problem raised were revealed in the scientific works of different scholars. Thus, in the scientific literature the essence of the dual form of professional education learning is defined as a condition of its effective modernization and interactive form of the organization of education (V. Vemian, V. Ter-Ovanesian [5], S. Drazhnytsia, O. Drazhnytsia [10], etc.); the dual education system within the framework of the youth vocational training in Germany, which became the basis for the development of the dual education system in Ukraine has been characterized (K. Kartina [1], G. Pieshkova [5], etc.); the specifics of the dual education implementation for students of different specialties (N. Kulalaieva, S. Leu [14], T. Piatnychuk [18], T. Shebanin [21]) and others) have been revealed; the certain issues of introduction of elements of dual education in the system of higher vocational training have been covered (U. Abdyhapbarova [2], V. Barsukova [3]; O. Hneda, S. Kenash [7]).

Previously unresolved aspects of the general problem addressed in the article. As it has been revealed in the scientific search, the problem of dual education is a new subject for Ukrainian scientists, so the theoretical basis for its study is just beginning to emerge. According to the results of the study, it has also been established that several pilot projects of a dual form of different education profile have been implemented in Ukraine recently. It has been determined that the problem of vocational training of future teachers in the dual form of education was not the subject of special study.

The methods of research: analysis, generalization, systematization of scientific works of Ukrainian and foreign scholars on the problem of dual education, the provisions of the main regulatory documents governing the implementation of higher pedagogical education, The Concepts of the New Ukrainian School for implementation of the future teachers' vocational training in the dual form of higher education learning. ***The purpose of the article*** is to determine the ways of implementation of future teachers' vocational training in the dual form of higher education on the basis of relevant scientific achievements.

Scientific novelty of the study is that the authors for the first time identified the ways of implementation of future teachers' vocational training in the dual form of higher education learning.

The presentation of the basic material. Based on the study of different publications, it has been found that the scholars offer different definitions of the concept "dual education". Thus, V. Vemian and V. Ter-Hovhannisyan refer to it as an output of close interaction between educational establishments and other institutions for successful professional and social adaptation of future specialists when they are engaged in professional activity at the early stages of their studies. As a result, they fulfil their functional duties, bear official responsibility and practise necessary professional skills [5, p. 29]. G. Serkova states that "dual education" is a type of training in which theoretical part of a future specialist's professional training is carried out on the basis of an educational organization, while its practical part is implemented at the workplace (in a certain institution, organization, etc.) [19, p. 72]. G. Nikitina proposes a similar interpretation, defining "dual education" as a way of

obtaining higher or vocational education, which combines students' education at educational institutions with on-the-job training (in organizations, enterprises, institutions) to acquire a certain qualification and which, as a rule, provides a contract for the training in the dual form of education [15].

According to V. Doktorovich, dual training is an innovative type of professional education organization, which provides a close relationship between educational and industrial spheres in the preparation of competitive skilled workers for different industries. It is based on the unity of three methodological factors: axiological factor (priority of humanist and technological values); ontological factor (introduction of competence approach); technological factor (focusing of the subjects of learning on professional activity) [9, p. 38]. In turn, S. Drazhnitsa and O. Drazhnitsa interpret this concept as a system of professional training, according to which students simultaneously receive theoretical knowledge in an educational institution and professional skills in the employer's company; an interactive mechanism for providing future professionals with vocational education, based on the simultaneous acquisition of theoretical knowledge in educational institutions and practical skills and experience at enterprises (in institutions, organizations of the relevant profile) [10, pp. 18, 19].

Some authors understand this concept as a form of learning. Thus, I. Boichevska states that dual education is a form of education that combines training of future specialists in educational institutions and in the workplace [4]. In M. Dernova's work, the term refers to the form of organization of the educational process, which involves a systematic and integrative combination under the conditions of partnership of its two main components: the theoretical (educational) component provided by an educational institution, and the applied (practical) component provided by an enterprise (potential employer) [8].

Based on the comparison of the above interpretations, it can be argued that they are adequately aligned with each other. This publication is based on the definition of dual education that is stated in the regulatory documents in the field of education. Thus, the Law on Education emphasizes that the dual form of education is "a way of obtaining education, which involves combining the education of people in the educational establishments (in other subjects of educational activity) with on-the-job training at enterprises, institutions and organizations for a particular qualification, usually on the basis of a contract" [11]. The Concept of the Dual Form of Specialists' Education states that the dual form of education involves combining the education in a higher or professional institution by a future specialist and the workplace training with the performance of assigned job duties in accordance with the contract [12].

Based on the above interpretations of the concept and the practical experience on introducing the elements of duality into the educational process of pedagogical specialties students described in the scientific works, it is concluded that the implementation of future teachers' vocational training in the dual form of education involves the combining of the implementation of teachers' theoretical educational guidance as well as practical activity at school on the basis of the pedagogical support fulfilment by experienced teachers and tutors.

Based on the analysis of scientific works [4; 6; 10; 13; 14; 17; 20] on the outlined issue in different countries it was concluded that the implementation of dual form of education in higher education has a number of significant advantages:

- it ensures an effective combination of theoretical and practical components of future teachers' vocational training with the possibility to make timely changes in the management of their practical training in accordance with the current demands of modern society;

- it gives students the opportunity to accumulate practical experience on pedagogical activity in the real conditions of its implementation in the modern school;

- it provides students with the opportunity to acquire a personal set of additional competences based on the study of the optional part of the educational program;

- it increases students' motivation in obtaining higher pedagogical education, enhancing the role of self-work and self-education in the future teachers' professional development;

- it intensifies the interconnection and interaction between secondary and higher education systems as well as it increases the activity and mobility of all participants in the dual process to implement the necessary changes in the organization of future teachers' vocational training aimed at improving its quality;

- it reduces the period of professional and socio-psychological adaptation to professional activity by higher education institutions graduates and lessens time on teaching them additionally, which is often necessary in the traditional education system; it increases teachers' willingness to build the New Ukrainian School successfully;

- it gives the possibility to train qualified personnel for a particular organization in compliance with corporate interests in order to save time and money for employees' recruiting and for retraining and adapting them to the working conditions at a particular enterprise; it increases the opportunities for future teachers to be employed by schools after graduation from higher education institution where the practical component of their vocational training can be implemented;

- it assures future educators' theoretical and practical training to be consistent with the real requirements of the national and world labour markets ensuring high competitiveness of pedagogical education institutions graduates in modern globalized society;

- it strengthens the role of state education authorities, school administration and public associations in providing training for competent educators, increasing the responsibility of representatives of these institutions for all aspects of the training beginning from the development of the content of educational programs to the evaluation of learning outcomes.

Considering the significant advantages of the dual form of education, it should be noted that while introducing this form of education into the higher education of Ukraine some limitations and obstacles must be taken into account. As it was determined by analysing the scientific works [5; 8; 9; 12], as well as by the author's

practical experience and the scientific achievements on this issue, among these limitations and obstacles, the following ones should be pointed out:

- the dual education system is not universal, the possibility and expediency of using this system or its components is determined by the specificity of professional activity (the field of study of the future specialists);
- the lack of a clear regulatory framework for the implementation of the dual education model in Ukraine causes considerable difficulties in its fulfillment;
- poor motivation of the higher and secondary school teachers to change the organization of the educational process, their unwillingness to perform new professional functions in the context of implementation of dual form of education for the students of the pedagogical specialties;
- a lack of the educational, informational and methodological support for the students' dual education.
- the dual training program does not include the scientific component.

In the context of the raised issue, we turn our attention to the works of U. Abdigapbarova. In the study of the problem of dual education introduced in the Kazakhstan pedagogical education the scholar revealed the following major risks:

- the objective and subjective difficulties in the implementation of this form of education due to the lack of material, methodological and personnel support of educational organizations (schools, colleges and universities);
- difficulties in assessing the effectiveness of introducing the dual education into the higher pedagogical education due to the lack of its qualitative indicators;
- the students' overload, which negatively affects their physical and psychological health;
- formal approach by teachers of schools, colleges and higher education institutions to the implementation of the dual education;
- excessive spending of the dual education implementation, in particular, an overload of the university and secondary schools teachers, which negatively affects the effectiveness of the dual education introduction [20].

Based on the above, the following ways of implementation of the future teachers' vocational training according to the dual form of higher education were determined:

1. Substantiation of the theoretical and methodological foundations of the implementation of dual education in the system of pedagogical education on the basis of taking into account the available scientific achievements and modern world requirements.

2. The development and the implementation of state regulatory support for the practical fulfillment of the future teachers' vocational training in the dual form of education to reflect all its aspects (organizational, educational, methodological, financial, etc.).

3. The purposeful preparation of all dual education potential participants for the implementation of this process. In this regard, the recommendations of German specialists are of great interest. They emphasize that the quality of students' dual education is mainly determined by the level of competence of the pedagogical staff

(teachers, professors, tutors, mentors, masters and etc.), who do not only need to be competent specialists in their field, but also need to be able to implement this form of training effectively in order to promote the desire of the young people to improve their skills throughout their career. In view of this, all the dual education organizers in Germany must systematically upgrade their qualifications in the special education institutions or courses and take exams at the end of their training.

4. The development of organizational, informational and methodological support for the implementation of the dual training of pedagogical specialties students (development and coordination of curricula, training and work programs, involving employers, relevant methodological recommendations and other materials, etc.).

5. Systematic scientific-practical conferences, “round tables”, seminars for the exchange of valuable experience by the teachers on the outlined issue.

Conclusion. As a result, it should be noted that the introduction of the dual education into pedagogical education will help to eliminate a lot of shortcomings of the traditional educational model as well as it will bridge the current gap between theory and practice and will introduce a personal approach to the teachers’ professional development and their professional competence. It has also been proved that in order to ensure the effectiveness of the future teachers’ vocational training, the dual form of higher education should be introduced in the following ways: the substantiation of the theoretical and methodological foundations of the dual education in the pedagogical education system; the development and implementation of the state regulatory support for the practical implementation of this process; the purposeful preparation of the university professors, as well as the teachers and students for implementation of the dual pedagogical education; the development and implementation of the organizational and informational-methodological support for introducing the dual education to the future teachers; systematic scientific and practical conferences, round tables, seminars for the exchange of the valuable experience by the teachers on the outlined problem.

We can see *promising directions* of the further research in the development, theoretical substantiation and approbation of the system of future teachers’ professional training in the dual form of education.

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1.5. PRAXEOLOGICAL BASES OF THE VOCATIONAL TRAINING OF TEACHERS IN THE COLLEGE-UNIVERSITY SYSTEM

***Abstract.** In the article it has been noted that a number of scholars are considering the praxeological approach in their pedagogical research. They distinguish independently pedagogical praxeology, the purpose of which is to enable the pedagogical society to acquire the methodology of practically-oriented knowledge about the general principles and methods of rational and productive pedagogical activity. The main task is to study and implement the necessary knowledge to carry out an effective activity, as well as to determine the values and content, goals, actions, procedures, results and appropriate correction. The implementation of the praxeological approach in the vocational training of future*

teachers ensures the rational and optimal activity of the subjects of the educational process, guarantees achieving the set of teaching goals, promotes the professional readiness of the future teacher for pedagogical activity. Within the framework of the outlined approach, the tendencies of development of continuous pedagogical education in the complex “college – university” have been defined. They are the following: coordination of the activities of pedagogical higher education institutions of different levels of accreditation to avoid duplication of specialization; protection and development of material and technical base; ensuring the normative base’s functioning of multidisciplinary educational and scientific-industrial complexes as forms of integration of different education levels; standardization and synchronization of the concept apparatus; intensification of the activity of educational and educational-scientific complexes in pedagogical direction for developing the levels of education taking into account personal needs, labour market needs and budget of certain regions; optimization of educational and methodological base taking into consideration practical needs, namely: the introduction of integrated curricula and programmes of higher education institutions of psychological and pedagogical directions of all accreditation levels, improvement of personnel potential of teachers and students, dissemination of modular training technologies and the credit rating system. It has been determined that the praxeological approach provides a professional character. We believe that the allocation of academic time at the university have to be coordinated with the college programmes. As the college programme contains basic scientific information, presentation has to be practically oriented; university programmes focus on mastering the methodology of science.

Key words: college, university, praxeological approach, continuing education, learning technologies

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General problem statement and its relationship to significant scientific and practical tasks. The current state of the problem of vocational training of future teachers is multifaceted, covers lots of issues and has a complex character. It is clarified by the place of this problem on the line of topical issues of pedagogy, psychology, philosophy, social science and physical science. The main clause of any system’s existence is continuity; its absence causes low efficiency between separate links and stages.

It has been proved, that continuity is a necessary connection between the new and old in the process of developing the progressive, rational one, which was reached at the previous stages, without which the move would be impossible. Implementation of the degree-based vocational education in Ukraine reveals the need in further research of the methodology of realization the principle of continuity, which will enables to distinguish more clearly the content and functions of individual stages of vocational training, to achieve the necessary coordination of pedagogical actions, to eliminate duplication of educational material, to reduce irrational wastes of time, provides sound and deep knowledge, related to the professional activity. A particular

aspect is the praxeological approach of training teachers in the college-university system.

Theoretical analysis of the philosophical encyclopedic and scientific literature has showed that the term “praxeology” was first used by L. Bourdieu (1882), and introduced into scientific circulation in 1897 by French philosopher A. Espinas (A. Espinas), who was one of the first to develop new scientific discipline – praxeology. According to A. Espinas, “general technology (or praxeology) is the science of set practical rules of art and techniques that develop in mature societies at certain stages of the civilization’s development [18]. The subject of its study is the factors of increasing the action’s effectiveness”.

Analysis of recent researches and publications in which the problem is solved and on which the author relies. I. Kolesnikov and O. Titov have investigated the praxeological bases of pedagogical activity; Ye. Riabukha has showed the role and place of praxeology in solving the problems of improving the higher education quality; V. Fedotova have studied the prospects of using the ideas of praxeology in the organization of students’ research activities; O. Utochkina has considered the peculiarities of applying the praxeological approach for forming the future teacher’s ability for vocational and pedagogical self-assessment; V. Sharko has substantiated the possibility of the praxeological approach in improving the methodological training of physics teachers in the system of continuous education. However, the use of the praxeological approach in the continuous education and in the college-university system is not enough considered in the literature.

The aim of the article is to characterize the interpretation of the concept “praxeological approach”, to define its role in the college-university system and identify current tendencies inherent in the national system of the continuous pedagogical education.

Main material of the article. The term “praxeology” derives from the Greek word *praxis* (action, practice) or Latin *praxeus* (action, activity). Revealing the essence of praxeology, B. Hryhoriev and V. Chumakov define it as “knowledge of actions”, the study of practice in its philosophical sense, that is, obtaining the most general information about what a person does (compared to a technology as knowledge of the art of technique “conduct”) [4].

In A. Hrytsanov’s interpretation praxeology is regarded as a philosophical concept of activity, which presents the general theory of the organization of the productive activity [2, p. 819]. In philosophical reference literature, praxeology is associated with sociology and in the context of sociological research various actions or their totality are considered in terms of their effectiveness [16, p. 453]. Vocabulary and pedagogical sources indicate that the essence of praxeology lies in the practical (and historical) research and characterization of different work skills and techniques, identifying their elements and creating various recommendations of practical nature on this basis [15, p. 608]. Analysing the philosophic processes of politics, A. Panarin notes that praxeology is a special branch of knowledge aimed at identifying the general tendencies of the logic of activity, a component of a methodology which tries

to generalize theoretically the mankind's vast experience in productive activity, defines the qualitative characteristics of the active person [12].

In the process of training future teachers, the main task of the praxeological approach is the study and implementation of the necessary knowledge to perform effective activities, as well as determination of the values and content, goals, actions, procedures, results and conducting of appropriate correction. In N. Satskov's opinion, the implementation of the praxeological approach is based on the integration of knowledge and activity as a specific form of active attitude to the environment, the content is made up by certain changes and transformations, i.e. ability, purpose, action. Two dimensions – knowledge and effective activity – are the basis of the praxeological approach as a purposeful system of principles which determine the overall purpose and strategy of praxeologically oriented actions and show how knowledge is transformed into direct productive force [12, p. 352].

Precisely, praxeology provides the basis for understanding and exploring activities from the standpoint of practical values, in particular productivity and effectiveness. Polish scientist T. Kotarbiński has termed praxeology as the general theory of activity organization, particularly in the context of its efficiency and optimization, has defined, described the rules of effective work and listed a number of advantages [19]. Efficiency is an indicator of the quality of vocational training, as well as a qualitative category that promotes the development and improvement of vocational and pedagogical activities of future teachers. Efficiency reflects such characteristics of pedagogical activity as integrity, multidimensionality, dynamism, multifaceted nature.

Owing to T. Kotarbinskyi, the ideas of praxeology began to be used in theoretical and applied researches. According to T. Kotarbinskyi, the main task of praxeology is the analytical description of the technique, elements and forms of rational activity, particularly in the form of the system of general technical recommendations and notifications regarding professional, individual and collective activity [8].

The implementation of the praxeological approach in the vocational training of future teachers ensures the rational and optimal activity of the subjects of the educational process, it guarantees achieving the set of teaching goals, promotes the professional readiness of the future teacher for pedagogical activity. It is the development of students' professional readiness for pedagogical activity, according to K. Duraj-Nowakowa, that is the main purpose of the future teacher's training system. The researcher considers that "professional readiness for pedagogical activity is the formation of an active state of the person, ensuring rapid adaptation and effective mobilization, updating, application of previously accumulated knowledge, skills, pedagogical experience, as well as integrated, professionally significant personality traits in the process of work... a prerequisite and fundamental condition for the effective execution of operations, activities and vocational tasks. Professional readiness is formed as a result of a long, dynamic process of training for the profession" [17].

A comparative analysis of the essence of a single action from different scientific perspectives makes it possible to explain this phenomenon. Thus, in psychology, the performance of a certain action is caused by motivational processes. Historians research the meaningful content of certain actions in the society. In praxeology, an action is examined as a proper and effective process.

In the Ukrainian scientific community, praxeological ideas were first developed in the economic field. The Ukrainian founders of praxeology include economist-mathematician Ye. Slutskyi, who in 1929 considered economics as part of formal praxeology, explained formal-praxeological concepts (systems, situations) and noted that “human activity cannot be simply divided into quantitative relationships of exact elements of a quasi-mechanical system” [14, p. 256].

A little bit later (1949), concept “praxeology” began to be used by Austrian economist L. von Mises to define a unified science for human action and behaviour [11]. According to the scientist, the subject of the study of praxeology is the ways of achieving the aim in a certain activity, the study of goals and means (theology and causality) of actions, the assessment of the suitability of the selected means to achieve the goal. Modern scholars also connect practical ideas with the economic field. Thus, Yu. Bohoiavlenska analyzes the praxeological approach in management [1]; A. Hastiev substantiates practical recommendations for the scientific organization of work [3]; L. Liashchenko notes that economic ethics as a factor in of forming civilizational development is based on the praxeological approach to the choose optimal actions in management [9] and others.

The philosophical and methodological foundations of praxeology are most fully reflected in the work of the Polish philosopher and logician T. Kotarbiński’s “Treatise on Good Work” (mid-twentieth century). The main idea of the author was to substantiate the sense of integrity and rationality of activity, which consider the praxeological approach as a specific way of analyzing and explaining the practical activity of a person in the context of purposefulness, rationality, effectiveness of its actions [19]. Taking into account the historical-philosophical aspect of the theory of effective activity, he compares the technology and praxeology to clarify the specifics of each.

Like any science, praxeology operates with a well-defined categorical-conceptual apparatus. The main categories and concepts in praxeology are “organization”, “action”, “activity”, “meaningfulness of the activity”, “purposefulness”, “quality”, “success”, “productivity”, “efficiency”, “effectiveness”, “practicality”, “Manufacturability”.

Emphasizing the need for the praxeological orientation in forming the professional readiness of future teachers, we draw attention to the identification of such scientific direction as pedagogical praxeology, which has its structure of knowledge and models of realization in vocational training [7]. In particular, I. Kolesnikova characterizes this scientific field as the general theory of pedagogical activity, which considers the most general principles and ways of increasing the efficiency and usefulness of professional actions, regularities and conditions of expedient and rational construction of the educational process. The researcher

outlines the goal, expanding the essence of pedagogical praxeology. A. Maron, L. Monakhova and V. Fedotova define praxeology as a science that studies historical types and varieties of practice – rational forms of organizing the human actions aimed at changing nature, society and mankind, outline collinearity and complementarity in competent and praxeological approaches in the theory and practice of vocational education [10]. Scientists emphasize the need of implementing the principles of pedagogical praxeology as a condition for improving the quality of education and organization of future professionals' research activities, substantiate the need in developing students' praxeological skills, etc.

The relevance of this process has been emphasized by the fact that praxeological ideas began to be widely used in pedagogy, as evidenced by the comprehensive pedagogical studies aimed at the formation of future specialists' praxeological skills in the context of the competent approach [5], determination of the intents of pedagogical innovativity in the discourse of praxeology [6] and others.

The praxeological bases of teachers' training are important in forming a young professional, especially in the college system.

The development of the college-university complex in the national system of continuous pedagogical education is characterized by the following tendencies:

- coordination of the activities of pedagogical higher education institutions of different accreditation levels in order to avoid duplication of specialization and preservation and development of material and technical base;
- provision of normative base of work of multidisciplinary educational and research-production complexes as forms of integration of different levels of education;
- standardization and harmonization of the concept apparatus;
- activity intensification of pedagogical educational and educational-scientific complexes in the development of the degree education taking into account the personal needs, labor market needs and budget of certain regions;
- optimization of educational and methodological bases taking into account practical needs, namely: introduction of integrated curricula and programmes of the universities of psychology and pedagogy at all levels of accreditation, improvement of personnel potential of teachers and students, diffusion of modular training technologies and credit rating system.

We consider the educational-scientific complex as a voluntary association of education institutions, industrial enterprises, scientific organizations of different types and forms of ownership. Priority principles of their activity in the field of vocational education include:

- democratic association and management of the educational-scientific complex;
- continuity, degree, multistructure and integrity of psycho-pedagogical staff's training;
- integrativity;
- cooperation of of educational and scientific complex's components of the related profile;

- regionality;
- proactive nature of the staff’s psychological and pedagogical training.

These principles require a transfer in the educational-scientific complex from information-reproductive training to actively-productive creative training at all levels of vocational psychological and pedagogical training. Accordingly, the organization of the educational process of vocational education should be interrelated, in a hierarchical sequence and with a high degree of continuity. The principle of integrativeness will also provide pedagogical activity of the complex of acquiring new qualities and characteristics in the process of interaction of structural components, which are not peculiar to individual units, and the possibility of transferring the characteristics of the educational-scientific complex to its separate component. The principle of coordination of educational units of a related profile enables creating conditions for increasing the effectiveness of cooperation of all components in the complex for implementing the tasks of targeted professional training of the pedagogical staff, and regionality – to ensure that this training due to the objective needs of the particular region. The advanced nature of vocational training determines the need to coordinate the definition of goals and content component with the analysis of prognostic studies of various aspects of the educational activities of the complex.

The basis of the degree-based training in the complex “college – university” is the praxeological approach, through which it acquires a vocationally-active character, which are inherent in:

- defining the content of the educational material in the practical direction of vocational training, transferring from the content of compulsory disciplines to programmes of pedagogical self-education and variative special courses with blocks of excessive scientific information;
- orientation of pedagogical training at psychological knowledge and alignment with psychological training due to the priority of solving pedagogical tasks;
- cohesion of didactic and methodological components of training;
- development of student self-government;
- organization of the system of continuous pedagogical practice, including passive, active and various types of internships;
- widespread involvement of students in scientific and research activities;
- increasing the volume of practical training by reducing the number of lectures.

The structural model of the psychological and pedagogical preparation content envisages the creation of integrated educational and scientific methodological centers of continuous personnel training at the university, activity management of universal pedagogical faculties and departments of colleges as separate, relatively autonomous units of a single academic and scientific college, vocational education at various levels (general, professional, profile). To ensure the quality of psychological and pedagogical training in such system, end-to-end curricula are approved by the decisions of the appropriate departments of the university.

General level, which includes integrated courses in general psychology and pedagogical disciplines (pedagogy and history of pedagogy, psychology, basics of pedagogical skills, etc.), is divided in the following way:

- college programmes contain basic scientific information, presentation – practically-oriented;
- university programmes focus on mastering the methodology of science.

Such distribution of the training construction makes it possible to refuse from duplication of educational material and integrate the content of disciplines of other directions of psychological and pedagogical training.

A variety of pedagogical practices have been included in the professional level. Moreover, in college and university, such system is organized through end-to-end programmes, which enable standardizing the requirements for reporting and methodological documentation, criteria and methods for monitoring and evaluation, development of common educational tasks.

The profile level in terms of educational and scientific pedagogical complex includes integrated educational programmes in specialized disciplines, taking into account variability and students' choices, individual educational programmes.

Conclusions. Thus, it has been concluded that a number of scholars are considering the praxeological approach in their pedagogical researches. They distinguish separately pedagogical praxeology, the purpose of which is to help the pedagogical society to acquire the methodology of practically-oriented knowledge about the general principles and methods of rational and productive pedagogical activity. The main task is to study and implement the necessary knowledge to perform effective activity, as well as to determine the values and content, goals, actions, procedures, results and appropriate correction. The implementation of the praxeological approach in the vocational training of future teachers ensures the rational and optimal activity of the subjects of the educational process, it guarantees the achievement of the teaching goals, promotes the professional readiness of the future teacher for pedagogical activity. Within the framework of the outlined approach, the tendencies of developing the continuous pedagogical education in the complex "college – university" have been defined. It has been determined that the praxeological approach gives a job a professional character. In our opinion, the allocation of academic time at the university has to be coordinated with the college programmes, as the college programme contains basic scientific information, presentation – practically-oriented; university programmes focus on mastering the methodology of science.

Prospects for further researches will be aimed at the development and experimental verification of forms and methods of training future teachers for vocational activity on the basis of the praxeological approach, focused on the development of the activity component, which we consider to be decisive in the vocational activity of teachers.

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1.6. EDUCATIONAL EXPLICATIONS OF SOCIAL COMPLEXITY IN MODERN SOCIETY

***Abstract.** The article explores the issues of social complexity, its general characteristics and features. The concept of complexity is one of the key concepts in modern science, which has gained popularity in studies of an inter – and transdisciplinary nature. So in the article for the first time the concept of social complexity is considered in the context of the creating a new educational system in Ukraine. It is proved that there is an inalienable link between social complexity and the formation of the modern educational space in the new Ukrainian school. In modern education (the new Ukrainian school) the question arises of new principles of learning such as child-centrism and personal approach and the creation of an educational environment that should motivate pupils and students to be implemented learning and be focused on their creative development. Social complexity as a socio-cultural phenomenon associated with the formation of a new type of society as an open, complex, self-organizing system. The mechanisms of social self-organization operate primarily at the micro-level of interpersonal communication and social communication. So new principles of modern Ukrainian education are, inherently, a demonstration of social complexity in social life, its manifestation in society in the field of education. Therefore, the study of social complexity in the educational context is correlated in research as a socio-cultural phenomenon that has a human-dimensional meaning. The concept of human-dimension is necessary preconditions and foundation of modern Ukrainian education. Indeed, the conceptual foundations*

of New Ukrainian School are aimed at preserving the values of childhood, the need for humanization of learning, the development of students' abilities, the creation of subject-educational, which together provide psychological comfort and ect.

In the article it is substantiated that the study of social complexity relies on a wide range of interdisciplinary studies related to social synergetics, philosophy of education, pedagogy, psychosynergetics, as well as to such philosophical disciplines as philosophical anthropology, philosophy of philosophy. The concept of the New Ukrainian School reflected some aspects of social complexity associated with the formation of new cultural meanings and cultural boundaries. The further development of social complexity research can be continued in the educational field, especially with regard to the implementation of theoretical studies of social complexity to educational practice in the form of practical recommendations and methodological guidance that can be implemented in the educational process.

Key words: *social complexity, social self-organization, education, new Ukrainian school, modern society, cultural boundary*

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The Purpose Formulation. The role of the complexity category in contemporary studies of nature and society is difficult to overestimate. In philosophy objects having ontological complexity include such social structures as the state, the public society, the educational system, the economic system, the scientific one, etc. In addition, complex objects in modern society are different objects of modern technologies – biological, high-tech and human. The human being is also a complex self-developing system, having various forms, social bonds and relationships, which are the basis of the life of any society. Thus, social complexity as a philosophical category is represented at different levels of social life, including education.

Relevance of research. Modern society is characterized as a “knowledge society”, that requires the education of the proper quality, meeting the requirements of the individual and society as a whole, which promotes the development of the individual, the satisfaction of his educational, intellectual inquiries, which provides an opportunity to strengthen the material well-being of man. But at the same time, this society is open, non-linear, and it is made up of various elements that are in complex binds and relationships. Therefore, the question of studying both the social complexity of society and the manifestations of this complexity in the educational field becomes timely.

Novelty of research. For the first time in the domestic social and philosophical literature, the study of social complexity in the context of its interconnection with education (the new Ukrainian school) in modern society was conducted. It was proved that modern education is based on self-organizing principles of social communication, which is formed by human activity that in a certain way organizes the educational space and gives it a human-measuring sense, reflected in the principle of child-centrism and personal approach.

The purpose of the article. The purpose of this study is to analyze the concepts of social self-organization and social complexity in the research of leading national and Western philosophers, scholars and educators, related to the problems of modern society and education.

Analysis of recent research and publications. The works of such Western philosophers and sociologists as W. Beck, F. Capra, E. Laszlo, K. Mainzer, E. Moren, J. Nicolis, O. Toffler, E. Jantsch, Y. Habermas are devoted to understanding the complexity and its various social implications. In particular, K. Mainzer writes that complexity is the result of complex thinking and highlights a sufficiently broad multifaceted filling of complexity in the social sciences and in education: people, values and beliefs, interests, concepts and feelings, hierarchy and emergence, abilities, etc. Moreover, domestic researchers (L. Bogataya, I. Dobronravova, L. Bevzenko, I. Predborskaya, Y. Melkov, etc.) also addressed the problems of social development, social changes in the context of social complexity and its implications in education and society. The study of self-organizing processes in society and education are related both to the sphere of social synergetics (works by V. Bransky, L. Bevzenko, V. Vasilkova, A. Nazaretyan, V. Stepin, etc.), as well as to the field of cultural studies and philosophy of culture (works by O. Astafieva, I. Donikova, A. Svidzinsky, etc.), and to the field of educational philosophy (works by I. Bech, L. Gorbunova, V. Kremen, I. Predborskaya, N. Kochubei, etc.), as well as to psychology (works by I. Yershova-Babenko).

Methods of the research were determined by the purpose of the article, which requires, first of all, application of system-analytical, historical and historical-comparative methods. The main methodological basis is the socio-philosophical analysis of the phenomenon of social complexity, which was complemented by the use of general scientific methods of analysis, synthesis, the transition from abstract to concrete, etc.

One of the first attempts to analyze social complexity can be found in the book “Synergetic Paradigm. Synergetics of Innovative Complexity” (2011), in the section “Complexity in the socio-humanitarian dimension” [12]. In it, social complexity was studied on the example of technical systems, modern globalized world, culture, science and thinking. The authors analyzed the so-called “human-dimensional” complexities (as defined by V. Stepin), which, however, represent only certain aspects or sides of social complexity. Therefore, the concept of “social complexity” in the study has not yet been used.

Another collective study, “Innovative Complexity” (2016), already introduces the concept of social complexity, which is meaningfully relevant to the synergistic paradigm, because it analyzes social processes at the micro level. As stated in the introduction of this work, it “presents the results of studies of sources and factors of the emergence of innovative complexity, features of its dynamic growth and cyclical evolution, ways of passing crises and disequilibrium in the course of evolution. Special attention is paid to the consideration of modern information, cognitive and communication technologies, problems of consciousness and creativity, stimulation of creativity of production of scientific, cultural and social innovations. Possible

applications of models of birth and evolution of innovative complexity for analysis and forecasting of development of natural, technical, cognitive and social systems have been shown" [7, p. 5].

Thus, even in this ground-breaking research, social make-up is one-sided, only from the standpoint of studying the creativity and personal experience of man, and a wider range of questions about the anthropological aspects of social complexity remain unaddressed. Thus, at present, in the analysis of social complexity there is no holistic analysis of the interaction between man, society and culture. This leads to the conclusion that the contours of social complexity are only "outlined" because they require a special "ontology of complexity" (E. Moren), which allows them to be fixed and "grasped".

Thus, the study of social complexity examines the need for socio-philosophical and philosophical-cultural analysis, which allows you to focus on the interaction of man, society and education, which creates social complexity. For example, the Ukrainian researcher L. Bogataya in this connection states that "the science of complexity cannot bring humanity out of the crisis in which it has found itself without returning to understanding the complexity of humanitarian direction. Humanities, however, cannot be limited to being an amorphous association of "pseudohuman" disciplines that seek to fall under the banner of "normal science" [4, p. 8]. Therefore, it proposes the concept of "humanitarian complexity", which is understood as "the marginal informational saturation of humanitarian texts, which is formed under the influence of a wide variety of disciplinary mixes. The complexity of humanitarian texts, which is represented by numerous metaphors, unusual terminological constructs, requires the development of special methodological tools, which allows it to be mastered effectively" [5, p. 12].

Thus, passing to the socio-philosophical analysis, it should be noted that social complexity as a socio-philosophical concept manifests itself in understanding the processes of social self-organization in society. In addition, social complexity can be defined by the concept of "human-dimensionality" of socio-cultural reality, which, as studies on social synergetics (L. Bevzenko, I. Donikova), as well as psychosynergetics (I. Yershova-Babenko), is sensitive to human factor (state of mind, experience, ideas, thoughts, moods, etc.). It can also be noted that social complexity sets the boundaries of self (as it is self-organized), as well as of man. This creates internal contradictions and conflicts between man and the complexity created by him. In these contradictions, the role of culture and cultural boundaries is actualized, since culture is formed by man through his ability to make meaningful (cultural) activity and reality construction.

In the context of the synergistic paradigm, social complexity is understood in the study of social self-organizing processes through the concept of social self-organization. In particular, the problem of social complexity is analyzed in the work of I. Donnikova "The Culturogenic Essence of Social Self-Organization" [6]. According to her, in the modern socio-philosophical knowledge the idea of a deep connection of social processes with individual human existence has come to fruition, the realization has come that one can understand them only through correlation,

revealing their interdependence. Because society “is constituted on the same grounds as are inherent in man and which are not derived from anything else” [6, p. 64]. Considering that processes of social self-organization occur spontaneously, unlike the organization, according to L. Bevzenko, they are involved in unconscious aspects of the human psyche. This part manages our emotions, desires, aspirations, etc., whereby an individual implements certain actions implicitly and unconsciously [3]. In this case, the concept of human-dimensionality is one of the basic in the justification of social self-organization as a social complexity, both in L. Bevzenko and I. Donikova.

Turning to the concept of the New Ukrainian School, we can see that human-dimensionality is a prerequisite and foundation of modern Ukrainian education. For example, this concept states that the conceptual foundations of modern education in Ukraine are aimed at “preserving the values of childhood, the need for humanization of education, personal approach, the development of students’ abilities, the creation of subject-educational environment, which together provide psychological comfort and promote the creativity of children” [11, p. 8].

V. Kremen also emphasized the need to take into account human-centrism in the sphere of education in his work “Philosophy of Human-Centrism in Strategies of the Educational Space” (2008). He believed that “the tendencies of civilizational development determine the new requirements for man, and therefore for education, which plays a crucial role in the formation of each person” [8, p. 286].

Thus, I. Donikova rightly defines social self-organization as the formation of social existence through coherent interaction between man, society and education. It offers an understanding of culture as a universal social technology that is “human-saving” and which creates coherent interpersonal interactions and fills the social order with human-creating, value-based content [6, p. 242–243]. Important for us are also the works of the Russian researcher O. Astafieva, in which a special, transitional type of culture is distinguished [1, p. 133–156]. She argues that culture is a dynamic integrity, a “unity of the multiplicity”, a “poly-integrity” [2, p. 269–285]. That is, A. Astafyeva focuses on the existence of culture between variability and resilience, on its capacity for self-renewal, which, however, is impossible without the crisis of the anthropo-socio-cultural system, the dangers of self-destruction. In this regard, in her works the strategy “communication – search” is updated, which allows to combine self-organization and management of socio-cultural processes [1, p. 153–155].

More clearly the topology of culture with the delineation of the boundaries between its various states is indicated in the works of the Belarusian researcher M. Mozheiko. By identifying a cultural space that is “determined by the totality of ... value hierarchies and interpretative matrices”, the researcher describes its axiological center as “orthodoxy”, which is responsible for reproducing in the culture its meaningful semantic content. The stability of culture is associated with a stable center – a cultural tradition, instability – with a cultural environment that is more mobile because it can turn into unstable and nonequilibrium states. “The source of internal fluctuations in cultural dynamics are the contradictions between the “center”

(orthodoxy), semantically and axiologically dominant over the entire cultural space, and the so-called “cultural periphery” (alternative cultural programs: heresies, conceptual constructions of the marginal character, etc.)” [9, p. 258].

Thus, socio-synergistic studies have created a theoretical and methodological basis for the analysis of social complexity, marking such characteristics as openness, integrity, nonlinearity, ability to self-organize. In addition, a significant characteristic of social complexity in terms of socio-philosophical analysis is its “human-dimensionality”, anthropogenic and cultural potentialities that allow at the level of interpersonal communication and interaction to form cultural meanings. Therefore, social complexity becomes the basis for social self-organization of society, which has a powerful influence on the formation of a new social order in society during the bifurcation period.

For education and the educational space, anthropological explications of social complexity are of some importance as they indicate the possibility of creating new learning environments in which self-organizing mechanisms are involved. For example, the concept of the New Ukrainian School, which was developed during the 2010s and proposed for public discussion, states that “educational activities will be organized according to the 21st century skills according to individual styles, pace, complexity and learning trajectories of students: from communicative types of tasks (finding common ground with friends, teachers, classmates, parents, strangers) to creative (creative-innovative) ... Students will have the freedom to choose subjects and their level of complexity. There will be an opportunity to study in multi-age subject or cross-subject groups” [11, p. 21]. That is, training is seen as a complex communication activity that has a self-organizing and open character. Because it takes into account the personal characteristics of the learner, his or her ability and inclination to communicate with others (teacher, students) as well as to acquire knowledge.

Also the basic principle of learning is the principle of “partnership”, which involves building “communication, interaction and cooperation between the teacher, student and parents. Pupils, parents, and teachers, united by common goals and aspirations, are voluntary and like-minded, equal participants in the educational process responsible for the outcome” [11, p. 21]. Thus, new mechanisms of social communication are created in the process of learning, which are aimed at the activity of all parties of the educational process, their motivation for the purposes of learning. Based on these principles, learning appears not as a linear process of knowledge transfer in the form of information from teacher to student, but as a complex nonlinear social process in which the issues of meaningful and cultural activity of man become evident. Another pressing issue is the creation of appropriate conditions for such communication, its development and functioning.

The issue of creating an educational space in higher education also addresses the problems of social complexity. As rightly stated I. Nechitaylo: “the fullness of the process of socialization in a university can be achieved by structuring the educational space in such a way as to ensure the immersion of students in a set of social interactions of different levels of complexity, enrich the sphere of mastered social

roles” [10, p. 78]. It is possible to achieve this through the content of educational programs, which not only have a list of necessary subject knowledge and skills necessary for learning, but they represent “a set of cultural meanings and models that spontaneously transmit to the educational environment, the system of relationships and connections, models of collective action, which are formed in the process of educational communication on the basis of values and norms actually realized in this environment” [10, p. 78]. Therefore, in higher education, communication is aimed at forming the final socialization of the individual, which allows him to confidently master a particular social role and enter into complex social relations in society, i.e. to organize their own communication, on the basis of openness, nonlinearity and complexity.

Conclusions and results. Based on the analysis of various socio-philosophical and sociological researches, it can be stated that in modern society, which has different forms, types, scales of formation of social bonds, the question of studying social complexity becomes relevant. Its study should be based on a wide range of interdisciplinary studies, which will include such fields as social theory, social synergetics, psychosynergetics, philosophical disciplines (philosophical anthropology, philosophy of culture, etc.). Social complexity as a socio-cultural phenomenon associated with the formation of a new type of society as an open, complex, self-organizing system. The mechanisms of social self-organization operate primarily at the micro-level of interpersonal communication and social communication. In modern education, at its various levels (secondary, and higher levels), the question arises of new principles of learning, which are based on self-organizing principles that define personality, society and culture as non-linear, open self-organizing systems. Thus, social self-organization and the “human-dimensionality” of social systems are pressing aspects of studying social complexity.

Perspective of further researches of the social complexity in the field of education can be extended, especially with regard to the implementation of theoretical studies of social complexity in educational practice in the form of practical recommendations and methodological guidance that can be implemented in the educational process.

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1.7. PSYCHOSYNERGETIC APPROACH TO FORMATION OF TEACHER'S PEDAGOGICAL SELF ORGANIZATION IN THE NEW UKRAINIAN SCHOOL

***Abstract.** From the point of view of psychosynergetic approach for the first time the ways of forming of pedagogical self-organization of the teacher in the new Ukrainian school are considered. The current stage of development of the new Ukrainian school requires the teacher qualitatively new skills and abilities. For example, “pedagogy of partnership” significantly changes the relationship between all participants in the educational process. The teacher is required to be open to relationships with students and parents at a new level; be a creative personality*

capable of self-development and self-improvement; be prepared for difficult, chaotic situations during training and confidently overcome them, etc. As evidenced by the new requirements for elementary school teachers, enshrined in the concept of the New Ukrainian School, today there is a radical change in the educational activity. The leading role still belongs to the teacher, especially in the first steps of study (primary education). The article deals with the possibilities of psychosynergetics as an interdisciplinary branch, which develops on the border of synergetics and psychology, in solving the issues of ecology of the human psyche, its capacity for self-organization, self-regulation and self-improvement. Since implementation of the principles of openness, complexity, non-linearity and synergy is relevant today in the educational sphere, the application of the theory of self-organization in pedagogy is quite obvious and appropriate. Thus, in terms of teacher activity, the concept of “pedagogical self-organization” reflects the ability of the teacher to use their own resources (mental, professional, cultural, etc.) to their own self-development. Methods that influence the formation of the teacher’s self-organization are both methods of reflection and self-design, as well as psycho-synergistic, relating to the intrinsic mental level. These methods are complementary. In the context of psycho-energy, for example, the “Creative Power” method has a psycho-corrective effect and helps the teacher effectively distribute his or her own internal energy for the perception, processing and transmission of information. It is concluded that the psychosynergetic approach can be used as a supplement to other methods of forming teacher pedagogical self-organization in the New Ukrainian School. Further research in this area should be continued, which will reveal other diverse psychosynergetics methods that will become effective and operational in educational practice.

Key words: *self-organization, pedagogical self-organization, education, new Ukrainian school, psychosynergetics, method “Creative Power”*

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The Purpose Formulation. The concept of the New Ukrainian School envisages new ways of teacher pedagogical activity that are connected with the synergistic approach, which create the development of educational space on the principles of openness, complexity, nonlinearity and self-organization. In this regard, a new trend in modern pedagogy “pedagogical synergetics” has appeared, which introduces such concepts as “self-organization”, “chaos”, “non-linear system”, “bifurcation” in the field of education. Thus, studying the pedagogical activity of the teacher, the concept of “pedagogical self-organization” was introduced, which means the teacher’s ability for self-development, self-improvement, openness to innovation. Formation of “pedagogical self-organization” is an important component of teacher’s pedagogical activity at the present stage of educational development.

Relevance of research. Psychosynergetics as a new interdisciplinary field of research was formed in the works of Ukrainian philosopher prof. I. Yershova-Babenko (1992, 2015, 2019) [12; 13; 14; 15] and found further development in the

research of A. Semenova (2009) [8], Yu. Madinova (2016) [4], N. Krivtsova (2018) [3], D. Kozobrodova (2019) [2]. Its application to educational activities is of great importance, since studying the human psyche as a psychosynergetic object, it is based on modern principles of self-organization, nonlinearity, complexity and nonequilibrium. All of these principles are in demand at the New Ukrainian School.

The novelty of the research is to apply a psychosynergetic approach to the development and formation of a new Ukrainian school, namely the problem of implementing new strategies, principles and standards of educational activity that should be present in the new Ukrainian school. Psychosynergetic approach plays a significant role in the formation of pedagogical self-organization of the teacher.

The purpose of the article is to investigate ways of forming teacher's self-organization through psychosynergetic strategies and methods. To solve this problem, it is necessary to turn to the analysis of the works of leading foreign and domestic researchers (philosophers, educators) of the XXI century, who study education as a complex self-organizing system.

Analysis of recent research and publications. The problem of self-organization in pedagogy and education has been reflected in many works of modern domestic researchers, in particular I. Dobronravova, V. Lutay, I. Predborskaya, L. Gorbunova, V. Kremen and others [9]. In the context of considering the problem of teacher self-organization, scientific intelligence on professional formation, development and self-improvement of the individual as a subject of professional activity is important (K. Abulkhanova-Slavskaya, O. Bodalev, A. Derkach, I. Zimniya, N. Kuzmina, V. Semichenko, V. Slastonin and others); teacher's professional training, formation of his professionalism and professional skill (A. Alexyuk, O. Antonova, S. Vitvitskaya, O. Gura, O. Dubasenyuk, V. Lozova, N. Nichkalo, S. Sysoyeva, D. Chernilevsky, etc.). The phenomenon of self-organization in pedagogy is covered in the works of V. Andreev, O. Demchenko, O. Yevtodotyuk, T. Novachenko, and other scholars and researchers.

The research methods were due to the aim of the article, which is determined, first of all, by system-analytical, historical and historical-comparative methods. Traditional philosophical methods (the method of ascending from the abstract to the concrete, the method of deduction and the method of induction) allowed us to introduce the concept of pedagogical self-organization.

The introduction of synergetics as a theory of self-organization has become significant for modern education, since it offers a new perspective on the educational process, as having a complex nature, develops non-equilibrium and nonlinearly, has bifurcation points, which imply multi-vector and alternative development. "Synergetic theory of self-organization can be considered the most complete, integral theory of order and chaos, because it explores the different phases (stages) of the evolution of order (its emergence, development, complication and destruction), as well as manifestations of the different role of chaos at these stages" [11, p. 188–189].

According to M. Fedorova, problematic situations are possible in the educational process, which are uncertain and chaotic, because they do not have a single solution or approach, but they are not destructive. On the contrary, one must

learn to use this chaos in a constructive, creative direction: “it is from the synergetic point of view that there is no absolute structurelessness, absolute disorder; even chaos becomes the subject of science, when both chaos and chance and disorganization can not only be devastating, but also in certain circumstances contain a creative and constructive beginning, so a synergistic concept can contribute to a deep understanding of such complex, nonlinear open systems that evolve as a society, its various subsystems, including education systems” [1, p. 29–30].

Thus, the use of synergetics allows for a somewhat different understanding of the learning process, its various stages and phases. First of all, it foresees new models of pedagogical activity of the teacher himself, so the question is arised about a new level of teacher training both as an individual and as a professional. Indeed, in the synergistic approach, much attention is paid to personality development, which can now be applied to pedagogy, i.e. can identify the main components of teacher personality development: “at the micro level, the personality emerges as a subject of self-development with his unique individual image, highly developed spirituality; at the meso level – as a subject of professional formation, the main feature of which is the presence of a holistic complex of professionally significant characteristics (qualities, traits, beliefs, ideals, values); at the macro level – as the subject of civilization, whose universal characteristics are noospheric thinking, planetary consciousness, multiculturalism, humanistic culture, citizenship, tolerance, etc.” [10, p. 39].

All these levels of teacher personality development meet the requirements stated in the New Ukrainian School concept: “primary school teachers should be guided by the following points: – the new content of education is based on the formation of competences necessary for successful self-realization in society; – orientation to the needs of the student in the educational process, child-centrism; – through the process of education, which shapes values; – pedagogy based on the partnership between the student, teacher and parents” [6, p. 13]. But these levels are not separate from each other; their development implies the formation of a coherent teacher personality capable of self-organization and self-development. According to N. Mironchuk, “the success of a teacher’s professional activity depends on many factors: the level of development of cognitive abilities (attention, thinking, memory, imagination, etc.), the level of development of abilities, character of motivation, volitional efforts, professional orientation, and more. However, these characteristics of the teacher’s personality acquire their optimal expression under the condition of rational self-organization of various activities: educational, cognitive professional, self-development, leisure, etc.” [5, p. 64].

According to T. Novachenko, “pedagogical self-organization is a holistic, dynamic formation of personality, characterized by the totality of pedagogical reflection, professional competence and self-management and aimed at continuous self-improvement of the future teacher” [7]. Indeed, pedagogical self-organization aims at identifying and developing the “inner” resources of the individual, which affect his inner world, that is, his psychic components. Therefore, despite the fact that many external factors influence the formation of a teacher’s pedagogical self-

organization, it is also appropriate to turn to the analysis of his/her psychic sphere as such, which is a complex psychodimensional self-organizing environment/system.

N. Mironchuk also states that “the methods of formation of skills of future teachers of self-organizing activity can determine the technologies of designing, self-designing of professional development, role perspective and strategy, organizational-activity game and other” [9, p. 67]. Not denying the effectiveness of these methods, it should be noted that they are based only on the ordering and conscious regulation (design) of complex processes of human psychic activity. After all, such design, especially if it is a long-term, is unsuccessful in today’s ever-changing and complex society. It is possible at some intermediate stages but is not valid for the long term future. Therefore, the use of a more “flexible” psycho-synergistic methodology may be useful, since this methodology is aimed at achieving significant results through relatively small efforts (the bifurcation principle), which are however specific. Thus, it can be concluded that at the current level of development of society and personality, it is quite difficult to use only organizational mechanisms of regulation of mental activity of a person, his/her self-organizational components also have effective and definite value, namely the main long-lasting result.

In the monograph “The methodology of the study of the psyche as a synergistic object” (1992) I. Yershova-Babenko offered a new perspective on the human psyche, which can be considered as a nonlinear complex self-organizing system [12, p. 124]. According to the author, the psyche can be considered “as a hypersystem of synergistic order with a phase transition structure that includes new phase transitions; phases are represented by open, non-linear, self-organizing environments of different scale and composition: before life phase, lifelong phase (psychic reality system), after life phase, each of which in certain conditions can manifest itself as a control parameter” [13, p. 102].

Investigation of the psyche as a synergistic object, conducted by I. Yershova-Babenko, allow us to conclude that the psychic system of a person is in constant formation, development and self-development: “in the system of psychic reality there is a synthesis of self-organized structures that are part of it. Each of them relates to self-developing and self-organizing environments, both at the external and internal levels” [12, p. 82].

The concept of “psycho-dimensionality”, proposed by Ukrainian philosopher is one of the concepts that are important in modern post-classical science [14; 15]. It means that the human psyche can be regarded as a “psycho-dimensional environment”, as a complex psychic process that represents fluctuations, transitions from the state of equilibrium to states of nonequilibrium. “In such an interphase transition, heterogeneous and disparate fragments and flows of the psyche (personality and its spheres, society and cultural, social, economic and political phenomena and processes that take place in it, i.e. those in which the psycho-dimensionality of a person performs a system-forming role, interacts)” [3, p. 33]. Thus, the human psyche as a psycho-dimensional environment with its phases, in which processes of self-organization and chaotization occur at the biological and social levels, consists of a number of components, which are also self-organizing

systems. The integrity of the psyche in this case has a new conceptual model, called in the whole-in-whole psycho synthesis, or “nonlinear environment in nonlinear environment” [13, p. 80–94].

The peculiarity of psychosynergetics is that it shows the effect of constant mobility, instability of mental activity. The determination of the psyche is quite different from that presented in the previous classical model, which misunderstood determinism in the sense of a direct causal link between stimulus and reaction, or defended other models that are inherently similar to this one. On the contrary, in the line of psychosynergetic ideas, determinism is considered on the basis of bifurcation mechanisms. This allows us to take a fresh look at the psychic, psycho-emotional, information-cognitive processes and states of the person.

Psychosynergetic methodology for the study of the human psyche and psycho-dimensional environments allows us to consider thinking and the body as dissipative systems, that is, capable of creating an excess of free energy, matter and information and use them to support their own functions. For example, the application of the principle of “striking out” in our method “Creative Power” leads to the inclusion of resource-saving mode by removing the “noise” of many units of attention from the central field to the periphery and, as a consequence, the redistribution of energy of the body. In this method, 97% of the stored energy is achieved at each level of mental work involved. It is important that the mechanism of superfluous is included at other levels of the body. It is an energy that our psyche and body can direct to support our own functions. This probably provides psycho-corrective and therapeutic effects when using the method [13].

This method is based on one of the principles of self-organization – the principle of finding and removing unnecessary. Based on this principle, the selected text snippet contains words without which it is quite clear what the issue is about. These are so-called “extra” words. They need to be crossed out and the words left after the drawing are written out in a new column. From the received list of words the “extra” words are also crossed out, and the remaining ones are already those which carry the meaning, that is, construct it. Thus, the rest of the words are meaning-bearing units because they convey the meaning of the entire text fragment. In the third stage, the principle of “hangers” is implemented. A semantic model (structure) is created from the rest of the meaning-bearing units. A fourth step is also possible, which consists in the image of the picture, which would express the meaning of the integral model – “hangers”. Such models – hangers perform the function of “words of text”, that is, they make possible “semantic compression”, which is an effective means of working with the mental sphere.

Principles of psychosynergetics assume that the first place is the presence of a person’s special ability to change the speed of their own mental or intra-psychic processes. That is, a person can accelerate or slow them down, in accordance with their own condition, circumstances and strategies of behavior. This ability ensures the emergence of new personality traits, its integrity and coherence, it is defined as nonlinear, self-organizing. It is known that control, as a function of consciousness, has a much lower speed and, therefore, at a certain level of energy/information

capacity and speed of thought processes, separation from conscious control can occur because of the large difference in speed and capacity characteristics. Thus, this method presents other principles of perception, transmission, processing, analysis of information. Finally, this method, which is fundamentally new to psychology and pedagogy, demonstrates the ability of a person to perform all of the above in radically new conditions of dynamic chaos, treating it adequately, i.e., as an unfamiliar level of order [13].

Conclusions and results: 1. The current stage of development of the new Ukrainian school requires the teacher qualitatively new skills and abilities, as not only more information is needed, but also the new educational space, its basic strategies and principles are changing. For example, “pedagogy of partnership” significantly changes the relationship between all participants in the educational process. The teacher is required to be open to relationships with students and parents at a new level; be a creative personality capable of self-development and self-improvement; be prepared for difficult, chaotic situations during training and confidently overcome them, etc. 2. Since implementation of the principles of openness, complexity, non-linearity and synergy is relevant today in the educational sphere, the application of the theory of self-organization in pedagogy is quite obvious and appropriate. Thus, in terms of teacher activity, the concept of “pedagogical self-organization” reflects the ability of the teacher to use their own resources (mental, professional, cultural, etc.) to their own self-development. Methods that influence the formation of the teacher’s self-organization of the teacher are both methods of reflection and self-design, as well as psycho-synergistic, relating to the intrinsic psychic level. These methods are complementary. In the context of psychosynergetics, for example, the “Creative Power” method has a psycho-corrective effect and helps the teacher effectively distribute his/her own internal energy for the perception, processing and transmission of information. In the context of this article, it became possible to consider only one method, which confirms the ability of psychosynergetics to form a “pedagogical self-organization” of the teacher. **Further research** in this area should be continued, which will reveal other diverse psychosynthetic methods that will become effective and operational in educational practice.

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1.8. CONCEPTUAL FUNDAMENTALS FOR SOCIAL EDUCATION OF CHILDREN AND YOUTH IN THE NEW UKRAINIAN SCHOOL

***Abstract.** The relevance of the study is determined by the need to develop and implement a fundamentally new system of social education of younger generation in the New Ukrainian School, aimed at forming a personality as a patriot, innovator, able to live by the principles of sustainable development. The aim of the article is to determine the conceptual foundations of social education of children and youth, as one of the key components of the educational process in the New Ukrainian School, the effectiveness of which is determining the vector of modern civilization development.*

Scientific novelty is in substantiating a set of methodological approaches, namely system-synergetic, civilization and culturological, personal-social, activity-based, subject and action, competence-creative and resource as a basis for the development of the system of social and educational activity in the New Ukrainian School for sustainable development of children and youth, which promotes awareness of their mission as responsible creators of their own and public life. In the course of the scientific research the following methods were used: analysis, synthesis, systematization and generalization.

It has been proved in the study that an important condition for the effectiveness of social and educational work is creation of a spiritually full stimulating and creative environment in the educational establishment, which promotes activation of spiritual-value, cognitive-ideological, subjective development of pupils, formation of stable personal and social position of younger generation, their ability to conscious life- and cultural creation on the basis of awareness of basic laws of effective life, as well as responsibility for the results of their own life and individual contribution to the process of social changes. The prospects for further research are associated with the disclosure of system of social education of children and youth in the New Ukrainian School, as well as revealing specific means of social education with a view to sustainable progressive development of growing generation.

Key words: *the New Ukrainian School, sustainable development, social education, children and youth, conceptual fundamentals, spiritually full stimulating and creative environment.*

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The problem statement. Now the development of younger generation as responsible social subjects, representatives of the family, community, nation, civilization, who are able to foresee the consequences of their actions, prevent and creatively solve problems, take responsibility for results of own activity and individual contribution to the process of social change, able to work together to solve important public tasks, increase the level of integrity and consolidation of society, sustainable progressive development of society is a task of vital importance, the survival of humanity [4, 5, 20].

The relevance of the study. Solving these problems requires the development and implementation of a fundamentally new system of social education, which is one of the key components of the New Ukrainian School and provides formation of personality as a patriot, innovator, able to live on by the principles of sustainable development.

Connection of author's achievements with important scientific and practical tasks. Scientists (A. Brushlinsky [2], O. Ionova [3], A. Ryzhanova [13], V. Tatenko [16], and others) note that the global level of aggravation of contradictions in various spheres of society raises the issues of social education and education of the population on the level of civilization as it relates to the present state of civilization and the future stage of its development.

The analysis of the recent research and publications. At the same time, analysis of the works of A. Makarenko [8], O. Popova [10], A. Ryzhanova [13], V. Sukhomlinsky [15], S. Zolotukhina [21] and other scientists allows to claim that education is one of the most complex and creative processes, the effectiveness of which depends on many factors, namely the methods and techniques which are used, the personality of the educator, his creativity and ability to make a convincing impact on younger generation and others. This process is carried out constantly by different educational institutions, family, but observations of modern youth indicate that its effectiveness often is not very high, because the individual does not always become a real subject of life.

Revelation of previously unresolved parts of the common problem, which the article is dedicated to. Thus, currently relevant is the change of main strategic directions of the system of social education of children and youth according to the requirements and challenges of today, in particular: 1) from creation favorable external conditions for their positive development, finding ways to prevent and resolve problems of their socialization to the development of subjectivity of the person, its stimulation to self-government of own development and implementation of active positive influence on other people; 2) from the development of methods of establishing a positive interaction, conflict prevention to the development of spiritual

level of sociality of actors, their ability to act to enhance the consolidation of social groups and society as a whole. Addressing these goals requires defining the fundamental principles and methodological foundations of social education that ensure the effectiveness of such activities and contribute to sustainable development of children and youth.

The purpose of the article is to determine the conceptual foundations of social education of younger generation, as one of the key components of educational process in the New Ukrainian School, the effectiveness of which is determining the vector of modern civilization development.

Research methods. In accordance with the purpose of the process the following research methods were used: analysis and synthesis of international and national public documents on education for sustainable development, basic tasks and conceptual principles of development of the New Ukrainian School; systematization and generalization of philosophic, psychological and pedagogical literature, work experience of teachers and educators to define the essence, main objectives and conceptual foundations of social education with a view to sustainable development of children and young people, as well as to determine the conditions for its effectiveness.

The main material. There is no doubt nowadays that moving of human civilization up to the level of sustainable development, which is recognized by the world community as the leading strategy of the third millennium and means a balanced ecological, economic and social progress of the world community for a long time, preserving the conditions of human society existence, integrity and viability of biosphere, sustainability of social and cultural systems and their further improvement, can be achieved by ensuring the sustainability of development at all levels, namely individual, social group and society. A scientific search shows that the concept of “sustainability” as the antipode of imbalance, disharmony means the ability to provide steady progressiveness, harmony, integrity of development, its positive results on the basis of self-management, the ability to prevent and creatively solve problems that arise [4].

Based on the analysis of the works of A. Brushlinsky [2], O. Ionova [3], A. Ryzhanova [13], V. Tatenko [16], A. Toynbee [17], the conditions for sustainable development of personality as a key element of social community at any level have been substantiated in the study. First, it is progressive development of the individual as a subject of his own life, responsible creator of own life, capable of a conscious determination of main directions of its development, control and correction of its results, warning of crisis conditions, effective creative response to the challenges faced by people throughout life. Second, it is the development of the individual as a responsible social subject who realizes his belonging to the social communities of different levels – family, community, nation, civilization, and consciously acts for their positive development, is ready to consolidate efforts for sustainable progressive development of society. These conditions are the basis for determining main directions of social and educational activities in the context of sustainable

development of children and youth, which should contribute to the development of the individual as the subject of life and responsible social subject.

The main goal of social education is the formation of a stable personal and social position of youth, the development of a individual capable of conscious personal-social and professional self-determination, education of responsible generation who is able to work for their own well-being, as well as to solve important tasks and challenges facing human civilization. Our scientific search allows us to confirm that the conceptual foundations of social education of children and youth in the New Ukrainian School for their sustainable development is a set of methodological approaches, namely: system-synergetic, civilization and culturological, personal-social, activity-based, subject and action, competence-creative and resource, which integrated application provides integrity and effectiveness of such activity. Thus, an important condition of the effectiveness of social and educational activities for sustainable development of children and youth is its designing on the basis of *system-synergistic methodology*. This involves, first, uniting and coordinating efforts of different actors (teachers, class leaders, social teachers, psychologists, administration of educational institutions, parents, representatives of public, volunteer organizations) to implement the system of social and educational work which provides holistic integrated influence on the consciousness, behavior, will, system of values and beliefs of younger generation and ensures the creation of a spiritually full stimulating and creative environment in the educational establishment. Interaction with such environment would contribute to the spiritual-creative, intellectual, subjective and personal-social development of children and youth encourages self-realization through positive actions, conscious choice of positive life strategies. Secondly, it is implementation of resonant axiological management of children and youth development (where external influences are coordinated with the internal needs, aspirations, interests of younger generation), which promotes the mechanisms of their self-development and self-organization, gradual moving to the level of self-government. Third, it is stimulation of individual (who simultaneously is the representative of various social groups) to exercise targeted influence on other people, which provides the effect of resonance, synergy, multiplicity, reinforcement of positive influence in society.

Other essential conceptual basis of social education for sustainable development of younger generation is the use of *civilization and culturological approach* which revealing basic regularities and conditions of the civilization sustainable development, stresses the importance of awareness of each individual personal responsibility not only for the results of his own life, but also for the destiny of society and human civilization as a whole [12]. So, the author of the holistic theory to explain civilization development of humanity, A. Toynbee [17] on the basis of the analysis of the dynamics of the development, growth and decline of civilizations has proved that an important condition for the continued existence and sustainability of the development of civilization is harmonious type of evolution in all spheres of life as well as a society's ability to creatively respond to the many social, historical and natural challenges, and also to keep the received positive results that contributed to

the strengthening of the civilization. The scientist stressed, the true cause of the crisis of human and society lies not in the external factors but in the internal factors – the loss of the creative spirit of the society, internal unity and consolidation, that inevitably leads to reduced ability to effectively respond to external challenges and becoming the reason of crisis of civilization. Thus, the destiny of humanity depends on the people themselves, how they interact among themselves, progressive harmonious development of every individual. And the most sustainable and viable are the communities which operate on the basis of mind, culture and social solidarity.

At the same time, modern generation, in particular children and youth, are not characterized by the harmony of their own existence. They are representatives of the consumption society, mainly focused on achieving individual success without clear understanding of the ways to achieve it. Most of them are characterized by indifference to the problems of other people and society as a whole, misunderstanding of unity and solidarity as the only possible ways of social progress and survival of humanity, irresponsibility both for the results of their own life and for individual contribution to the process of social change. Thus, the civilization and culturological approach, revealing the role of the individual, social communities in the dynamics of civilization processes, allows to design the content and to develop convincing means of social education which promote the value of Truth, Good and Beauty, harmonization of material and spiritual, Mind and Spirit, knowledge and values, the relationship with oneself, other people, nature, culture, the world as a whole based on the understanding that disharmony are not viable, only harmonious interaction of man with himself and the surrounding world is the condition for its long productive life and sustainable progressive development of society [9, 14]. Such education should promote as early as possible understanding by children and youth of their mission as responsible creators of their own and social life, forming responsible generation who clearly realize laws and regularities of effective functioning and sustainable development both of man and society, as well as important public tasks that need to be solved.

The *personal-social approach* is the basis for the development of effective means of social education with a view to harmonizing personal and social development of children and youth, contributing to affirmation of individuality and at the same time their moving to the spiritual level of sociality, when person consciously and voluntarily attaches himself to a family, community, nation, civilization and works purposefully for their strengthening, seeing this as his social mission. Such means should promote the development of individuals as a responsible citizens, able to realize that excessive concentration on himself, and possibly beneficial in the short-term, is bleak in the long-term aspect, because ‘neither single individual nor group of people without common cooperation can create conditions for a full life in a safe society’ [13] and only unity, mutual help and solidarity are fundamental conditions for the progressive development of humanity. All this will contribute to sustainable holistic personal-social development of individual, his moving from coexistence to social cohesion, conscious introduction to solidarity social groups both

for their further positive development and joint creative overcoming the challenges and problems facing modern society.

The use of *activity-based and subject-action approaches* as a basis for social-educational activity in the context of sustainable development ensures the development of children and youth as subjects of life and social subjects capable of self-affirmation through positive socially significant actions. We believe that using of these approaches is crucial for solving the problem of sustainable development, since it ensures holistic development of axiological, cognitive and volitional spheres of individual as well as promotes developing his subjectivity. We are sure, that it is insufficient involvement of children and youth to socially meaningful creative activity for promotion spiritual values in society that is the main reason of low effectiveness of social education nowadays. Thus, the use of a activity-based approach means involving children and young people into cognitive, communicative, individual and joint creative and value-oriented activities with a view to promote positive values and improve social life.

Subject and action approach (I. Prokopenko [11], V. Tatenko [16]) is a specification of the activity-based one and suggests the implementation of social and educational technologies that provide forming the ability of children and youth to specific individual and joint positive actions which are important indicator of their sustainable development. We support the view of scientists who emphasize that subjective willingness to positive actions (which are deeds of higher moral and creative level and aimed at promoting spiritual values and improving human relations) can be developed only at the inner spiritual level of social subject on the basis of steady value orientations by means of brief examples of individual and collective positive actions of other people. All this provides a holistic impact on subject's axiological, mental and volitional sphere, which ensures subject's achievement the level of spiritual development.

Another important foundation of social and educational activities for the sustainable development of children and youth is *competence-creative approach*, which is the basis for designing a competence and creativity oriented educational process aimed at forming vital competence of the younger generation, their ability to be responsible creators of private and public life [1, 7, 19]. The importance of applying this approach is explained by the following reasons.

So, first, competence and creativity, the ability to prevent life crises and find effective ways to solve life difficulties are important indicators of sustainable development, characterizing a person as a subject of life. And, accordingly, the development of vital competence of the younger generation is one of the most important tasks of social education. It is noted in the Concept of the New Ukrainian School that knowledge and skills interrelated with a learners' value orientations are forming their vital competencies, which are capable of ensuring personal realization and life success [6]. In this regard the key competences which should be formed in the process of social education are social, civic, environmental, and health-saving competences, providing civilized interaction of individual with nature and the world, its purposeful activity for his own health strengthening and preserving the health of

other people and nature, as well as development of creative approach to life, the ability to respond creatively to challenges, generate new ideas and bring them to life in order to enhance their own well-being and positive development of the country and all mankind.

The implementation of these tasks requires involvement of spiritually rich didactic material in educational process (in particular, aphorisms, parables, fairy tales, stories, life examples, recognized works of literature and cinema, acquaintance with the biographies of famous people who achieved success and suffered life crisis, the understanding of which contributes to the understanding of basic laws of effective life), as well as familiarizing children and youth with the main strategies for achieving success, in particular, the author's developmental methods I. Pintosevich, M. Norbekov, M. Murakhovska and others, technology of neurolinguistics programming as well. All this contributes to the spiritual, creative, subjective development of younger generation, makes clear that man himself is the architect of his own happiness, the creator of his life, and encourages realizing responsibility both for our lives and our impact on other people.

Secondly, as we have noted, any kind of social education activities in the context of sustainable development – from motivational, informational, to direct involvement in joint activities in the indicated direction – require a high level of competence and creativity of the expert, his ability to develop effective convincing means of social education, as well as exercise such influence on the minds, feelings and will of the person, which causes not rejection, dissatisfaction or indifference, but attracts attention, encourages makes you think and do something.

The use of a *resource approach* as a basis for social and educational activities in the context of sustainable development is caused by need to attract external influence resources (pedagogical, social-pedagogical, informational, social, human) to create a spiritually full stimulating and creative environment in the educational establishment, which enhance spiritual, creative, personal-social and subjective development of children and youth, as well as stimulate the mechanisms of their self-development and self-organization. Interaction of individuals with such environment stimulate them to actions, conscious choice of strategy non-destructive behavior in the world, active participation in value-oriented socially significant and creative activity, encourage responsibly to create their own living space [18].

The creation of such an environment is possible due to uniting efforts of different social actors (in particular, the teaching staff of education, extracurricular institutions, learners self-government, parents, representatives of public, volunteer organizations, the pupils themselves), involvement of the educational potential of society, all those who, by their own example, can positively influence other people, stimulate their self-development and social creativity in order to improve social life.

We have determined the conditions which provide creation and productive functioning of a spiritually full stimulating and creative environment in an educational institution. The first one is involving in its creation all its members, including students, who are organizing educational activities for younger pupils, participating in school projects, actions, collective creative affairs, social advertising

competitions, student self-government, etc. Secondly, it is an opportunity for a wide choice of various socially important activities (such as volunteering, community work, participation in NGOs, social creativity), which create the opportunity for self-realization and self-confirming through positive actions taking into consideration the needs, interests, opportunities of each student. Thirdly, it is encouraging pupils to self-organization and self-management by their own development due to creation opportunities for realization important needs of the individual (including awareness of their own mission, involvement in improving the world, doing good deeds) in various types of socially significant activities, as well as through encouragement to make positive impact on other people – by their behavior, actions and activities.

Conclusions. Thus, the study substantiates a set of methodological approaches, namely system-synergetic, civilization and culturological, personal-social, activity-based, subject and action, competence-creative and resource as a basis for the development of the system of social and educational activity in the New Ukrainian School for sustainable development of children and youth, which promotes awareness of their mission as responsible creators of their own and public life. It has been proved in the study that an important condition for the effectiveness of social and educational work is creation of a spiritually full stimulating and creative environment in the educational establishment, which promotes activation of spiritual-value, cognitive-ideological, subjective development of pupils, formation of sustainable personal and social position of younger generation, their ability to conscious life- and cultural creation on the basis of awareness of basic laws of effective life, as well as responsibility for the results of their own life and individual contribution to the process of social changes.

The prospects for the use of research results. The prospects for further research are associated with the disclosure of system of social education of children and youth in the New Ukrainian School, as well as revealing specific means of social education with a view to sustainable progressive development of growing generation.

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1.9. BRINGING THE IDEAS OF STEINER EDUCATION INTO FUTURE TEACHER'S TRAINING FOR WORK IN THE NEW UKRAINIAN SCHOOL

Abstract. The relevance of the study is caused by pedagogical expediency and insufficient development of the problem of attracting the ideas and experience of

Steiner education (Waldorf education) for training motivated teacher of the New Ukrainian school. The aim of the article is to clarify the possibilities of implementation of Waldorf ideas and experience in the process of future teacher's training for work in the New Ukrainian school.

The scientific novelty is that the authors' special courses "The Fundamentals of Waldorf Education" and "Anthroposophical Adult Education" have been first developed and introduced into the process of future teachers' training. The authors have proved the effectiveness of using Waldorf ideas and experience for development of motivated teacher for work in the New Ukrainian school. A complex of general-scientific methods has been used for the research. These methods are theoretical (study, analysis, systematization, generalization of scientific sources, induction and deduction, interpretation, simulation; comparative analysis) and empirical (pedagogical observation, oral and written survey, analysis of results of students' activities, expert assessment).

In order to bring the ideas of Steiner education into teachers' training for work in the conditions of implementation of the Concept of the New Ukrainian School, the authors have developed the special courses "The Fundamentals of Waldorf Education" (for bachelor's degree) and "Anthroposophical Adult Education" (for master's degree) as elective disciplines. The special courses have been introduced into the educational process of the Department of Primary Education in H. S. Skovoroda Kharkiv National Pedagogical University. The learning process has occurred in seven steps, namely: observation or perception, formation of attitude to the object of observation, processing and mastering, individualization, doing exercises as a process of support, development of new abilities, creativity.

The effectiveness of using Waldorf ideas and experience for future teacher's professional training for work in the New Ukrainian school has been proved. The vast majority of students have shown an awareness of responsibility for their future professional activity, interest and desire for their professional and personal development. The prospects for further research have been outlined. They are the analysis of using the gained anthroposophical Waldorf knowledge and experience by university graduates in their professional-pedagogical activities and taking into account the peculiarities of work with students of different departments.

Key words: *professional pedagogical education, future teacher, The New Ukrainian school, Steiner education, Waldorf school, anthroposophical education, implementation of ideas, introduction of experience.*

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The problem statement. *Modern tendencies of the development of Ukrainian society and implementation of the Concept of the New Ukrainian School demand teachers' improved training and retraining. It is caused by the fact that a motivated teacher may become an agent of changes and a key figure of functioning of the New Ukrainian School on the basis of child-centrism and person-centered educational model, partner interaction and cooperation of teachers, schoolchildren and parents.*

The relevance of the study. One of the sources of determining the modern strategy of development of professional-pedagogical education in Ukraine is attraction of world experience of humanistic orientation, in particular Steiner education (Waldorf education), which was considered the school of the 21st century by UNESCO as Waldorf pedagogy implements the goals and ideals of humanistic education in practice.

Connection of author's achievements with important scientific and practical tasks. The experience of Waldorf school can be used for organizing the New Ukrainian school, as some ideas of Waldorf education are of particular significance. They are focus of Waldorf educational process on child's personality and his holistic (intellectual, emotional and volitional) development, implementation of salutogenetic (health-maintaining) approach to schoolchildren's education, close interaction between schools and families and parents' active participation in constructing a child's educational trajectory. The cornerstone of Waldorf school is the personality of teacher who acts as an artist, spiritual mentor, doctor, psychologist, social educator etc., which requires the teacher to be responsible, initiative, enthusiastic and dedicated in his professional activity.

The analysis of the recent research and publications. The analysis of psychological-pedagogical sources has shown that the problem of teachers' training for work at Waldorf schools is of great importance in scientific heritage of R. Steiner's (as the founder of Waldorf school) [18–22]. Besides, it has been revealed by modern Ukrainian and other world researchers of Waldorf education in the context of substantiation of philosophic, psychological and pedagogical principles of Waldorf school (V. Gebel [3], M. Glokler [3], O. Ionova [5], F. Karlgren [7], E. Kranich [23], A. Pinskiy [15], V. Zagvozdkin [16] and others), generalization of the content of education and peculiarities of assimilation of it by schoolchildren (N. Abashkina [1], G. Baraval [2], R. Patzlaff [13], W. Sassmannshausen [13], W. Wunsch [27] and others). Some aspects of the studied problems have been revealed in the works dedicated to the problem of introduction of Waldorf approaches into modern Ukrainian school (O. Chernis [17], S. Gozak [4], Ionova [5, 6], L. Lytvyn [8], O. Lukashenko [9], S. Luparenko [6], O. Mezentseva [10], V. Novoselska [11], V. Partola [12], O. Perederii [14] and others).

Revelation of previously unresolved parts of the common problem, which the article is dedicated to. However, the problem of using Waldorf ideas for future teachers' training for work in the conditions of the New Ukrainian school has not been carefully considered. The aim of the article is to clarify the possibilities of bringing the ideas and experience of Steiner education into future teacher's training for work in the New Ukrainian school.

Research methods. A complex of general-scientific methods has been used for the research. These methods are *theoretical* (study, analysis, systematization, generalization of philosophic, psychological and pedagogical sources and research on Waldorf education to clarify the main Waldorf ideas; induction and deduction in the study of R. Steiner's heritage to reveal the specific features of Waldorf teacher's professional activity and the basic requirements for his preparation; interpretation for

comprehensive understanding of these ideas; simulation for determining the directions of bringing the ideas and experience of Steiner education into future teachers' training; comparative analysis of Ukrainian and world experience, conceptual principles of development of the New Ukrainian school and Waldorf school in order to identify the modern tendencies of their development and to reveal the ways of creative use of achievements of Waldorf education for future teacher's training) and *empirical*: purposeful pedagogical observation; diagnostic methods (oral and written survey – questioning, interviewing, talks); analysis of results of students' activities; expert assessment to clarify the completeness of implementation of Waldorf ideas in future teacher's training.

The main material. In order to bring the ideas of Steiner education into teachers' training for work in the conditions of implementation of the Concept of the New Ukrainian School, the authors' special courses "The Fundamentals of Waldorf Education" (for bachelor's degree) and "Anthroposophical Adult Education" (for master's degree) as elective disciplines were developed. These disciplines were introduced into the educational process of the Department of Primary Education in H. S. Skovoroda Kharkiv National Pedagogical University.

For instance, the content of the discipline "The Fundamentals of Waldorf Education" included such main topics as methodological-philosophical fundamentals of Waldorf education, psychological fundamentals of Waldorf education and didactics of Waldorf school as a factor of development of holistic personality. The methodological-philosophical fundamentals of Waldorf education included such problems as: description of the system of R. Steiner's ideas in the context of integration of universal and national educational ideals, revelation of the phenomenon of Waldorf education and its anthropological and anthroposophic orientation in the context of the issue of human in different philosophic systems of understanding of the world, development of Waldorf education and modern social-cultural realities and challenges. The psychological fundamentals of Waldorf education revealed ontogeny problems developed by R. Steiner and comparative analysis of conventional and Waldorf approaches to person's age development in childhood, adolescence and early adulthood and the mechanisms of implementation of these approaches in person's education and training. The didactics of Waldorf school was dedicated to the analysis of the curricula and programs of Steiner schools, forms and methods of organization of the pedagogical process.

The students paid special attention to the problem of training and improvement of pedagogical skills of Waldorf teacher, and a class teacher first of all. It is well known that the idea of a class teacher is the cornerstone of the concept of Waldorf school. Class teacher accompanies schoolchildren and teaches all main subjects in his class during the first eight years. It promotes the integration of the subjects, provides the sustainability of teacher-child relationships and enables a teacher to study his students well, purposefully and systematically work at the development of all schoolchildren, including those who are not very smart. Thus, the processes of upbringing and training at Waldorf school merge.

The interaction between a teacher and a schoolchild is based on true pedagogy of cooperation, and love, trust, interest and respect are its characteristic features. Due to class teacher's authority, a child discovers the truth, the beauty and the good of the world; schoolchildren's humanistic outlook, conscience, morality and good habits are formed.

When organising the pedagogical process, Waldorf teacher relies on the system of educational forms and methods which optimally combine individual approach to schoolchildren and collective learning work with class. These educational forms and methods are [18–22]:

- rhythmization of schoolwork, which means hygienic-rational organization of pedagogical process, “soul-economic learning” according to R. Steiner. It includes planning of the school year, week and lessons in accordance with natural human psycho-physiological rhythms (breathing, memorizing and forgetting, sleeping and wakefulness, alternation of person's ability to concentrate and need in activity). It promotes fatigue prevention, maintenance and development of child's physical and mental strength. A striking example of rhythmic organization is teaching main (cognitive) subjects using a method of “epochs” which are cycles of “immersion” (for approximately a month) in the form of “main” lesson. The “main” lesson is a daily double lesson that has a specific structure, which includes a rhythmic part, learning itself and a final part (teacher's storytelling);

- artistic (grades 1–5) and phenomenological (grades 6–12) methods of teaching. They are cognitive ways that lead to scientific understanding of the holistic reality while maintaining and supporting the creatively active basis of personality. Due to these approaches to teaching, schoolchildren study facts, phenomena and their features not in finished form (abstractly, generalized) but specifically, as if “creating them again”, considering every new phenomenon or object from different angles, determining various features of the object and its connection with the others. It promotes the development of children's activity and independence, which is a necessary basis for transition from learning to self-education;

- differentiation of learning material according to schoolchildren's temperaments. It helps a child to immerse himself purposefully in the studied material in his own way. The approach, which helps teachers to build relationships with children of different temperaments, can be presented as the commandment of ancient Greek doctors: “By similar things a disease is produced and through the application of the like is cured”. It means that a teacher behaves like a choleric with children of choleric temperament and he behaves like a melancholic with children of melancholic temperament etc. At the same time, the teacher shows schoolchildren the best expressions of their temperament and the ways to overcome personal negative traits connected with the perversion of temperament. It promotes alignment and smoothing out the temperament bursts and harmonization of child's spiritual life, in the whole;

- limited use of traditional textbooks. It means that, instead of traditional textbook, schoolchildren use learning copybooks (“epoch” copybooks) that become a kind of textbooks which are created by a child and reflect his individual uniqueness;

– refusal to assess schoolchildren’s achievements in marks. It means systematic monitoring of schoolchildren’s learning outcomes without using a system of marks. It creates fair conditions for child’s individual development. The state of child’s achievements is described in details in personal characteristics that is given out at the end of each school year and reflects an individual trajectory of learning and overall development of a child, his achievements, social relationships and virtues, namely: diligence, stamina, reliability, enthusiasm.

Waldorf teacher’s focus on child’s personality includes taking into consideration the factors of age and personal peculiarities of child’s development, his current state (constitution, temperament, character etc.) and the prospects for development. It also requires deep human knowledge and constant cognition, formation of activity and flexibility of professional thinking, objective perception of another person, control over own emotions, feelings and actions. So, constant self-education and self-upbringing are the ways for formation of Waldorf teacher.

The problems of Waldorf teacher’s constant self-education and self-upbringing are directly related to introduction of the elective discipline “Anthroposophical Adult Education”, which is aimed at learning the specific features of anthroposophically-centered approach to renewal of adult education, in particular NALM program (New Adult Learning Movement). The countries in Europe and North America work according to this program. NALM is focused on awakening the will of an adult student to learn and self-improve in professional and personal spheres, the development of rational and artistic-emotional types of thinking, acquisition of social mobility, awareness of responsibility for own activities etc. [5, 6].

The following topics are included in the content of the above mentioned discipline: methodological fundamentals of NALM (image of a man as trinity of bodily, mental and spiritual being; detection of human personality in the three main functions of human psyche – thinking, feeling and will; understanding of human development in the rhythm of seven years etc.); the principles of construction of the program (adult learning as awakening of his will and formation of independent judgment; adult learning as overcoming barriers in human thinking, feeling and volitional activity; adult learning as synthesis of science, art and the moral; individualization of adult education); the main directions of adult learning (academic training; training with life experience – work with man’s biography; inner spiritual development); the role of classes in various kinds of art (work with the word, sound, music, colour, form etc.), which are aimed at activating human internal intentions; forms and methods of NALM (organization of favourable educational environment and creative interaction of a teacher of adults and adult students; development of integrated programs which include integration of educational elements: lectures, talks, group work, project work, art classes, social and individual exercises etc.; rhythmic organization of educational process taking into account the human biorhythms, pedagogical diagnostics etc.) [24–26].

In accordance with anthroposophic approach to adult learning, the educational process was carried out in seven steps, namely [24, 25]:

1) observation (perception) through external feelings (vision, hearing, touch, smell, taste etc.). A complete observation process requires activation of feelings so that adult student could both look and see, listen and hear.

The observation process is similar to the breathing process, and it is a rhythmic process that is consciously carried out only to certain limits, then exhale is required. The correctly organized rhythm (breathing) in the educational process is a foundation for effective learning of educational material.

Different exercises help to activate the sense organs. These are art exercises and special exercises which develop the ability to observe and include identifying properties and qualities of various things that surround people, focusing on external characteristics: the object should be described as accurately as possible, focusing on its appearance. Herewith, one should avoid impressions that this object makes on the observer and should not express any judgments;

2) formation of attitude to an object of observation. Adults' teacher's ability to "light a fire" should be shown here, as warm interest and enthusiasm are "fuel" for the next steps. It is well known that real learning is not like filling a vessel – it is something like lighting the fire. If there is no warmth, there was no real observation before and the learning process was not begun. In this case, one should return to the first step;

3) processing and mastering. At this step, it is important for a person to understand the essence of the problem that he absorbed and warmed up. In order to make something, taken from outside, a spiritual nourishment (acquisition, achievement), human "I" at the spiritual level should take part in the process that is similar to physiological, life process of assimilation and digestion. No wonder they say that knowledge is spiritual food, food for the mind;

4) individualization. The aim of the three previous steps was creation of prerequisites for making the learning material real property of a person and turning knowledge into understanding. Something new is born for students in this case. It does not mean that there has been nothing new before, it means that something new (new feelings, impulses of will, motivational force, solution etc.) was born again in the soul of a person who learns;

5) exercises (practice). Practice is considered to be a support process. Something that must be preserved, needs to be repeated, as new views, impulses, feelings can be easily forgotten. Due to educational rhythmic activity and doing exercises, something new grows in the essence of man. This new essence needs care, favourable environment, love for practical activity, and it will not exist without them;

6) development of new abilities. The tension of will is unconsciously transformed into new abilities to make something, which could not be done at previous steps, at the mental or emotional levels or with hands;

7) creativity (making something new). The ability of creative will is expressed both in mental and emotional spheres, actions and behaviour. If human "I" was creative at all previous steps, at the seventh step it will get a result that is much greater than the sum of certain steps, and the creative will can be expressed both in mental and emotional spheres, actions and behaviour.

It should be emphasized that the seven steps in education take place both together and in turn. However, if one step (for example, individualization) was missed, the educational process is disrupted. In the future, it can result in certain negative phenomena. For instance, nervousness, which can be observed in modern people, is often caused by big educational material that “has not been processed” and “has been stuck” in a person inside.

At the end of special courses, students’ survey was conducted. Let us reveal their feedback: “The special course made me awaken and became a specific alarm clock for me”; “It is the way that teaches tolerance nowadays – in times of crises, disasters and troubles”, “This special course allows us to master moral technique naturally”; “In learning process, there is a feeling that I can work on myself, based on non-abstract concepts”; “All of us have experienced real changes and got a different look at each other and our relationship”; “We got opportunity to transfer the acquired skills to different quality and different abilities”; “The special course is a vivid illustration of the simple ways due to which deep understanding can be achieved but under the conditions of own active work”; “We felt the tremendous effect of work in groups and special experience of ourselves in the community and community around”.

The vast majority of respondents (92 of 120 respondents) noted the expediency of taking the above mentioned special courses for awareness of responsibility for future professional activity, needs for own development in professional personal spheres.

Conclusions. The authors’ special courses “The Fundamentals of Waldorf Education” and “Anthroposophical Adult Education” as elective disciplines have been developed and introduced into the educational process of H. S. Skovoroda Kharkiv National Pedagogical University. The effectiveness of using Waldorf ideas and experience for future teacher’s professional training for work in the New Ukrainian school has been proved. The vast majority of students have shown an awareness of responsibility for their future professional activity, interest and desire for their professional and personal development. This opens up prospects for both development of Waldorf education, Waldorf schools, seminars on training teachers for them and development of new approaches to improvement of professional pedagogical education.

The prospects for the use of research results. The prospects for further research can be outlined. They are the analysis of using the gained anthroposophical Waldorf knowledge and experience by university graduates in their professional-pedagogical activity and taking into account the peculiarities of work with students of different departments.

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1.10. FORMING ACMEOLOGICAL COMPETENCE OF POTENTIAL EDUCATION MANAGERS

***Abstract.** Modern education guides a teacher, a manager of educational sphere to develop acmeological competence. The Conceptual framework for comprehensive school reforming New Ukrainian School defines the life-learning as one of ten key competences. Therefore, potential education managers need to develop their own acmeological competence, to become an example of a life-learning person; to learn to manage the acmeological competence development process among the educational process participants; to create a rich acmeological environment in an educational establishment promoting the educational process participants towards acme – the peak in individual, personal and professional development. The purpose of the article is to determine the theoretical basis for forming acmeological competence of potential education managers. The academic novelty is to clarify the essence of acmeological approach as a system of principles, methods and techniques allowing to solve acmeological problems and tasks, to find out the conditions for effective implementation of acmeological approach in training potential education managers, to clarify the essence, structure and content of education manager acmeological competence, as well as the basic forms of its development. While making research we used such methods as scientific literature analysis, studying normative documents on managing the development of acmeological competence of education managers to determine the basic definitions of the research; system-generalizing method to make conclusions based on the research.*

Acmeological approach, described methods, techniques, technologies, forms and means of training, education and personality development will solve the problem of forming acmeological competence of potential education managers, create an acmeological environment in higher educational establishment that will promote a student majoring in “Management” to the acme-peaks in individual, personal and professional development. An obligatory promising area of research is studying the issue of creation and development of acmeologically rich educational environment of

the educational establishment, which allows to form and develop acmeological competence of all participants of the educational process.

Key words: *acmeological competence, education manager, educational establishment, formation, acmeological technologies, forms, means, acmeological environment.*

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Statement of the problem. One of the most important human resources, which becomes a factor in the optimal solution of modern education priority problems, including the management of educational establishments and institutions, is high professionalism and creative skills of the specialists. Article 54, paragraph 2 of the Law of Ukraine “On Education” emphasizes that “Pedagogical, scientific-pedagogical and scientific workers are obliged to constantly improve their professional and general cultural levels and pedagogical skills...” [8]. In this context, acmeological approach is of particular importance, with the aim to enhance professional motivation, stimulate creative potential, identify and use personal resources for achieving success in the professional activity of both the teacher and the education manager.

Topicality of research. Modern education guides a teacher, a manager of the educational sphere to develop acmeological competence. The Conceptual framework for comprehensive school reforming *New Ukrainian School* defines the life-learning as one of ten key competences [7]. Thus, there is a need for potential education managers, firstly, to develop their own acmeological competence, to become a model life-learning person, and secondly, to learn to manage the process of developing acmeological competence of educational process participants, via innovative approaches, methods, techniques, technologies, diversifying the means and forms of education, upbringing and personal development, and thirdly, to create a rich acmeological environment promoting the educational process participants to acme-peak in individual, personal and professional development in a managed institution or educational establishment.

However, the fulfillment of these tasks is complicated by the circumstances of the modern Ukrainian society in general and the education system in particular: rapidly changing conditions of life and work (political, economic, socio-psychological, pedagogical, legal, etc.), the constant development of the educational establishment becomes necessary, higher requirements to teaching and management staff, with higher amount and types of work (for example, the amount of information that needs to be collected, processed, used) resulting into less free time of staff. Higher pedagogical experience leads to higher number of executives suffering from burnout syndrome, losing motivation to personal growth, to the profession, or, vice versa, they become too confident about their activities and refuse to develop their professional skills.

Relevance of research topic to important scientific and practical tasks. The material presented in the article is related to the research topic of the Institute of

Advanced Training of Pedagogical Workers and Education Management, to the research topic of Scientific Basis of Management Department of H. S. Skovoroda Kharkov National Pedagogical University: “Scientific foundation of management in education and its psychological support” (registration number: 0115U005819 dated 23/12/2015).

Analysis of recent research and publications. Many scholars, both domestic and foreign, are looking for ways to improve the activities of teachers and representatives of educational authorities. Thus, acmeology problems, acmeological approach, acmeological position and competence, acmeological culture of activity subjects have been studied by I. Horbachev [10], O. Hryhorash [4], O. Dubaseniuk [3], G. Kovalenko [3], N. Kuzmina [9; 10], T. Kutsenko [9], L. Rybalko [9; 10] and others. V. Kryzhko, V. Lugovy, E. Pavlyutenkov, N. Protasova [3] and others have studied the continuity of pedagogical education and professional adaptation of pedagogical staff; the issues of training potential education managers have been studied by O. Marmaz [6], T. Khlebnikov [12], R. Chernovol-Tkachenko [9; 10] and others.

Outlining the previously unsolved parts of the general problem addressed by the article. At the same time, the idea of forming the acmeological competence of a potential education manager has not yet acquired a sufficient level of development, both in science and in practice. It can be stated that the problems of combating the difficulties in acmeological competence development by the education manager have not been sufficiently elaborated. Thus, experience shows while studying in higher education establishments, in retraining and advanced training of educational sphere managers, including the potential ones, they do not focus on mastering techniques, methods, algorithms, technologies to develop the internal potential, determining the ways of optimal personal-professional development, constructive combating difficulties and adequate actions in specific management situations.

The purpose of the article. The purpose of the article is to determine the theoretical bases for the formation of acmeological competence of potential education managers, namely: to clarify the essence and basic provisions of the acmeological approach, conditions for its effective implementation to train potential education managers, to determine the structure, content of acmeological competence of the potential education manager and to search for its effective means of development.

Research methods. In the process of scientific search we used the following research methods: analysis of philosophical, pedagogical, psychological literature, education management literature, regulatory documents on the management of the development of education managers acmeological competence to determine the essence of the basic definitions of the research; system-generalizing method to draw conclusions from the results of the study.

Presentation of subject matter. Among the methodological approaches to the educational establishments’ management, the acmeological approach, which is associated with the emergence of acmeology in the early XX century, occupies a prominent place. The term “acmeology”, introduced into scientific vocabulary by Mykola Rybnykov in 1928, comes from the ancient Greek words “acme” and

“*logos*”. Acme (from the Greek *axis* – “peak”) means the highest degree of anything, a flower, flowering time, and the phrase ‘*enakmyeinal*’ means being in acme, that is, in full bloom, at the highest stage of development [3]. Foreign scientists define the personal acme as the phenomenon of reaching the peak of one’s own development or better activity on behalf of a man (species, individual, subject, activity, personality, individuality).

In the Comprehensive Explanatory Dictionary of the Ukrainian Language (2004) the term “acme” is defined as “somatic, physiological, mental and social state of a person, characterized by maturity of his/her development, achievement of the highest rates in his/her activity” [1, p. 17]. Closely related, but not identical, is the concept of “apex” as “a top, highest part of anything; the crown of development, the highest degree” [1, p. 123] and “peak” as “the highest point in the development, in discovering something, in any activity” [1, p. 971]. Thus, acme is a multidimensional characteristic of an adult’s condition, covering a certain period of its progressive development, and associated with the achievement of the highest performance in personal and social development, professional activity, creativity, and an apex (degree of achievement) and a peak (time interval) reflect significant characteristics. According to A. Maslow, the characteristics of acme is a combination of special mental states, where a person directly perceives the universe as a living whole, and himself/herself – as an integral part of it. The well-known scientist considers the following acme features as fundamental: person’s acquisition of a new level of self when he/she perceives himself/herself more than he/she is, and life is revealed to him/her as a value; the consciousness is focused on the external world transformed in human perception; the vision of a higher, eternal, self-responsibility with the excellence that the “empirical person” is to achieve; shifting attention from finding the intervals which are objectively favorable to creativity to the state of mind of the human creator, allowing to acquire the “super-personal” level of spiritual development at any age.

Therefore, acmeology is defined as a branch of science, a complex of scientific disciplines, with the object of study being a person within the dynamics of self-actualization of his/her creative potential, self-development, self-improvement, self-determination in various spheres of life, including education, professional activity, system of advanced training [2; 12].

A. Derkach and V. Zazykin believe that the development of pedagogical acmeology was an impetus to form general acmeology and its applied sciences [3]. The humanistic orientation of acmeology is not only an important characteristic of its fundamentality, but also its characteristic. Acmeological knowledge helps people in personal and professional self-development in their professional and life achievements. The applied value of this science is to identify specific ways providing the fullest possible reveal of the potentialities, abilities of each individual, taking into account his/her personal interests and life goals. The acmeological approach, as a methodological area of research, is a system of principles, methods and techniques allowing to solve acmeological problems and to perform tasks. Acmeological approach is dominated by the problem of developing the creative abilities of potential

education managers, taking into account various aspects of training. Acmeological approach focuses on identifying hidden, unrealized personal peculiarities, identifying an existing stage in comparison with an ideal, or perspective [4].

The essence of acmeological approach within the process of training potential education managers is to focus researching and modeling influences on the actualization of the creative potential of the educational process participants, to increase their professional motivation and motivation in achieving success in the activity, which provides the creation of conditions for students to master the progressive learning, educational, development, self-education and self-development methods and technologies [12]. The purpose of implementing the acmeological approach in a higher education establishment is to influence acmeologically and pedagogically on potential education managers in order for them to form the acmeological orientation of the individual as a core property and the most important indicator of a person's professionalism [2; 11]. Acmeological orientation is a qualitative characteristic of individual general orientation, which guides to progressive professional development and self-development, to the maximum creative self-realization both in the professional sphere and in life in general.

The main provisions of the acmeological approach, as stated by L. Rybalko, R. Chernovol-Tkachenko, T. Kutsenko [9; 10] are the following:

- the purpose of individual self-realization is to achieve acme, that is, the state of the maximum possible full reveal and internal potential application in the activity that is in the process of development and self-development;
- the highest degree of individual self-realization is characterized by professionalism, skill, readiness to perform activities, that is, through certain acme-forms;
- individual self-realization should be productive, since it is from this position that the person maximally reveals and realizes creativity in activity;
- attainment of individual professional acme depends on the development of a productive self-conception (self-understanding, self-perception, reflection, self-identification, self-determination, self-imposed limitation);
- transforming potential abilities into actual ones requires actualization of human essential forces (reveal, essential forces demonstration, self-prediction), which can be manifested both independently and under acmeological support;
- achieving the optimum (a state of individual self-sufficiency) in professional activity is promoted by self-prediction, self-organization, self-management;
- individual self-improvement occurs during self-monitoring, self-criticism, self-regulation, self-control, self-evaluation;
- harmony between individual-professional growth and social status is maintained by the processes of self-expression, self-presentation, self-assertion.

The basic principles of the acmeological approach, identified by the scientists, include the principles of the subject of activity, life, potential and actual, modeling, optimality, operational and technological, feedback [4].

The basic methods and techniques of acmeological approach are the following:

– acmeographic description, with the structural components being higher professional competence, better professional skills, mastering new ways of making effective decisions, developed personal and professional qualities, mastering new technologies for solving professional problems, development of professionally important qualities, increased need for self-realization, the individual creative potential reveal. Techniques of the method implementation are expert surveys and evaluations, interviews, document analysis, professional charts creation, comparative analysis, psychological testing, analysis of dynamic changes in individual and professional development;

– acmeogram – a system of acmeological requirements, conditions and factors contributing to the professionalism development of specific subjects of work (in our case – teachers). Unlike acmeographic descriptions, which are performed at general and specific levels, the acmeogram only reflects a single level and requires very painstaking individual work. In other words, acmeogram is always individual, it is the basis for individual and professional development;

– diagnostic methods helping to identify personality characteristics. These include biographical questionnaires, intelligence diagnostic methods, personality traits, statistical tests, and so on.

The effectiveness of the acmeological approach in training potential education managers can be ensured through a combination of psychological and pedagogical conditions, with the following ones being of priority: acmeological and andragogical principles in education; directed, acme-oriented development of motivational-value, contentive-procedural, personality-reflexive individual components of potential education managers; change of students attitude to themselves, to their own activity, to future subordinate employees – the educational process participants; organization of special training of potential administrators for implementing acmeological approach in education [11]. Thus, forming acmeological competence of potential education managers is now one of the key problems which solution will promote both the quality of education and the quality of educational activity.

Acmeological approach allows integration of acmeological principles and principles of individual-activity approach, therefore in acmeological research a competence is considered as an element of more complex systems and analyzed taking into account those laws, conditions and factors providing a higher level in any activity field of adults [4]. Therefore, we consider *the acmeological competence of potential education manager* as an integrative personal innovation, characterized by a conscious constant desire for self-improvement in the process of professional managerial and pedagogical training, pedagogical, acmeological knowledge and skills, knowledge in management theory, education management, administrative psychology and skills aimed to develop the educational establishments (institution) and educational process subjects; developed individual-psychological qualities (risk appetite, ability to empathy and self-evaluation, identification of the behavior type, anxiety, loyalty to the institution, willingness to innovate), contributing to the successful self-realization of potential manager and acquisition of professionalism in managerial and pedagogical activity. Our definition is the basis for identifying the

components of acmeological competence of potential education managers, which include *motivational-value*, *contentive-procedural*, *personal-reflexive* ones.

The content of the *motivational-value component* is acme-motivation, acme-ability and readiness for self-development. The *contentive-procedural component* of acmeological competence is formed by acmeological knowledge, which can be represented as a system of methodological, theoretical and methodical knowledge in the sphere of individual self-actualization, self-improvement and self-realization in various life spheres, as well as cognitive skills system contributing to the constant renovation and enriching the acmeological knowledge and enlarging the ways to stimulate individual self-knowledge and self-regulation. Acmeological knowledge is a specific complex knowledge with a scientific and methodological orientation reflecting various aspects of the special field. It integrates *social, humanitarian and natural patterns of human existence*. The analysis of the psychological researches allowed us to distinguish the following *skills* within the contentive-procedural component of acmeological competence:

- to use creatively the existing experience;
- to relate the knowledge to practice;
- to organize one's own study techniques;
- to prevent and resolve conflicts;
- to query different databases;
- to receive information and select up-to-date materials;
- to identify links between past and present events;
- to be a team leader, mentor, person who promotes the careers of others [6];
- to be capable of renewal, creative action, innovation.

Personal-reflexive component is a system of personal characteristics of the manager, influencing the effectiveness of his/her management activities – the development of educational establishment, its acmeological environment, subjects of the educational process [4].

If the first two components of acmeological competence are functional, then the third competence component is the stable personal characteristics, formed in the process of activity and communication with people, personal development; they contribute to or prevent from the manager's promotion to the acme: risk appetite, ability to empathy and self-evaluation, identification of type of behavior, anxiety, loyalty to the establishment, willingness to innovate.

The basic *forms and means* of forming the acmeological competence of potential education managers include the following:

- individual counseling of students on professional and individual growth issues;
- academic advising in the projects and research activities of students;
- problem lectures, seminars using, in the interests of progressive movement to acme, information from the field of age physiology, psychogenetics, psychophysiology of work, basics of managerial skills, educational activity management, etc.;

- business games, discussions, analysis of management situations, including digital and multimedia technologies;
- implementation of the technology of “individual educational road map”;
- developing psychodiagnosis, including self-diagnosis, of potential education leaders;
- drawing up personal professional development programs.

Students should be aware of the guiding principles of modern education: life-learning, comprehensive education, continuing self-development. Therefore, training potential education managers demands such forms of work as exchanging views, discussions while visiting scientific and methodological events in educational establishments, discussing topical issues of educational management with current educational managers who have achieved significant success in the profession and social status, achievements of education managers at thematic seminars, scientific-practical conferences; thematic exhibitions, lectures, seminars, practical and laboratory classes, acmeological trainings, thematic and business games, master classes, pedagogical readings, developing professional charts and acmeograms for the education manager, group and individual consultations, study placement, creating the manager’s portfolio, editing scientific articles, scientific reports, etc. A number of problems related to the manager professional development can also be solved through organizing the work of *psychological and acmeological services* of higher education establishments, with the main function being psychological assistance of professional formation and development of pedagogical (scientific and pedagogical) staff, including managerial one. These services are responsible for diagnosing (through observation, testing, questioning, interviewing, peer review, etc.) the levels of development of the education managers acmeological competence. Now it is necessary to use widely acmeological technologies for professional development of educational establishments managers. *Acmeological technology* is defined as a combination of tools aimed to reveal the inner potential of the individual, to develop the properties and qualities contributing to achieving a high level of the individual and professional development. The essence of acmeological technologies is the acmeological influence allowing to change a person’s state, his/her mental processes and personality characteristics. Acmeological technologies are designed to help in individual progressive development, to emphasize the need for effective individual progressive development, so they are distinguished primarily by humanistic orientation [5; 9; 10].

A distinctive feature of acmeological technologies of vocational training is that their implementation involves development of the desire to master the profession, a certain type of activity (in our case – management activity) at the highest level; to develop one’s own system of activity that will allow to reach the peaks of professionalism. The potential education manager forms and develops experience of making creative decisions, solving design problems, modeling the development of educational establishment and its staff, as well as experience in one’s professional consciousness and position. Incentives, making consciousness of choices may be social necessity (educational establishment rating in the educational services market,

provision of competitive educational services to the population, development of positive image of the establishment in general and its manager in particular, formed acmeological environment promoting personal and professional development of all subjects of education process) and the need to attain the proper level of individual significance for oneself, for the educational establishment, and for other people.

Conclusions. Thus, we determined the theoretical principles of forming acmeological competence of potential education managers, namely: the paper has specified the essence and main provisions of acmeological approach, conditions for its effective implementation for training of potential education managers, determined the structure and content of acmeological competence of potential education manager, and identified forms of its development. The research will solve the problem of forming acmeological competence of potential education managers, creating appropriate acmeologically rich environment in the higher education establishment, which will promote the students majoring at “Management” to the acme-peak in individual, personal and professional development.

Prospects for the research results application. An indispensable potential area of research is studying creation and development of acmeologically rich educational environment in the educational establishment, allowing to form and develop acmeological competence of all participants in the educational process.

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1.11. SCIENTIFIC-METHODOLOGICAL FOUNDATIONS OF FUTURE TEACHERS' HEALTH CULTURE FORMING

***Abstract.** The future teachers' problem of occupational health culture formation is actualized in the research, the results of researches are presented by the authors of the state of occupational health of teachers, which showed its low indicators. Based on analysis, synthesis, comparison and systematization of the data of philosophical, pedagogical and psychological scientific literature: the essence of occupational health culture is determined; the author's interpretation of the future teachers' occupational health culture is given; conceptual and methodological guidelines (defining dialectical, philosophical principles and methodological approaches) to its formation as a basis for understanding and its further solving in a practical sphere are defined, to substantiate and create a system for the formation of the future teachers' occupational health culture in the vocational training phase in particular.*

The methodological principles that define the general guidelines of theoretical and empirical scientific research are distinguished: the principle of objectivity, the principle of essential analysis, the genetic principle, the principle of unity of logical and historical, the principle of determinism, the principle of integrity, the principle of comprehensiveness of cognition, the principle of conceptual unity.

Methodological approaches to the study of the problem of formation of future teachers' occupational health culture – general scientific (systemic and synergetic) and specifically scientific (activity, anthropological, axiological, cultural, acmeological, humanistic, subject), are defined and characterized. Each of the described approaches reveals the essential characteristics of the phenomenon under study from a specific side. The necessity of a complex combination of approaches, which are the methodological guidelines of the study, for a deep understanding of forming the future teachers' culture of occupational health is proved.

The prospects of further scientific researches, which are to substantiate the system of forming the future teachers' culture of occupational health, psychological and pedagogical conditions for creating a healthy educational environment in higher education, comparatively pedagogical study of foreign experience of organizing health care activities are outlined.

Key words: *occupational health, future teachers, occupational health culture.*

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Relevance of the research problem. New Ukrainian form needs a teacher who can maintain an adequate level of occupational health, maintain working capacity, resist professional stress and emotional burnout, and overcome professional difficulties with the least loss for his or her own health. The established culture of occupational health is the key to personal well-being and professional success in teaching. Without a well-established health culture, the teacher cannot create the health culture of his or her pupils. The results of our study showed a high level of performance and a predicted high level of stress resistance in only 8,3% of teachers surveyed. Most of the interviewed teachers point out that often they feel nervous and emotional tension at school, do not have constructive coping strategies, relaxation techniques, psychotechnology of self-healing and professional self-rehabilitation. The problems of preparation for preservation and promotion of occupational health and the formation of future teachers' professional health culture are not among the most priority at the stage of vocational training in higher education institutions.

Analysis of recent research and publications. In the scientific literature there are many works on the problems of forming a healthy lifestyle, in particular: the formation and development of personality in the aspect of forming a healthy lifestyle (V. Orzhekhovskaya, L. Khomich, O. Shukatka, etc.); valeological education (T. Boychenko, M. Grinyova, S. Omelchenko, etc.); prevention of professional burnout (G. Zaychikova, L. Karamushka, M. Leiter, V. Rozov, R. Holt, V. Schult, etc.). Many researches are directed on formation of a healthy way of life, valeological literacy, valeological consciousness of future teachers (N. Bashavets, V. Bobrytska, L. Sushchenko, etc.), formation of valeological culture, culture of health of future teachers (Y. Boychuk, S. Boltivets, N. Goncharova, S. Kyrylenko, G. Kryvosheieva, N. Rybachuk, etc.), the use of health-saving technologies in the practice of training future specialists (O. Vashchenko, O. Mikheienko, Y. Palichuk, etc.).

At the present stage there are different approaches to understanding the essence of health culture (I. Avdieienko, N. Belikova, T. Falasenidi, etc.), its content and structure (E. Weiner, E. Bagnetova), defining the principles of formation of teacher's health culture (Y. Boychuk, T. Ivanova, S. Lebedchenko). The issues of the teacher's occupational health culture are presented in the works of N. Goncharova, O. Dubogay, V. Moyseyuk, and others. The problem of forming a culture of occupational health has not yet been adequately reflected in the psycho-pedagogical literature. It is necessary to determine the methodological basis of its formation in future teachers at the stage of education in a higher educational institution.

Therefore, the *purpose* of our *study* was to find out the essence of occupational health culture, to determine the conceptual and methodological guidelines (approaches and principles) to its formation as a basis for reflection and further its solution in the practical plane, in particular to substantiate and create a system of formation of occupational health culture of future teachers at the stage of vocational training.

Materials and methods of research: analysis, synthesis, comparison and systematization of the data of philosophical, pedagogical and psychological scientific literature, conceptual provisions of the problem of forming a culture of personal health.

Outline of the main research material. We treat the teacher's occupational health as an integral characteristic of the functional state of the organism, the global mental state of his/her personality, characterized by the dynamic harmony of internal experiences and the related efficiency and success of pedagogical activity, the ability to withstand the negative factors that accompany the activity [9].

In papers, devoted to the formation of the teacher's occupational health culture or culture of the occupational health, the focus is on a healthy lifestyle. A healthy lifestyle is defined as a component of the occupational and pedagogical culture. Many scientists (O. Bagnetova, N. Goncharova, V. Horashchuk, G. Krivosheieva, N. Rybachuk, etc.) approach the problem of forming a healthy lifestyle within the cultural approach. The culture of health is defined as an element of professional competence.

Analyzing the concepts of "valeological culture", "culture of health" researchers V. Babich, M. Vilensky, S. Kyrylenko, V. Petlenko and others understand them as synonyms. Valeological culture reflects a person's awareness of the value of health as a vital priority, which determines his responsible attitude to his own health and to the health of others. Scientist Y. Boychuk defines a culture of health as the only way to relate to the world – humane and universally creative. It forms the meaning, the means and the criterion of life-creation, respectively, defining the totality of the formative foundations of the activity of the individual. The realization of the health culture takes place in the sphere of human freedom and responsibility [3, p. 145]. This approach to the interpretation of the concept of "culture of health" suggests that mastering this property contributes to the formation of the socio-philosophical position of the individual to the perception of the outside world and a deep awareness of their inner self.

Students' health culture is an integrated quality that reflects the formation of outlook, beliefs, values and health knowledge, the ability to develop and implement an individual wellness program, predetermines a conscious, responsible emotional and value attitude both to one's own health and to the health of others and the environment [10, p. 51].

Considering the problem of forming the health culture of the participants in the educational process, O. Melnyk notes that the health culture manifests itself in: a set of knowledge about the peculiarities of one's own health; the system of values, the priorities of one's own health and the health of the environment; principles, rules for

building one's own life, which will contribute to the formation, promotion of health; behaviors and activities aimed at shaping, enhancing, preserving, restoring and transmitting health [8, p. 20–21]. A similar interpretation of students' health culture is presented in G. Krivosheieva's study. It defines this concept as a qualitative formation of personality, manifested in relation to a healthy lifestyle, to his health, which leads to a conscious desire of the individual on his own, creatively improve the physical, mental and spiritual spheres of his own life based on self-knowledge and adequate self-esteem [6, p. 6].

I. Avdieienko, a scientist, believes that a student's health culture is a holistic, integrated professional-personal characteristic, which reflects the formation of a value attitude to one's own health and the health of the environment, mastering a set of health-saving knowledge, health-saving technologies and skills an individual wellness program that enables the individual to fully realize his/her health-creating potential in training and future professional activity [1, p. 38].

N. Goncharova uses the concept of occupational health culture and treats it as a component of the teacher's professional and pedagogical culture. The author of the dissertation defines the occupational health culture as a dynamic personal formation and reveals its essence through the unity of motivational-value and emotional-volitional health-care units, knowledge and skills in designing, maintaining and preserving occupational health [4, p. 53]. The formation of an occupational health culture makes it possible to carry out pedagogical activities productively (without sacrificing the health of all subjects of the educational process).

O. Bagnetova uses the concept of future teachers' occupational-pedagogical health culture. She defines it as "conscious realization of ways of preserving and promoting health, based on philosophical-conscious experience, spiritual-moral values and attitudes (relationships) in specific regions, educational conditions of life" [2, p. 30]. The author believes that health culture is a broader concept of a healthy lifestyle, because it is a component of the general culture and not only manifests itself in the healthy living habits of the individual, but becomes a criterion for testing the way of its being.

Therefore, an analysis of the unconventional approaches and definitions of the teacher's health culture shows that this concept is interpreted as a set of health-saving motives, needs, values, knowledge, and skills. They define health culture as a special occupational and pedagogical culture, an important element of a teacher's professional competence. In most studies of the culture of health of future teachers, the emphasis is on developing a value-based, meaningful and action-based framework for preserving students' own health and health.

The future teacher's occupational health culture is interpreted as an integral dynamic personal formation, based on the priority of health values, sustainable motivation to health-creating activity, knowledge of ways and means of health saving, possession of technologies of preservation and promotion of occupational health, which ensure high productivity and successful pedagogical activity. The established occupational health culture enables the specialist to maintain optimal

physical, mental, social and spiritual health throughout their life and professional activity, and to resist the negative factors of pedagogical activity.

To form a culture of occupational health, to create a coherent system for its formation in future teachers, it is important, first, to determine the theoretical and methodological orientations of the study that determine the philosophical and philosophical position of its author, reflect the methodological perspectives of the problem statement and justify the ways of its development. The analysis of different approaches to the methodological analysis shows that most scientists distinguish the following levels of research: general philosophical, general scientific, specific scientific, level of techniques and techniques of research.

They base the philosophical level of research on the laws and regulations of dialectics about: the transition of quantitative changes into qualitative ones; internal contradictions as a source of development; the negation of the old as necessary for neoplasms; the relation between the empirical and theoretical, the sensual and the rational, the general, the special and the individual, necessary and accidental as a determinant of the origin and formation of the phenomena under study; the unity of the spiritual and the physical, the mental and the physical.

The methodological bases for the study of this problem were determined taking into account the interdisciplinary nature of the concepts of “occupational health of the teacher”, “culture of occupational health”. To study the phenomenon of occupational health and forming the culture of occupational health of future teachers, the provisions and results of modern scientific researches from different fields of knowledge are important, which will provide an opportunity for systematic analysis and a thorough choice of general scientific and specific scientific methodological guidelines, theoretical interpretation of the results.

Research of scientific philosophical and methodological foundations of the culture of occupational health of future teachers is based on the defining dialectical, philosophical principles (the principle of objectivity, the principle of essential analysis, the genetic principle, the principle of unity of logical and historical, the principle of determinism, the principle of integrity, conceptual unity) and general scientific methodological approaches. Named methodological principles determine the general guidelines of theoretical and empirical scientific research.

The principle of objectivity presupposes a comprehensive account of the conditions under which the future teachers’ professional culture is shaped, the adequacy of research approaches and the means to gain genuine knowledge of the subject. Since this principle eliminates subjectivism, bias in the selection and assessment of facts, the study of a significant problem from the standpoint of theoretical analysis must take into account the findings of the latest complex sciences (computer science, general systems theory, synergetics) and the examination of objective manifestations (program-methodical) and regulatory support).

The principle of essential analysis requires correlation in the studied phenomenon of general, special and single, penetration into its internal structure, disclosure of laws of its existence and functioning, conditions and factors of development, opportunities for purposeful change. Adherence to this principle makes

it possible to “derive” shaping the professional health culture of future teachers from its substantive feature, vocational training in higher education, an element of which it is, and to reproduce this process as a dialectical whole.

The genetic principle is a philosophical, dialectical principle that is a methodological expression of self-development of reality. This principle is to consider the phenomenon under study based on an analysis of the conditions of its occurrence, development, identification of changes in one level of functioning qualitatively different. Implementing this principle makes it possible to isolate the levels of development of occupational health culture of future teachers and to monitor their dynamics in creating certain pedagogical conditions. Genetic principle requires consideration of the genesis of the problem under study, study of the current state of formation of the culture of occupational health of future teachers, forecasting tendencies of improvement of vocational training for health care activities.

The genetic approach is closely related to and complemented by its principle of unity of logical and historical, implementing which requires the combination of disclosure of the essence, structure, functions and relationships of the object in the present state with the study of its history, and development prospects. Historical analysis is possible only from the standpoint of a certain scientific concept, based on ideas about the nature, structure and function of the phenomenon under study, and theoretical analysis is incomplete without taking into account the historical aspect, origin, becoming of the phenomenon under study. Therefore, to study occupational health culture formation, to study the problem of forming occupational health culture, it is advisable to carry out their retrospective analysis.

In the process of research, it is important to adhere to the principle of integrity, a cautious approach to isolation in order to specifically study the individual aspects, elements, relationships of the investigated objects and phenomena (isolation of structural elements of health, components of occupational health culture, individual aspects of holistic, integrated occupational health culture programs), etc.

The principle of determinism is defined as a system of views on the objective, natural connection and conditionality of all phenomena in the outside world. The methodological nature of the principle of determinism is manifested because it acts not only as a philosophical doctrine but also as a concrete scientific standard for describing and explaining the universal, natural connection and conditionality of the development and functioning of certain systemically organized objects in the process of their interaction. (L. Mikeshina). This principle requires an analysis of the causes of the deterioration of the occupational health of teachers, the determinants of the occupational health of teachers, and the factors that shape the future teacher’s occupational health culture.

The realization of the principle of *comprehensive knowledge* in our study involves a holistic, multidimensional study of the phenomena of “professional health of the teacher”, “culture of professional health of the teacher”, “formation of a culture of professional health of the future teacher” in modern scientific works on psychology, pedagogy, valeology, psychosomatics, acmeology, orthobiotics, psychology of work, psycho-energy and other modern fields of knowledge.

The principle of conceptual unity of research requires logical compatibility of approaches and assessments. This principle is the unity of the definite, accepted as true, correct, and uncertain, variable. Therefore, the starting positions are checked, developed, adjusted. In the process of research, the concepts are being modernized.

In exploring the problem of shaping the occupational health culture of future teachers, we strive to move away from focusing on health-improving approaches. The author's approach is proposed, which is based on the use of preventive means, enriching the experience of a smart lifestyle, harmonizing the personality of future teachers. Occupational health culture is impossible without forming an active position and outlook on student behavior based on the principles of "know yourself, create yourself, make yourself healthy" and "health through a smart lifestyle".

The complexity and versatility of the studied phenomena of "occupational health", "occupational health culture", "formation of the future teacher's occupational health culture" led to the choice of different methodological approaches – general scientific (systemic and synergistic) and specific scientific (activity, anthropological, anthropological, cultural, acmeological, subjective, humanistic, competent).

The systematic approach is to study the object which comprises various interrelated elements. Based on the study of the works of S. Arkhangelsky, Y. Babansky, V. Bepalko, N. Kuzmina, V. Slaktionin, the systematic approach, which are fundamental for the formation of occupational health culture, the creation of a system of formation of occupational health culture for future teachers, are formulated:

- the integrity of the system in relation to the external environment, its study in harmony with the environment, is vocational training in higher education;
- system elements are in complex relationships and interactions, among which are the most significant and systematic; changing one parameter affects all others;
- subordination of all parts of a complex system to the common purpose;
- the totality of system elements shows the structure and organization of system objects, their interdependence and interdependence;
- a special way to regulate the links between system elements and changes to the elements themselves is to manage such systems, covering the setting of goals, the choice of means of influence, control and correction, analysis of the results got.

The application of the systematic approach involves the interaction of the subjects of the educational process for the formation of the culture of professional health of students-future teachers in different activities: educational, educational, research, independent, pedagogical practice.

The synergistic approach (V. Andreiev, E. Bondarevskaya, A. Kolmogorov, S. Kulnevich, A. Semenov, G. Haken, etc.) is based on the scientific and philosophical principle that studies nature, the world complex self-organized system. Synergetics explores complex, non-equilibrium and open systems are in a state of instability and constant self-development because of their ability to self-organize. The synergistic paradigm implies a certain level of human dialogue with nature, society, of itself, since in the conditions of environmental instability, uncertainty there is a

problem of development management in the conditions of nonlinear development of the world, and the subject has the possibility of choosing his most favorable path [5, p. 50]. In our study, a synergistic approach involves the self-organization of health-promoting activities, contributing to the awakening of the strengths and abilities of future teachers, starting their search for their own ways of preserving and promoting occupational health, and the creation of individual health strategies. Forming a culture of professional health of students, their personal and professional development can not be considered a linear, conflict-free, gradual process, it is accompanied by contradictions that will lead to the restructuring of the value-semantic, cognitive, emotional-volitional spheres of their personality.

In the perspective of shaping the culture of occupational health of future teachers, an *active approach* is important (G. Ball, M. Kagan, G. Kostyuk, O. Leontiev, B. Lomov, S. Rubinstein, etc.). The activity approach examines the leading mechanisms of personality formation and development through the design, construction, organization and management of the process of its activity. We see activity not as a closed nature, but as a manifestation of the activity of the subject in the system of his social relations, which detects and shapes his psyche. The dialectic of the relation of the human psyche with its activity is the object-activity and subject-conscious relation of a particular subject with others, with the products of his activity and relations that determine it. Therefore, as a subject, a person exhibits a higher level of activity, autonomy becomes the creator of his own destiny, and his activity is always meaningful, independent and inherent only to man [11]. Activity acts as the basis, purpose, means of human mental development.

The activity approach in the coordinates of our study involves: recognizing the future teacher's personality as a carrier of his own experience, his right to self-realization; involving students in developing a culture of occupational health, finding their own self-healing systems; stimulating their activity in this activity; rational organization of life, of students on the principles of orthobiotics.

The essence of *the anthropological approach* (B. Ananiev, B. Bim-Bad, P. Blonsky, L. Luzina, V. Slastionin, K. Ushinsky, etc.) lies in complex human studies, appeal to physical, physical, moral and spiritual values, the study of ways "to human in human". The subject of the study of pedagogical anthropology is all participants in the pedagogical process and their individual evolution, which is reflected through the lens of "knowing the person". The anthropological approach requires significant changes in the goals of vocational training: abandonment of managerial and manipulative goals, promoting self-actualization of the student's personality. Anthropological approach involves a deep study of the inner world of future teachers, the peculiarities of organizing their life through the prism of many human sciences (psychology, physiology, psychophysiology, psychohygiene, psychogenetics, psychosomatics, psychoenergetics), stimulating students to self-study, forming the picture of occupational health.

Axiological approach (D. Beh, J. Bruner, O. Vishnevsky, Z. Karpenko, M. Kogan, A. Clark, G. Radchuk, B. Skinner., J. Hazard, G. Hind, etc.) is based on philosophical doctrine about moral, ethical and cultural values as the sensory-forming

foundations of a human being, which determine the directions and motivation of human life, activity, actions. The values that a person professes form his or her value orientations, which are part of the higher levels of personality orientation. Value orientations determine the general approach of the person to the world, to themselves, give meaning to personal positions, behaviors, actions. Value orientations at the individual level, according to S. Sisoeva [12], is a social psychological phenomenon that is reflected in the preference or rejection of certain meanings and patterns of human behavior, manifested in its orientation, attitudes, beliefs.

Value orientations include ideals, ideas about the meaning of life and human activity. They are the nucleus of the motivational-value sphere of the personality, characterized by the unity of processes of self-regulation and conscious self-development in the process of acquiring meanings, goals, meanings-interests, meanings-motives, meanings-relationships [12]. Being conditioned by objective circumstances and determined driving forces of activity and behavior of the individual, the attitude to health is manifested in the actions and actions, experiences and verbally realized judgments of students regarding the factors that influence their physical and mental well-being. educational process in terms of promoting the value of occupational health for life and the success of professional activity.

The axiological program presents culture as a “complex hierarchy of ideals and meanings” (P. Sorokin). In the phenomenon of “culture” there are two aspects: culture as a set of material and spiritual values and ways of their creation and culture as a process of development of cultural values, spiritual and creative development of man. But not any activity enriches the culture, but only the one in the process and result of which a person develops and improves. Culture, on the one hand, accumulates the results of a person’s creative activity, and on the other, shapes him or her as a creator, improving the spiritual and creative capacity of the individual [5, p. 66].

From the point of view of *cultural approach* (V. Bibler, E. Bondarevskaya, T. Ivanova, I. Isaev, O. Losev, O. Shevnyuk, M. Schweider) the process of personality formation is considered as the process of involving a person in culture as a sphere of creative realization of its essential forces, and the essence of education is to broadcast, to transform the culture of society into a culture of personality. The methodology of the cultural approach makes it possible to consider the formation of a future teacher’s occupational health culture as the training of a specialist who is able to constantly improve his life and professional activity, strengthen occupational health as the highest vital and professional value, create a culture, develop his own culture, improve himself spiritual and creative potential.

Of great importance for our study is *the acmeological approach* (A. Derkach, N. Kichuk, V. Rybalka, V. Semichenko, O. Pehota, S. Pozharsky, etc.), which studies phenomenology, patterns and mechanisms of human development at maturity, achieving its highest levels of development. The methodological essence of this approach is the study of the “top”, ideal qualities of a specialist both in the system of vital activity of the individual as a whole and in the professional sphere. This approach focuses on continuous improvement and creative growth, the ability to

manage the individual and professional development of a specialist, which should be carried out on an upward trajectory.

The main purpose of acmeological influence is to stimulate the development of the properties of subjectivity, when the object of influence becomes more active, responsible, ambitious (in a good sense), when he has increased self-efficacy (the conviction that he can control his behavior and development, to be productive). In this case, the acmeological influence is carried out mainly on the motivational and value-sense spheres of the individual [5, p. 247]. What is important is that as a result of acmeological influence the level of self-regulation required for the formation of future teachers' confidence in themselves, their own abilities, improvement of capacity, realization of creative potential is increased. The acmeological impact helps to formulate a strategy for preserving the professional health of future teachers and implementing acme plans. Students should anticipate what is related to their occupational health, predict what will happen tomorrow, what will lead to their activities, their choices or decisions through the lens of immediate and long-term prospects.

The humanistic approach (Sh. Amonashvili, G. Ball, I. Beh, S. Buehler, I. Ziazun, S. Kulnevich, A. Maslow, K. Rogers, etc.) reveals professional development as a process of teacher self-realization and the emergence of new professional-important personal formations. The basic ideas of the humanistic approach are the basis of technological support for forming the culture of professional health of future teachers: the integrity of the individual, the components of health, the need to study the personality in its integrity; uniqueness, uniqueness of personality, its openness to the world, experiencing the personality of the world and itself in the world – the main psychological reality; the ability of the individual to continuous development, vitality and self-realization; “Self-concept” of the individual as an integral mechanism of self-regulation of his life; creativity, activity, self-determination; the ability to make informed and informed choices and decisions in different situations; the value of a person's attitude to the world, to other people and to himself.

Therefore, the main task of higher education is to help the student understand himself, identify problems and mobilize his own internal forces, potential opportunities for their solution, self-development and self-improvement. The humanistic approach takes into account the needs of students, in particular in health care. Implementing a humanistic approach will provide the conditions for the formation of psychic, moral, physical abilities of future teachers, creation of a psychologically safe educational environment in higher education.

The subjective approach (N. Kichuk, A. Maslow, V. Slashtionin, S. Sysoieva, K. Rogers, V. Tatenko, etc.) is characterized by the understanding of the subject as the center of organization of being and subjectivity, that manifests itself in the need and ability of a person to constantly improve, to achieve the optimal level of their own development, self-realization through activity, including “super-situational”. The ability of the teacher to resolve various contradictions of life and professional difficulties, the strength of the “I” of the concept, the formation of acmeological

position depends on activity of the personality of the teacher. A person is formed not because of the sum of influences, but because of an active attitude to the bearers of good and evil (the law of positive and negative assimilation). The main psychological factor that determines effectiveness of various social influences on a person is the high level of mental activity of the subject.

The subjective approach allows us to analyze the problems of self-development in the context of the teacher's life path. The mechanisms of self-development are reflection, self-acceptance and self-forecasting. V. Maralov [7] identifies the following forms of self-development: self-affirmation, self-improvement, self-actualization. Implementation of subjective approach in forming the culture of professional health of future teachers gives an opportunity to activate mechanisms of personal-professional development of students, to create conditions for self-realization of their personality, to identify and develop their subjective potential, creativity, formation of acmezinergic position. Without the internal activity of future teachers, the result in building a health professional culture will not be achieved. Therefore, we consider it advisable to carry out not only prognostic and corrective actions (external influence) but also to form a willingness for future teachers to self-rehabilitate. The process of self-rehabilitation involves the teacher's own activity, directed not at the outside, but inside, at awareness and self-change, overcoming internal resistance to change.

The competence approach (I. Zimnya, Y. Kodlyuk, O. Ovcharuk, O. Pometun, O. Savchenko, A. Khutorsky, etc.) implies a high level of formation of the system of knowledge, skills and methods of activity, professionally significant features and qualities necessary for successful life, pedagogical activity based on health saving and health education. The occupational health culture is a complex integrated education (synthesis of health-saving knowledge, skills and values, values, motives, etc.) is ensured by the acquisition of certain health competencies. Consideration of the process of forming a health culture from the perspective of a competency approach allows to determine the structure of health competences, which optimizes in practical terms the content development of teaching material a comprehensive program of formation of professional health culture of future teachers.

Conclusions. Occupational health culture is a very important characteristic of a new generation of teachers. The formed culture of occupational health of future teachers has a positive reflection on the quality of professional life, the productivity of pedagogical activity. These methodological approaches make it possible to comprehensively and systematically study the problem of forming a professional health culture for future teachers. Each of the described approaches reveals the essential characteristics of the phenomenon under study from a specific side. An in-depth understanding of fostering a culture of occupational health requires a comprehensive blend of the concepts and approaches that are methodological benchmarks. An important task is to create and implement a system of future occupational health teacher culture that aims to: increase the interest in occupational health as a professional-personal value and ways to preserve and strengthen it; improving the ability to navigate occupational health information and a smart

lifestyle; mastering knowledge of high generalization, integrating which will ensure their scientifically valid application and transfer into future professional activity; mastering ways to implement health-saving techniques; involvement of students in self-preservation and promotion of occupational health; assessment and analysis of your own health activity; search and creation of own health systems; the work of self-organization in occupational health based on creative activity and valeological competence. The prospects of further scientific research are seen in the substantiation of the system of formation of the culture of occupational health of future teachers, psychological and pedagogical conditions for creating a health-friendly educational environment in high school, comparative-pedagogical study of foreign experience in the organization of health-giving activities.

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1.12. THE THEORETICAL BASIS OF CREATION OF HEALTH CARE PROJECTS BY STUDENTS OF CLASSICAL UNIVERSITIES

***Abstract.** The article is dedicated to the actual problem of the future specialist preparation of the health direction whoshould be ready to work under the conditions of the New Ukrainian School and to give to the students moral principles of respectful attitude for elderly people. This actual problem of today is considered by the authors in the tendencyof improving living conditions of elderly people, as well as to enable them to live the full life as long as possible, having the necessary health-saving knowledge, skills andhabits.*

The author emphasizes that future health specialists need to be aware that in order to ensure the development of health care projects, it is necessary to obtain information about the needs of elderly people for respondents of different ages. It is the New Ukrainian School that emphasizes the modern European humanistic approach to the education of students and the education in them of respectful attitude for elderly people. The author presents the legal framework and the results of the questionnaire of elderly people on their basic needs from the point of view of different age groups of population. The questionnaires were submitted using a valeological approach, namely: “provide the examples of basic elderly people needs according to the components of health (physical health, psychological health, spiritual health, social health)”; “The forms of activity of different organizations and institutions to provide elderly people with their needs”; “what title would you suggest for your social project for elderly people” and more.The creating and implementing recommendations of health care projects, developed jointly with the studentswere

given by the author. The developed recommendations will provide in the future a qualitative basis for the creation of social projects for elderly people. Prospective directions of further scientific research is the development of pedagogical conditions that will contribute to the qualitative process of future specialists' education in the field of wellness direction, equipping them with knowledge, skills and habits for introducing the conceptual foundations of the New Ukrainian school and the human relation of elderly people treatment.

Key words: future specialists in the field of health, health care projects, pupils, students, older people, recommendations, New Ukrainian School.

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The formulation of the problem. Our state's policy is focused on the implementation of the constitutional rights of elderly people. Today, the system of legislation on the social protection of elderly people has been created in Ukraine. The legislative acts are aimed at supporting elderly people and returning them to a full life. Unfortunately, not all rights are exercised today. The relevance of research of the problem is undermined by one of the strategic goals for the short term, to achieve the improvement of the living conditions of elderly people, as well as to enable them to live the full life as long as possible, having the necessary health-saving knowledge, skills and habits. Having the necessary health care information the elderly people are able to protect themselves from negative influences of the environment and society, to reveal their talents and enjoy sharing experiences with willing people. Therefore, the most important task of the state, social services and indifferent people is the development and implementation of health care projects for elderly people to form a responsible and up-to-date attitude to health as an important component of its preservation and strengthening. All kinds of support for elderly people are community organizations and charitable foundations that create and implement social projects.

The connection of the author's work with important scientific and practical tasks is that the attention to the needs of elderly people precisely in students of higher education institutions will help to increase their awareness of the importance of implementing humanistic approaches to the education of students in their professional activity, and in the future implementation of the ideas of the New Ukrainian School.

The analysis of recent research and publications. The following researchers like: N. Bolotina, V. Burak, P. Pylypenko, S. Sinchuk, B. Stashkov, and others have been involved in providing legal services for various categories of citizens. At its meeting, the Cabinet of Ministers of Ukraine approved the "Strategy of the National Action Plan on Aging by 2022". This document also addresses the health and well-being of elderly people in the following areas:

– healthy lifestyles' promotion for the people of all ages as a prerequisite for active aging and longevity, including the promotion of the physical activity of elderly people;

- raising public awareness of elderly people and civil society as a whole in nutrition of healthy aging and active longevity, quality of life in elderly people, disease prevention and assistance, “sanitary literacy” of elderly people, their relatives, helpers/care takers;
- the creation of a system of pre- and postgraduate education for medical, social, pedagogical and legal workers on the provision of various types of assistance, ensuring active longevity and decent quality of life in old age;
- providing integrated and continuous approaches to providing different types of assistance;
- targeting health systems and social protection systems to support the individual vitality and independence of the elderly people, prevent disease, provide early detection services and prevent premature death, etc. [9].

The Constitution of Ukraine, that covers all categories of citizens by their legal framework, fully discloses the basic rights of the elderly people [6].

The previously resolved aspects of the general problem addressed in the article. Considering the legal support, provision of social services for the elderly people in Ukraine, it is necessary to present the legal norms that implement the rights of the elderly people to receive social favor and social services, the conditions and procedures for the provision of such services, the system of bodies and officials who should provide social services for elderly people. An advanced person in years needs increased attention in the family because he feels not only changes in his body but also feels abandoned and unnecessary. His outlook and understanding of the world is changing. He has a desire to communicate, realize his creativity and pass on the experience to the next generations. Single retirees are most in need of communication. It is necessary to provide conditions for her complete rest and communication, for the realization of talents. The information of maintaining one’s own health from valeological positions is also important. Because of a healthy outlook of man shapes his social and physical well-being.

The purpose of the article is to identify the main approaches for the creation and implementation of health care projects for elderly people by the students of higher education institutions, as a prospect of introducing the information received into professional activity in accordance with the requirements of the New Ukrainian School.

Research methods: the analysis of scientific literature on contemporary problems of elderly people and the implementation of projects for their social protection; study of legal support for rendering social services to elderly people in Ukraine; identifying the basic conditions for the creation and implementation of social projects for elderly people; the analysis of the results of the questionnaire in order to obtain data on the basic needs of elderly people from the perspective of different age groups.

The scientific novelty of the study is that it was firstly identified by the author the proposals for improving the lives of elderly people in the population of different age categories through a questionnaire and developed recommendations for the creation and implementation of health care projects.

Presenting main material. The international legal instruments governing the social rights of elderly people include the 1952 Convention on Minimum Social Security No. 102 [5], the 1967 Disability, Old Age and Loss of Nursing Benefits Convention. 128 ILO Recommendation 1967 on Disability, Old Age and Loss of Nursing Benefits № 131 [8]. According to the national demographic forecast for the period until 2025, the people ages' fraction from 60 years will be 25%, and in 2030 – more than 26%. The adapting to the changing conditions of a dynamic society at this age is extremely difficult and people of that age need support and stimulating measures. Old age is the final period of ontogeny, a striking manifestation of which is the aging process. Aging is a biological phenomenon inherent in all forms of living matter. There are many definitions of the concept of “old age”. In particular, A. Bogomolets considered aging as a gradual weakening of cell activity due to changes in the physicochemical structure of cellular substance [1]. A. Comfort thought is associated with the fact that aging inevitably arises, naturally develops as a destructive process, as evidenced by the limitation of the adaptive capacity of the organism, increasing the likelihood of death, reducing life expectancy, that contributes to the development of age-related pathology [10]. S. Goncharenko in the Ukrainian Pedagogical Dictionary states that “elderly person”, “old age” is a period of life after maturity, when the body is weakened [2]. Also A. Comfort defines the aging process as a change in the behavior of the body with age that leads to a decrease in human life [3].

Community organizations and various charitable foundations are constantly creating and implementing social projects. They can be: commercial and non-commercial; organizational; economic; research; big and small; simple and complex; independent; complementary; short-term; medium and long term, etc. Unfortunately, in our country, some very necessary and successful projects do not find their realization for various reasons.

The implementation of social projects for elderly people will provide the following perspectives:

- the morbidity and mortality prevention of elderly people;
- providing elderly people modern medical care;
- improving health and providing health facilities;
- European approaches to social security and health care for elderly people;
- conducting activities to support healthy lifestyles and self-care for elderly people;
- to increase the period of active life;
- to improve nutrition (valeological approaches) in compliance with wellness recommendations, etc.

There was an “Adult Health School” at the Department of Valeology in V. N. Karazin Kharkiv National University. The Ukrainian Association of Valeologists has been implementing projects for elderly people on valeological nutrition. It exists the “Unified Social Network” in Kharkiv. For example, the social project of the Kharkiv State Scientific Library named after V. G. Korolenko “Internet for older people”.

The health of elderly people has deteriorated significantly in recent years. Therefore, in the process of social assistance to these people, it is necessary to deepen the study of the issues of forming health-saving knowledge. Today it is just for elderly people new approaches for learning and communication need to be implemented. In the process of mastering elderly people the necessary knowledge for their life, the own support system for elderly people health is created. A holistic approach to preserve their health must be used [4]. In V. N. Karazin Kharkiv National University the Department of Valeology, the faculty conducted a study together with the students. The questionnaire by name “The suggestions for improving the life of elderly people” was developed. It had 4 questions in which habitants of Kharkiv and Kharkiv region were proposed to express their suggestions on basic needs of elderly people in accordance with the valeological components of health. In their answering the questions, the respondents gave examples of the forms of different organizations and institutions to provide elderly people with their needs; suggested the name of social projects for elderly people and recommended various organizations that should create the comfortable living conditions for elderly people.

The respondents of the age group up to 20 years participated in the survey. They gave the following answers to the basic needs of elderly people according to the components of health (valeological approach). Most frequently answered answers were combined:

- 90% of respondents said that to keep and support physical health is necessary: highly qualified medical care, living conditions adapted for elderly people, active walks, moderate amount of exercise, etc.;

- 70% – said that in order to maintain and support psychological health, it is necessary: knowledge of their abilities, self-development, inner peace, etc.;

- 90% – said that to maintain and support spiritual health is necessary: the opportunity to do your favorite thing (hobby), etc.

- 60% said that maintaining and supporting social health requires: engaging in social life (interest groups, community service, etc.), spending time with friends, attending theaters, exhibitions, social events, etc.

The respondents were also asked the following question – “Forms of activity of different organizations and institutions for providing elderly people with their needs”. Some answers were given as follows: timely information on retirement benefits and the functioning of elderly projects; the operation of information centers for advice on various issues and services, etc. According to the results of the questionnaire, it was revealed that the respondents suggested the names of social projects for elderly people: “Life is just beginning”, “Old age is the beginning of a new life”, “Activity is the force of life”, etc. Data were also obtained on organizations that should create comfortable living conditions for elderly people: legislative bodies of state power, patrons, indifferent citizens, volunteers, etc. The respondents of the age from 21 to 30 participated in the questionnaire. They provided the following answers to the basic needs of elderly people according to the components of health (valeological approach). Most frequently mentioned answers were merged:

- 75% of respondents said that for the keeping and supporting physical health requires: morning gymnastics, exercise to keep health, good nutrition, timely medical examination, etc.;
- 67% said that maintaining and supporting psychological health requires: avoiding stress, socializing in the family, self-improvement, etc.;
- 86% said that keeping and maintaining spiritual health requires: communicating with nature on a walk;
- 55% said that maintaining and supporting social health requires: communicating with friends, social life outside the home, using social networks and the Internet to communicate the necessary information and more. The respondents also answered the following questions: forms of activity of various organizations and institutions for providing elderly people with their needs: wellness activities of the centers of assistance for elderly people, humanitarian aid, creating conditions for benefits and more.

The names of social projects for elderly people were given: “Age live – age learn”, “There is no age in humanity”, “Let’s show what we can do” and so on. These are some organizations that should create comfortable living conditions for elderly people: social protection organizations, medical institutions, etc. As it is noted in the conceptual framework for reforming the secondary school in the New Ukrainian School, it is the free development of students that contributes to the creative environment and the share of project, team and group activities in the pedagogical process increases. The movement from the development of one-off projects to the systematic process of implementation of project activities. This will increase the opportunities of the teacher, forming the student’s modern competencies [7].

In Kharkiv V. N. Karazin Kharkiv National University at the Department of Valeology the senior student of correspondence department L. P. Yevtushenko developed the recommendations for creation and realization health conservation projects:

1. Gathering information on the existence of health conservation projects.
2. Analysis of errors in the implementation of such projects.
3. Use of domestic and foreign experience in creating and implementing health conservation projects.
4. Taking into account the needs of the age category of the project activities.
5. Consistent study of the legal framework that supports the project activity.
6. Consideration of human resources and material needs in the project implementation process.
7. Involvement of all indifferent to the creation and implementation of projects (organizations, institutions, volunteers and others).
8. Covering the project implementation process in the media, social networks and the Internet.

Conclusion. The students of our classical institution of higher educational establishment have made an attempt to turn their attention to an important contemporary issue – the creation of health-saving social projects to support elderly

people. According to the results of the research, the data on basic needs of elderly people from the point of view of different age groups of the population (from 16 to 30 years) were obtained. Responses to the valeological approach of assessing the needs of elderly people in terms of health components were as follows: highly qualified medical care, living conditions adapted for elderly people, active walks; opportunity to do your favorite business; socializing with friends, using social networks and the Internet for social life, and more. There respondents also answered the question – “forms of activity of different organizations and institutions for providing elderly people with their needs”. Some of the answers were: timely information on retirement benefits and the functioning of elderly projects, the operation of information centers to provide advice on various issues and services, etc. Developed recommendations for the creation and implementation of health conservation projects in the future will contribute to improving the quality of action towards improving the life of elderly people. Therefore, the experience of a humanistic approach to the needs of elderly people, gained in the course of education of future specialists of the wellness direction, will facilitate their professional activity in the direction of the conceptual foundations of reforming the secondary school in the New Ukrainian School.

Prospective directions of further research are as follows: the development of pedagogical conditions that will help to improve the quality of education of future specialists of the health direction in accordance with the conceptual principles of the New Ukrainian School.

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1.13. PERSONALLY-ORIENTED APPROACH TO THE FORMATION OF THE NEW UKRAINIAN SCHOOL TEACHER

Abstract. *The formation of the New Ukrainian School Teacher, provision of his professional and personal development under personal pedagogy is the aim of the postgraduate teacher education. The aim of the article is to identify the characteristics of a personality-oriented professional training of a teacher in the postgraduate education. Research methods: analysis of scientific sources, questionnaires, surveys, interviews. Postgraduate student has social and pedagogical experience, which is characterized by the cognitive sphere of students (methodological, psychological and pedagogical knowledge, the skills to work with information), professional (pedagogical skills, professional mastery) and reflective areas. Therefore, the organization of personally-oriented studying of students shall be based on the individual educational program, which shall be drawn up under the curriculum. So, there are the specifics of organizing personality-oriented studying in the postgraduate education system, namely: considering the social and pedagogical experience of the person in the studying process, the creation of individual educational programs that encourage self-development, activation of the subjective sphere of students, the implementation of a level strategy, differentiation and individualization, provide the electiveness in the choice of content, methods and forms of studying. The scope of the research results is the organization of postgraduate student training in the system of the teacher postgraduate education (retraining, training and advanced training). Prospects for further research are to develop criteria for assessing the quality of the implementation of a personality-oriented approach in the teacher postgraduate education.*

Key words: *personality-oriented studying, personality-oriented approach to studying, principles of personality-oriented studying, subjective experience, social and pedagogical experience, differentiation, individualization, individual educational programs.*

Introduction. The modern person shall have a non-standard way of thinking, embody new ideas, directions, create creative, scientific and other products significant for the state. These changes in society have led to the need to create a new model of education – the New Ukrainian School. The Concept of Implementing State Policy in the Sphere of Reforming General Secondary Education “The New Ukrainian School” for the period by 2029 [6] states that the modern Ukrainian school requires a new teacher who can become an agent of alterations and seeks personal and professional development and is able to study during lifetime. At the same time, the Education Act of Ukraine [10] contains such norms: it shall be possible to teach in the kindergartens, schools and universities without any specialized education. If a person has received higher, special professional or vocational education in a different specialty than a teacher, the law allows them to work as a teacher for a year or as a teacher (in kindergartens, schools, outside schools, vocational education institutions, universities, postgraduate institutions). To continue teaching shall be allowed subject to successfully passed certification. Therefore, the requirement of constant personal and professional development becomes the most important thing for this profession. At the same time, the traditional system of retraining, advanced training does not always meet the expectations of the teacher, it is more focused on mastering professional knowledge and skills, and to find the ways to update itself, the actions take place mainly by trial and error method. An analysis of modern research in the sphere of postgraduate education shows that despite some attention to these issues, the problem of personality-oriented training of teachers in postgraduate education remains insufficiently disclosed.

The topicality of the problem. Postgraduate education in the modern society is considered as a purposeful, specially organized and managed system of permanent formation of the subject’s social experience, as an objective condition for the development of society in accordance with the social needs. Naturally, there is a need to adapt the system of postgraduate education of teachers, therefore, the formation of the New Ukrainian School Teacher, who is able to perform professional activities, implement educational policy as a priority function of the state, to provide the development and self-realization of the person, to meet their educational needs, to provide professional and personal development based on personal pedagogy is the aim of the postgraduate teacher education.

The connection of the author’s refinement with the important scientific and practical tasks. This topic is a part of the comprehensive program of research work of the Department of Scientific Fundamentals of Management of the Advanced Training Institute for Teachers and Education Management of KNPU named after G. S. Skovoroda, performed on the problem “Scientific principles of management in education and its psychological support”.

Analysis of recent research and publications. The scientific foundations of professional and pedagogical education and the formation of the personality of a modern teacher are the subject of studies of O. Dubaseniuk [11], I. Ziazun [7],

V. Oliinyk [8], O. Piekhota [9], etc. Certain issues of increasing the professional competence of a teacher are considered in the studies of V. Dyvak [4], L. Zazulina [5], M. Chobitko [20], etc. It shall be considered as important thing that the studying process of the subjective experience of the individual shall include the organization of the postgraduate education of a teacher based on a personal approach. The individual approach is considered in researches as a priority idea of the pedagogical science, as a combination of conceptual concepts, principles, goals, orientations, psychodiagnostic and psychodidactic tools that contribute to a deep and full understanding of a person's personality and, on this basis, encourage the creation an educational environment, that shall contribute to its development and self-realization. **The aim of this article** is to identify the characteristics of a personality-oriented professional training of a teacher in the postgraduate education.

Research methods. These theoretical research methods have been used in this article, namely: analysis of scientific sources for comparison, generalization of scientific literature, substantiation of the theoretical foundations of the organization of personality-oriented education in the system of postgraduate teacher education, clarification of the principles of personality-oriented education and empirical methods (questionnaires, interviews, surveys) in order to study social pedagogical experience of students.

Results and discussion. Studying personally oriented involves not only considering the individual personality features, but also stimulating the development of their subjective qualities (H. Ball [2], I. Beh [3], I. Ziaziun [7], O. Piehota [9], O. Savchenko [15], S. Sysoieva [16], etc.). However, as it is shown by the surveys of the students, the interviews with them (867 teachers have been interviewed), the organization of advanced training for teachers has certain disadvantages, namely: the individual experience is not taken into account sufficiently (32% of the respondents), their educational needs are not always satisfied (54%), the studying does not create conditions for self-realization in the sphere of pedagogical activity, that is, the technology of the studying process is focused primarily on reproductive activity, and not on the development of self-awareness, encouraging of the self-education (53%). But an adult who has professional experience strives to acquire new knowledge, ability to manage their needs, formulate a real goal, correctly determine themselves in specific situations, adapt to them, etc. To solve these tasks, it is needed to facilitate the pedagogically oriented implementation of a personality-oriented approach to the education of students in the postgraduate teacher education system, which makes it possible to take into account a individual potential of everybody.

V. Rybalka [12] considers the personality-oriented approach as analyzing its relationships with other approaches in psychological and pedagogical researches: individual (individual psychological), age-related, sociological (social psychological), activity-oriented and systemic (system-psychological). So, the individual psychological approach considers the originality of the personality in the aspect of innate qualities, but it does not cover all the features of personality. Person in a social psychological approach is considered mainly from the side of social interaction, labor dynamics, interpersonal relationships.

The scientists [18, p. 5] in their studies come to the conclusion that it is necessary to combine the social psychological and individual psychological approaches, to get the integration of individual and social psychological characteristics of the individual. In psychologists' opinion, the age-related approach is closely related to the individual psychological and social psychological. All of three approaches are combined in the context of a personal approach and a number of scientists [18, p. 5] is considered it as a personal-activity approach, O. Savchenko [15] is considered it as an "individual-personal" approach.

V. Rybalka integrates all the considered approaches within the framework of a unified personal approach [12]. As the analysis of psychological and pedagogical literature shows in the sphere of the problem of research given, in modern science, the attention of scientists is focused on the characterization of such concepts as "personality-oriented education", "personality-oriented studying", "personality approach". There are several points of view in the definition of a personality-oriented approach. Despite various opinions, it shall be noted that all authors emphasize that within the framework of a personality-oriented approach, it shall be created optimal conditions for the development of a person, for the formation of their ability to initiate something, set a goal and systematically go towards its achievement, and the teacher shall stimulate to support the student's proactive behavior as a means of their professional activity.

V. Rybalka, analyzing in their studies the main approaches to a person (individual, sociological, age-oriented, activity, systemic), specifies that the personal approach has a unifying role in these approaches, determining, thanks to their interconnection, the basic aspects of the integral personality characteristic [13]. This point of view shall be shared, since a personality according to K. Rogers is not a combination of qualities, but a certain integrity, a thing in itself, which is a regulator of human activity, a subject of activity and relations with a stable system of humanistic and socially oriented values [14]. A person as an individual freely and consciously takes a certain position both in communication and in the system of social relations, chooses one or another social role, implements certain activities, performs actions in accordance with accepted sociocultural norms and values, realizes the possible consequences of their actions, is liable for the results. In the definition of a personality-oriented approach, it shall be emphasized that this is a system of actions, means that provide the self-development of the subject, the creation of conditions for self-realization of the personality.

There are such ways of implementing personality-oriented studying in the scientific literature [1, 13, 21, 22] as follows: the teacher shall act as a consultant who provides educational assistance to the individual, create the conditions for didactic choice as certain active actions of the person aimed at determining the benefits of one of the alternatives (in the use of educational material of different content, type, form, in the choice of ways to perform educational tasks, in the use of individual curriculums). Some positive atmosphere shall be provided, which is characterized by the fact that a person in the process of interacting with others would freely express their point of view (this person shall not be afraid to make a mistake), would seek

help and support from a teacher. The teacher shall create the conditions for the creativity of the individual in independent activity, their constant attention shall be paid to the analyzed and evaluation of individual methods of studying, encourages the subject to realize not only the result, but also the process of their activity; consider the educational opportunities of each person (individual cards of personal development, individual correctional training programs). The technologization of a personality-oriented process involves the selection of didactic material and the development of methodological recommendations for its use, the construction of types of educational dialogue, text for studying, forms of control over the individual development of a person during the mastering of knowledge. Didactic provision makes it possible to implement the principles of personality-oriented studying and correctly build a personality-oriented process. So, personality-oriented studying requires, on the one hand, the preparation of the teacher for the organization of the educational and cognitive activity of the individual, a process that would create the conditions for their self-expression, self-realization, and on the other hand, the diagnosis of subjective personality experience [17], needs, motives for the development of self-realization.

Features of the organization of training in the postgraduate education are related to the peculiarity of the goal (external and personal), needs, motivation of the students. The constant development of a person, their formation is the meaning and purpose of education. The external goal of personality-oriented studying is to create conditions for the general development (cognitive, creative, emotional-volitional, moral, etc.) of the personality. The development of creative potential and the moral-volitional sphere in the studying process requires more attention to be paid, along with the cognitive process, to the development of the emotional and affective sphere, the identification of feelings, creating the conditions for decision-making process, independent actions, self-esteem, stimulating self-education and independence in studying by the inclusion of personality in independent activity and self-education.

The internal (personal) aim of the students in the postgraduate education is to master the knowledge they need to perform professional activities, to master the content of education, during which a peculiar “removal” of the objective value of the material and the identification of the subjective meaning of personally affirmative values in it that allows not only to perform tasks assigned, but also independently to determine problems, perform previous tasks in a new way. To facilitate this, it is important not only to have intellectual activity, but also to develop the emotional, moral and volitional sphere of the individual. So, the personal goal is aimed at one’s own development, which takes place under conditions of constant transformation and provides for internal activity, which allows to go beyond the standards stipulated, realize the understanding of the content, assignment of the own activity to the formation of informative activity motives that help the teacher acquire, comprehend and use new knowledge in the process of self-realization.

A student in the system of the postgraduate education realizes why it is needed to study, where they can use the knowledge gained during the training. Therefore, the information, knowledge and skills which attention is focused on in the studying

process shall be close to the practical activities of a specialist, consistent with their educational needs, consider their experience, age. So, the development of individual educational needs requires such an organization of the postgraduate education that considers the individuality of a specialist, their experience, would facilitate to the development of individual abilities and educational needs, and thereby would orient the teacher in self-determination, in search of ways of self-realization. An important and difficult task is to transfer the content of education to the inner world of the individual. A necessary condition for interiorization is the activity of two equivalent in the relationship between the subjects “teacher – student”, the creation of conditions that allow the individual to develop themselves.

Summarizing the requirements for the organization of training of students of the postgraduate education system, the point of view of A. Chernyshev shall be agreed, where there are three groups of principles of a teacher-oriented education, as follows: principles that are characteristic only of a student-oriented education (personality orientation, creative development and self-development; level strategy, differentiation and individualization, openness, multistructure, multy options, flexibility and dynamism; centralization and decentralization; activity and independence; humanization and democratization) principles determined by the situation of social development (concrete-historical and social cultural conditioning; priority of humanistic, universal values and signs, the national orientation); principles of a general scientific nature (scientific, systematic, comprehensive, optimization, accessibility and visualization) [19, p. 28–31].

In addition, it is considered as a necessary thing to highlight the principle of continuity of teacher education. This principle permeates the entire postgraduate education process. Reflecting the problems of modernity and its vibrant trends, the idea of continuing education itself involves improving the personality, enriching them with some new ways of activity, a new type of attitude to the environment and to themselves. The priority is to set up an active activity attitude of a person to the environment, the creation of prerequisites (both external and internal ones) for the systematic replenishment of human knowledge about the laws of development of nature and society on the basis of their independent understanding and personal life experience, the formation of their beliefs, attitudes, opinions, new way of thinking. Continuing education shall provide an opportunity for each person to actively enter into life, contribute to raising the level of professionalism, systematizing general education, and improving functional education in all of the areas of a person’s spiritual life.

The development of personality takes place in the educational space and is provided by the curriculum, the curriculum and individual educational programs, which, unlike the curriculum one, has an individualized character. It shall be noted herein that an individual educational program is the basis of individualization of education and provides for the choice by the teacher and the individual as the subject of life activities of the forms and content of studying [18, p. 26]. Creating the conditions for freedom of choice in studying is associated with the life and perspective-official needs of the subject, which allows them to specify the purpose of

the postgraduate education, to appropriately coordinate its content, forms and methods, based on the general needs of the personality of the specialist and the prospects for their professional career. Such a requirement is not only the variability of curriculum and programs, but supposes the freedom of choice of a specialist, how they will improve their skills, because an adult who studies, realizes themselves as an independent, self-governing personality, acquires more and more experience during lifetime, which is the important source for studying them and their friends.

According to the mentioned above, the organization of personality-oriented student studying shall include the following steps as follows: the stage of diagnosing social and pedagogical experience; the stage of organization of differentiation of education on the basis of individual educational programs. It is believed that social pedagogical experience is a special combination of the knowledge, attitudes, stereotypes, feelings, personal meanings, which has become the property of the individual in the process of human interaction with the world, is the self-sufficient value for a person and may manifest itself, if necessary, in the willingness to act in certain situations. The content of social pedagogical experience depends on the previous experience of a person's life; their transformation occurs under the influence of various sources of information and training [18, p. 31]. Diagnostics of the social pedagogical experience of students in the postgraduate education shall include the study of the needs of the individual, the ability of students to self-development, their motivation for studying. In addition, it is necessary to study the cognitive sphere of the students (methodological, psychological and pedagogical knowledge, the ability to work with information), professional activity (pedagogical skills, professional mastery) and the reflective sphere.

Analysis of the scientific researches, long-term observations of the author prove that personality-oriented studying involves differentiation and individualization in the postgraduate education, considering the professional experience of teachers in the studying process, building the studying process not on an objective basis, but on the basis of a life (professional, production) problem or situation. Differentiation, depending on the social pedagogical experience, students' motivation, allows studying based on individual educational programs.

The study of human needs in the postgraduate education has led to the conclusion that they are different and often situational. Firstly, it is the need to upgrade qualifications in order to retain the position that is occupied or to receive some promotion. Cognitive interests in this case are narrowly professionally oriented, and everything that is not directly related to the business is not perceived, moreover, it is actively rejected. This category of students is often focused on obtaining not so much knowledge as a certificate on the postgraduate education (8%).

Secondly, the need to get the postgraduate education is determined by the desire or the need to change the profession due to both objective (liquidation of the profession or reduction in the number of employees) and subjective (dissatisfaction with the content of the activity, work schedule, remuneration, remoteness from the place of residence, etc.) reasons (36%). Thirdly, the postgraduate education is needed by people who have a pronounced attitude towards personal development (56%). If

there are strong professional interests, it shall be talked about improving in the sphere chosen, including and due to the expansion of the educational base (the development of spheres of knowledge related – 48%).

Therefore, it is necessary, using the results of research on social pedagogical experience, to identify groups and, when organizing differentiated training in these groups, to maximize the balance of psychological and pedagogical studying of students. In the process of forming microgroups, especially when creative independent tasks are performed, it is necessary to take into account not only the uniformity of preparation of its members, but also their personal qualities and this shall facilitate to the comprehensive development of each personality, depending on their capabilities and interests. Differentiation of education shall create the conditions to meet the needs and interests of students, focusing on the maximum opportunities for their development.

Educational programs are developed depending on what social experience a student has, on their needs under the educational and qualification characteristics. The development of educational programs, considering the current problems in a particular category of students, shall allow differentiating the educational process. The curriculum focuses on mastering knowledge, skills. The educational program focuses on the formation and development of the personality as an individual in the combination of their cognitive, emotional, motivational and needed characteristics. The content of the educational program shall provide with the possibility of its flexible use as the acquisition of knowledge, skills. The selection of special courses requires the approach measured to avoid any fortuity and perform the function of meeting the needs of students. It shall be recommended to supplement the individual educational programs with specific topics, courses, choosing forms, methods for conducting classes (lectures, seminars, laboratory classes, discussions, round tables, business and role-playing games, modeling, workshops on the problem which these particular groups of students are interested in).

Conclusions. So, it has been revealed the features of a personality-oriented professional training of a teacher in the postgraduate education. They are to provide conditions for freedom of choice in training, the organization of teacher training shall be performed according to the individual educational programs, which are developed under the social pedagogical experience of the teacher and realize the personal interest in studying. The scope of the research results is the organization of students studying in the postgraduate education system of a teacher (retraining, training and advanced training). **Prospects for the research results application.** The results of the study performed do not specify all the aspects of the problem. In particular, the development of criteria for assessing the quality of the implementation of a personality-oriented approach in the teacher postgraduate education requires the further studying.

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1.14. FORMATION OF MANAGERIAL COMPETENCE OF THE PRINCIPAL IN THE CONTEXT OF PREPARATION TO WORK IN NEW UKRAINIAN SCHOOL

***Abstract.** It is substantiated that the problem of formation of managerial competence of principals of institutions of general secondary education is urgent in view of the processes of modernization of the national education system in Ukraine, taking into account the requirements of the Concept of the New Ukrainian School. The purpose of the article was to: systematize scientific views on the problem, determine requirements for a modern principal, develop on this basis a structure of managerial competence, offer optimal means of its formation during professional training.*

Scientific ideas about the substantive aspect of the managerial competence of the principal, improvement of the educational process in the higher education institution during the professional training of the education manager were further developed. The following methods of scientific research were used: study of

legislative and regulatory documentation, analysis and generalization of scientific and methodological literature, theoretical modeling.

It is determined that the managerial competence of the principal is a system of knowledge and skills that are adequate to the structure and content of the professional activity of the principal. Considering the structure and content of the model of professional competence of the principal of the educational institution, two subsystems of knowledge, which are necessary for its construction, were distinguished. It is proved that the modern principal works in the conditions of updating of functional competence, modernization of types of management activity, expansion of the sphere of knowledge in the field of management. Possibilities of improving the training of education managers by means of optimization are revealed. It was concluded that the reform of education requires a theoretical justification for a new model of managerial competence of the principal of the educational institution, clarifying the ways and means of their professional training. Priority will be given to further scientific and empirical studies of the managerial competence of the principal and their personality in terms of acmeology.

Key words: *general secondary education institution, principal, management, managerial competence, professional training.*

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Formulation of the problem. Modernization of the national education system in Ukraine, taking into account the fundamental changes in all spheres of state and public life, the historical challenges of the 21st century, the requirements of the Concept of the New Ukrainian School [1], requires critical reflection on what has been achieved and the focus of efforts and resources on solving the most pressing problems, which delay the development of the education sector and do not allow to provide new quality of education. One of the key problems is the poor efficiency of managing educational institutions. This is due to gaps in preparing the principal for management activities.

Relevance of the research. Professional training of education management is influenced by factors such as: a conceptual approach at the state level to the formation of a competent community of education managers who are able to embody the ideas of reform; the competition situation in the educational services market; development of management theory and practice of effective management of pedagogical organizations. Requirements for the principal change according to innovations in education, transformation of institutions. The urgency of solving this problem is exacerbated by the need to eliminate the contradictions between: current requirements for the management of education institutions and the existing level of professional training of principals; the objective needs of education institutions in the personality of a manager oriented towards successful professional activity and the spontaneity of the processes of forming their competence; the desire of the principal to increase the level of managerial competence and lack of knowledge about the means of its formation. Against this background, the priority direction of

modernization of the general secondary education system in Ukraine is to reach a new level in the preparation of principals for management activities.

Connection of the author's achievements with the important scientific and practical tasks. Special training for educational managers is a problem that is important and urgent to solve, given that the majority of education institutions are highly qualified specialists in various pedagogical specialties and do not have adequate management training. Therefore, the lack of managerial education is the basis for the inconsistency of the actual level of competence of the principals necessary for effective management. Our study provided a meaningful analysis of the scientific source base on the problem of training of education managers, the study of different approaches to the formation of managerial competence, clarification of the means of optimization of the educational process during the training of future principals in the higher education institution, which are priority areas of scientific search for the department of scientific foundations of management, which is the graduation for the specialty 073 "Management".

Analysis of previous research and publications. The theoretical and methodological foundations of the management of general secondary education institutions are covered in the collective work of N. Chepurna, H. Desiatov, O. Kobernyk, B. Tevlin [2]. The results of the study of innovative approaches to educational management in their creative work were presented by L. Kalinin, L. Karamushka, V. Oliinyk, N. Protasova, R. Shiiian T. Sorochan [4]. The problem of formation of principals' competence is devoted to the scientific works of L. Vasylychenko [13], R. Vdovichenko [14]. The issues of training of future education managers are revealed in the scientific works of V. Maslov [9], Ye. Khrykov [5].

Selection of previously unresolved parts of the general problem addressed by the article; the purpose of the article. The problem of preparation of the principal for the management of general secondary education institutions in the context of the Concept of New Ukrainian School remains unexplored; the requirements for managerial competence of the principal in view of the new strategies for the development of education in Ukraine are not defined. The purpose of the article is to systematize and integrate existing scientific views on the problem, identify requirements for a modern principal, justify the structure of managerial competence and determine the best means of its formation during professional training.

Methods of research: study of legislative and regulatory documentation – to determine the tasks of training management personnel for general secondary education institutions and the content of educational work in higher education institutions in the specified area; analysis and generalization of social, psychological, managerial, pedagogical scientific and methodological literature – to compare different views on the problem under study; theoretical modeling – to develop the structure of managerial competence.

Scientific novelty. The term "managerial competence" has been clarified, which is considered as a system of knowledge and skills that are adequate to the structure and content of the professional activity of the manager. It is found that the modern principal works in the conditions of updating of functional competence,

modernization of types of management activity, expansion of the sphere of knowledge in the field of management. There are theoretically substantiated two subsystems of knowledge, which are necessary for the model construction of the principal's managerial competence: the first consists of socio-legal, financial-economic, pedagogical, managerial, psychological knowledge; the second subsystem is an epistemological series: methodological, normative, semantic knowledge, knowledge of mode of activity and ability. It is found that in combination with the specific activity of the principal this classification acquires substantive managerial content.

Statement of the main research. Traditionally, the approach to the management of educational institutions – school studies – was based on the peculiarities of the educational process. The management was called to contribute to its effectiveness. Nowadays, the activity of the principal of a general secondary education institution has gone far beyond these limits. The modern school principal should be able to effectively manage resources and personnel, strategy of development of the institution, quality of educational services, innovative activity; to form an organizational culture and a favorable social and psychological climate in the team; to audit; act as a coach and facilitator; skillful use of time management and public relations; solve problems of image, marketing, fundraising and more. Accordingly, they must know how to do it effectively. Now we see the active penetration of scientific management into the management of education institutions, and the school principal becomes a full member of the management community at the international level. Therefore, there is a need to rethink the content of the activities of the modern principal of the educational institution and the formation of new competencies necessary for effective professional activity. To the property of the first decade of the XXI century one can already attribute the professionalization of educational manager team that has begun. The modern principal focuses on the problems of conscious professional growth, preventive preparation for management, responsible attitude to one's own career.

Note that management is fundamentally different from pedagogical activity with specificity the goals, objectives, objects, methods and results. Of great importance for the professionalization of the director's corpus was the introduction of specialty categories 8.000009 "Management of an Educational Establishment" (now 073 "Management") and in 2002 launched preparation of masters on this specialty in many of the pedagogical universities of Ukraine. In 2005 was approved by the specialty categories 13.00.06 "Theory and Methodology of Education Management", which is the thesis presentation on getting of scientific degrees of candidate of sciences and doctor of sciences, awarding scientific degrees and assignment of academic statuses. This undoubtedly led to the emergence of scientific schools; publication of books, scientific journals, scientific-methodical manuals and textbooks; scientific conferences at various levels on topical issues of management, training of education managers and improving their competence.

The managerial competence of principals is a system of knowledge and skills that is adequate to the structure and content of their professional activity. Insist that

this system is quite different from the epistemological range of a teacher. Considering the structure and content of a model of professional competence of the principal of the educational institution, we have identified two subsystems of knowledge, which are necessary for its construction. It is imperative that knowledge was not a collection of abstract conceptual elements and reflects the dialectics of knowledge (from general to specific and vice versa) given their place in the cognitive process, as well as the essential features of each type of knowledge [7]. Therefore, we propose to consider two subsystems of the principal's knowledge.

The first one consists of following groups: socio-legal, financial-economic, educational, managerial, psychological knowledge. These groups of knowledge are highlighted, despite the fact that: the main activity of the principal of the education institution is managerial, which necessitates a thorough knowledge of the theory and practice of management; the principal controls the social system, i.e. a system that unites people, and therefore they should know the basics of psychology and psychology of management; the object of managerial activity of the principal – education institution – necessitates a mastery of pedagogical knowledge and skills; the principal can control only on the basis of a deep awareness of the socio-legal sphere; principal of the education institution ensures its functioning and development, from a knowledge of the basic mechanisms of management and financial knowledge. The second subsystem is the epistemological range: methodological knowledge (laws, regularities, ideas, theories); regulatory knowledge (principles, rules, standards, instructions, regulations); content knowledge (categories, concepts, facts, phenomena, processes); knowledge of ways of work (methods, techniques, operations) and the ability.

In this paradigm knowledge is closed on the methods, that is, knowledge directly overlook the professional skills. Thus, management skills are formed on the basis of knowledge. According to target characteristics they can be grouped into diagnostic, prognostic, organisational, regulatory, monitoring and correcting. In combination with the specific activities of the principal this classification becomes subject managerial content.

Standard of higher education in specialty 073 “Management” of the field of knowledge 07 “Management and administration” for the second (master's) level of higher education defines the competencies of the Master of Management, including such as: the ability to choose and use concepts, methods and tools of management, including in accordance to international standards; set criteria by which the organization determines the further direction of development; develop and implement appropriate strategies and plans; ability to effectively use and develop human resources in the organization; ability to create and organize effective communications in the management process; ability to use psychological technologies of work with personnel; skills of formation and demonstration of leadership qualities; to show initiative and enterprise; ability to plan and carry out scientific researches, to prepare results of scientific works for publication; be able to manage the organization, its changes, implementing their information, methodological, material, financial and personnel support, including in accordance with international standards and

recommendations of models of excellence; to model objects and processes in the sphere of management, using mathematical methods and information technologies; to identify and classify known and identify new objects in the field of management, to describe the properties, phenomena and processes inherent to them [12]. The demand for the specialty 073 “Management” (educational program “Management of an Educational Establishment”) is increasing every year, which means that more and more professional principals are coming to school.

Profession is a type of work of a person who possesses a special complex of theoretical knowledge and practical skills, which they acquired as a result of special training and work experience [8]. Profession gives you the right to perform certain activities, the results of which imply responsibility, and this right must be obtained. Profession has an anthropological component: the ability of a person to perform certain types of work. In the sociological context, the profession determines the place of the person in the society and structure of division of labor. The components of the profession include technology and technology activities. After all, no one has canceled the triad yet: professional suitability – professional training – professional activity.

We believe that the Concept of New Ukrainian School [1], the strategic objectives of educational development [3; 11] can be realized only in the presence of a strong director’s corpus, consisting of professionals with well-developed managerial, leadership qualities, intelligence, moral virtues. The focus of the modern principal should be on the problems of conscious professional growth, preventive preparation for management, responsible attitude to one’s own career. Modern principal is the main transformer of the updated content of education. Under this approach, the psychological and acmeological characteristics of their personality, the level of managerial competence and the approval of management strategies oriented to the creative cooperation of the subjects of activity become more important. This involves the professional training of competent principals of education system, the formation of new generation managers who are able to think and act systematically, including in crisis situations, to make management decisions in all spheres of activity, to make effective use of available resources.

Modern principal in the process of management must be able to think in a new way: problematic and visionary; systematically, covering all aspects of the case and factors of influence; rational and reasonable, distinguishing the real from the desired; conservative (taking into account the benefits of experience) and creative (using innovative ideas and approaches); promptly to make a quick decision in the absence of time; consistently separating the minor from the target; self-critical, developing their ability to objectively evaluate their activities and use the best experience of others [6].

The system of developing of principal’s competency must be continuous, as activities need to be updated over time. This is most clearly reflected in the approaches to the functions, directions and content of the activity. Thus, innovative approaches to the analysis function are: analysis of the education institution, quantitative and qualitative indicators of its activity for purposeful development

(instead of finding the state of the object of analysis); learning about teachers' professional motives, values and competences (instead of analyzing teachers' work status); creation of a system for collecting, processing and storing information (instead of situationally establishing channels of inflow of information and methods of its processing); a collegial approach to the analysis of important indicators and problems (instead of administrative-sole); self-analysis of activity, reflectiveness of management as the basis of its improvement (instead of the traditional belief of the principal in their infallibility). Here are some ways to streamline planning: implementation of a program-target approach to management, which is practically manifested in complex-purpose programs, innovative projects, the School Development Program; planning in terms of free choice of goals and objectives; drawing up research plans for the actual problems of the institution; introduction of teacher self-development plans, etc.

Ways of updating the organizing function are: abandoning the construction of the management structure solely on the linear-functional principle and applying its technology of modeling; instead of the traditional tracking of subordination and the regulation of horizontal ties – their quality development is democratic; ensuring the dynamics of the functional responsibilities of staff, depending on tasks and situations; focus on permanent teacher training; creation of conditions for development of informal structure of the team and formation of positive image of the education institution.

The main tendency of modernization of control is to combine administrative control with self-control and mutual control, which opens the prospects of a human-centric, democratic governance. Therefore, it is necessary to develop and update approaches, methods, forms of controlling activity in accordance with the requirements of democratization and humanization of management of a modern education institution.

Updated approaches to the regulation relate to the development of system of motivation and stimulation of realization of ideas of reflexive governance, the implementation of the principles of rationalization, coordination of all functions in line with the objective of creating innovative environment in the education institution and rationalization of management based on modern technologies of management.

Modern manager works in terms of updating functional competence, modernization of the types of management activities, expanding knowledge in the field of management education. Important is the application to the management of the education institution advances the theory and practice of global management. Analysis of the theory and practice of training managers in higher education institutions gives grounds for conclusions about the need of its improvement by means of optimization. The basis for the development of the ideas of optimization is the general theory of optimal control and optimization of pedagogical process [6]. The term "optimal" comes from the Latin "optimus", which means best possible, most appropriate to particular conditions and tasks. Optimization is a method of solving an educational task that is designed to reach a maximum for the given conditions results in less time and with less effort. To optimize the process of training

future principals means to select or design a system of measures, the use of which, under certain conditions, a specific institution of higher education would give the greatest possible final results with normative (or reduced) cost of resources.

Basic optimality criteria as outcome indicators are:

– achieving the best possible results. The requirements of this criterion led us to not seek ways and means of improving the individual elements of academic work, and the whole system of training of future education managers in general:

a) in didactic aspect: the goals, objectives, content, methods, forms, results;

b) management aspects: analysis and optimization of the educational plans, rationalization of the educational process, the incentives and motivation of teachers, monitoring and control results of activities, the optimization of feedback in the system “principal of the higher education establishment – teachers – students of the of the higher education establishment”, tracking the future work of graduates;

– rational use of time on various training modules, compliance with its regulations. The learning model contains the following mandatory modules: classroom training (lectures, seminars and practical classes, practice in education institutions), individual consultations, individual work.

Both criteria are interrelated and cannot act separately for the criterion maximum results of educational work focuses on the extensive development and time limits on intensive. The outcome of the activities to the cost of time is defined as the efficiency. The ratio of these two criteria in terms of effectiveness enables to achieve the level of optimality.

Theoretical sources of the ways of optimization of educational process are: theory of operation; theory and practice of management; theory and practice of andragogika; a systematic approach. Optimization techniques are applied in the process of constructing a model of studying and the process of its implementation. In our opinion, the main ones are these:

1. Systematic approach. It provides an opportunity to consider the practical activity of the principal and their training in managerial profession in an indissoluble unity, interdependence, mutual influence.

2. Goal setting (selection of the main link). The method involves the definition of the main goals and directions of efforts of teachers and students. Focus of system of preparation of principals of education institutions lies in the following:

a) global purpose – bringing the managerial competence of the principal of the education institution in accordance with the requirements of the world standards of a manager; development of creative potential of the principal, increase intelligence, cultural level, personal growth;

b) praxeology goal is bringing the competence of principals in accordance with the requirements of the management institutions of certain types; providing the necessary knowledge and skills to meet the typological specificity of the education institution.

3. Connection with life. This method provides the optimal balance of theory and practice of effective management, regard of best practices; regulates the ratio of the desired and possible; provides for flexibility, openness, flexibility, efficiency

correction aims, content, forms, methods of educational work.

4. Activity and interest of the student. Involves understanding the needs to increase the level of competence and training objectives; interest in menegerial specialty; the desire for self-development and self-improvement; the organic combination of teaching and learning; contributes to the creative development of the personality; provides process excellence and achievements of science outside of the higher education institution.

5. Differentiation and individualization. Provides opportunities for professional and creative development of students; ensures the implementation of person-centered models of organization of educational work and individual programmes of self-development of students; provides a wide dispersion of educational programs that enables you to provide a typological peculiarities of professional activity of epy principal; provides differences in the forms and content of education.

In accordance with the requirements of the New Ukrainian School Concept [1], a Model educational program of organization and conducting the training of managers of general secondary education institutions in accordance with the requirements of the new Ukrainian school concept was developed, which defines the competencies of the modern principal and the main activities [10]. Among them are: organization of the institution work (setting of the strategy of development of the institution, modeling of the activity of the institution and its individual units, building of social partnership, rational use of resources); working with the team (forming a team of like-minded people, motivating teachers, creating a positive climate in the team, trust and control); development of own managerial skills (mastery of competencies, ability to manage oneself, observance of ethical standards, stress resistance).

In the process of increasing the managerial competence of the principals of education institutions, it is important to take into account the current world tendency to strengthen the role of theoretical training, increase the share of basic theoretical knowledge, optimal balance of theoretical and practical in education and professional activity.

Conclusions. Systematization and integration of existing scientific views on the problem has highlighted that the management activity of the principal of the general secondary education institution in modern conditions is multifunctional and professional, the content of which is beyond the scope of pedagogical knowledge, and requires mastery of pedagogical management, knowledge and skills related branches of science in management. Defines requirements for the modern principal of the general secondary education institution and features updated content and methods of their activities that became the basis for the development of the structure of managerial competence, which constitute the two subsystems of knowledge: those related to the features of governance (socio-legal, financial-economic, educational, managerial, psychological knowledge), and a number of epistemological (methodological, normative, content knowledge, ways of activities and the ability). The main methods of optimization of formation of managerial competence of the

principal of the general secondary education institution are: a systematic approach, purposefulness, connection with life, activity and interest, differentiation and individualization.

Prospects for the use of research results. As a key figure in education reform is the principal, the priority is to further scientific and empirical study of personality from the positions of acmeology and innovation. Given this, the relevance of acquiring new theoretical and empirical research of features of activity of the modern principal of education institution and content of their professional training.

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1.15. STRUCTURAL COMPONENTS AND FUNCTIONS OF DESIGNING ACTIVITIES OF FUTURE HIGH SCHOOL TEACHERS

***Abstract.** The article analyzes the basic structural components and functions of the projecting activities of future high school teachers in the context of a competency approach. Purpose of the article is a analysis of the basic structural components and functions of the design activities of future high school teachers in the context of a competency approach. Scientific novelty of the research: the author has theoretically substantiated and experimentally tested the scientific and methodological system of high school teachers' preparation for design activities in the conditions of magistracy, which is the orderly unity of interdependent and interconnected integral structural and functional subsystems and components that are joined together by a common purpose. Research methods: theoretical (generalization, analysis, systematization of philosophical, psychological and pedagogical works of domestic and foreign authors from the affected problem in order to determine structural components and functions of the projecting activity of future high school teachers) and empirical (diagnostic – questionnaires, conversations, interview, testing; observational – retrospective analysis of own pedagogical practice, participant observation).*

Research results: structural components system of preparation for the project activity of future high school teachers is highlighted. Conclusion. Through the analysis of teacher's functions (organizational, communicative, informational, constructive, prognostic, etc.), the requirements for design activity, projecting knowledge, skills and abilities are revealed. Perspective directions for further researches consist in the analysis of the scientific and methodological system of professional pedagogical preparation of the teachers of the high school for the projecting activity and its effective realization.

***Key words:** projecting activity future higher education lecturer, higher education, training for didactic systems designing, design activity, system, components, functions, criteria, indicators.*

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Relevance of the problem. A peculiar challenge of the information society, confirmed by the entry of the higher education system of Ukraine into the European educational space, is the need to design a new higher education system. Therefore, the problem of preparing future teachers in higher education to fulfill their functions of projecting activity is of great social and scientific importance. Teachers' projective activity and implementation of didactic systems projects of training specialists becomes, because of their importance, the subject of study of professional pedagogy. The practical tasks of transition of the higher education system in Ukraine from the existing state to another, corresponding to world standards, require a theoretical solution to the problem of future teacher's preparation for design activities. The pedagogical theory has been tasked with identifying the structural components and projecting activities functions of future teachers and developing concepts, paths, mechanisms and technologies that will provide a meaningful transition.

The analysis of the last researches and publications showed that the research of structural components and functions of projective activity of future teachers in higher education can be based on theoretical and methodological works on didactics of higher pedagogical education A. Aleksyuk, S. Goncharenko, R. Gurevich, I. Ziazun, V. Kremenya, O. Savchenko S. Sysoeva, L. Khomich, etc.; works on designing the systems of pedagogical training of specialists O. Bezpalko [1], O. Kobernik [2], I. Konovalchuk [3], O. Naboka [6; 12]), T. Podobedova [7], G. Romanova [8], V. Strelnikov [9-11], I. Trubavina [12] and others. However, the issues of improving the design activity of future high school teachers in general and the identification of the structural components and functions of this activity in particular stay out of the limelight of the researchers.

Purpose of the article is an analysis of the basic structural components and functions of future high school teachers' design activities in the context of a competency approach. The organization of future teachers' preparation for design activity in the conditions of magistracy required the decision of tasks to create: a system of organizational structures in which all its subjects are focused on achieving the goal of this training; a target management system of this training; appropriate learning environment; behavior pattern of the subjects of this training based on educational space mental characteristics, attraction of motivation, rational use of working time, etc. Taking into account the structural components and functions of the projecting activities of future high school teachers helps to ensure the project orientation of the specified preparation, logical correctness, optimization, adaptability, functional completeness of implementation, sequence of its stages, stability, flexibility, and flexibility.

Scientific novelty of the research consists in theoretical substantiation and experimental verification of scientific and methodological system of professional pedagogical preparation of future teachers in higher school for design activity in the conditions of magistracy, which consists of ordered unity of interdependent and interrelated integral structural and functional sub-systems schools to design activities.

Research methods: *theoretical:* generalization, analysis, systematization of philosophical, psychological and pedagogical works of domestic and foreign authors from the affected problem in order to determine structural components and functions of projecting activity of future high school teachers; *empirical:* diagnostic (questionnaires, conversations, interview, testing), observational (retrospective analysis of own pedagogical practice, participant observation).

Presenting basic material. *Structural components* of the projecting activity of future high school teachers, based on their interconnectedness, the nature of the interaction of its subjects, continuity and sequence, are: psychological and pedagogical diagnostics of its initial state; social and psychological diagnostics of psychological and pedagogical situation of its functioning; identification and justification of pedagogical ways of influencing the process of achieving its desired state; forecasting the dynamics of the specified training; determination stages of control diagnostics; modeling, planning and organization of this training; monitoring its dynamics; regulation and correction the ways of its management; final diagnostics the level of preparation of future teachers for design activity in the conditions of magistracy, comparison with predicted; development the project for a new stage of development of the specified preparation (by O. Kobernik [2]).

In addition to the given sequence of teacher's preparation for designing, the scientific researches offer various phases, designing stages, which are important for the projecting activities organization of future teachers in higher education [5, p. 183–184]:

- divergence (providing a wide range of solutions by expanding the boundaries of the project situation), transformation (creating concepts and principles of design), convergence (based on the set of alternative solutions the choice of its optimal option) (N. Yakovleva);
 - modeling, design and construction (V. Bezrukov);
 - theoretical (creation of the project in theory), reflection, experiment (approbation, partial implementation), correction (refinement of the theoretical project), final (implementation of the project) (N. Nikchalo);
 - ascertaining and evaluating the results of educational activities, hypothesizing the influence of factors of the educational process on its result, building a pedagogical system for a specific HEI, constructing a special project of the pedagogical system, selecting methods for measuring their parameters, comparing the results of measuring the functioning of these systems, constructing the optimal system (V. Ginetsinsky);
 - invention, creation of prototype unit, experimental study of its efficiency, final design of the project (N. Yakovlev);
 - prediction of the model of teacher's preparation for designing and its structural and semantic components, determination of approaches to its designing and realization in given external conditions, creation of a set of documentation, project variants proposals, purpose designing, tasks and content of training, teachers' professional development and professional competence, improvement of educational and material base, selection of training technologies, choice of management and

control system for the functioning of this training, correction (V. Harabet);

- goal setting, input diagnostics, forecasting and modeling, programming and planning, correction and regulation (O. Kobernik);

- analysis of the initial data (conditions of teaching a certain discipline, the system of knowledge, skills and qualities of the individual, which are formed and developed in the training module, initial and resultant levels of preparation, the general outline and nature of the content of the discipline), goal setting didactic system in the form of predicted outcomes, selection and construction of content and optimal forms of its presentation, determination of structure and sequence of learning technologies as educational activity of the undergraduate in mastering the content of educational discipline, the selection of appropriate technologies aim and content of training, development the criteria and parameters of evaluation the training results, development control instruments (V. Strelnikov).

These stages of design are present in the process of preparing future high school teachers for design activities in terms of magistracy. They are characterized by unity, interdependence, interconnection and continuity.

Mastering master's stages of design activity required a technological mechanism for their practical implementation. The main components of this mechanism are: psychological and pedagogical diagnostics the input state of the projecting skills; social and psychological diagnostics of psychological and pedagogical functioning conditions of the specified training; identification and substantiation of pedagogical means of influence on the state of projecting skills and specification of tasks for projecting activity preparation; determination of control diagnostics stages and prognosis of activity dynamics of the undergraduate in higher education pedagogy under the influence of applied teaching technologies; planning, modeling, implementation of the undergraduate teaching technologies; monitoring the dynamics of design skills; current regulation and correction the ways of managing preparation for project activity; final diagnostics the projecting skills and comparing them with predicted ones; project development for a new stage of development. The peculiarity of the mechanism structure was that each previous component was the basis for the next one.

International ISO standards have helped to refine the algorithm for preparing future high school teachers for design activities by: identifying target consumer groups for specific training and identifying their requirements; identify processes; to form a distribution of powers and responsibilities matrix for the quality of preparation the future high school teachers for design activities; describe processes according to these requirements and the like.

Requirements for design activities, projective knowledge, skills and abilities are revealed through the analysis of the teacher's functions (organizational, communicative, informational, constructive, prognostic, etc.). Researchers emphasize on the goal projection of the teacher's activity, its gradual achievement, the operating system of influences, sufficient controllability and predictability of the educational process (I. Beh); pedagogical activity projecting as construction of a model of subjects interaction of the didactic system, the correction of which is due to

pedagogical foresight, forecasting of the interaction process of these subjects and its results (O. Kobernyk) [5, p. 187].

The search for a system of criteria for students' readiness for design activities was carried out taking into account the basic concepts of a research thesaurus. Design activities are carried out by undergraduates through the mechanisms of self-organization, self-knowledge, self-education as an aspiration for professional and creative self-realization, therefore the emphasis is placed on the concepts: "personality orientation for projecting activity", "personal motivation of the undergraduate to project activity", "didactic systems", "professionally important character traits for design activity", "psychophysiological qualities for design activity" and "creative skills for design activity", where creativity is a way of intensifying the design process.

The systematic approach offers the following criteria and indicators of teacher's readiness for design activities: 1) independence, which is a prerequisite for the teacher's preparation in terms of the magistracy for design activities, provides the following indicators: the ability of the future teacher to adequately assess the level of their own design skills, professional motivation and learning, satisfaction with the results of their activities; the ability to rationally organize and plan its design activities, to carry out its self-regulation, organizational and communicative abilities during collective projecting activities; independent mastering of knowledge, abilities and skills of projecting activity, expansion and deepening of professionally significant abilities and qualities to projecting activity, readiness for professional restoration; 2) professionally oriented thinking, the ability to use the techniques of projective activity, to develop tactics and strategy of projective actions, provides indicators: rational-logical thinking (the ability to identify patterns and rules of projective activity; holistic vision, system analysis and prediction of didactic system); meaningful professional memory (developed mnemonic abilities that perform the functions of preserving information that is important for projective actions, active mental processing, establishing logical and associative connections in projecting actions); verbal abilities (professional and semantic understanding of the problem of projective activity, verbal thinking and ability to present the projected didactic system in professional dialogue); 3) creative attitude to design activity, developed ability to innovate in designing didactic systems, provides indicators: intuitive thinking and creative imagination; figurative memory; acting (the art of reincarnation, language improvisation, influence on one's personality through communication, ability to empathize); 4) value orientation on projecting activity, provides indicators: setting for self-improvement; aspiration for creative self-realization; motivational focus on subject-subject interaction in the didactic system; 5) development level of professional abilities and qualities necessary for designing activity, provides indicators: civic maturity, high moral standard; developed ability to innovate in designing didactic systems; readiness for equal communication with students; reflexive self-regulation; improvisation in actions, will, organizational flexibility; algorithms of information search possession and methods of analytical and synthetic information processing; technologies of preparation possession and registration of

results of projecting activity; information literacy; ability to master software products; 6) ability to design didactic systems with the use of innovative and information technologies of training, provides indicators: knowledge of the possibilities of new information technologies of training; the ability to adapt and apply software to the specific features of the didactic system [11, p. 307–309].

For successful preparation of future teachers for design activities in the conditions of the magistracy, the criteria and indicators are applied to the maximum extent in the preparation programs of masters of direction 01 “Education”, specialty 011 “Educational, pedagogical sciences”, educational program “Pedagogy of higher school”, reflecting the levels and the skill required for design activities.

The training of high school teachers in the magistracy was directed not only to the knowledge of the components of the design activity, but also to the creation of projects of these systems that can be implemented in practice. The complexity of projecting in the activity of a future teacher is to combine knowledge about the student’s activities with knowledge about the possibilities of the didactic system for the formation of complex compositions of different types of knowledge, their unification and differentiation according to the schemes of reflexive activity, and not according to the schemes of the object (G. Shchedrovitsky).

Conclusion. Therefore, the system of functions of projecting activity of future teachers in higher education consists of: analysis of the existing educational situation, identification of problems, contradictions, formulation of the purpose and motivation of his and his students’ projecting activity, finding ways to achieve the goal, in accordance with the new goal of designing his own didactic system in accordance with the new didactic system, realization of examination and reflection of his and his students’ work results. In the future professional work of the undergraduate design is important for the substantiation and implementation in practice of theoretical developments. Only on the basis of a critical analysis of the current didactic systems, their results, students and the teacher’s activities, will the undergraduate be able to develop his own project of the didactic system. The future teacher of the high school, relying on the experimental prediction of the result of his didactic system, completes his research, embodies the object of his projection.

Perspective directions for further researches the ways of preparation of the future teacher for designing in the conditions of the real educational process in the magistracy, stages and mechanisms of designing and introduction of didactic systems require the analysis of the scientific and methodological system of professional pedagogical preparation of teachers in higher school for designing activity and its effective realization.

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1.16. PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF PARTNERSHIP INTERACTION IN THE COURSE OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS

***Abstract.** The importance of the problem under study in the context of globalization and European integration processes in modern society is proved in the article. The relevance of partnership interaction in accordance with the requirements of current regulatory documents governing the educational process in Ukraine is substantiated. The interdisciplinary nature of partnership interaction in the context of philosophy, sociology, psychology and pedagogy is revealed. The sensitivity of the students' age in the context of acquiring teamwork skills, expressing their ideas, justifying their own viewpoint, and solving certain tasks in cooperation has been found out. The attention is focused on psychological and pedagogical determinants of partnership interaction; basic of them are reflection and personality subjectness. The purpose of the article is to analyze psychological and pedagogical determinants of partnership interaction between the participants in the course of education in higher education institutions. The novelty of the research is in interpretation of partnership interaction in two aspects, specifically, in terms of structure and activity, and by the spheres of interaction, which are communication, interaction, perception; in defining the determinants of partnership interaction, which include reflection and personality subjectness. The research methods, such as: scientific literature analysis, definitional analysis, synthesis, induction, deduction, comparative analysis, systematization, and generalization are used in the research. The nature of the concept "partnership interaction", which is fundamental to this study, is clarified. Two features (structural activity-based and sphere of interaction) are revealed. They define and characterize the structure of partnership interaction of the participants in the course of educational process in HEI, which includes motivational-value, cognitive, operational activity-based components, which in their turn contain communicative, interactive and perceptual elements. The types of reflection, its major characteristics as well as the constituents of personality subjectness are analyzed. Their determinative functions relating to the components of partnership interaction are proved in the course of the given study. A vital aspect of the problem which is connected with partnership interaction and conceptual realm of a person requires further research.*

***Key words:** partnership interaction, structure of partnership interaction, determinant, reflection, types of reflection, subjectness.*

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Problem statement. The globalization and European integration of modern society determine the need for specialists who are able to communicate, interact with others, solve certain problems in cooperation, and work as a team. Partnership in relations between people is the background for their fruitful interaction, one of the flexible ways to constructively solve problems, as well as a psychological indicator of the level of personal and professional growth. [12, p. 26]. It should be noticed that the phenomenon of partnership has interdisciplinary origins, and has been explored in philosophy, sociology, psychology and pedagogy. Additionally, interdisciplinary methodology acquires particular significance and interdisciplinary thinking becomes fundamental for scientific research due to the following four principal factors: 1) the inherent complexity of nature and society; 2) the need to explore problems and issues which do not belong to a single discipline; 3) the need to solve current problems of society; 4) the emergence of new technologies [11].

From this point of view, it is appropriate to consider the impact of the defined sciences and their major phenomena on partnership. In the given study, we shall focus our attention on psychological and pedagogical determinants of partnership, the principal of which we consider reflection and personality.

Relevance of the research. Rapid changes in the world clearly define the directions of modern higher education. One of the ways of its modernization is the introduction of partnership pedagogy ideas into the process of vocational training. At the beginning of the 21st century, communication and cooperation skills were included into the list of “21st century skills”. It should be noticed that among major skills which a prospective specialist will need in order to build a successful career in 2020, 5 out of 10 relate to communication with people, the ability to negotiate, to build relationships with other people [14]. In current state regulations, such as the Law of Ukraine “On Education” (2017), the Concept of New Ukrainian School (2017), these skills are considered in the context of a partnership pedagogy, which is focused on benevolence and positive attitude; respect for the individual; dialogue – interaction – mutual respect; trust in relationships, distributed leadership; principles of social partnership [6]. To be precise, the development of partnership skills of all participants of the educational process in higher education institutions (hereinafter referred to as HEI) becomes one of the strategic directions of modern higher education reforming. Considering such feature of student’s age as self-consciousness restructuring in the direction of self-perception, self-esteem, as well as other people perception and estimation, we should state the sensitivity of the given age to acquire teamwork skills, argue, express their ideas and give reasons for their own point of view, understand each other, work together to solve complicated problems.

Relation of the author’s study to important scientific and practical tasks. The given work was completed at the Chair of Theory and History of Pedagogy of Borys Grinchenko Kyiv University within the research project on “The Content and Technology of Quality Assurance of Continuous Pedagogical Education under Conditions of European Integration” (State Registration No. 0116U003295), and in the context of the research project on “The System of Training of Professionally Competent Specialists in Preschool and Elementary education” (State registration

No. 0104U005504) at the Chair of Preschool and Elementary Education of SI “Luhansk Taras Shevchenko National University”.

Analysis of recent studies. The problem of partnership interaction and its semantic constituents is sufficiently represented in scientific literature in the context of the following studies: interaction as a form of a particular activity of people (G. Andreyeva) [1]; matters of educational interaction productivity (V. Liaudis) [9]; communicative aspect of interaction (O. Leontyev) [8]; partner professional-pedagogical position of teacher (A. Chernyavskaya) [15]; psychological features of developing the capacity for partnership interaction of prospective teachers (O. Kokhanova) [7]; the problem of readiness for partnership interaction (V. Molochenko, N. Poviakel) [10], [12]; model of interaction between educational institution and students' family (V. Kyrychenko) [5]; substantiation of reflection types (S. Stepanov) [13]; development of reflection types taxonomy (V. Zhelanova) [3]; subjective phenomena of personality (V. Yamnytskyi) [16].

Identifying of previously unresolved aspects of the general problem. It should be noticed that in spite of great interest to various aspects of partnership interaction, reflective and subjective issues, the problems related to psychological and pedagogical determination of partnership interaction is still poorly researched by the scholars. We should point out that in the context of our research such fundamental determinants are reflection and subjectness of the individual.

The purpose of the article is to reveal the fundamental nature and structure of partnership interaction between the participants of the educational process in HEI and to find out its psychological and pedagogical determinants.

The novelty of the research is the interpretation of partnership interaction in two aspects, specifically, in terms of structure and activity and according to the spheres of interaction, which are communication, interaction, perception; in discovering the determinants of partnership interaction, the major of which are reflection and subjectness of an individual.

The research methods. The research methods, such as: scientific literature analysis, definitional analysis, synthesis, induction, deduction, comparative analysis, systematization, and generalization are used in the course of writing the given study.

The result and discussion. Let us clarify the nature and structure of the concept “partnership interaction”, which is fundamental to this study. The definitional analysis of the outlined phenomenon made it possible to distinguish the following definitions:

- a form of direct influence of autonomous, equal individuals, oriented towards mutual satisfaction of the common interests, characterized by voluntary involvement, mutual recognition and trust, mutual responsibility and commitment to achieve certain goals (V. Molochenko) [10];
- the basis of organization of subject-subject interaction and pedagogical communication, which effectiveness influences not only the success in the joint activity of the teacher and the students, but also their mutual personal development (A. Chernyavskaya) [15];

– the type of social relationships which ensures the restructuring of all components of cognitive activity structure by creating a unity of purpose, ways to achieve results and the development of activity self-regulation on the basis of cooperation of the participants in the learning process (V. Liaudis) [9];

– a joint activity, built on mutual understanding and spiritual integrity, and which has a joint analysis of the course and results of joint activities (S. Ivanova) [4].

Consequently, taking into account the given definitions of the “partnership interaction” phenomenon, we should outline its following *features*: equality of the participants, unanimity of motives and interests, focus on common purposes, consistency of means of their achievement, joint activity, subject-subject nature of the interaction strategy and tactics of partners’ behavior, mutual recognition and trust, mutual responsibility, mutual understanding and spiritual integrity, joint analysis of the results of joint activities.

The features of partnership interaction can be considered as the following: a limited number of participants: the actions of a person or a group of persons should lead to certain actions of other people, and the actions of the latter, in turn, cause corresponding actions of the first group of individuals; joint actions to achieve a common goal; differentiation of responsibilities between the members of the group [10]. The partnership in education is based on the principles of respect for the individual; benevolence and positive attitude; trust in relationships, dialogue – □ interaction – mutual respect; distributed leadership; social partnership, voluntary basis, longevity and mutual responsibility [5, 7].

Thus, in our opinion, *partnership interaction* is a process of constructive and effective interaction between equal partners who share common interests and are focused on achieving common goals in a collaborative way and analyzing its results, as well as empathy-based perception and communication, mutual recognition, trust, responsibility, understanding, spiritual integrity.

The author’s understanding of the structure of partnership interaction between the participants of the educational process in HEI is based on two points. The first one is based on *structural and activity feature*, which is originated from psychological structure of activity, substantiated by O. Leontyev and defined as unity and interaction of need, purpose, motives, and actions (operations) categories [8].

In this aspect, the structure of partnership interaction is represented by *motivational-value, cognitive, operational activity-based* components.

Taking into consideration the multifunctional nature and diversity of partnership interaction, the foundation for the second point structure is *communicative, interactive and perceptual components*. However, G. Andreyeva interprets them as the parties of communication [1].

Taking the studies of G. Andreyeva as the background, we understand *communicative component* of partnership interaction as a type of personal communication, when information, thoughts, outlook, knowledge, skills, feelings between partners are exchanged. It correlates with the information type of exchange, which reflects the specific character of educational activity content, coordinates joint activities, promotes the activity of the participants, their mutual influence [1, p. 63].

Interpretation of interactive component of partnership interaction is a form of subject-subject interaction between the individuals as an exchange of actions and joint activities, and correlates with a business type of exchange which defines a set of normative actions and interactions in the course of interactive symbols (plans, projects, instructions, etc.) mastering, promotes the common goal, develops the partners' responsibility for the common educational outcome, controls the positions of the teacher and the students, and is a way to settle relationships, contacts and intentions [2, p. 86].

Interpretation of *perceptual component* of partnership interaction is related to its definition as perception and cognition of each other through the phenomena of identification, empathy, and reflection, through the value-aesthetic comprehension of others, oneself and educational communication [2, p. 89].

The *structure of partnership interaction*, substantiated in the given research, is a synthesis of the above-mentioned scientific viewpoints, that is, its motivational-value, cognitive, and operational activity-based components incorporate communicative, interactive and perceptual constituents. Thus, considering the outlined viewpoints, we shall represent the structure of the partnership interaction.

Motivational-value component includes motives, needs, attitudes, value attitude towards communication between the teacher and students, between students, their interaction, teamwork, adequate perception of partners, and themselves in the situation of interaction, mutual understanding of thoughts and positions.

Cognitive component involves knowledge of the mechanisms of communication on the basis of partnership, psychological and pedagogical knowledge of the features of student's age, principles of teamwork, knowledge of different types of reflection, awareness of the modern students' needs and demands.

Operational activity-based component includes a set of skills in professionally oriented communication of teachers and students on the basis of partnership; establishing pedagogically appropriate relationship between the participants of educational process in HEI; carrying out a reflective analysis of themselves and "other individuals" as interaction partners; the ability to look at themselves through the eyes of their partners, to understand, recognize, accept and respect the opinion of partners, the ability to work in a team.

Consequently, the review of the essence and structure of partnership interaction between the participants of the educational process in HEI, gives arguments to ascertain its reflective and subject-oriented determination.

It should be noticed that *reflection* is a complex interdisciplinary phenomenon, which is the address of the individuals to themselves (to their consciousness, thoughts, results of their activities, perception of themselves by the others) and appears in the context of reflexive consciousness, reflexive thinking, reflexive activity, reflexive communication as a synthetic reality which is a process, a property, and a state [3].

In the context of our study, different approaches to the types of reflection are significant. Thus, S. Stepanov distinguishes the following types of reflection [12]:

1) *cooperative reflection*, which means that the individual quit the process of joint activity and takes an external position in relation to joint activity in order to analyze its procedural and productive features, identify the causes of complications, and correct of the mode of activity;

2) *communicative reflection* is understood as the process of reflecting the inner world of another person; in this case reflection appears as the awareness of the individuals of the way they are perceived by the partner in the process of communication, as a “reflective expectation” (N. Gutkina’s terminology). Reflection of self and others, formation of images of self and others, interference of mutually reflected “Self”, overlapping of mutual estimations and self-estimation are interpreted as the moments of interpersonal communication;

3) *self-reflection*, which is regarded as a process of rethinking oneself, differentiation in each developed and unique “Self” its individual substructures: “Self – social creativity”, “Self – the subject of creativity”, etc., as well as “Self” integration into unique integrity. This type of reflection involves a person’s ability to analyze and comprehend themselves and their subject-social relations with the outside world;

4) *intellectual reflection*, which is interpreted as the ability of the individual to “identify, analyze and correlate subject situation with own actions”.

As a result, it is the cooperative reflection that ensures concerted joint activity. Communicative reflection is the basis for fruitful interpersonal communication, the individuals’ awareness of how they are perceived by their communication partner. Self-reflection allows a person to understand their inner world. The essence of intellectual reflection is in understanding the reasons for one’s own thinking.

According to time criterion, reflection can be *situational, retrospective, and perspective*. In this case, *situational reflection* is related to the motives and reasons of the individual’s involvement into a particular situation. It involves self-control of behavior in the current situation, analysis of what is happening, and the ability of the individuals to correlate their actions with the situation. *Retrospective reflection*, which involves the analysis of the activities already performed and the events which have taken place in the past. *Perspective reflection* is regarded as the analysis of prospective activity, behavior, as well as planning, and anticipating its possible results.

It is noteworthy that content-related and dynamic characteristics of a person as a subject are integrated in their subjectness, in the context of the subject of activity, the subject of cognition, the subject of communication, the subject-subjective relations, and the subject of living (K. Abulkhanova-Slavskaya).

Taking the researches of V. Yamnytskyi [16] as the background, we distinguish the following *characteristics of subjectness*, as: conscious activity, including above-situational; the ability to perceive the world and oneself in the world; goal-setting ability; the ability to reflect; the ability to adapt (adaptation) or create (creativity, cognition); focus on self-knowledge, self-development, self-regulation, self-realization [16].

Consequently, we consider “subjectness” as an integrated quality of an individual, which involves conscious activity in the process of goal setting, meaning-making, life-creating, the ability to reflect, which is directed at self-realization (self-determination and self-realization). We distinguish the following components in the structure of personality subjectness:

- *subject position* – as a system of dominant selective attitudes which determine the activity and active nature of subjective self-realization in the process of partnership interaction;
- *activity* that is the ability to independently determine one’s way of life and professional path, as well as one’s style of behavior in the process of partnership interaction in accordance with one’s own values and life meanings;
- *subject experience* – as a set of value experience, experience of reflection, experience of habitual activity; operational and collaborative experience, which is formed in the process of joint activity, implies a willingness to cooperate, and facilitates joining efforts under cooperative problem-solving.
- *anticipation* – as the ability to act and make different decisions with a certain space-time advance (anticipating planning) as to the expected events (probabilistic forecasting).

Thus, considering the essence and structure of reflection and personality subjectness, we shall represent their deterministic functions in relation to certain components of partnership interaction.

Taking into account the character and structure of motivational-value component of partnership interaction, which is considered as a set of motives, needs, inner position of the individual, a certain “need state”, personal dispositions, it is obvious that the most “reflexive” is the understanding of the motive as the inner position, as mindset, as the goal, because “shifting from the motive to the goal” is associated with the reflection of a person’s voluntary behavior.

It should be noticed that the stages of the motivational process, specifically the mechanisms of awareness, identification of the impulse with certain motivational-value personal entities related to the partnership interaction, are highly reflexive.

As a result, the reflective conditionality and intensity of the motivational aspects of partnership interaction is indisputable. They are connected with the implementation of the following types of pedagogical reflection, as: personal, cooperative, communicative, situational, and perspective.

This component of partnership interaction is connected with such subjective phenomenon as subjective attitude, which leads to partnership and anticipation that provides shifting from the motive to the goal.

Cognitive component of partnership interaction involves personal reflection in the process of self-identification as a participant of interaction, as well as conditioned by communicative and cooperative reflection, which allows to adequately perceive partners, organize feedback with them and acquire knowledge about role functions and organization of positions of group interaction participants; knowledge of coordination of joint actions of group interaction participants. This component of partnership interaction is related to activity, initiative and independence, which are

the signs of personality subjectness in mastering the principles of teamwork, knowledge of the priorities and needs of the modern student.

Operational activity-based component of partnership interaction involves the implementation of the skills related to communicative reflection (the ability to critically but tolerantly evaluate the thoughts and actions of others; the ability to evaluate one's own actions and behavior from the position of people around), as well as cooperative reflection (the ability to analyze procedural and productive components of joint activity; the ability to compare one's achievements with those of others). This component of partnership interaction is determined by the subject position of the individual, their experience of interaction, and anticipation.

Conclusions. Thus, it is obvious that partnership interaction is a multifaceted, multifunctional phenomenon, based on the principles of equality, voluntary involvement, equality of its partners. Partnership skills reflect its basic areas, namely: 1) relationship and communication: skills to build relationships without coercion on the principles of voluntary involvement and common interests, respect and equality, distributed leadership, empathy; 2) perception: the skills of perception of the partners, on the one hand, as they are, on the other – the ability to “look at oneself through the partner's eyes” to cause feedback; 3) interaction: teamwork skills, tolerant cooperation on the basis of “subject – subject” interaction, which allows a teacher to perform a managerial function, and a student – to act independently. On the basis of the outlined positions, as well as taking into account structural and activity-based component, the structure of partnership interaction of the participants of the educational process in HEI is substantiated, which includes motivational-value, cognitive, operational activity-based components, which in their turn contain communicative, interactive and perceptual elements. Psychological and pedagogical determinants of partnership interaction of the participants of the educational process in HEI are connected with reflection and personality subjectness. In this case, determinative functions of reflection are performed through its personal, communicative, cooperative, situational, perspective types; determinative functions of subjectness – through subject position, activity, subject experience, and anticipation.

Prospects of the study. The results of the research can be used in the process of implementing the ideas of partnership pedagogy in modern HEI, in PhD and Master's theses, as well as in the course of students' training in the speciality: 011 “Educational, pedagogical sciences”.

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1.17. DEVELOPMENT OF THE PROFESSIONAL POSITION OF THE TEACHER IN THE LIGHT OF THE REQUIREMENTS OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The article is devoted to the issue of the development of the professional position of the teacher in the light of the objectives of the New Ukrainian School. Topicality of the issue is due to the requirements for the personality and activity of the educator that are defined in the Concept of “New Ukrainian School”, namely: mastering modern teaching methods, striving for implementation of the partnership in cooperation with all participants in the educational process. It is proved that through the development of the professional position of the educator, the basis of which are the motives and values of their activity, it is possible to influence the development of the teacher’s personal qualities and their attitude towards professional activity.*

In the article the professional position is considered as a professional and

personal indicator that reflects the educator's value attitude to the pedagogical activity and its results, to the participants of the educational process (colleagues, students, parents), attitude toward oneself, and it also provides the conditions for the implementation of the professional and role functions in solving pedagogical tasks.

The purpose of the article is a theoretical foundation for the main ways of the development of teacher's professional position as a means of enhancing their professionalism in accordance with the requirements of the New Ukrainian School. The study first proved the need to bring the process of developing the professional position of the teacher in a general secondary education institution in accordance with the requirements of the New Ukrainian School; the concepts of "professional position of teacher", "acmeological position of teacher" are specified; further publicity was given to the substantive content of the acmeological approach in managing specifically the development of the teacher's professional position, professional self-improvement as a means of raising the level of professional pedagogical position.

The main in the study were theoretical methods of scientific search: analysis and synthesis of philosophical, sociological, psychological, pedagogical and scientific-methodical literature, scientific-theoretical substantiation. It is proved that the professional position determines the methodological basis of the educator's activity, requires constant development under the influence of external and internal conditions (constant self-improvement, lifelong learning, updating approaches to organizing the process of further training for teachers). The influence of these conditions on the dynamics of the teacher's professional position is revealed.

Key words: *position, professional position of teacher, institution of general secondary education, New Ukrainian school, updating, facilities, acmeological approach, self-improvement.*

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Problem statement. Global transformations in education are the realities of today: the Laws of Ukraine "On Education" and "On Complete General Secondary Education" have been adopted, the concept of the "New Ukrainian School" is being implemented in the institutions of general secondary education, the new State Primary Education Standard has been approved, etc. All these and other regulations make new high demands on school teacher activity. Nowadays, it is not enough for an educator to be just a teacher – a transmitter of knowledge, skills, and abilities. His/her role in the educational process changes from an education provider to a coach, facilitator, tutor, moderator of the individual educational trajectory of the child [1]. However, according to research conducted on the eve of the launch of the New Ukrainian School, the age of most teachers working in general secondary educational institutions today is between 41 and 60 years or more. This situation requires a radical restructuring of the teacher retraining system, improving their skills. Therefore, in our opinion, a significant role in this process should be given to the influence not only on the cognitive component of a teacher's professionalism, but

also on his or her value-motivational sphere.

Topicality of the research. The main requirements for teachers, put forward by the Concept of the “New Ukrainian School” is, first of all, mastering modern teaching methods, striving for implementation of the partnership in cooperation with all participants of the educational process [1]. The pedagogy of cooperation is based on the principles of humanism, creative approach to personality development. It aims at overcoming the inertia of thinking [5], the transition to a new level of building relationships in all systems of interaction: teacher-student, teacher-parent, teacher-administration, etc. Therefore, the topicality of the issue of developing the professional pedagogical position of the teacher, the basis of which are the motives and values of educator’s activity, seems to us indisputable.

But, despite the fact that the New Ukrainian School is being introduced for the third year, it is difficult for teachers to shift from providing children with knowledge, abilities, and skills to developing certain mechanisms of competence – the ability to act in specific conditions and motives to achieve results [5]. The problem here is, as for us, not the lack of teacher’s knowledge, but rather, the reluctance to rebuild, change their own activities.

Relation of the author’s contribution to important scientific and practical tasks. This situation requires overcoming the contradictions between the state’s requirements for teacher’s professional training and their activity and the inadequately developed and implemented technologies for their retraining and skills development based on its impact on the activity-motivational sphere; between the need of a modern school for teachers with a professional position that provides the organization of educational process on the basis of cooperation and co-creation [3], and the lack of pedagogical conditions for its development in the process of professional development.

The analysis of recent research and publications. Questions of the teacher’s professional position are updated by the scholars in the aspect of creating pedagogical conditions for its formation and development in the educational establishment (O. Temchenko [8], O. Litovka [3], H. Kovalenko and L. Rybalko [6]). However, these studies do not take into account the requirements of the New Ukrainian School to personality of a teacher-professional.

The purpose of the article is to focus on identifying the main ways of developing a teacher’s professional position as a means of enhancing his/her professionalism in accordance with the requirements of the New Ukrainian School.

To achieve the purpose, a set of theoretical research methods was used: analysis and synthesis of philosophical, sociological, psychological, pedagogical and scientific and methodological literature on the problem of developing the professional position of the teacher to compare views on the problem under study; scientific and theoretical substantiation of necessity of control over the process of development of professional pedagogical position; generalization of the results of theoretical research.

The novelty of the research is that:

- for the first time, the necessity of bringing the process of development of

the teacher's professional position in the institution of general secondary education into conformity with the requirements of the New Ukrainian School was proved;

– the concepts of “professional position of teacher”, “acmeological position of teacher” are specified; further publicity was given to the substantive content of the acmeological approach in managing specifically the development of the teacher's professional position, professional self-improvement as a means of raising the level of professional pedagogical position.

The results of the study. While researching the teaching profession, scholars often focus on the professional aspect, but in recent years there has been a steady tendency to isolate the personal factor, designed to influence the teacher's self-determination of the ways and conditions of their activity, depending on the characteristics of their own personality. One of the characteristics of a specialist's attitude to their work as a priority value in the process of active creative activity at all stages of life is a professional position. However, in our opinion, such an understanding of the teacher's professional pedagogical position does not fully take into account the demands on the personality of the teacher facing them today.

In the context of a realignment of school education, it is topical point that the professional position is a dynamic entity. It is enough to follow how the definitions of the scientific category of “teacher's professional position” have changed in order to understand this. Thus, L. Krasovska believes that a person's position in professional activity is determined by the level of professional knowledge, skills and abilities of the person, and the activity of the position provides for professional growth, professional improvement of personality. In her opinion, a professional position involves a combination of professional and individual in each personality [2].

According to O. Temchenko, the professional position of the educator is that professional-personal characteristic that reflects the teacher's value attitude to the professional activity and its results; to the participants of the educational process (teachers, students, parents), attitude toward oneself, and it also provides the conditions for the implementation of professional and role functions in solving pedagogical tasks. In professional activity, it is the attitude to the purpose, content and technology of its implementation. As for the results of pedagogical activity, it is the attitude to the level of intellectual development, education and value system of students. If we evaluate the professional position through the prism of attitudes towards the carrier itself, then the criteria are the formation of attitudes to their own intellectual development, to the development of means of activity and to the development of means of self-reflection [10].

It is clear that the professional position of the teacher is always specific: he/she must prepare students for the needs of a particular moment, for specific needs of society and at the same time, objectively remaining a carrier and conductor of culture, bears a temporary factor, participating in the formation of personality as a synthesis of all the riches of human culture. Therefore, the problem of influence of external and internal factors on the development of the professional position of the teacher is indisputable.

In the light of the requirements of the New Ukrainian School, the professional

position should be considered through the prism of the teacher's attitude to their mission at school, to their students and pupils, which determines their actions and operations in dealing with them. The teacher's internal willingness to choose certain ways of interacting with the participants of the educational process, to specific actions and operations concerning them, is the foundation on which the educator, being involved in the activities and relations with their partners, builds different constructs of their relations with each of them. This is based on pedagogical values.

At present, it should be about the development of acmeological position, which, according to V. Sydorenko, is a formed system of professional guidance, value-meaning space, acme-motivation, providing maximum mobilization of potential resources, self-motivation for the development of pedagogical skills during life, high achievements in professional and pedagogical activity, a constant need for creative self-actualization in the context of educational reform [7].

This definition points to one of the main means of developing the pedagogical position of the teacher, which is self-improvement in professional activity. The second should be organized on the basis of acmeological approach system of professional development of pedagogical staff.

Acmeology (from Greek *ahme* – “peak, top, highest degree of anything”) as a science examines the possibility of self-realization of a person's creative potential on the way to the top of professionalism and skill. The main acmeological problem is the analysis of how the formation of professional orientation, the development of ability to work, the promotion of professional competence. To the factors of self-motion, acmeology includes subjective (motives, orientation, abilities, professional actions and skills), objective (environment that should be more or less productive), subjective-objective (related with other people) [6]. As for the objective factors, one of them is the activity of the head in directing the teacher to the direction necessary for him/her and the direction of skills development required for the educational establishment. Nowadays, teacher has the right to choose their own areas of training. And here it is important that they are selected optimally.

The head of the educational institution should organize work with the teacher in the development of their professional and personal qualities, taking into account:

- unity of professional improvement and development of the professional position of the teacher;
- the teacher's orientation towards self-esteem and self-development;
- development of teacher's creative activity;
- provision of an acmeological approach to enhancing the professionalism of the teacher and forming a professional position;
- motivation of the teacher to increase their professionalism;
- individual-psychological features of the teacher;
- integration of traditional methods with innovative methods in forming the professional position of the teacher;
- principles of andragogics in working with the teacher, etc.

Analyzing and developing methods and tools to guide the development of the teacher's professional position require prior thorough diagnostics, namely:

establishing an entry-level professional position; clear goal setting (what professional position we want to form); study of factors that influence its formation and change (teacher and head competence level, communication, management style, social and psychological climate, etc.). It is also important to monitor the formation and development of the teacher's professional position.

The above should be taken into account in the process of scientific and methodological work in the educational establishment – one of the components of the system of professional development of pedagogical staff. It should be organized in accordance with the requirements of modern science, take into account the best pedagogical experience in the development of teacher professionalism and, consequently, the development of professional position. The purpose and key task of the scientific and methodological work is the comprehensive improvement of the qualification and professional skill of every teacher, educator and teaching staff, and the end result – the development and enhancement of the creative potential of the teaching staff as a whole; improvement of educational process, achievement of optimum level of development of specific students.

Since the acmeological approach shapes the high motivation of achievement, the pursuit of success, creativity, high results, the revival of the spiritual world of man, the spiritual development and spiritual maturity of the individual, society, it must be the basis for managing the development of the professional position of the teacher. It is the acmeological approach, as the goal of education, that offers the holistic development of man and considers the individual as the highest value [4].

Implementation of the acmeological approach in activity will allow to develop teacher's desire to deepen knowledge on: child development; mastering correction-developing technologies and technologies of development of talent and creativity (scientific technologies); development of their own methodological culture, methodological competence in the context of the modern philosophy of education.

Management based on the acmeological approach promotes the educator's ability to:

- implementation of not only traditional information accumulation of knowledge, but also methodologically oriented education, which is necessary for a person in professional activity, in the conditions of constant increase of weight of information;
- new professional thinking, which consists not only of subject-based attitudes, but also of motivational-value orientations, reflecting new paradigms of education, new value-based awareness of the teacher in their spiritual development;
- development of the scientific and pedagogical competence of the educator, which ensures the professionalism of their activity, including methodological, subject-developmental, psychological, valeological, acmeological literacy;
- development of new professional and personally important qualities that provide creative self-realization of the teacher's personality [4].

Today requires the development of teacher's ability and desire for self-education and self-improvement, active attitude to life and professional growth as the basis of professional position and an important condition for the competitiveness of a

specialist in the labor market [9]. Another tool on which the effectiveness of the development of teacher's professional position in the light of the requirements of the New Ukrainian School depends is the constant self-improvement – conscious professional activity of the teacher in the system of his/her continuous pedagogical education, which is aimed at improving the professional level, professional self-realization, further development of professionally important qualities, increasing the effectiveness of educational work at school according to the interests, needs and opportunities of students, and to the requirements of society for socialization, personal and professional development of the person [9].

Self-improvement in teacher activity performs the following functions:

- improvement, enrichment of the teacher's knowledge (subject, part-methodical, methodological, didactic, educational, psychological, ethical, etc.);
- development of outlook, professional values, beliefs that meet the goals of society and school;
- development of motives of creative activities (love and respect for children, passion for the subject, the need for self-realization, etc.);
- development of stable moral qualities of the person (conviction, humanism, pedagogical optimism, integrity, kindness, spiritual generosity, etc.);
- development of a modern style of pedagogical thinking, such as its features such as systematicity, concreteness, flexibility, economy, selectivity, sense of measure, etc.;
- development of professional skills, pedagogical technique, executive skill (technique of verbal and non-verbal communication, i.e. technique of speech, movement of facial expressions and gestures, intonations, etc., technique of communication with students, skills of using various technical means of education, including complex technical means (computers, video);
- development of culture of emotions and strong-willed expression of the teacher, self-regulation of activity;
- development of reflexive skills.

The functions of self-improvement thus formulated correspond to the functions of the scientific and methodological work of the school in relation to a particular teacher and the main components and parts of the professional position. Continuity of the process of professional self-improvement forms the educator's ability to determine the prospect of their professional growth and feel constant need in this, regardless of the degree of improvement of the system of pedagogical activity.

Therefore, the organization of self-improvement as a basis for the formation of the professional position of the teacher – is a conscious activity aimed at professional self-realization, the development of professionally significant qualities, positive changes in the educational process in accordance with the interests, needs and opportunities of students, and to the requirements of society for socialization, personal and professional development of a person. It is an externally and internally managed process. The organization of self-improvement is considered by us through the creation of an individual program of self-improvement on the basis of monitoring the level of professional position formation. The integration of the two identified

means of developing a professional position, in our opinion, will lead to a positive result in raising its level.

Conclusion. Thus, the professional position determines the methodological basis of the teacher's activity, attitude to the main scientific categories, influences the choice of activities, methods of work, determines the moral and ethical principles, nature and forms of interaction with the participants of the educational process, is the basis for the professional self-determination of the teacher, their professional improvement and development, determines the value-role determination of the development of specialist's consciousness, assignment of norms, stereotypes, ways of behavior, which, considering the key provisions of New Ukrainian school about the role of the teacher in its implementation, seems to be topical. Its formation and development must occur sequentially, on a diagnostic basis, taking into account external and internal factors.

Prospects for further research. Further research is planned in the direction of developing a methodology and practical approbation of the means of developing the professional position of the teacher at the institutions of general secondary education.

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1.18. THE DEVELOPMENT OF THE FIRST DEGREE OF SECONDARY SCHOOLS IN PRIVATE OWNERSHIP IN UKRAINE (THE END OF XXth AND EARLY XXIst CENTURY)

***Abstract.** For economic and political changes in Ukraine were competitive educational establishments of different forms of ownership: state, communal, private, in particular, the initial link. Therefore timely research and analysis of organizational and pedagogical conditions of activity of secondary schools in Ukraine, in particular, the content, methods and private form of ownership form of functioning. In practice private educational establishments face contradictions due to imperfection of normative and methodical bases of their functioning.*

The article indicates the importance of development of private education in Ukraine and new forms of educational establishment management. Private educational establishments create favorable conditions for healthy competition that promotes the quality of education and the real right to choose the parents of the educational establishment according to the child's cultural and educational needs.

The formation of the private sector of the educational system is an integral part of the processes of reforming Ukraine's education system. At the same time it should be noted that state regulation of activities of private educational establishments in Ukraine was "on the way" of private sector development of the educational system, which can be assessed as a violation of the principle of outcoming state administration. Today in the field of education, as in other spheres of public life of Ukraine, there is a new managerial situation, caused by various factors, including

the emergence of private structures. In turn, this requires updating the goals, principles, methods.

In the modern scientific literature defined by US problems the reflection of some aspects of state regulation of the private sector of the educational system is reflected, however, this problem does not yet have a sufficient scientific and theoretical justification. And in the field of general secondary education is for the first time. Thus, the urgency of the problem, insufficient its theoretical and methodological development, the necessity of resolving the identified contradictions led to the selection of the topic.

Key words: *educational establishments, Ukraine, private comprehensive schools of first degree, types of private secondary schools, peculiarities of private schooling.*

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Problem statement. Rapid progress of production technologies, computerization and informatization of society, changes in economic policy of the State, establishment of market relations and competitiveness require the restoration of prestige education. Thus, this implies the need for reformation of the modern system of national education. It is it that brings to teaching science the task of finding ways to further improving the domestic school, the invention of ways to raise it to the level of modern requirements. one of the strategic tasks in this aspect, as specified in the National Program “Education (Ukraine of the XXI century),” is to overcome “... monopoly position of the state in the educational sphere through establishment on an equal basis by non-governmental educational establishments and formation of multiple investment policy in the field of education” [1, p. 601]. The national system of private education is now at the stage of its formation, active searching of ways to solve problems, which retractable the pupils, their parents and society as a whole. Given this, the actualized appeal to the experience of the past. In particular, during the XX-early XXI century, when private educational establishments have gained considerable distribution, and the accumulated pedagogical collectives of these schools of elaboration on the organization of the training and educational process may be useful to modern scientists and for teachers-practitioners.

Relevance of the study. From the first years of independence of Ukraine considerable attention is paid to the topic of civil society building, democracy, protection of citizens rights and freedoms. All these processes, without a doubt, are very difficult to implement, because it is not easy to change the stereotypes of people who are accustomed to common standards and often do not want to perceive new ones. This problem is particularly acute in the education system, which is very slowly progressing towards increasing its quality and democratization [8, p. 165].

Theoretical analysis of scientific researches proves that the problem of formation of a private general school, the issue of diagnosis of its effectiveness and results of the national pedagogical science is insufficiently investigated. In practice private educational establishments face contradictions due to imperfection of

normative and methodical bases of their functioning. However, among the possibility of activities of private educational establishments and the conditions of their functioning are contradictions.

Timeliness of and relevance of the study of the problem caused by the need to overcome contradictions between:

- increased public attention to the functioning of private educational establishments;
- education and personnel training for the system of rural credit co-operation;
- the possibility of creating a private general school and insufficient justification of the theoretical and methodical principles of their activity;
- social order on the extensions of educational services, which would satisfy the personal educational needs of students fulfillment of parental (family) order for educational services in a private secondary school.

Recent Research & Publications Analysis. Literary sources in the studied problem (monographs, collections of scientific works, materials of conferences, textbooks, manuals), candidate's and doctoral dissertations, as well as their abstracts, normative documents: Law of Ukraine "On education", State National Program "Education" ("Ukraine of XXI century"), National doctrine of educational development of Ukraine in the XXI century, National program for Education of children and students in Ukraine, the Concept of education of personality in Conditions of Ukrainian statehood, the Concept of the new Ukrainian school [7], the State standard for primary education [2]. The study is widely applied in the historical and pedagogical articles of modern journals: "Road of Education", "Ridna Shkola", "Pedagogy and Psychology", "New Collegium", "Higher education in Ukraine", "School director, lyceum, gymnasium" etc.

The general issues of the functioning and development of private educational establishments in recent years were reflected in V. Astahova's studies, who wrote about the status and prospects of private sector development of the national education system of Ukraine, A. Vyhrushcha, that described trends in the system of private education, O. Daskovska in the descriptions of private school through the eyes of the teacher, L. Paraschenko, who considered a high school as a factor in democratization of education of Ukraine, O. Sydorenko, who wrote about the formation of an integral element of the Reformation process in Ukraine, I. Tymoshenko described private education in Ukraine, successes and difficulties of its formation, B. Chyzhevsky, who wrote about the place and role of private establishments in the general educational system.

Undoubtedly, the great methodological significance during research in the field of state management of education are the works of such scholars, as V. P. Andruschenko, I. A. Ziazyun, K. Korsak, V. G. Kremen, S. V. Krysyuk, T. O. Lukina, V. I. Lugovyi, V. K. Mayboroda, N. R. Nizhnyk, V. S. Pikelna, N. Protasova, O. I. Savchenko, etc., in which various theoretical and practical aspects of public administration of education are highlights; I. S. Bereznyak, M. M. Darmanskiy, L. M. Kalinina, I. L. Icarhuk and others addressing the problem of activities of regional educational management bodies; V. I. Bondar, V. I. Maslova,

V. P. Goncharova, P. I. Danylenko, V. M. Zotz, M. P. Lehkiy, N. M. Ostroverhova, E. M. Pavlyutenkov, V. S. Pikelina, etc., that reveal problems of improvement of school management system; L. M. Karamushky, N. Kolomynskyi, S. D. Maksymenko and others in the works which examine psychological aspects of management education.

Analysis of the source database certifies that, to a certain extent conditionally, the following directions of researches can be distinguished. Firstly, it is a study of the historical direction, which includes the emergence and development of private educational establishments in the pre-revolutionary period and in the context of the newest history of Ukraine. The second direction is 1668 research by scientists of private education as an independent social establishment, an entity of the phenomenon of a private educational establishment. The third direction of research is reflected in the writings containing certain aspects of state regulation of the private sector of the educational system. The fourth direction is the study of psychological and pedagogical problems of management of private schools [10]. It is this classification that allows to cover the problem of the investigated period holistically.

The aim of the article is to define peculiarities of activity of different types of private secondary schools of the first degree in Ukraine (end of XX and early of XXI century) for their consideration in activity of modern establishments of primary education level.

To achieve the goal and to solve the assigned tasks such methods of research are used:

- *Theoretical*: analysis of philosophical, psychological, pedagogical literature for determination of object, subject, purpose of research, formulation of its tasks, synthesis, generalization, comparison, systematization of theoretical and empirical data for elaboration of basic approaches to private schools, theoretical substantiation of conditions of formation of private secondary schools of the first degree;

- *Empirical*: study and generalization of pedagogical experience;

- *Statistical*: to assess the status of a investigated problem and confirm the effectiveness of the formation of a private secondary school system.

Introduction of the main material. In 1991 there were secondary general educational establishments of non-state ownership. The first in Ukraine were “Grand” Lyceum (the original name – “Phenomenon”) and gymnasium “Harmony”, which functioned. Thanks to the support of the metropolitan government and the City Education Administration, the network of general private establishments in Kyiv has steadily expanded. Now it consists of 44 establishments (12 gymnasiums, six lyceums, six schools-children’s kindergartens, four primary schools, nine secondary schools and three specialized schools, four educational complexes). In general, they brought up 4060 students. Private educational establishments were financed from the city and state budgets, and in 1997, in order to save money during the economic crisis – it ceased. This enabled the state, for example, only during 2006 in the educational sector of the capital to save 11.7 million UAH. However, such savings, in turn, resulted in a significant increase in fees for education in private educational

establishments. By the way, the cost of studying in private schools is distributed as follows: 90%-up to 1 thousand UAN per month, 3%-more than 1 thousand USD and 7% – to 600 UAH. It is worth noting that the parents of the pupils of private schools, as taxpayers, pay twice for education and their children’s training. However, even under these conditions, children from unprotected families, who need special educational environment: 2%-with special needs and invalids, 5%-orphans and half-orphans, 25%-gifted children and 20%-are free of charge or have benefits. All this requires state funding.

One of the first attempts to give a brief sketch of the history of the modern private school, made Tymoshenko I. I., describing it as a process, during which the “new form of education” – created itself as an objective need for the transformation of society to market influence on the state forms of education. I. I. Tymoshenko [10] notes that during the short modern history of development has undergone changes and the attitude of the state to a new form of education: from confrontation to careful development of positive and constructive control. Private education is considered as an independent social establishment with its social norms and purpose, specific forms and methods of functioning, appropriate management and financing structure.

Creation of private schools – the phenomenon is quite natural and corresponds to the stage of Ukraine’s formation as an independent state. The advantages of the private school is that it creates a fairly comfortable environment in which the child is good, therefore, it can get the right amount of knowledge, skills and abilities. In addition, most private schools are the goal of education of intellectuals in which money does not prevail over moral values. Parents want the child to be nice, easy and fun to learn, and are willing to pay for it. Today, such education is not available to everyone, but the private school can significantly reduce tuition fees [3, p. 25].

Main goals and objectives of private schools:

- Obtaining general secondary education by children at a level not lower than the state standards;
- Formation of pupils as citizens of Ukraine, formation of their civic position and national consciousness;
- Development of abilities and giftedness of children, their interests and inclinations as a result of introduction of advanced educational technologies in educational process, realization of differentiated and individual approaches;
- Creation of conditions for comprehensive child development in out-of-school time (full day system action);
- Creation of comfortable conditions for education, upbringing and development of a child (directly technological-educational, aesthetic and household). [6, p. 12].

The creation of private schools contributed to the development of NUS, because the content of some of them, such as the “First Swallows”, ahead of the ideas of the new Ukrainian school, and the program “Step by Step”, “Face to Child” became the basic basis for the development of the content of material according to the concept of “New Ukrainian School” [7] 1679. Morning circles, integrated lessons, project activity, molding evaluation, individual conversations with parents, and a

number of other forms of work, which are now prescribed in the concept of NUS, originate from the private school.

Thus, private schools and their brightest representatives (e.g. Lesya Zaghyrychuk – the coach of NUS) have actually become the agents of change in education of Ukraine.

Referring to the analysis of the essence of private educational establishments as a new phenomenon in the system of education, the scholars Sydorenko and V. V. Astakhova say that private schools have a number of fundamental differences from the state, namely: in the social functions that It is manifested that state educational establishments fulfill the order of the state, being between the demands of public efficiency and the need to form a full-fledged personality, and private the order of society, carrying out on the one hand , the rights of parents, and, on the second, the pedagogical right of independent subjects of education (private educational establishments), thereby contributing to the establishment of civil society; In the methods of financing and forms of taxation: private schools in Ukraine are in full self-financing (at the expense of the tuition fee, in this regard, state school in Ukraine have incomparable financial advantages over private; In specific microclimates dominated by private school, an atmosphere of mutual respect, mutual understanding and mutual assistance, readiness and teachers, and students to work on the basis of cooperation and partnership, which promotes the formation of a civic position, patriotism, of moral principles and ideals [9].

Assessing the activity of private school, emphasizing its important social significance, researchers have attracted attention to certain deficiencies and negative manifestations inherent in some educational establishments, namely:

- Founders of private establishments do not put the development and improvement of the educational process, and personal enrichment in the first place;
- Voluntarizm, misuse of the authority of owners, which has a manifestation in appointing to senior positions of incompetent persons, excessive, unskilled surgical intervention in the educational process and financial affairs, groundless dismissal of a part of teachers and employees;
- “Double accounting” of financial income and expenses, which are resorted to by the owners of some private higher educational establishments [9].

We consider it necessary to note that: in many situations such short comings are inherent, unfortunately, and some state institutions of education, but the majority of such private educational establishments ceased activities, since such characteristics of The makes it impossible development of the young educational establishment causes distrust of the educational services consumers and, consequently, leads to the inevitable bankruptcy. Analyzing the problems arising in the process of managing private schools, L. Kalinina emphasizes that each private school develops its own concept, sets goals and objectives, determines the priority direction of work for a certain period of time, in particular, on experimental [4]. By questionnaire teachers of private educational establishments, the researcher found out that the respondents enrolled in the following areas:

- Formation of pedagogical team with high level of professional competence;

- Promotion of the creative potential of each teacher;
- Enhancing the professional activity of teachers and its stimulation;
- Accounting for moral and ethical and psycho-physiological microclimate in school;
- Creation of a spiritual and cultural and educational environment of educational establishment;
- Educational-material and scientific-methodological support of the educational process;
- Provision of comfortable conditions for development of educational and creative potential of each student in different activities, continuity and continuity of education and self-education at all degrees of student training;
- Formation of democratic style of relations in the community and management;
- Development and implementation of new technologies of training and management of school staff and effective interaction of school with family and NGOs [4, p. 101].

The author also points to problems that are common in nature and require resolution at the state or regional level. These include: state financing implementation of the state component of secondary education, cancellation of rent fees for premises, establishment of a legal framework for the functioning of a private establishment of education, elimination of bureaucracy when registering documents for land allotment under the territory of school, improvement of tax system of establishments, lack of textbooks, methodical and artistic literature, training programs [4, p. 101].

L. Karamushka according to the main problems, which arise in the process of management of private schools, include the following: development of the concept of activity and development of a private school; Defining the interaction strategy of private schools with other educational establishments; scientifically grounded selection of heads and pedagogical workers of private schools; development of basic methods and forms of work of employees of private schools with parents [5, p. 65].

Conclusions. Thus, the analysis of the content of scientific literature on the problems of private sector of the educational system in Ukraine and, in particular, the state regulation of its activities allows to make the following conclusions:

1. The formation of the private sector of the educational system is an integral part of the processes of reforming Ukraine's education system. At the same time it should be noted that state regulation of activities of private educational establishments in Ukraine was "on the way" of private sector development of the educational system, which can be assessed as a violation of the principle of outcoming state administration.

2. Since the onset of the first private educational establishments (and largely till now), the development of theoretical and methodological foundations for reforming the education system and, in particular, the general secondary education and state regulation of its private sector is hampered by a number of negative factors and, first of all, such as: conservatism of thought; politicised and ideological education of the educational system; lack of an education quality monitoring system;

lack of adequate information on the state and tendencies of development of foreign educational systems; biased attitude of the small part of local researchers to scientific achievements of Western methodological schools and results of their practical activity; the tendency of shifting the attention of scientists on secondary education to the higher level, the lack of fundamental scientific works devoted to a given problem, pedagogical and managerial experience, which is explained by a significant break in the functioning of the private sector of the education system in the Soviet period.

3. Today in the field of education, as in other spheres of public life of Ukraine, there is a new managerial situation, caused by various factors, including the emergence of private structures. In turn, this requires updating the goals, principles, methods.

4. In the modern scientific literature defined by US problems the reflection of some aspects of state regulation of the private sector of the educational system is reflected, however, this problem does not yet have a sufficient scientific and theoretical justification. And in the field of general secondary education is for the first time.

The prospects for using the research results. Materials of the research can be used for organization of new types of private educational establishments of non-state ownership, improvement of their legal base and training of staff for first-degree schools in private form of ownership.

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CONCLUSIONS TO CHAPTER 1

Our research of theoretical foundations on training a future teacher for work at the New Ukrainian School allows us to draw the following conclusions:

1. There are new conditions and challenges to teacher training in higher education. Among the new conditions there are political, economic, social, psychological, medical, legal and pedagogical ones. The reasons for them are: a) problems and aspirations of the society, as education works to meet the needs of the society in solving its issues which are urgent for the society and its development; b) the global problems of the society (ecology, pandemics, economic decline, gender equality and human rights etc.), which proves the need for social education and qualitative education to solve many problems of the humanity; c) the need to create conditions for the development and preservation of the health of every child, adult, family, society, sustainable development as a basis for human survival and progress.

New challenges to general secondary education are increasing attention in modern theoretical studies on training a future teacher for work at the New Ukrainian School to:

- quality of general secondary education, quality of pedagogical education in the context of European integration and European requirements;
- the personality of the teacher, his education, gender and civil competence, professional position, pedagogical skills, his education, since it is the teacher who innovates and changes education and society;
- lifelong learning of teachers and introduction of dual education in the system of higher pedagogical education;
- the historical aspect of reforms in education for better understanding of the nature and tendencies of the process and preserving their essence and spirit;
- studying and learning from the best world experience, useful for the implementation of the ideas of the new Ukrainian school;
- introduction of new approaches to the organization of the educational process in educational institutions (child-centered, praxeological, synergistic, psychosynergetic, systemic, skills approach and other approaches), since they are the foundation for the development of new content and technologies of education, content selection and teaching methods;
- preservation and improvement of teachers' and students' health;
- organization of teacher's mass project activity as a new direction of his work;
- social education of children, young people, their families.

2. It has been determined that significant opportunities for putting into practice the ideas of the New Ukrainian School are represented by the following theoretical approaches:

- philosophical: child-centrism, gender, praxeological, synergistic, anthropological, humanistic, subjective;
- general scientific approaches: systemic, complex, axiological, activity-oriented, acmeological;
- specific scientific approaches: psycho-synergistic, cultural, informational, historical, legal, managerial.
- pedagogical approaches: competent, personality-oriented, social and educational, androgical, pedagogical management, dual education.

Some of these approaches are new to Ukrainian education, while others require further study and implementation due to the prospect of solving the issues of the New Ukrainian School.

3. It is proved that the implementation of these theoretical foundations of the educational reform in Ukraine are aimed at:

- improving the quality of general secondary education and pedagogical education as its conditions, its further professionalization and pedagogization;
- formation and development of the teacher's professional pedagogical culture as a condition of qualitative educational process, his professional competence, pedagogical skills and professional position;
- realization of the ideas of child-centrism as a priority of the New Ukrainian School on a practical level (in interpersonal relationships, educational creative environment, in teachers' projects for children etc.);
- preserving the health of teachers and children;
- bringing teachers' training as close as possible to the secondary education and children, education among children;
- creation of educational and creative environment in the general secondary education institution, which is possible only through the pedagogization and professionalization of teachers' training in the institution of higher pedagogical education.

The study convincingly shows that modern vocational training of a future teacher is a long-term, non-simultaneous process which should be carried out in higher education institutions and systematically; it requires a gradual complication of the content of education, a combination of theory with practice, classroom lessons with lifelong education and self-education.

CHAPTER 2. METHODICAL FOUNDATIONS OF FUTURE TEACHER'S TRAINING FOR WORK IN THE NEW UKRAINIAN SCHOOL

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2.1. TRAINING FUTURE TEACHERS TO DEVELOP PUPILS' INTELLECTUAL SKILLS WITHIN THE EDUCATIONAL PROCESS OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The article proves the necessity for purposeful training future teachers to develop pupils' intellectual skills. The purpose of the article is to create and theoretically ground the system for training future teachers to develop the indicated pupils' skills within the educational process of the New Ukrainian School. For the aim achieving the following research methods were used: analysis, comparison, systematization of scientific works and standard documents to create and theoretically ground the system for training future teachers to develop pupils' intellectual skills within the educational process of the New Ukrainian School.*

The research scientific novelty lies in the fact that the authors initially created and theoretically grounded the system for training future teachers to develop the pupils' intellectual skills within the educational process of the New Ukrainian School. For the ensuriness of the pedagogical specialties students commitment to develop pupils' intellectual skills, an appropriate system for training future teachers was created and grounded which includes the following blocks: conceptually-purposeful, structurally-informative, organizationally-technological and regulatory-effective. The first block includes the goals and objectives of the system implementation, scientific and methodological approaches and specific principles for the training future teachers to develop pupils' intellectual skills. The structurally-informative system block of training pedagogical specialties students to develop pupils' intellectual skills reflects the informative content of the structural components of students' commitment to develop indicated skills in pupils.

The organizationally-technological block reflects to the stages (organizationally-motivational, effective-procedural, control-corrective) of training future teachers to create pupils' intellectual skills and corresponding pedagogical method for each stage. The regulatory-effective block includes criteria, indicators, levels of pedagogical specialties students' commitment to develop pupils' intellectual skills, as well as the expected result created system implementation. This system allows optimizing the process of training future teachers to develop pupils'

intellectual skills within the educational process. As a future prospect it is planned to carry out an experimental verification for the created training system efficiency.

Key words: *training, future teacher, develop, intellectual skills, the New Ukrainian School.*

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The problem formation. Under the current circumstances of science and technology intensive development the requirements of the society to the level of pupils' intellectual skills development are significantly increased, as it becomes a necessary background for the further education and effective pursuit in the future professional activity. The Concept of the New Ukrainian School emphasizes within this that an innovative domestic school should widely estimate the individual interests, needs and skills of an each pupil and creates favourable conditions for their further development [8]. The leading role in the development of the pupils' intellectual skills belongs to teachers, who must possess the necessary professional knowledge and skills and demonstrate a creative approach in the pursuit of their professional activity. Therefore, within the process of training pedagogical specialties students during higher education it is necessary to provide purposeful commitment to develop pupils' intellectual skills. The relevance of the research is conditioned by the need to resolve a number of contradictions that have arisen in the future teachers' vocational training system, they are: between the necessity in the New Ukrainian School creation and the lack of newly conscious teachers who are committed for successful solving current tasks for the school; between the importance of purposeful pupils' intellectual skills development and the low commitment of graduates from pedagogical educational institutions to bring this process to reality; between the request of pedagogical educational institutions lecturers in the application of effective media and methodological support for training future teachers to develop pupils' intellectual skills and with the lack of such in practice.

The co-relation of the author's achievements with important scientific and practical tasks is to create and theoretically ground the system for training future teachers to develop pupils' intellectual skills in the educational process of the New Ukrainian School.

The analysis of recent research and publications. Based of the analysis of scientific works, it was established that the following aspects of the problem had been studied by scientists: the term "intellectual skills" (V. Dorotiuk [4], N. Zavorodnia [5], O. Nahaichuk [7], etc.) was defined; the ways and methods to develop pupils' intellectual skills (O. Burov, N. Vinnyk [3], L. Vyhotskyi [2], V. Rybalka [9], N. Fostyk [14], etc.); the pedagogical conditions for training future teachers to develop pupils' intellectual skills are revealed (O. Antonova, Y. Klymeniuk [1], T. Molnar [6]).

The previously unresolved aspects of the general problem addressed in the article. Despite the considerable contribution of scientists to the study of adduced issues, the process of scientific research finds that the problem of training future

teachers to develop pupils' intellectual skills in the educational process of the New Ukrainian School remains insufficiently investigated at the theoretical and practical level. This confirms the practicability of continuing scientific research in the chosen direction.

The purpose of the article is to create and theoretically ground the system for future teachers training to develop pupils' intellectual skills in the educational process of the New Ukrainian School. **Research methods:** analysis, comparison, systematization of scientific works and standard documents to create and theoretically ground of the system for future teachers training to develop pupils' intellectual skills in the educational process of the New Ukrainian School. The research **scientific novelty** lies in the fact that the authors initially created and theoretically grounded the system for training future teachers to develop the pupils' intellectual skills within the educational process of the New Ukrainian School.

Presenting basic material. The study of presented problem implies the author's definition of the key concept "intellectual skills". As set on the basis of the scientific works analysis, scientists interpret this concept ambiguously.

V. Dorotiuk asserts that intellectual skills are global mental formations of a person, providing the adaptive capacity and mental aspects of the activity. The researcher also emphasizes that the developed intellectual skills mean the ability of the individual to quickly acquire new knowledge and effectively apply it in practice [3, p. 8]. O. Nahaichuk interprets this concept as one of the individual intellectual activity aspects, the personal features of the certain mental activity exercise [4, p. 111]. N. Zavhorodnia by intellectual skills means the ability of a person to effectively perform intellectual activity, which requires long-lasting strenuous efforts providing various mental operations (observation, memorization, analysis, synthesis, systematization, generalization, etc.) [5, p. 9]. Similar views are expressed by Yu. Dobush and P. Turianskyi, who by this concept mean the ability of a person to learn as a specific kind of activity, to realize the process of existing world comprehending, to acquire and accumulate new knowledge [10, p. 115].

Another point of view on the disclosure of human intellectual skills is expressed by V. Filipovych. He thinks the skills over as professionally significant qualities of mental experience, an important component of the individual's intellectual competence [13, p. 62]. Based on the different researchers' believes, the regarding concept interpretation in the presented research is generalized in the way that intellectual skills are defined as individual mental features of a person, which enable to simulate different options for solving a given task, to choose the optimal one and to implement it in practice.

As noted in the scientific works [2; 3; 9; 14; 15], the most intensive development of a person's intellectual skills takes place at the stage of the school education, and the efficiency of this process is mainly determined by the pedagogically competent organization of pupils' educational activity. Revealing the mechanism of the pupils' skills development, L. Vyhotskyi explains that the process of a child's development does not coincide with the learning process, which involves the gradual complication of the activity and behaviour forms, but occurs after it.

Therefore, for the successful development of the pupils' intellectual skills, the teacher must create a so-called zone of "short-term development", which reflects the distance between the levels of the actual development (the area of self-completing of the proposed tasks) and the possible development (area of learning, where the pupils need teacher's assistance) [2, p. 379, 380].

L. Vyhotskyi also formulated the important idea that the intensity of a child's intellectual development and the educational achievements' growth are mainly determined not by the formed skills and functions, but by the functions that are still in the stage of "ripening" [2, p. 379, 382–383]. Researchers (O. Burov, N. Vinnyk, V. Rybalka, N. Fostyk, O. Shevchyshena, etc.) have also proved that the presence of external factors can not only slow down the development of pupils' intellectual skills, but even cause the regress [3; 9; 14; 15].

The above is the basis for the conclusion that the efficiency of the pupils' intellectual skills development of is mainly determined not by their natural inclinations, but by the teacher competence level within the subject. In the contexts the special training future teachers to develop of pupils' intellectual skills will greatly improve the results of the process.

Training future teachers is a natural component of the overall professional training, each component of which includes a corresponding element of training a teacher to develop intellectual skills. The result of this training is the future teachers' commitment to successfully complete the process. The research is based on the systematization of the views of scholars (O. Antonov, Y. Klymeniuk [1]), I. Upatov [11], V. Ushmarov [12]) on the composition of the system for future school teachers professional training and existing requirements for the commitment to provide pupils' intellectual development it was determined that the system for pedagogical specialties students training to develop pupils' intellectual skills includes the following blocks: conceptually-purposeful, structurally-informative, organizationally-technological and regulatory-effective.

The first block includes the goals and objects of the system implementation, scientific and methodological approaches and specific principles for the training future teachers to develop pupils' intellectual skills. The purpose of mentioned system implementation is to ensure students' commitment for the formation of mentioned pupils' skills. This goal is specified in the following tasks: to form in future educators the motivation for mastering the commitment to form the pupils' intellectual skills; to provide students with the knowledge, skills and competences necessary to successful changing the process.

The following approaches are used as a scientific and methodological basis for training pedagogical specialties students to form pupils' intellectual skills:

- synergetic – requires all the participants' perception in the educational process as living systems that interact closely with each other and the environment and are in an active self-development state);
- personally-active – provides students with a commitment to develop pupils' intellectual skills through the involvement in different types of educational and

professional activity based on the consideration of each personality's individual interests and abilities;

- competent – mobilizes future teachers to master the mentioned commitment as an important component of professional and pedagogical competence;

- resourceful – involves optimal use of available external (material, technical, media and methodological, social) and internal (physiological, biogenetic, psychological) resources of students in the process of training to form intellectual skills);

- participating – emphasizes the necessity to extend the interaction between the subjects of the educational process by increasing the comfort of communication, initiative, mutual respect and tolerance).

Within the context of the New Ukrainian School Concept requirements for a modern teacher, the pedagogical specialties students training to develop pupils' intellectual skills should be implemented on the basis of the following principles: *professional and pedagogical commitment*, which reflects on the organization and content relevance of the training and formed goals; *fundamentalisation*, which involves the formation of future teachers generalized and multipurpose knowledge, the development of theoretical thinking and the creation of an intellectual background for professional and personal self-development; *humanization*, which involves the development of humane and entrusting relationships between all the participants in the educational process and concerning the individual interests and needs of each of them; *the correlation between theory and practice*, which requires the development of students' acquired knowledge in quasi-professional and professional activity; *the preference of active and interactive learning* that transforms the student into an active subject of pedagogical engagement.

The second – structurally-informative – block of the system for pedagogical specialties students training to develop pupils' intellectual skills reflects the substantive content of the structural students' commitment components to develop the pupils' skills. Considering the structure of pedagogical activity defined in the scientific works, the commitment integrates the following components:

- motivationally-target – the students have motivation to develop pupils' intellectual skills, the ability to correctly form a sequence of goals within the process of the implementation;

- cognitive-procedural – the acquisition of the future teachers knowledge about the essence of intellectual skills, peculiarities of their formation in students of different ages, means, forms, methods of implementation of the process in modern school, and the ability (intellectual, organizational, communicative, evaluative) pedagogically put this process into practice;

- personal – the manifestation of the necessary professional and personal qualities by students (intellectual mobility, creativity, honesty, reflexivity, responsibility, etc.).

The organizationally-technological block reflects the stages of training future teachers to form pupils' intellectual skills and the corresponding pedagogical tools

(methods, forms, teaching techniques) used at each of the stages. In particular, based on the scientific literature analysis results [1; 11; 12 etc.], and from their own practical experience of teaching activity it is determined that the specified training should be implemented in the following stages: organizationally-motivational, effective-procedural and control-corrective.

At the organizationally-motivational stage of training the students' motivation to form pupils' intellectual skills is activated, as well as the creation of educational and methodological materials needed for the implementation of the training. To develop students' motivation it is common to use such methods and forms of work as conversations, lectures, round tables, preparation of reports, elaboration of standard documents within the field of school education, usage of multimedia materials that provide better understanding of young people the role of intellectual skills in the life of a modern man and the necessity to develop the pupils' skills. At this stage, tasks systems, cases, methodological recommendations and manuals are also being created, which should be used in the process of training future teachers to develop pupils' intellectual skills.

At the second – effective-procedural – stage of the training there is a complex formation of students' knowledge, skills, and qualities necessary to develop the pupils' intellectual skills efficiently. The implementation success of this stage is ensured by the involvement of future teachers in the case tasks, interactive training exercises, participation in role plays, web quests, tuitions, quizzes, competitions, active pedagogical practice and etc.

The third – control-corrective – stage of training reflects the process of monitoring and self-monitoring of the process and results of formation of the indicated future teachers' commitment, as well as the mechanism of making changes, if necessary, to the educational process. For this purpose the criteria and indicators of the commitment presented in the control-corrective block are used. At the stage, the following diagnostic methods are used: observation, analysis of student learning activity, self-examination, independent assessment, testing, questionnaires, interviews, etc.

The regulatory-effective block includes criteria, indicators, levels of pedagogical specialties students' commitment to develop pupils' intellectual skills, as well as the expected result of the created system implementation. Taking into account the structure and content of the stated students' commitment for the diagnosis of its condition, it is proposed to use the following criteria and indicators: *motivational* (the character of students' interest in the problem of pupils' intellectual development students, stability of motivation for the purposeful pupils' intellectual skills development), *cognitively-efficient* (the character or the acquired students' skills and knowledge needed to develop the pupils' skills); *personality-reflexive* (future teachers qualities formation necessary for the implementation of the process, the adequacy of self-esteem of the formation). Based on the use of the criteria, high, medium and low levels of students' commitment to develop pupils' intellectual skills are highlighted. The expected result of the created system implementation is the future teachers' commitment of to develop the pupils' intellectual skills.

Conclusions and results. In the course of the research, the author's scientific and methodological system for training future teachers to develop pupils' intellectual skills in the educational process of the New Ukrainian School was created and theoretically grounded, including conceptually-purposeful (purpose, tasks, scientifically-methodological approaches, specific principles), structurally-informative (structure and content of commitment), organizationally-technological (stages of training, pedagogical techniques) and regulatory-effective (criteria, indicators, commitment, expected result) blocks. The system allows optimizing the process of training future teachers to develop pupils' intellectual skills in the educational process, to ensure the teachers' commitment to accomplish the tasks of the New Ukrainian School successfully based on considering the individual interests and requests of an each pupil, creating optimal conditions for the intellectual development.

Prospects for further research of is the experimental efficiency verification of the created system for training future teachers to develop pupils' intellectual skills and the identification of pedagogical conditions that ensure the efficient increase of the system.

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2.2. TECHNOLOGICAL APPROACH TO THE FORMATION OF STUDENTS' META-SUBJECT ICT-SKILLS IN THE PRACTICE OF PRIMARY SCHOOL

***Abstract.** The article is dedicated to the problem of primary school future teacher training for formation of the qualitatively new skills of growing up generation – meta-subject ICT-skills. The article's goal is coverage of practice-oriented technology of formation of primary school students' meta-subject ICT-skills. Scientific novelty and theoretical importance of the obtained results is that for the first time it is defined the specificity of ICT use in the professional activity of primary school teachers at the current stage of its modernization, namely, the focus on the formation of meta-subject ICT-skills of students; types of meta-subject ICT-skills of students (information-analytical skills, instrumental skills, behavioural skills in the digital world, communicative skills), stages of their formation in the educational process of primary school (propaedeutic, practical, perspective) are distinguished. For achieving the goal, the following research methods were used: analysis and studying the psychological and pedagogical, methodical and special literature, informational sources on the problem of research; analysis of approaches of students' ICT-skills formation in the practice of the primary school. Practical ideas*

can be used by specialists of the educational branch, teachers-scientists, methodologists, practicing teachers in the process of teaching pedagogical, methodological, information disciplines at the Faculty of Primary Education of higher pedagogical educational institutions. They can also be used by students while doing individual educational-research tasks. The issues of practical realization of innovative ICT oriented methods of teaching in the primary school based on personal IT-devices have been further developed.

Key words: meta-subject ICT-skills; ICT; primary school; primary school students.

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Problem statement. Problems of improvement of pedagogical preparation of future primary school teachers have always been and remain one of the main problems of psychological and pedagogical science. UNESCO emphasizes that the primary education in the system of continuing education is the basic educational stage for human beings on which basic educational basis of the population depends, as well as main achievements of education in general. This is the foundation for preserving national culture and the most important condition for the formation of personality [1]. Today, the goals and the content of student preparation for primary education, methods and instruments of pedagogical teacher activity are changing significantly. The influential factor in such changes is the development of information and communication technologies (ICT) and their spreading in both the educational and social fields.

The urgency of research. Vector of using ICT in the national elementary school is defined by several conceptual documents, namely: the new Law of Ukraine “On Education”, The Concept of the New Ukrainian School, the new State Standard of Primary Education, according to which the use of ICT obtains a systemic nature, covering all activities of the student [2, 3]. The Concept of Pedagogical Education development underlines that considering the tendencies of modern society transformation, more attention should be paid to the development of students’ competences in the content of school education, which will further the subsequent success of the individual in the educational and social area. Realization of the intended task focuses on the problem of primary school teacher training for creative and effective use of ICT to form students’ qualitatively new skills – universal, oriented to self-development and self-improvement of the personality by the conscious and active acquisition of a new social and educational experience, – meta-subject ICT-skills [4]. At the same time, the problem of the mentioned preparation does not find an adequate reflection in psychological and pedagogical researches, the technological approach to formation of student’s meta-subject ICT-skills in primary school practice is still undeveloped.

The author work’s connection with important scientific and practical tasks lies in necessity of elucidation of the essence of primary school transformation in the conditions of its informatization, which is not confined to re-orientation towards

innovative technological platform, but foresees renovation of goals and education content at all its levels, modernization of forms and methods of organization of educational and cognitive students' activity, implementation of the new educational practices, which taking account of interests and characteristic features of today's schoolchildren and are oriented to the preparation of an individual to the further successful life under dynamic social changes' circumstances.

Literature review. At present, significant scientific works are presented in the national scientific thought, where the content and peculiarities of the preparation of future primary school teachers for the use of ICT are covered (N. Olefirenko [5], O. Spivakovsky [6] and others). Processes of primary school transformation in the conditions of its informatization have found coverage in scientists' and teacher-practitioners' works, among which K. Volynets [7], N. Kalinina [8] and others. Practical experience use of ICT in primary school reveals in works of V. Vember [9], H. Lomakovska [10] and others. Analysis of recent researches has shown that the majority of works are focused on the formation of the basis of computer literacy, promoting the development of their information culture, the use of ICT at the lessons to stir up students' cognitive interest in learning and consolidating new material, and expanding the educational resources that can be used in primary school. At the same time, less attention is paid to the use of ICT for stimulation and development of common skills, which are the basis for the formation of personality's abilities for continuing education, cognition, collaboration, development and transformation of the modern outward. We can *distinguish previously unresolved parts of the main problem*:

- firstly, modification of the preparation of the future primary school teacher, taking into account the needs and the requests of modern students, features of their psychological and cognitive spheres;
- secondly, focusing on the integrity of the educational process, which involves the destruction of boundaries between different subject fields, and between learning and reality;
- thirdly, the orientation of primary school towards the formation of qualitatively new skills of the student, which ensure their success both in further education and life.

The purpose of the article is to highlight the importance, essence and structure of meta-subject ICT-skills of primary school students, to discover the technology of their formation in the educational process of primary school, to clarify the features of practical implementation of the mentioned technology.

Methods of research. Analysis and studying the psychological and pedagogical, methodical and special literature, informational sources on the problem of research; critical analysis to define meta-subject ICT-skills of students; analysis of approaches of students' ICT-skills formation in the practice of primary school.

Summary of the main material. According to the Concept of the New Ukrainian School [2], the cross-cutting use of ICT in the educational process should become a tool for the formation of students' technological competences. The State Standard of Elementary Education [3] define the universal ICT-skills students should

have so that they will be able to succeed across the curriculum (ability to find information on the Internet, evaluate information on research topic, analyze the information, transform it and present, ability to communicate and collaborate with the use of network communications). We have identified these universal ICT-skills, focused on ensuring his/her success in further education and life in the information society, like students' meta-subject ICT-skills. In the context of realization of Concept of the New Ukrainian School and the introduction of the new State Standards for Primary Education it is necessary to introduce innovative practice-oriented approach to the use of ICT in primary school.

Formation of primary school students' meta-subject ICT-skills – time requirement, is due to a number of reasons [11, 12]: increasing the level of information overload; rapid updating of data and information in the world; the perception of the modern child of the virtual world as a natural continuation of the real; the spread of a new form of communication – virtual; importance of emotional, digital and visual intelligence of younger generation; the importance of media literacy development (learn to think critically) of the younger generation; transformation of traditional activities. In this context, the following types of primary school students' meta-subject ICT-skills are distinguished [4]: information-analytical skills, instrumental skills, behavioral skills in the digital world, communicative skills.

Information-analytical skills – the ability to read information presented in different ways; assess the content value of information; analyze the reliability of information and its source; *instrumental skills* – the ability to use the effective methods of information search; to process various types of information; group information in accordance with various characteristics; to range it depending on whether characteristics are ascending or descending, to store and accumulate it in a structured way; to produce information in different ways); *behavioural skills* in a digital world – the abilities to adhere to safety rules in the network, to use mobile devices safely, to create a personal image and reputation on the web understanding the essence and significance of a digital footprint, to use information correctly; *communicative skills* – the ability to use different forms of E-communication; to use programme instruments to keep a dialogue in a multilingual space; to adhere to the ethics of electronic communication; to understand feelings and thoughts of other participants of communication, to create a positive dialogue.

In the perspective of the formation of digital competences amongst the younger generations the meta-subject ICT-skills, presented by us, are cross-cutting. It is related to the fact that the main way of forming of primary school students' meta-subject ICT-skills is the practical activity with information. In the future the practical experience gained is the basis for independent, responsible decision-making in any situation. However, it should be noted, that abilities to handle information change throughout our lives (different psycho-physiological functions of the child, cognitive sphere of the younger student changes with age). In this regard, a step-by-step approach is necessary to formation of primary school students' meta-subject ICT-skills. The stages of formation of primary school students' meta-subject ICT-skills

were determined. They are: propaedeutic (year 1), practical (years 2–3), perspective (year 4).

The first-grade (age 6–7) is the most important year' in a students' development. Students; adaptation to school, to the requirements of the new system does not occur immediately. It is therefore essential to teach first-grade students to handle information. This is partly because any information is an important means through which children learn, sharing capabilities and expertise. Training first-grade students to handle information are carried out at the propedeutic stage.

At the propedeutic stage, it is important being focused on developing the basic students' skills, cross-cutting skill in educational (in particular, the ability to search information, read the visual information, etc.). It is proposed, therefore, to focus first on experience of search activity of the first-grade students, because such experience plays a major role in the development of cognitive interest. The ability to find and evaluate information is a necessary skill for lifelong learning and effective work in many fields. At the propedeutic stage the development of basic skills is advisable to organize with the help of non-computer means (for example, directories, encyclopaedias, etc.) and with the help of ICT (for example, E-encyclopaedia "Children's Encyclopaedia of Ukraine", etc.). At the propedeutic stage, using children's search engines students acquire the experience search for information on the Web, such as, for example, the Ukrainian search engine "Shukalka", the children's search engine "Kiddle". At the same time, use the Internet to find information requires improving digital skills for the use of online public information. Special education program "On-land" is aimed at forming the skills of first-grade students of safe behaviours on the network [13].

Practical actions with information play a significant role in the development of cognitive processes of students. This is due to the fact that in finding information there is a need to focus on the essence of concepts, facts, processes and more. The following activity involves separating the necessary information from the total amount found. Importance of such work is the propedeutics of more sophisticated skills and capacities: to research, select and organise information in order to transform it into a usable knowledge; to retain the information (by date, event, theme, etc.) and to share such information; submit information in various forms (text, graphics, etc.). The major aspects of training are basic skills using non-computer tools, special tools, such as LapBook. Using the LapBook technology enables students to finding creative solutions to difficult problems. The student mentally imagines what the appearance of a LapBook should be, considers the design of its elements. The content of a LapBook should reflect the essence of the problem under investigation; reveal the essential features of the concept under study, the phenomenon. Making a LapBook inevitably involves the engagement of the child's imagination: students must reflect on what is important and what they need to record in the limited space of each folder and thus learn to skim off information and to select key notions. Thus, the child learns to submit information systematically.

As the content of educational curricula is becoming more difficult at the practical stage it becomes more appropriate to use ICT for the variant presentation of

information, structuring of information with the display of interrelations. For example, there are many options for structuring the information: E-pyramid, E-tree, map of knowledge, etc. It is advisable to organize special training for students aimed at developing the competencies and skills necessary for packaging the information in forms that are usable, accessible and exploitable (in the form of dashboard, etc.), developing ICT-skills to use IT devices to work with information (instant data capture by creating sequential screenshots or sequences of frames; creating photo documents, processing them; used multifunctional training applications; collaboration on E-documents, etc.).

Primary school second grade students are also using web-based tools, such as MS Publisher. During the student's work they are free to form various print publications, such as leaflets, booklets, brochures, etc. For example, by creating an E-booklet, students reinforce the ability to structure information, to present it in different ways (drawing, diagram, etc.). In addition, to create a sample print publications, students are also familiarized with the types of publications; by the various means they use to create publications. During this work, the students master the elements of design, skillfully using the knowledge of design in practice. In addition, the process of creating an E-publication involves the manifestation of skills such as shaping the concept and structure of publication according to its purpose; selecting the template that determines the structure of the publication, etc.

At the practical stage of formation of students' meta-subject ICT-skills begins developing ability to handle information technology and use IT devices to work with information, in particular [14]: instant capture of data by creating sequential screenshots or sequences of frames; creation of photos, their processing with the help of filtering functions, the availability of convenient tools for adding text and more; scanning, creating QR code; work with E-resources in real time, at a convenient time for the child; use of multifunctional training applications; collaboration on E-documents; Science for fun – tool and resource support for the student's educational activities outside the school, etc. An interesting experience of using personal IT devices is to create cartoons (by various techniques).

At a perspective stage students should improve their ICT-skills in working with information, collaborate with team members in real time, regardless of positioning, use modern means of interpersonal communication in compliance with security rules and ethical requirements, and correctly identify themselves in the network.

In the development of students' information-analytical, instrumental skills the BookTrailer technology deserves special attention. BookTrailer – short video fragment – created based on stories, favorite fairy tale, poem, etc. BookTrailer should be able to communicate the basic premise of novel, book. Creating a BookTrailer allows the student to convey, in a vivid, imaginative way, a meaningful line of a book to read, to reflect their own feelings, the emotions that the characters, the story of the book evoked in him. Important in creating of BookTrailer is having a culture of presenting information: color scheme, sizes of objects, their location, etc. In addition, students are also have been studying of BookTrailer' classifying (author, subject, content, etc.). It should be noted that an important stage of BookTrailer'

creating is its presentations to an audience and panel discussions focused on the BookTrailer' contents.

At a perspective stage students already possess knowledge, skills, that can significantly influence how they go about solving unfamiliar problems. In this context, it would be useful to create, for example, dashboards (E-panel with succinctly presented information, statistics, etc.) or Mind Maps (effective way for storing information, structuring it, tool that enables you to create visual diagrams of your ideas). Mind Maps technique has the advantage: there is no "one right way" to do mindmapping, because mindmapping is a creative exercise. This diversity of data visualization tools output options include multiple chart formats as well as mapping capability. For students it easier to understand and assimilate patterns, simplifies their work with information (memorizing, structuring, etc.). Creating by students E-panels or Mind Maps is an indicator of understanding the image it creates in the process of perception, remembering, thinking and imagining. Integrated use of various graphical ways of visualizing information (graphs, dashboards, Mind Maps, etc.) shows the student ways of presenting variation information in an equivalent way. Students might use "Online diagrams" (<https://www.onlinecharts.com.ua/>), SmartArt (MS), etc. During the work, students learn the skills of constructing different types of diagrams, determining the orientation of the diagram, style, learn to add data create flowcharts, etc.

At all stages of formation of primary school students' meta-subject ICT-skills students search for information with the gradual expansion of the means used; students are mastering a variety of data visualizations using increasingly sophisticated and effective online editors. At the practical and prospective stages, students apply ICT in project activities, in the process of performing creative tasks (such as creating a BookTrailer, cartoon, etc.), get involved in working on shared online documents, etc. The formation of meta-subject ICT-skills is directly related to the content of the student's educational and research activity, the process of its implementation and the subsequent use of the acquired results in both educational and social practice.

Conclusion. The Concept of NUS is changing its vector of ICT use in primary school and determines its orientation towards the formation of meta-subject ICT-skills as constituents of vitally significant technological competence of the 21th-century personality. Analysis of a complex of meta-subject ICT-skills gave an opportunity to present them integrally as such groups: information-analytical skills, instrumental skills, behavioural skills in the digital world, communicative skills. A practice-oriented approach to formation of the mentioned skills leads to involvement of students to the specially organized activity, which provides the ICT use. Taking into account the age features of students, their interests, for the time of studying there have been allocated the phases of practice-oriented technology of the formation of ICT-skills of primary school students in the educational process of primary school – propaedeutic, practical, perspective. The purpose of each stage is covered; the types of activities which are involving the students, and the methods and instruments used, technological tools are outlined.

Presented results of the conducted research do not exhaust all aspects of the problem of formation of meta-subject ICT-skills of students but lay the basis for the further scientific explorations in the indicated direction. The perspective courses for further research are the use of ICT in working with talented students, the formation of meta-subject ICT-skills for students with special needs.

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2.3. THE CONTENT AND PEDAGOGICAL CONDITIONS OF SUCCESSFUL PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL REFORM: LANGUAGE AND LITERATURE THE EDUCATIONAL SPHERE

***Abstract.** In the context of implementation of the Conception of realization of the state policy in the sphere of reforming of general secondary education “New Ukrainian School”, the urgent problem is to find out a model of training of future specialists, to improve their quality. The author of scientific work, using such methods of research as theoretical analysis and synthesis, comparison, modeling, pedagogical observation, interrogation, has presented theoretical and methodical analysis of the process of professional preparation of future primary school teachers, the result of which is the formed readiness of graduates to accomplish the tasks of linguistic and literary in the conditions of innovative educational environment of the new Ukrainian School at a high scientific and methodological level, as well as their ability for self-improvement and self-development in the context of dynamic educational changes.*

In the research, the author has presented an analysis of the sence of “vocational training of primary school teachers”, determined the content of vocational training of future primary school teachers to the implementation of the tasks of the State standard of general education (language and literary education: Ukrainian), which includes mastering the system of knowledge that form the basis of philology – methodical competence: philological (linguistic, speech, literary), pedagogical, psychological and methodological; formation of appropriate skills, abilities and initial experience of their practical application as an important component of philological and methodological competence; developent of cultural and linguistic and pedagogical values; analysis and evaluation of practical activity efficiency; reflection of professional skills. The author of the article has pointed out that the effectiveness of the process of vocational training of future primary school teachers depends on the introduction of higher educational establishments of

pedagogical conditions, which include: improving the content of vocational training; introduction of educational innovations and information and communication technologies of training; creating a communication and educational environment based on partnership; creation of educational and reflective environment; thoughtful organization of independent work, research and development.

Key words: *professional training, methodological training, philological and methodological competence, linguistic and literary education, development of personality of younger students by means of various types of speech activity, communicative, reading competence, innovative educational environment, New Ukrainian School.*

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Formulation of the problem. The implementation of the Conception of realization of the state policy in the sphere of reforming of general secondary education “New Ukrainian School” encourages scientists to continue scientific discussion on searching for a model of training of future specialists, improving their quality, level of professionalism, competence, intellectual culture and more. It’s obviously that, from the willingness of primary school teachers to implement the Conception of the New Ukrainian School, the State standard of primary general education, the willingness to work on innovative principles, the ability to create a comfortable educational environment, – depends on whether the teacher will be able to form a competent primary school graduate who is able to live in society and has a desire for self-improvement and lifelong learning.

The relevance of research. Qualitative methodological training is important in the structure of professional training, as it is about forming professional competence for studying nine educational branches of primary school.

The language and literary educational sphere in primary general education is of paramount importance to others because it does not cause any doubt that the level of mastery of other subjects depends on the students’ reading and writing skills. In this regard, philological and methodological deserves the greatest attention in the context of the professional training of primary school teachers, because of its ability to form literacy, speech and reading literacy, communication and reading competency in primary school students: ability to read and to understand the reading, the ability to express their opinions verbally and in writing, the ability to logically justify the position [4] – which, according to the Conception of the New Ukrainian School, are defined as end-to-end, and provide a basis for the successful fulfillment student as an individual and citizen. At the same time, the first in the list of key competences formation under the NUS Conception is “fluent usage of the state language, which implies the ability to express verbally and in writing their thoughts, feelings, clearly and reasonably explain facts, as well as the love of reading, the sense of the beauty of word, the awareness languages for effective communication and cultural expression, readiness to use the Ukrainian language as a mother tongue in different life situations” [4]. It is understandably that the formation of key and defined skills have

been acquired by children during the study of different subjects at all stages of education. However, primary education is the foundation of formation, and it is carried out, first of all, in the process of studying the subjects of the linguistic and literary educational sphere. Obviously, the level of the defined key competences and the above-mentioned skills, the state of teaching subjects of language-literary education depends on the readiness of the future teacher to conduct a personally-oriented lesson of the Ukrainian language and literary reading on the basis of innovative cognitive educational process.

The connection of the author's work with important scientific and practical tasks is the need to develop a theoretically developed methodological toolkit of research on the conception of professional training of future primary school teachers to fulfill the tasks of the linguistic and literary branch in accordance with the State standard of elementary general education and requirements of the Conception of New Ukrainian school. The legal framework for this problem is based on the Laws "On Education", "On Higher Education", The Conception of "New Ukrainian School", State Standard of Elementary General Education, Professional Standard "Teacher of Primary Classes of General Secondary Education", Higher Education Standard (project). The first (bachelor's) level of higher education. Bachelor's degree. Knowledge area 01 "Education/Pedagogy", specialty 013 Primary education.

Analysis of recent research and publications. Pedagogical researches on the problem of characterization of professional competence of primary school teachers are covered in the works of V. Bondar [1], L. Horuzha [14], I. Shaposhnikov [1] and others.

Linguistic methodics of modeling the lessons of the language and literary educational branch (Ukrainian Language and Literary Reading) in primary school were presented in scientific works by O. Vashulenko [2], V. Martynenko [7], K. Ponomareva [9], O. Savchenko [10]. At the same time, the analysis of the scientific research fund made it possible to state that directly professional methodical preparation of future primary school teachers for "development of a child's personality by means of different types of speech activity, formation of communicative and readership competences, development of speech and creative abilities" [3] (this is the aim of language and literary education) on the basis of innovative approach to the organization of educational process remain largely out of the researchers' attention.

Selection of previously unresolved parts of the general problem, which is devoted to this article, related, firstly, to the tasks set in the context of reforming the New Ukrainian School as a whole and the inadequate level of professional readiness of future primary school teachers to accomplish these tasks; secondly, the need to improve the quality of methodological training of future primary education teachers for the implementation of the tasks of the initial language-literary education based on a personally-oriented educational paradigm, a competent creative and innovative approach to the organization of the educational process and insufficient substantiation of its effectiveness. In view of the above mentioned, the professional methodical training of the future primary school teachers to accomplish the tasks of language and

literary education in the conditions of the innovative educational environment of the new Ukrainian school needs to be considered, analyzed and substantiated.

The scientific novelty of the results of the scientific work presented in the research is the theoretical substantiation of the process of professional training of future primary school teachers, the result of which is the preparedness of graduates to realize the tasks of the language and literary educational industry in the conditions of innovative educational environment of the new Ukrainian school at the higher methodic level. Also their capacity for self-improvement and self-development in the conditions of dynamic educational changes.

The purpose of the article is to carry out theoretical and methodological analysis of the content of professional training of future primary school teachers for the implementation of the tasks of the language and literary education in the new Ukrainian school. To achieve this goal, we have used such methods of research as theoretical analysis and synthesis, comparison, generalization, modeling, pedagogical observation, survey methods.

Outline of the main material. Consideration of the problem under research should begin with an analysis of the conception of “professional training of primary school teachers”. The modern theory has accumulated a considerable scientific fund, which revealed the meaning of the definition of “future teacher’s professional training”, in the works of S. Martynenko [8], M. Chobitko [15] and others.

Based on a thorough study of the scientists views [1, 6, 8, 15], the definition of “professional training of primary school teachers” has been defined as a continuous process of formation of psychological and pedagogical and methodological knowledge, practical skills, gaining initial experience, the development of personal qualities, the purpose of personal qualities, the aim and the end result of which is the readiness for innovative and creative fulfillment of future professional activity in the conditions of the educational process of NUS. Thus, the result of this training is a formed professional competence, which is interpreted as a holistic dynamic multilevel complex of individual-personal and professional-personal qualities that provide creative usage of the acquired values and experience of professional activity to work in an innovative educational environment in accordance with the Conception of New Ukrainian schools.

In the structure of professional training we distinguish methodical, the sense of which is to form the readiness of future teachers to study various educational branches of elementary school (linguistic, literary, mathematical, natural, etc.), and its result is a formed methodological competence, based on theoretical and practical conducting lessons on different training kits, which is manifested in the formation of a system of didactic and methodological knowledge and skills from separate sections and topics of the course, separate stages of training and experience to use them and emotional and value attitude to the activity of teaching students of the subject” [11].

In the context of our research, we have considered the aspect of professional and methodological training of future primary school teachers to accomplish the tasks of the language and literary educational field. As stated in the State Standard, “the language and literary educational field includes the Ukrainian language and literature,

languages and literatures of relevant indigenous peoples and national minorities, and foreign language education” [3]. The content of our scientific exploration is the professional preparation of primary school teachers for the implementation of the tasks of the specified field at the lessons of Ukrainian language and literature (reading (1–2 classes) and (literary reading 3–4 classes), the purpose and result of which is formed philological and methodological competence.

Solving the problem of high-quality professional training of primary school teachers to implement the tasks of the language and literary field in accordance with the State standard of elementary general education and the Conception of the new Ukrainian school requires a deep awareness of the benefits of a personally-oriented paradigm of education, competent creative approach to the organization of educational process, language and speaking and reading literacy, communicational and professional methodic competence.

In order to determine the level of professional and methodological readiness of the future teacher for conducting a personally-oriented lesson of Ukrainian language and literary reading in primary school, we have conducted the monitoring (March-May 2019), of students of the final courses of specialty 013 “Elementary education”, a bachelor’s degree Mukachevo State University. Four components have been identified to determine the level of students’ readiness to conduct language and literary education (Ukrainian language) in elementary school: motivational-value (manifested in motives, goals, values that motivate future teachers to improve their vocabulary and speaking skills competences and formation of students’ literacy and literacy), content (a set of linguistic, speech, literary, psycho-pedagogical and methodological knowledge); procedural (a set of abilities and skills in the development of the personality of younger students by means of different types of speech activity, the formation of communicative and reading competence in them), the reflexive-evaluation component (the ability to evaluate their professional and methodical activity, the ability to reflect, self-development), they all interact and affect each other. The high level of implementation of these components and their stable combination reflect the inner features of the formed professional and methodological readiness of the future primary school teacher both for pedagogical activity as a whole, and, in particular, for conducting lessons of the language and literary education industry in the context of educational environment of the new Ukrainian school. The monitoring included a set of research procedures: survey methods, questionnaires, pedagogical observation, analysis of products of students’ creative activity, performance of test tasks, self-assessment.

The criteria of professional and methodological readiness of the future primary school teacher to conduct lessons of the language and literary educational field in the educational environment of the new Ukrainian school were:

– stability of motivation to improve one’s own speaking skills, communicative and literary competence and readiness to create a favorable positive and motivational dialogue environment in the process of development of different types of speech activity (listening, speaking, reading and writing).

- level of mastering of linguistic, speech, literary, psychological-pedagogical and methodological knowledge;
- the level of professional skills methodically competent to choose methods, techniques, forms, tools, teaching technologies at the lessons of Ukrainian language and reading (literary reading, focusing on the creation of innovative educational and cognitive environment of the new Ukrainian school);
- determining the level of ability to reflect and evaluate professional and methodological activity.

Students have also been asked to analyze and evaluate their professional and methodological readiness to conduct lessons of language and literary educational sphere in the educational environment of the new Ukrainian school. High level of readiness was noted by 20% of students, average – 50%, elementary – 30%. The results of a comprehensive study of the state of professional and methodological readiness of future primary school teachers to conduct lessons of the language and literary educational sphere on an innovative basis showed that it was not sufficiently formed.

The analysis made it possible to determine the purpose of vocational training (language and literary educational sphere: Ukrainian language), the sense of which is to master future teachers of the elementary school knowledge system, the formation of skills, professional qualities, value system, the acquisition of initial experience to develop personality of younger students by means of different types of speech activity, to develop communicative, reader competence, to develop students' speech and creative skills" [3] in the conditions of innovative educational environment of the new Ukrainian school. It is natural that from the standpoint of the competence approach professional – methodical training should be aimed at the formation of philological (linguistic, speech, literary) and methodological competencies of future teachers. Philological competence the authors of the Higher Education Standard (project), specialty 013 Elementary education is interpreted as "the ability to apply professionally profiled linguistic and literary knowledge, skills that make up the theoretical basis of the initial course of language learning, foreign language, literary reading and their separate content lines. The components of philological competence are linguistic, speech, literary studies" [11]. Instead, the formation of methodological competence of the future primary school teacher (in the aspect of language and literary education) consists in mastering the system of didactic and methodological knowledge and skills, combined with the accumulation of initial experience in solving methodical problems and forming a system of values, ability to selfdevelopment that provide practical readiness of students to effectively carry out professional activity at the lessons of the language and literary sphere, taking into account the constantly changing regulatory requirements [12, p. 201].

Therefore, the content of the vocational training of future primary school teachers to fulfill the tasks of the State standard of general education (language and literary educational sphere: Ukrainian language) should include:

- *mastering the system of language and educational knowledge* that form the basis of the philological and methodological competence of future primary school

teachers: *philological* (linguistic, speech, literary), *pedagogical* (understanding the theory of education and upbringing of younger schoolchildren); *psychological* (knowledge of pedagogical and age psychology of becoming a child-reader; understanding of psychological mechanisms of speech activity and psycholinguistic principles of speech activity development); *methodical* (knowledge of the stages and ways of language and speech development, formation of a child-reader; knowledge of the content and peculiarities of the organization of lessons of the literary and language educational field; forms, methods, means, technologies of teaching literacy lessons, Ukrainian language, reading (literary reading), etc.).

– *formation of appropriate skills, abilities and initial experience of their practical application* as an important component of the philological and methodological competence of future primary school teachers (extension and enrichment of linguistic and literary experience and mastering language, linguistic, literary, psychological and pedagogical and methodological activities gaining experience in organizing integrated language and literary lessons in the educational environment of the New Ukrainian School; to put values of competency oriented Ukrainian language lesson, to find out methods, techniques, training tools, the ability to design and simulate the lessons of language and literary educational sphere for various educational technologies, willingness to use the experience gained in professional educational activities.

– *formation of cultural and language and pedagogical values* – norms, attitudes, values and qualities that are inherent in the creative teacher's personality: speech skills, communicative qualities, respect to Ukrainian language, culture and traditions, justice, tolerance, humanism, empathy, creativity, critical thinking, the ability to produce original ideas, to solve pedagogical problems and situations; ability to create an atmosphere of trust, kindness, mutual assistance and mutual respect for others in the educational process by means of communication; building the ability to become a moderator in each child's individual educational trajectory.

In the context of scientific research, let us define the pedagogical conditions for the future teachers' professional preparation for realization of the goal of the language and literary educational sphere in the context of the communicative and cognitive environment of the New Ukrainian School. After all, as practice shows, the effectiveness of the process of vocational training of future primary school teachers depends on the pedagogical conditions under which it is carried out. We consider pedagogical conditions as a specially created circumstance by the teacher, a set of activities in higher educational establishment that will effectively influence the formation of the ability of future teachers to fulfill the tasks of the State standard of general education on the basis of a personally oriented educational paradigm, competent creative and innovative organization of the educational process of the New Ukrainian school.

Interesting are the views of T. Fefilova [13, p. 207], which has substantiated the following conditions for the preparation of future teachers for pedagogical activity: pedagogically appropriate combination of traditional and innovative educational technologies aimed at ensuring personal-oriented interaction; taking into account the

individual peculiarities of students in the process of organizing the educational process; activation of students' motives to creative expression; students' educational and research activities. O. Krasovskaya, I. Vygovsky highlight such conditions of effective professional training of future teachers at the pedagogical faculty as: creation of a positive atmosphere of mastering the basics of professional education; achievement of dialogic principles of interaction between teacher and student in the educational process; ensuring priority of creative practical activity [5, p. 137].

Critical understanding of the scientists considerations, analysis of the educational and professional program of preparation of future primary school teachers, direct questioning of students have made it possible to identify and substantiate the pedagogical conditions for the formation of the future teachers' readiness to conduct lessons of the language and literary branch in the context of communicative – improving environment of the New Ukrainian school, and the very first condition is *improving the content of vocational training*.

The professional (methodical) preparation of future primary school teachers to conduct the lessons of the language and literary educational branch is through a system of study of disciplines of vocational and pedagogical direction and practical training. It is natural that the content of vocational (methodological) training should be updated in accordance with the State standard of elementary general education, since its content (linguistic and literary educational branch) and typical educational programs for NUS have undergone significant changes.

The readiness of the future primary school teacher to teach the disciplines of the language and literary educational branch is formed in the cycle of professional and pedagogical direction. For example, at the Mukachevo State University, the following disciplines include: “Ukrainian language for professional orientation”, “Modern Ukrainian language with a practicum”, “Methodics of teaching Ukrainian language with calligraphy”, “Fundamentals of culture and technique of speech / Expressive reading” (educational and professional program “Primary education” of the first (bachelor) level of higher education) and “Technology of teaching language and literary educational branch”, “Pedagogical communication” (educational and professional program “Primary education” of the second (master's) degree of higher education). Analyzing the content of the professional training of future primary school teachers, we have concluded that in fact each discipline of the general and professional component contains (to a greater or lesser extent) the content resources needed to develop the language skills, abilities and competences of the students themselves, is an important factor in the vocal development of younger pupils, and the formation of their vocational competence. At the same time, as indicated by the results of our survey of students, this complex of disciplines is not sufficient to form a high level of readiness for the implementation of the tasks of the language and literary educational branch and the practical use of innovative methods (technologies) of teaching, upbringing and development of younger pupils in the educational process of New Ukrainian school.

According to abovementioned, we consider that to educational programs of professional training of students of specialty 013 “Elementary education” of the first

(bachelor) higher education level to include the course “Technology of research of language phenomena in the context of communicative and cognitive environment of the New Ukrainian School”, “Technology of formation of media literacy and literacy thinking in literary reading lessons”; for the second (master’s) level of higher education – “Modeling of personally-oriented lessons of the language-literary educational branch for NUS”, “Methodical competence of primary school teachers: linguistic-literary educational branch”, the content of which is aimed at the formation of vocational and methodological competences of future primary school teachers in accordance with the Conception of the New Ukrainian School and the State Standard of Primary Education.

Another important condition is the introduction of educational innovations and teaching information and communication technologies in the system of professional and methodological training of future primary school teachers.

Undoubtedly, the effectiveness of the process of professional preparation of future primary school teachers to teach younger students of the language and literary educational branch largely depends on the methodology of teaching the disciplines of language and literary educational branch. Creating an innovative educational environment, introducing interactive, productive-creative, problem-research technologies in higher educational establishments should be aimed at ensuring the individual self-realization, forming the professional competence of the future elementary school teacher in the language and literary educational field. It is also important to incorporate ICT technologies into the educational process, since in the conception of the New Ukrainian School [6] one of the key competences is information and communication. Only the teacher who possesses it can form such competence at students. Therefore, at the lessons of the methodics of teaching the disciplines of language and literary educational branch, priority should be given to interactive, information-communicative, project, problem, research technologies, the implementation of distance learning. Among the classroom forms lectures should be dominated (lecture-visualization, problem lecture, interactive lecture), seminars, practical and laboratory classes in the form of discussion “Decision tree”, group work, creation of creative workshops, book trailers, scribing presentation of pedagogical games, methodical projecting workshops, scientific and methodological conferences.

Another important condition for qualitative training of future primary school teachers is *the creation of a communicative and educational environment on the basis of partnership in the process of professional training of future primary school teachers.*

The separation of this condition is caused, first of all, by the fact that the conditions of the educational environment of the new Ukrainian school are provided with forms that ensure continuous interaction of the participants of the educational process, create such speech situations in which each student has the opportunity to communicate directly with other students, express their opinion, persuade, deny, verbally present the results of their educational activities, etc. That is why in the same communication and educational environment it is necessary to prepare for future

professional activity. We also agree with Iryna Kucherenko's opinion that "the pedagogical position of the teacher in the modern language lesson is special – the teacher is an organizational-managerial and communicative-activity center that begins, conducts, supports and directs the educational process" [6, p. 1] The teacher as a tolerant communicator should organize and reasonably manage student activities. In our opinion, it is important to create a communicative and cognitive environment in the process of teaching professional methodics, facilitated by group and individual conversations, discussions, synthesis of thoughts, solving communicative and methodical problems, business games, trainings, methodical projects and more. Classes should include modeling of professionally oriented situations, discussion of scientific and methodological projects, modeling of lessons on different technologies in groups, which help to reproduce professional situations, to "immerse" students into active controlled communication, where they reveal their sense and interact with others, develop their communicative abilities, learn to restrain their emotions and feelings, constructively resolve conflicts, build relationships based on respect and partnership.

In addition to the above mentioned pedagogical conditions, we are also distinguished: organization of vocational training of future primary school teachers on the basis of a praxeological approach; creation of educational and reflective environment; thoughtful organization of independent work, search and research activities in the process of professional and methodological preparation of the future primary school teacher to study Ukrainian language.

Conclusions from this research and prospects for further exploration in this area. Having carried out a theoretical and methodological analysis of the content of professional training of future primary school teachers for the implementation of the tasks of the language and literary educational branch in the conditions of the innovative educational environment of the new Ukrainian school, we can draw the following conclusions:

1. The purpose of professional and methodical training (language and literary educational branch: Ukrainian language) has been defined, the sense of which is to master future teachers of the elementary school the system of knowledge, formation of skills, abilities, professional qualities, value system, gaining initial experience to carry out the process of "personal development" of junior pupils by means of different types of speech activity, to develop communicative, reader competence, to develop students' speech and creative skills in the conditions of innovative educational environment of the new Ukrainian school.

2. The content of vocational training of future primary school teachers for the implementation of the tasks of the State standard of general education (language and literary educational branch: Ukrainian language) should include: mastering the system of knowledge that forms the basis of philological and methodological competence: philological (linguistic, speech, literary), pedagogical; psychological and methodological; formation of appropriate skills, abilities and initial experience of their practical application as an important component of philological and methodological competence; formation of cultural and linguistic and pedagogical

values, analysis and evaluation of the effectiveness of practical activity; reflection of professional skills and abilities.

3. The effectiveness of the process of vocational training of future primary school teachers depends on the introduction of pedagogical conditions in higher educational establishments, which include: improvement of the content of vocational training; introduction of educational innovations and information and communication technologies of learning; creating a communication and educational environment based on partnership; organization of vocational training of future primary school teachers on the basis of a praxeological approach; creation of educational and reflective environment; thoughtful organization of independent work, research work.

The prospect of further research is the introduction of an experimentally proven model of professional training of future primary school teachers to the implementation of the tasks of the language and literary educational branch in the innovative educational environment of the new Ukrainian school.

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2.4. CONTENTS OF THE MULTILINGUAL CULTURE OF A MODERN FOREIGN LANGUAGE TEACHER

***Abstract.** The proposed article is devoted to the study of multilingual culture, which is a complex integrative personality formation. To fully characterize this phenomenon, the authors have identified its components. It is determined what specific manifestations constitute their substantive essence. The relationships between the components are established and considered in the context of existence, functioning and development, to identify the factors of development of multilingual personality culture.*

In the course of the scientific research it was determined to acquire professional and linguocultural knowledge in foreign language teachers of the newest Ukrainian school. The educational process of modern pedagogical institutions of higher education and the formation of not only professional culture, but also the general culture of the teacher as a “systemic integrative quality of the personality, which includes interdependent and interdependent aspects, represented by meaningful and functional components, competent foreign language. Also, in the course of scientific development of content dominants, characteristics of such categories as multilingual, multilingual and multicultural linguistic personality, communicated by many language systems, were laid. The proposed study substantiates the process of forming a multilingual personality culture, determines that knowledge of one’s culture is one of the main conditions for successful teacher’s activity, because one cannot instill love or at least understand and accept another’s culture without having a high national culture.

***Key words:** multilingual culture, the newest Ukrainian school, professional competence, pedagogy, modern teacher of foreign language.*

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***Raising of problem in a general view and her copulas is with important scientific and practical tasks.** Processes of globalization, change of values, rapid development of science, innovative approaches in the training of pedagogical workers lead society to search for new ideas in the educational system. It is these tendencies that make us rethink the value of a professionally competent foreign language teacher as a native speaker of different cultures. To review the requirements for the professional competence of a foreign language teacher, to learn to have the ability*

and ability to solve the problems that arise constantly in the process of scientific and pedagogical activity. In this regard, one of the important tasks of higher education is the education of the teacher's personality as a repeater of cultures, the development of his professional consciousness and reflection, since it is the teacher who is a key figure in transitional periods of society, the key to national consciousness.

The urgency of the problem. It is important to note that in the current context of education reform, the status of the teacher, his educational functions, and requirements for his professional competence, level of his professionalism are radically changing. We believe that the importance of professional competence of a foreign language teacher is an indicator of the changes that have taken place in the field of public consciousness in different periods of history. Namely, professional competence and pedagogical culture have great opportunities for development and stability of society, since they contribute to adaptation to new conditions, more effective process of socialization of personality and so on. Thus, the current situation of social development actualized the need for a comprehensive study of such a phenomenon as “the competence of the modern foreign language teacher”.

Analysis of the last researches and publications in that the founded decision of this problem and an author leans on that. The contemporary researcher E. Sleptsova defines “bilingual personality” as having the developed skills and intercultural communication skills [14]. E. Venevtseva, exploring the multilingual communication culture, distinguishes in its structure the following components: morally directed qualities, communicative skills [15]. In his research, scientist M. Kagan considers the general culture of personality as a culture of knowledge, a culture of relationships, a culture of communication, a culture of activity [6].

The analysis of the existing pedagogical researches allows to point out the following: in scientific developments there is some methodological insufficiency concerning the concept of general professional personality culture, in particular the foreign language teacher, which is manifested in the restriction of this concept by the general philosophical, social and cultural aspects. The term “multilingual personality culture”, in our opinion, most often appears as a component of the concept of “basic personality culture” as “professional culture teacher-philologist” or defined by the collective concept of “culture of communication”, “culture of international communication”, which is analogous to linguoculture.

Selection of previously unsettled parts of the general problem to which this article is devoted. Despite the rather active scientific development of the problem that interests us, we cannot speak about the existence of a holistic approach to its solution. The analyzed works, for the most part, cover only certain aspects of the multilingual personality culture without taking into account their interrelations and conditions of functioning in a holistic educational process.

The purpose of the article is to identify the substantive dominants of the multilingual culture of the modern foreign language teacher in the holistic educational process of the new Ukrainian school.

Research methods. To determine the level of multilingual culture of modern foreign language teachers, diagnostic techniques were used: the technique of self-

assessment of Dembo-Rubinstein's personality, diagnostics of the cognitive component of multilingual culture, diagnostics of the communicative component of multilingual culture. Methods of generalization, comparison and systematization have been used to justify the conditions of competence formation for inter-ethnic communication and the multilingual personality culture of the modern teacher. In order to determine the level of multilingual culture, we conducted a survey of 54 teachers of English, German, French, Polish (Irpin, Kiev, Sloviansk, Kharkiv). The survey found that almost all teachers are focused on interethnic communication, 78% understand the need to study the national traditions and history of the country of the interviewees, 56% believe that geopolitical changes erase the conventions in the etiquette of communication, but the overwhelming majority understand the need for multilingualism through culture, psychological and pedagogical methods.

Exposition of basic material. To determine the content dominants of the multilingual teacher personality culture, on the basis of the relation of the concepts of "general personality culture", "professional culture" and "pedagogical culture", we distinguish the main directions that make up the essence: the level of teacher's personality culture; level of culture of teacher's activity; the level of culture of social interaction with other people, communication.

We believe that the above provisions make some contribution to the development of the theory of multilingual culture, but do not give a complete understanding of the psychological and pedagogical aspects of this concept, because they do not answer the question, what is the distinguishing feature of the multilingual culture of a foreign language teacher cultures. In addition, the definitions analyzed do not fully reflect the relationship between multilingual culture as the second in the nature of bilingual nature and in personality structure.

Based on the formulations in the national psychology of the theory of personality that the person is the subject of communication, knowledge, work; human essence is manifested in a certain system of relationships: with society, other people, with ourselves, and on the basis of the analysis of cognitive, information-semiotic, activity and creative approaches to understanding culture, we distinguish the following components of the culture of the teacher-philologist; a culture of attitude; culture of communication and social interaction; culture of activities for development and creation of socio-cultural experience. Determination of the semantic dominant of multilingual culture was also facilitated by the structure of personality developed by M. Kagan [6] according to the types of human activity, which contains the following components: gnostic potential; axiological potential; creative potential; communicative potential; artistic potential [6, p. 260–262].

Thus, we define the concept of multilingual culture as an integrative personal formation, which is a component of the general and professional-pedagogical culture of the future foreign language teacher and is characterized by a harmonious combination of such components as the system of linguocultural knowledge, bilingual consciousness; the system of universal values; socio-cultural tolerance and empathy towards representatives of another culture; intercultural communicative

competence and professional-communicative skills of forming bilingualism of students realized in pedagogical and cultural activity of teacher-philologist.

On the basis of understanding the general culture of personality as a culture of knowledge, a culture of relationships, a culture of communication, a culture of activity in accordance with the structure of personality (M. Kagan) content-dominant multilingual culture of a future foreign language teacher, we determine: cognitive, axiological, communicative, self-regulatory. We characterize each of the identified dominants as the structural components of a multilingual foreign language teacher culture.

Mastering the bilingual culture is always connected with the process of imitation of ideas, transfer of knowledge, continuity of values of different epochs and generations. The cognitive component in the structure of multilingual culture determines the mastery and transfer of accumulated systematic linguistic and sociocultural knowledge, which are the basis of multilingual consciousness, a holistic outlook that is formed, and also act as a meaningful factor that determines the actions of modern human beings. This set of assimilated sociolinguistic and sociocultural knowledge, universal values, norms, ideals, traditions is the educational result of the cognitive process reflected in the bilingual personality culture [8].

Sociolinguistic knowledge includes the notion of ethical and moral norms of behavior that exist in a foreign cultural society, models of social situations, typical scenarios of intercultural interaction of representatives of other cultures [9]. The basis of the formation of a multilingual personality culture is the development of a multilingual consciousness, which manifests itself as an awareness of the subject of two cultures [1].

The mechanism of formation of multilingual consciousness is as follows: mastering another language leads to changes in the system of one's own language consciousness or linguistic picture of the world, which previously functioned in the context of only one, native language, that is, learning a foreign language directly influences the content of the subject [2]. By qualitatively changing the linguistic picture of the individual's world, the new language directly influences the overall picture of the world in the cognitive sphere of the individual. Because the thinking and consciousness of a person are determined by the language in which he or she uses, therefore, the primary task of learning a foreign language is to form a multilingual consciousness in the learner.

Interesting is the position of foreign authors (S. Erwin, C. Osgood), who state that it is impossible to form a foreign language consciousness in its pure form, and it is impractical. If the knowledge of another language is within the semantic context of the mother tongue, the person remains essentially monolingual, though used to express the unit of two language systems [5]. In the process of formation and development of the multilingual personality of the teacher, there should be an amalgamation of two pictures of the world into one, which will become in the bilingual consciousness the basis on which the formation of the multilingual personality culture of the teacher will be based.

To prepare the teacher for effective communication with the foreign recipient, it is necessary to form a multilingual linguistic picture of the world, which will be reflected in a set of lexical units and grammatical structures necessary for its reproduction in the language. To do this, in the educational process of the institution of higher education in teaching students of foreign languages, it is necessary, first of all, to acquaint them thoroughly with the peculiarities of the language being studied.

The need to realign thinking in the process of enriching one's own, familiar, native picture of the world with a foreign-language picture of the world is one of the main difficulties (including psychological ones) in mastering a second language. Therefore, the task of a foreign language teacher is to make this process gradual, interesting and continuous. Authentic materials that can help students to adapt to new realities, understand and accept specific moments in another language and culture can be the primary means of accomplishing this challenge.

The appeal to the cognitive aspects directs the educational process to master the linguocultural knowledge for the formation of the spiritual and ideological component of the multilingual personality culture and defines it as a continuous process of searching and using new information to accumulate personal values, with subsequent transformation professional perspective of the teacher's personality.

The cognitive component in the structure of multilingual culture is related to the informational aspect of the development of the personality of a foreign language teacher, which is manifested, first of all, in the teacher's ability to flexibly use different types of information; availability of knowledge of reality, cognitive abilities and needs of the individual; in the development of skills to master different activities, such as the ability to organize mental activity, activate intellectual processes, as well as communication activities [3]. Any information is not knowledge in itself, it requires consciously transforming it into meaningful constructs for further practical use. That is, the process of cognition is impossible without the value orientations of the individual.

The specificity of the cognitive component of the teacher's multilingual culture is manifested in the fact that knowledge of another culture and language is directed, first of all, to the spiritual world of man and is aimed at the search for personal values and meaning of life. The way of realizing oneself as a person of spiritual, cultural, intelligent is the way of conscious self-improvement of the teacher, the basis of which is the developed self-consciousness, the development of which depends on the formation of meaningful for the person of the inner world, which increases the reliability and stability of personality [4].

The main condition for the transformation of epistemological potential into cultural and spiritual is the transformation of linguocultural knowledge into their own values and the acquisition of these values on a personal level. This function is performed by the axiological component as the next semantic dominant of the multilingual culture. It is he who determines the system of values and values of students' personality, as well as reveals the level of their emotional orientation.

The axiological component in the structure of the multilingual culture of a future foreign language teacher is related to the outlook, morality, ethical standards of

human behavior in society. Self-determination of a person in culture is possible only on the basis of value orientations, which are revealed in the humanistic content of foreign language education. Therefore, becoming a person as a subject of culture, self-determination of a person in culture is possible only on the basis of value relations.

Values are characterized by the following features: significance, normativity, usefulness, necessity, expediency, they determine and regulate the activity and behavior of the Cultural Person, prompting him to moral perfection [15]. The axiological component allows to determine the value basis of the process of education of multilingual culture of future foreign language teachers [12].

Value orientations for human beings are vital, therefore, at the present stage of modernization of national education, scientific research revealing mechanisms of realization of satisfaction of human needs in these values and mechanisms of realization of these needs through education and humanization in the conditions of continuity of education, its humanization and humanization. After all, the value-normative sphere of personality consciousness is the most important component of spirituality [15].

The system of value orientations of the person must correspond to the system of values of society. Therefore, the process of becoming value orientations is regarded as the ascent of personality to the values of society and occurs as: the acquisition of personality values (search, evaluation, selection of values); transformation of personality on the basis of acquired values (clarification and change of hierarchy of personal values, formation of value proposition as readiness to act in accordance with the new hierarchy); self-projecting or self-forecasting of a person (designing I am connected, ideally, forecasting and choosing the means aimed at achieving the goal, determining the activity direction and behavior of the person [4].

As already mentioned, the necessary for the acquisition of personality value orientations is the presence of value consciousness as a specific form of reflection of objective reality, which allows the subject to determine the space of his life as a moral and spiritual; as the unity of psychic processes that actively act in the understanding of man on the basis of knowledge of the objective world and his own being in it as a world of spiritual values [14]. That is, values become the guides of human activity and behavior only if the value consciousness and value attitude are formed in it. There are the following basic forms of existence of values: value as an ideal, produced by the public consciousness; value as an element of objective reality (achievements of material and spiritual culture, human actions); value as an integral part of the psychological structure of the individual; value as the basis of the motivational-needy sphere of the individual [4].

Let us consider the problem of values in the context of the problem of our study, namely the education of multilingual culture of future teachers – foreign language teachers. Pedagogical axiology views values as specific formations in the structure of individual or social consciousness, which are ideal models and guidelines for the activity of the individual and society. Individuals, together with society, are seen as carriers of certain values, whereby society motivates the actions and actions

of a person whose character testifies to the attitude of the individual to the world and to himself [8].

Considering the main meaningful characteristics of values, we can formulate the provisions that are important for our study, namely: the person is the subject of knowledge, communication, creativity, and therefore the carrier and creator of relevant values; the process of value orientations should be considered in unity and in stages: from the assignment of values to their transformation and further to the prediction of future behavior; effectiveness of solving problems of education and development of personality is ensured by the mastery of the operational aspect of orientations: search, evaluation, choice, projection; the internalization of human values creates the basis of a multilingual personality culture as the basis of its value consciousness, attitudes and behavior. In modern society, the problem of universal values is of particular relevance in connection with such a problem as the intensification of international xenophobia.

Tolerant consciousness implies a system of guidance for understanding another person, another culture, communication, dialogue, reflection, overcoming stereotypes in the perception of other people and other cultures, valuable attitude towards another person, another culture. Tolerant consciousness is an active position of self-restraint, voluntary consent to the mutual tolerance of different subjects, different views, different cultures. Tolerance, as a key quality of personality, is, in our view, a necessary and only possible condition for interpersonal, intercultural interaction, non-violent settlement of interpersonal, inter-ethnic conflicts and contradictions in the modern multicultural world.

It should be noted that in the process of education of multilingual personality culture should take into account the values of national culture, its value-normative specificity, it is necessary to take into account as much as possible and reproduce the peculiarities of human spirituality, which occupies the first place in the hierarchy of national culture values.

Another important component of multilingual culture is communicative dominance, because culture has a communicative nature and is a form of communication between people. Communication is a necessary condition for the formation of the individual, his consciousness and consciousness. “The inner world of personality is formed in the process and through different types of communication”, and “personal communication acts as a substantive form of existence and manifestation of the inner world of personality, the inner world – this is an internalized form of personal communication” [3].

From the point of view of the communicative concept of culture, given the fact that bilingual culture is a component of the general culture, it is legitimate to distinguish in its structure – the communicative dominant.

Communication is seen as: a complex multifaceted process of establishing and developing people-to-people contacts, driven by the need for collaborative information-sharing activities, developing a unified strategy for interaction, perception and understanding of the other person; interaction of subjects, carried out by sign means, caused by the needs of joint activity [12, p. 293].

This definition seems to us the most optimal, because it reflects the main content of communication, namely: the transfer of information, interaction, knowledge of each other's people. In the context of multilingual culture research, it is important for us to define communication and communication from the standpoint of communicative linguistics. Thus, F. Batsevich in the dictionary of terms of intercultural communication the term communication is defined as one of the modes of existence of phenomena of language; semantic and ideally meaningful aspects of social interaction, communication; constituent communication along with perception and interaction; complex, symbolic, personal, transactional, often unconscious process of exchange of signs, during which certain information of external or internal character is broadcasted, as well as status roles in which participants of communication in relation to each other are demonstrated [4]. At the same time, the processes of education and upbringing of the person, as the processes of developing skills, abilities, and processes of formation of value consciousness, outlook and relationship with other people take place in communication. Therefore, all of these views agree that there is an inextricable link between communication and activity, and this provision is used by us in the process of developing the ability and willingness to communicate and intercultural communication as an integral part of the teacher's multilingual culture.

A significant achievement for our study is the classification of M. Kagan, which distinguishes the following functions of communication: service of subject activity; communication for the sake of communication; attachment of another to their values, attachment to the values of another [6]. These functions are realized in the spiritual and practical form of communication and provide for the formation of the value consciousness of man, his holistic outlook, humanistic attitude to other people and to himself as an important humanistic component of the multilingual personality culture.

Spiritual communication is an effective means of education and self-education takes the form of a dialogue with a real interlocutor, with the author of a book, a work of art, another society, a different culture.

The success of human communication activities is determined by the ability and willingness of the individual to communicate effectively. The problems of the personality's ability and willingness to communicate are considered in the context of the communicative personality culture and its competence in communication.

Communication skills are automated components of conscious actions that facilitate the rapid and accurate reproduction of communicative situations that ensure the success of perception, understanding of the objective world. Communication skills are a set of communicative actions based on a high theoretical and practical readiness of the individual, which allows her to creatively use communicative knowledge and skills for complete, accurate transformation of reality [14].

Based on the theoretical analysis of linguistic personality, we include in the communicative component of multilingual culture linguocultural and intercultural components as a set of knowledge, skills and verbal and non-verbal means necessary

for understanding another language and culture and the emergence of one's own language behavior program, communication [4].

The intercultural component in the content of the communicative component of the multilingual personality culture occupies a prominent place. The phenomena of modern life, such as the academic mobility of student youth, have caused the need for people to interact in a global space that involves different cultures. The development of a multilingual culture becomes one of the conditions for the socialization of the individual, its integration into the modern system of socio-cultural relations and the acquisition of competitiveness in the labor market. Therefore, the purpose of foreign language education is the formation of such a multilingual personality for which a second language, as well as the native language, will be vital for communication in real situations [13].

The next substantive dominance of the future foreign language teacher's multilingual culture is self-regulatory. Self-regulation of personality is the focus of psychological science, which has accumulated a sufficient amount of knowledge in the process of studying this problem. "Self-regulation" as an interdisciplinary definition, which is defined as appropriate functioning of living systems of different levels of organization and complexity, has developed in modern psychology. Self-regulation is defined as one of the universal principles of existence of an organism, which is carried out at different levels of its functioning. The essence of mental self-regulation is the ability to control one's own actions and states, which is also manifested at different levels of manifestation [13]. It is legitimate that personal self-regulation is studied as a specific activity of the subject, aimed at the transformation of his state, focused on the restoration of the organism's forces and activation of efficiency.

Reflection is a prerequisite in the process of cognition and acquisition of any knowledge, so bilingual culture is a transformed form of spiritual reflection of linguocultural and pedagogical knowledge in the process of their interpretation. Interpretation is originally based on the appeal of consciousness to the inner world of man, aimed at reproducing another thought in its own attitude to it. Therefore, under the self-regulating component of a multilingual culture, we mean the ability to think, to deliberately reflect on different development options, to reason, to consciously engage in activities, to interpret knowledge, and to be prepared to acknowledge our mistake, to be able to demonstrate the logic of conclusions and to have our own opinions.

The self-regulatory component in the structure of multilingual culture is connected with the professional development of the individual, reveals the mechanism of becoming a future teacher as a specialist, as an active, reflexive, creative process.

The active component of a multilingual culture is expressed in the unity of knowledge, relationships and action. Thus, M. Kagan, emphasizing the activity essence of culture, notes that culture is the result of human activity, which creates its "second nature" and at the same time itself. It is human activity that underlies culture as the creation of man's "second" reality [7]. Culture realizes its function of

personality development when it activates the personality, encourages it to activity. The activity of the individual is the mechanism that allows to transform the set of external influences on own developmental changes, on the neoplasms of personality as products of development. If a person, by mastering a culture, discovering it in himself, at the same time experiences the awakening of new mental and spiritual forces, then, accordingly, the culture becomes its “world”, which allows to know himself in the already created and develop as a Man of Culture.

Mastering a multilingual culture occurs in the process of active, creative activity, mastering the phenomena of the general professional spiritual culture in all their diversity of socio-cultural knowledge, common values, norms, ideals, cultural models, conceptual pictures of the world and more. Therefore, in the context of the study of the education of multilingual culture, activity is considered not only as a rational but also a value-oriented action. That is, the purpose of the activity is based on the value, which expresses the possibility of a conscious choice by the person of the purpose, directions, means, motives of his activity. Moral feelings and moral consciousness of a person based on universal values are formed in the practice of social behavior. To summarize, we identify the self-regulatory component of a multilingual personality culture by assimilating, comprehending, interpreting, and creating a sociocultural experience. The self-regulatory component in the structure of multilingual culture is connected with the processes of awareness, and hence the formation of personal value attitude to linguistic knowledge and culture in general, as well as to one’s own activity, that is, connected with the processes of reflection and self-esteem.

The aesthetic component, as the semantic dominant of multilingual culture, is its important component, because in the category of “aesthetic” is expressed the specific ability of a person to emotionally-sensually reflect the objective harmony and beauty of the world to satisfy the spiritual need for pleasure and perfection, also in the process foreign language, learning about the values of art of one and another culture. The aesthetic culture of the modern teacher is a defining characteristic of his professional and pedagogical skill, so the implementation of this cultural and spiritual phenomenon is important for our study. Aesthetic culture reveals its content in two areas that dominate cultural studies – the culture of society and the culture of personality. The culture of society is the totality of all aesthetic values created by mankind throughout the existence of civilization; personality culture – a set of aesthetic properties and qualities of a person. In the context of our study, it is necessary to determine the linguocultural aspect of the aesthetic culture of a teacher – a foreign language teacher, to find out the mechanism of the aesthetic influence of language on the formation of multilingual culture. As you know, the aesthetic culture of society is a specific part of its spiritual culture, which embodies the process and historically specific results of the artistic development of the world under the laws of perfection and beauty [14]. In the process of aesthetic creativity in a person develops such a specific social phenomenon as language. Creating beautiful, sympathetic in form and deep in content words and expressions, sentences and phrases from certain sounds, the artist tries to express his thoughts in expressive form.

Scientific views on the aesthetic in all its manifestations, in particular in the beauty of human language, have a centuries-old history that is constantly evolving and enriching. Theoretical analysis of socio-philosophical views on the origin and functioning of language in the historical aspect shows the regular nature and constant growth of its cultural and aesthetic role in society, the presence of aesthetic properties that characterize the language: beauty, perfection, poetic, rhythmic, rhythmic [11].

The process and results of artistic and aesthetic creativity are expressed by means of linguistic and symbolic forms, without which their perception, understanding, storage and distribution are impossible. In other words, artistic and aesthetic creativity is impossible without proper language. This is the intrinsic connection between the aesthetic culture and the language of which it is an organic part.

Aesthetic component in the structure of multilingual culture connects language with the aesthetic culture of society and personality: at the logical level, the perfection and beauty of speech are determined by the laws and requirements of formal-logical thinking, the correct use of concepts, accuracy of expression, adherence to order conclusions and provisions put forward. Adherence to them in linguistic communication determines the beauty and perfection of human thinking, its effectiveness and efficiency, persuasiveness and demonstrability, consistency and flexibility; at the phonetic level, the beauty and euphony of a language are predetermined by the norms of a particular language, which require the correct pronunciation of sounds due to the order, meaning of different combinations of sounds, the range of which is wide and varied.

The realization of the aesthetic function of language occurs through artistic and aesthetic methods of embodying the cultural and artistic content of language structures in the consciousness and behavior of students – future foreign language teachers with the purpose of forming their developed aesthetic needs and tastes, ideals and views, principles and norms of activity according to the laws of beauty. The mechanism of realization of the aesthetic component of the language in the process of educating the multilingual culture of future foreign language teachers determines the organized interaction of objective conditions, namely: the creation of aesthetic language-reflexive cultural and development environment, which is a catalyst for the development of cultural and educational needs students, and the use of optimal forms, methods and tools, taking into account the specific conditions and objectives of educational and educational activities, which allows effective influence on the form students' general and aesthetic culture based on language communication.

We define the multilingual culture of the future foreign language teacher as an integrative personal formation, which is a component of the general and professional-pedagogical culture of the student's personality and is characterized by: a harmonious combination of bilingualism and multilingual consciousness as self-esteem of the subject of two cultures; a combination of sociocultural tolerance and empathy towards native speakers and their culture; formed intercultural communication competence; formation of communicative skills, which are realized in professionally

oriented communication situations; the ability to evaluate aesthetically artworks of national and foreign culture. These characteristics are its semantic dominants, which we define as: cognitive, axiological, communicative, self-regulatory and aesthetic [4].

Conclusions and prospects of further research. Thus, as a result of foreign language education, a secondary linguistic consciousness and secondary cognitive consciousness are formed. This is how knowledge about the world of another people is formed, its cultural system of values in the form of images of consciousness, understood as a set of conceptual knowledge of the individual about the holistic picture of the world, first of all the world of culture and the world of man.

In the course of the study, we identified the axiological component of the multilingual culture of a foreign language teacher as a value-normative basis of personality, which determines the specific manifestation of other components. We include universal values in the axiological component of multilingual culture: spiritual, ethical, socio-political, aesthetic. Formation of the communicative component as a substantive dominant of the multilingual culture, implies the ability to perform linguistic activity in accordance with the cultural norms of its speakers, as well as the ability to understand the difference of interests, needs and values of other people, the ability to productively resolve internal and external conflicts, many readiness, consistent development of tolerant attitude, empathy towards other culture bearers, which is an indicator of communicative tolerance. The knowledge, skills and qualities of the personality considered by us lead to adequate communicative interaction and provide productive communication of the individual at interpersonal and intercultural levels in situations of mono- and cross-cultural interaction. Identified the cognitive component as a meaningful dominant of the multilingual culture of the future foreign language teacher, which contains a system of socio-cultural and linguocultural knowledge; ways of knowing the outside world, recorded in the texts of culture; ability to search, interpret, analyze the content of cultural texts; ability to use information flexibly; ability to apply rational methods of mastering different types of activity, which provides cognitive, mental activity of teacher-philologist.

Aesthetic dominant in the structure of multilingual culture of a foreign teacher is defined as an individual artistic and aesthetic experience, due to the aesthetic attitude of the individual to the environment, people, language, characterized by the presence of artistic needs in art, and formed mainly under its direct development with one direct influence on its immediate development. However, modern science lacks a theoretical justification for the content and structure, methods, means and forms of forming a multilingual communication culture, criteria, indicators and levels of education, which allows to state the insufficiency of this problem. There is a need for a comprehensive approach to finding resources and mechanisms for the formation of a multilingual communication culture for future foreign language teachers.

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2.5. PREPARATION OF FUTURE TEACHERS OF THE NEW UKRAINIAN SCHOOL ON THE BASIS OF FACILITATION INTERACTION

***Abstract.** Formula of the New Ukrainian School consists of nine key components, one of the components of which is based on a partnership between students, teachers and parents. Basis Education Partnership is communication, interaction and collaboration between teacher, student and parents. The purpose of the article is to determine the role of facilitation interaction in the aspect of preparation of future teachers of the New Ukrainian School. Scientific novelty – substantiation and definition on the basis of scientific approaches role of the facilitation interaction in the preparation of future teachers of the New Ukrainian School. Methods of research are defined the analysis, comparison, generalization to process scientific literature outlined the problem and determine the author's views on the interpretation of key concepts of the study, the disclosure of the role and importance facilitation interaction in terms of training future teachers of the New Ukrainian School. In the article it is proved that on the basis of certain approaches (systemic, synergetic, environmental, activity, acmeological, reflective) in the aspect of preparation of teachers of NUS on the basis of facilitation interaction to the organization of educational process increases: awareness of one's personal and professional degree levels; meeting the need for novelty and non-standard ways of solving professional problems; fostering creativity and overcoming stereotypical ways and formalism in professional action; predicting ways and improving the creative potential of the personality in the process of facilitation interaction. It is determined that the result of the preparation of future teachers of NUS for professional activity on the basis of facilitation interaction is the formed professional competence, which is an integrative professional and personal ability, covering a positive attitude to this pedagogical activity, possessing the necessary knowledge about the development of specific knowledge and techniques classroom instruction in*

general secondary education institutions, planning methods, widespread use of teaching methods based on facilitation in involvement, involvement of students in joint activities that will facilitate their socialization and successful imitation of social experience. We see the prospects for further research in the development of technology for the preparation of future teachers of NUS on the basis of facilitation interaction.

Key words: *educational process, preparation, future teacher, New Ukrainian School, foundations, facilitation interaction.*

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Introduction. According to experts, the most successful in the labor market in the short term will be professionals who can learn through life, think critically, set goals and achieve them, work in a team, communicate in a multicultural environment and have other modern skills. But the Ukrainian school is not preparing for this. The gradual entry of higher national education into the European educational space and the conceptual changes in the structure and content of national general secondary education necessitate a qualitative updating of future teacher education, based on the provisions of the Laws of Ukraine “On Education” (2017), “On Higher Education” (2014), Sectoral Concept of Development of Continuing Teacher Education (2013), Concept of Development of Education of Ukraine for the period 2015–2025 (2014), Presidential Decree “On the National Strategy for the Development of Education in Ukraine up to 2021”(2013).

In recent years, there have been significant changes in the educational process of the Secondary Education Institution (SEI): new state standards have been approved, new curricula and textbooks have been created, objects, functions, types of controls and criteria for evaluating students’ academic achievement have been defined. At the same time, students have a tendency to decrease their level of motivation for learning. A teacher with a high level of development of research qualities, knowledge and skills, which promotes the rapid development of a new information field, gives the opportunity to make non-standard decisions, act creatively and effectively. Therefore, it is important to reorient the preparation of a future education teacher to the role of a researcher, a change agent, a seeker of effective means of educational work in the interests of the student, which is emphasized in the Concept of the New Ukrainian School (2016).

Relevance of the problem. Formula of the new school consists of nine key components, one and with components which is based on a partnership between student, teacher and parents. It should be noted, that in foundations and Education Partnership – communication, interaction and collaboration between teacher, student and parents. Students, parents and teachers, united by common goals and aspirations are voluntary and interested supporters, equal participants in the educational process, responsible for the result. The school has initiated a new, deeper involvement of the family in the construction of educational and professional trajectory of the child [6].

Theoretical and practical significance. The New Ukrainian School will help parents acquire special knowledge about the stages of the child's development, effective ways of nurturing the child's strengths of character and virtue, depending on his individual characteristics. Dialogue and multilateral communication between students, teachers and parents will change the unilateral authoritarian communication "teacher" – "student". Therefore, it is important to prepare future teachers of the new Ukrainian school on the basis of facilitation interaction, which is a process of assistance and support of the individual in various situations of interpersonal interaction, which results in a certain, conscious, intensive and productive self-development of all subjects [13, p. 107].

Analysis of recent publications. The NUS Concept states that the educational process at a general secondary education institution should be based on the principles of partnership pedagogy, which is based on the basic tendencies of humanistic pedagogy and creative approach to personality development [6]. V. Mysan states in his research that "a truly democratic way of cooperation between the teacher and the child, which does not reject the difference in their life experience, knowledge, but implies unconditional equality in the right to respect, trust, kind attitude and mutual demand" [9]. The child, his interests, abilities, talents and opportunities should be the focus of all participants in the educational process: teachers, students, parents. O. Vyshnevsky is convinced that the teacher should be a friend and parents should be involved in the construction of the student's educational trajectory [1]. Relationships should be based on the principles of equality, dialogism, self-improvement and acceptance. The activity of the teacher, according to O. Plakhotnik, should be aimed at interaction, mutual understanding, support, awareness of personal responsibility for the student's learning results. The teacher, who is assigned the role of facilitator and tutor, should be not just a specialist in the subject area, but a professional, "who is able to work with the processes of education and development, to organize educational work to solve creative problems, show initiative, independence" [12]. The main task of pedagogical universities now is to prepare the "agents of change" in education. In order for the new generation of specialists to appear in the school in 2022, as foreseen by the NUS Concept, it is necessary to start preparing them. And for 10 years, will have "a solid army of facilitators, tutors, moderators, coaches" [9].

Scientific novelty: substantiation and definition on the basis of scientific approaches of the role of facilitation interaction in the preparation of future teachers of the New Ukrainian School. The purpose of the article is to determine the scientific approaches and the role facilitation interaction in terms of training future teachers of the New Ukrainian School.

Research methods. In the course of the scientific search, general scientific methods (analysis, comparison, generalization) were used to elaborate the scientific literature on the outlined problem and to determine the author's point of view regarding the interpretation of the key concepts of the study, the role of the role and importance of facilitation interaction in the aspect of training future teachers of the New Ukrainian School.

Discussion. The need for pedagogical research in the aspect of preparation of future teachers of the New Ukrainian School on the basis of facilitation interaction is conditioned by a number of factors: first, in the process of facilitation interaction, new relationships are formed between the subjects (teachers, students and parents), which allows them to realize different types of information; secondly, the unity and coherence of the adult educational system on the child is ensured; thirdly, they are made in the understanding of the educational situation, determination of the degree of solidarity in solving problems of education and upbringing. Fourthly, provided the formation of relations of mutual understanding and mutual relations between students, parents, teachers and their acquisition of social experience, mastering the cultural values of the native school acquired by the previous school generations provides favorable conditions for self-realization of the growing personality in accordance with its interests and social requirements, that encourages students to counter immoral offenses, spirituality, anti-civic activity.

It should be noted that the organization of the educational process of the student of the New Ukrainian School has certain specific features: increase of independence, which leads to an increase in the level of self – management influences, necessitates the introduction of self-control and reflection of educational activity; selectivity of learning interests and needs of students requires the use of a differentiated approach in the process of learning activities and reliance on the intrinsic motivation of learning; propensity for comparisons, generalizations, systematization, which indicates the increasing role of students' theoretical thinking, necessitates the introduction of a deductive method of teaching information and methods of forming critical thinking.

Based on the analysis of scientific literature [5; 7; 11; 16] the efficiency of the educational process and the effectiveness of the educational activity of the students of NUS are proved, which are based primarily on the individual characteristics of the students, and the organization of their educational activity, from the point of view of the outlined features and modernization in modern conditions, is considered as a basis for selecting the parameters of designing individual educational trajectory of students. The analysis of the results of research on teacher training in Ukraine shows that this process is the result of the formation of students' professional orientations and motives of activity, assimilation of future teachers of the system of knowledge about the modern lesson, the formation of skills, the development of the necessary professional qualities for the effective implementation of the educational process in NUS.

Based on the analysis of scientific works [2; 8; 10; 14] pedagogical principles of preparation of future teachers of NUS for professional activity on the basis of facilitation interaction (scientific approaches, principles, process, content, as well as the essence and structure of preparation) are substantiated. It should be noted that the result of the preparation of future teachers of NUS for professional activity on the basis of facilitation interaction is the formed professional competence, which is defined as an integrative professional-personal ability, which covers a positive attitude to teaching activities, possessing the necessary knowledge about the

development of technology training, within a lesson in institutions of secondary education, methods of planning, widespread use of teaching methods based on cooperation, involvement of students in joint activities to facilitate their socialization and adopting successful social experience. The basis of the scientific search was the theoretical and methodological foundations of the facilitation interaction of the existing approaches to the training of future teachers of the New Ukrainian School, including: systemic, synergistic, environmental, activity, acmeological, reflective.

Briefly look at the main approaches to training future teachers of a New Ukrainian School.

System approach is a general methodological principle. Its mission is to integrate relatively independent training components in a single unit on the basis of the principles of integrity, hierarchical structure, structuring, multiplicity, etc. [4].

Synergistic approach – the name of a relatively new interdisciplinary scientific direction, which deals with the study of systems that consist of many sub-systems of different nature and the discovery of which way the interaction of these subsystems leads to the emergence of spatial, temporal or spatio-temporal structures in the macroscopic scale. Synergy – (exchange of energy, information, interaction), when the knowledge and efforts of several people can be organized in such a way that they are mutually reinforcing (Aristotle). According to modern concepts, synergism is the effect of improving performance through the use of interconnections and the reinforcement of different activities [15].

The essence of the synergistic approach in the aspect of training future teachers on the basis of facilitation interaction lies in the following provisions [3]: facilitation resonantly influences students' motivation, shapes axiological orientation of attitude towards professional and pedagogical activity; dynamics of the educational process is provided by small resonant, topologically verified effects on pedagogical system, by the observation paths found, self-reflection of the education recipients; the principle of system management is based on the principle of facilitation; learning models are effective if they fully integrate the potential of the educational institution's facilities and capabilities.

Acmeological approach – is the focus on training future teachers of the New Ukrainian School to higher achievement in professional and pedagogical activity, the theory and practice of education: the development strategy of building life, which involves continuous motion to implement new, more important than before plans, results of which are required to achieve professional heights, creating the environment for their development, production of “acmeological behavior”. The acmeological approach is interconnected with the value orientations of the individual. The value-acmeological approach determines the purposefulness of selection and increase of new values, their transition into motives of behavior and pedagogical actions, forms the “axiological rods” (V. Slaktionin) professional [16].

Activity – the basis, the means and the decisive condition of personal development. This necessitates the implementation in the educational process of an activity approach closely related to the personal. More than 90% of students believe that the most productive use in the educational process is the different organizational

forms and methods of teaching: lectures, seminars, trainings, business games, conferences, etc., that put students in the position of researcher, allowing optimally meet its educational needs, providing creative nature of the educational process, activating cognitive activities, facilitate the entry into a single educational space. Determining is – they clearly define their active position in the educational process.

N. Shevandrin, exploring the problems of the development and socialization of the individual, to socialization mechanisms in addition to identification, imitation, suggestion, conform attributes of social facilitation – stimulating influence of the behavior of some people on the activity of others, as a result of which their activity flows more freely and intensely. So, facilitation is not only a mechanism of socialization, but also an important socializing function. Formation of the subjective experience of students is the most important condition for balancing adaptation and isolation in the process of socialization [17].

Facilitation is a leading mechanism for the professional formation of a future NUS teacher. In career-oriented triangle “want ↔ can ↔ necessary” facilitation are the mechanism “attempts of own forces” for future NUS teacher [2].

In an information – rich environment, with modern educational technologies, facilitation interaction becomes the teacher’s leading ability.

Teach applicant education – future facilitator teacher to act in unusual situations impossible with traditional teaching, which is based on a broadcast ready knowledge and skills to apply this knowledge in practice, in particular in the future professional activity. The main components are processes of interpersonal interaction, which creates the best conditions for the development of educational and professional motivation, promote the development of the student, allowing the teacher to increase its professional and pedagogical potential and ensure the achievement of the objectives of education.

This approach allows to distinguish in teaching such a function of pedagogical interaction as a facilitation. Facilitation – the phenomenon of interpersonal communication, which enhances the productivity of education or training of the subjects of educational process through their particular style of communication and personality of the teacher [15].

Today in modern pedagogy should to separate facilitation competence, which is an integrated quality of the NUS teacher, which reflects his level of ability and willingness to stimulate the development of personal potential students as subjects of cognitive activity. The components of the facilitation competence are the following components: communicative, motivational value, cognitive, organizational-activity and reflective.

The environment approach in pedagogy gives grounds to assert, that the surrounding environment is integral means of education (L. Vygotsky). Formation of educational environment that promotes the development of professional and pedagogical acmeological heights is the leading idea of the pedagogical process. In our study, we will consider a facilitation educational environment.

Reflective approach in the educational process – this process of self-entity internal mental qualities and conditions, the formation of goals, methods, standards of

individual, group and collective activities. From this it follows, that reflection – is a life-giving and nature-evolving tool that also characterizes relationships between people. Reflection is directed to the understanding of one's actions, goals, content, methods, results, causes and consequences, that is, to self-knowledge through self-observation and introspection, the need for which arises both under the influence of external and internal factors. Changes in external conditions lead to the need to redefine itself, i.e. to compare external and internal, to make adjustments in the system components (purpose, content, methods, etc.).

Conclusions. So, based on the characteristics we have defined, that should be formed in NUS teachers, facilitation interaction in the methodological field of professional activity is manifested through: awareness and overcome the barriers, stereotypes, semantic and behavioral patterns; ability to adapt quickly and effectively in the dynamic circumstances of the educational process; modification of experience by recombination of already known elements, methods, techniques of educational activity and formulation of new goals and means of their realization; pedagogical improvisation in the process of realization of pedagogical plan; aspiration for personal expression in creative activity, development of individual creative style of work; the desire to provide favorable conditions for the creative development of students.

It is determined that the result of preparation of future NUS teachers for professional activity on the basis of facilitation interaction is the formed professional competence, which is an integrative professional-personality ability, which covers a positive attitude to this pedagogical activity, possessing the necessary knowledge about the development of educational content, technologies and specific teaching methods within a lesson in general secondary education institutions, methods of planning, widespread use of teaching methods based on facilitation interaction, involvement of students in joint activities that will facilitate their socialization and successful imitation of social experience. An important component of the formula of the New Ukrainian School is the “pedagogy of partnership”, the key principles of which are in fact manifestations of “facilitation interaction” in education. In our early studies, we identified “facilitation interaction” as a process of direct or indirect joint action aimed at initiating, supporting and constructive manifestation of the realization of the individual creative potential of the learner in accordance with the created learning situation and focused primarily on improving its effectiveness participants. Therefore, it is important to start preparing future teachers of the New Ukrainian School on the basis of facilitation interaction.

The highest efficiency of the process of preparation of the future teacher of NUS is reflected in the positive dynamics of the formation of key competences of the student and the growth the level of creative activity of the teacher himself. The strategy of the approaches we define (systemic, synergistic, environmental, activity, acmeological, reflective) in the aspect of preparation the NUS teachers on the basis of facilitation interaction to the organization of educational process is increasing: awareness of one's personal and professional abilities, development of pedagogical abilities to the level of creative ones; meeting the need for novelty and non-standard

ways of solving professional problems; fostering creativity and overcoming stereotypical ways and formalism in professional action; predicting ways and improving the creative potential of the individual in the process of facilitation interaction. We see the prospects for our further research in the development of technology for the preparation of future NUS teachers on the basis of facilitation interaction.

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2.6. TRAINING OF STUDENTS OF PEDAGOGICAL COLLEGES FOR THE LOCAL HISTORY WORK IN A NEW UKRAINIAN SCHOOL

Abstract. Reinforces the need to prepare students of pedagogical colleges for local history work at the New Ukrainian School for the formation of two important competences for younger students: competences in the field of natural sciences and ecological competence. The purpose of the article is to reveal the peculiarities of preparation of students of pedagogical colleges for local history work in New Ukrainian School.

Originality. The basic directions of conducting local history work in New Ukrainian School are analyzed. Schools to consider when preparing students for teacher training colleges. The content lines of typical training programs are taken into account in an integrated course “I am exploring the world”.

Methods of research. Two groups of research methods have been applied: general scientific and historical.

Research study description. Describing the preparation of students of pedagogical colleges for local history work in the conditions of reformation changes in the beginning of the XXI century, we note that its content is gradually expanding and covers such areas of research: geological, hydrogeological, geomorphological, meteorological, hydrological, geobotanical, zoogeographic, phenological, economic-geographical, toponymic, soil, natural-territorial complexes research.

When preparing students of pedagogical colleges for local history work at the New Ukrainian School, the content of the natural education field should be taken into account. It is practically realized in the process of studying the integrated subject “I am exploring the world”. The thematic basis of the course is the content lines, which are defined by the State standard of primary education and cover the components of the above sectors in their integrated essence: “Human”, “Human among people”, “Human in society”, “Human and world” and “Human and nature”. In Savchenko’s program this is done directly while mastering the content line “Human and nature”. In the typical R. Shiyan educational program, there are only three content lines – “I know nature”, “I am in nature» and «I am in the man-made world”.

Conclusion. At the same time, it should always be remembered that Ukraine has an ancient and majestic culture and history, the experience of a statesman’s life, which serve as a powerful source and a strong foundation for the upbringing of students of the New Ukrainian School.

Future areas of research. The development of methodological recommendations for students of pedagogical colleges for the organization of local history work at the New Ukrainian School

Key words: *students, pedagogical colleges, training, local history work, primary education, New Ukrainian School.*

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Problem statement. The primary link of general secondary education is undergoing major reform changes. State standard for primary education was developed and put into practice (“New Ukrainian School-1” and “New Ukrainian School-2”) and commercial projects (“On the wings of success”, “Intellect of Ukraine” and other). However, the attention of practitioners is directed at increasing the efficiency of the state projects of the New Ukrainian School, developed by leading researchers in primary education – O. Savchenko [16] and R. Shiyan [17].

Introduction. Reinforces the need to prepare students of pedagogical colleges for local history work at the New Ukrainian School for the formation of two important competences for younger students: 1) competences in the field of natural sciences, “that implies the formation of curiosity, the desire to seek and propose new ideas, independently or in a group to observe and explore, formulate assumptions and draw conclusions from the experience, to know themselves and the world through observation and research”; 2) ecological competence, that implies “awareness of the basics of ecological management, adherence to the rules of ecological behavior, economical use of natural resources, understanding the importance of nature conservation for the sustainable development of society” [4, 2].

Relation of copyright work with important scientific and practical tasks. The research was carried out in accordance with the topic of research work of the Department of Primary Education Bohdan Khmelnytsky National University of Cherkasy “Training of specialists in primary and special education in Ukraine in the context of modernization of the educational sector” (state registration number 0116U003854).

Analysis of recent researches and publications. M. Kostrytsya [8], [9], A. Konoval [8], V. Grytsaenko [9], V. Oboznyi [9] and other domestic researchers are considered to be the founders of Ukrainian local history. Theoretical and methodological basis for the study of problems of local history work is laid in scientific works Ya. Vermenych [2], P. Tronko [18]. This problem is revealed in the scientific intelligence of modern researchers G. Bondarenko [1], R. Mankovska [14], V. Prokopchuk [15]. Among the directions of development of the problem of organization of local history work in school are the following: stages and structure of work on local history studies; methodology of organization of local history in school; forms of local history work; history of school local history development in different historical periods; national-patriotic, ecological and aesthetic significance of local history work; organization of local history work in primary school; methodology of local history [11].

Selection of previously unresolved parts of the general problem addressed by the article. Revealing the essence of the key concept “local history work in New Ukrainian School”, note that it is derived from “local history” – “study of the native

land, its natural features, economic, historical and cultural development”, linking learning with life enhances children’s interest in learning. In another dictionary we find, what “local history” – it “study of the nature, history and present of the native land”. In “Encyclopedia of Education’ ed. by V. Kremen [5, p. 430] “local history” is defined as “comprehensive study of the native land”, directly related to other sciences, such as museums, folk sciences, folklore, ethnology, cultural studies. In turn, “native land” is defined as two positions: as a historical and cultural region and a territorial-administrative unit. It is also proposed to study local lore at the state, public and pedagogical levels that are genetically related. Modern researcher L. Voytova [3, 7] is considering “local history” as a science that comprehensively studies a delineated part of the country (region, region, district, settlement). Because every science has its object and subject of study, the object of study of local history are history, nature, population, economy, culture, monuments of material and spiritual culture. The subject matter is knowledge of a particular region. We agree with the statement L. Voytova, that the peculiarity of local history as a science is that it is a phenomenon integrated, because it covers the problems of the region in the complex and interaction. Its main tasks are the study of the native land, accounting and classification of objects and phenomena in its territory [3, 8]. L. Voytova (like most modern researchers of local history) in parallel submits an interpretation of another term – “school local history”. V. Kremen considers it an organized and managed teacher activity of students, which “consists of educational, cognitive, research, practical and creative components and aims at systematic study, preservation and reproduction of cultural heritage of the native land. Local history provides acquaintance with the nature, geography, history, culture of the region, promotes the formation of patriotic feelings, the development of the need and willingness to spread and multiply cultural heritage” [5, p. 430].

Researchers believe that interest in the study of the native land is formed in preschool education, thanks to the educational work and the interest of adults in the outside world of the child. Such work goes through several successive stages and begins with the observation of objects and phenomena of nature available to the preschooler. Already in the third or fourth year of life a child is able to memorize the names of about a dozen plants that he sees during walks, birds that fly to feeders, animals. The older the child becomes, the wider the range of phenomena and processes available for perception.

The next stage coincides with the beginning of school education, and the discipline that provides a certain system of knowledge, is a powerful means of patriotic education, nurturing love for nature. It is called differently in the curricula at different times: “getting acquainted with the world around you”, “natural science”. Subsequently, the local lore is formed by other subjects: “history”, “biology”, “geography”. In addition, family tourism, walking and hiking play a leading role in the study of the native land. They strengthen family ties, form a community of interests, give positive impressions of the shared perception of the environment. The *purpose* of the article is to reveal the peculiarities of preparation of students of pedagogical colleges for local history work in New Ukrainian School.

Methods of research. Two groups of research methods have been applied: general scientific (study of literature, archival documents and materials, dissertations, dialectical analysis and synthesis, inductive method, deductive method, generalization, classification, comparison) and historical (chronological, structural-historical, structural-genetic, periodization, prognostic). This made it possible to trace changes in the methodological principles and experience of preparing students of pedagogical colleges for local history work at the New Ukrainian School.

Results. Describing the preparation of students of pedagogical colleges for local history work in the conditions of reformation changes in the beginning of the XXI century, we note that its content is gradually expanding and covers such areas of research: geological, hydrogeological, geomorphological, meteorological, hydrological, geobotanical, zoogeographic, phenological, economic-geographical, toponymic, soil, natural-territorial complexes research. In particular, geological research involves the study of geological structure (the location of the territory of relatively large geostructural elements; geological history of the territory development; quaternary sediments – age, composition, capacity, origin, fossils, conditions of occurrence, national economic importance; minerals and their uses) and minerals in the region, collecting specimens of rocks [13, p. 35]. It is advisable to carry out such researches from the time of field practice and to accompany observations, collecting of samples of minerals with drawing of the received data on a route map.

Meteorological weather research is conducted at the school playground, and study the microclimate of the region while traveling. If there is a weather station in the settlement, it is advisable to visit it. Observations, including air temperature, direction, wind speed and force, cloudiness, presence and amount of precipitation, are recorded in the “Weather Diary”. Particular attention should be paid to particular meteorological phenomena: precipitation, lightning and seasonal phenomena.

Meteorological studies are closely related to phenological studies. They involve observation of seasonal phenomena of nature, changes in climatic conditions over a certain period. In this case, observations of plants are called phytophenological, and animals – zoophenological. These are the simplest and most affordable studies that do not require specialized technical equipment. Their results are recorded in a special journal (diary or calendar of nature). It records the date of change of seasonal phenomena in the flora or fauna, the place of observation, meteorological and hydrological data, the nature and temperature of the soil, seasonal phenological phenomena. Particular attention should be paid in the records to a concise description of the region, indicating the geographical location (latitude, longitude, altitude and other location data), terrain, its general features, soil and underlying nature, wind protection, vegetation features, and also the impact on them of human activity. Such studies should not be sporadic.

Hydrological studies of reservoirs are also popular in primary education. They are accompanied by visual observation of the fauna. On their basis, the characteristics of the species and quantitative composition of the fauna not only of reservoirs, but also of forest territories, meadows, forest strips, parks, agricultural lands are

compiled. The practical importance of these observations is to study the economic use of wildlife and ways to improve the productivity of different animal groups, the impact of humans on their populations, the protection of rare species and the control of plant pests.

Of particular importance in the preparation of students of pedagogical colleges for local studies at the New Ukrainian School should be given to the study of natural-territorial complexes. It includes acquaintance with special literature, regional history materials on the characteristics of the region.

When preparing students of pedagogical colleges for local history work at the New Ukrainian School, the content of the natural education field should be taken into account. It is practically realized in the process of studying the integrated subject “I am exploring the world”. The thematic basis of the course is the content lines, which are defined by the State standard of primary education and cover the components of the above sectors in their integrated essence:

- “*Human*” (knowledge of oneself, their capabilities; healthy and safe behavior);

- “*Human among people*” (standards of behavior in the family, in society; moral standards; cooperation and collaboration skills);

- “*Human in society*” (civil rights and responsibilities as a member of society; knowledge of their land, history, symbols of the state; contribution of Ukrainians to world achievements);

- “*Human and world*” (tolerant attitude to the diversity of the world of people, cultures, customs);

- “*Human and nature*” (knowledge of nature; interconnection of objects and phenomena of nature; man-made world of man; responsible human activity in nature; the role of natural knowledge and technology in human life; the relationship between human activity and the state of the environment).

In Savchenko’s program this is done directly while mastering the content line “Human and nature”. Its essence implies “knowledge of nature; the interconnection of objects and phenomena of nature; man-made world of human; responsible human activity in nature; the role of natural knowledge and technology in human life; the relationship between human activity and the state of the environment” [16]. At the same time, the possible means of integration in the process of implementation of the program “I am exploring the world” include the involvement of students in the practice of various tasks of a research nature. This is the case: “*research-recognition* (What it is? What is it? Examination with the help of sense organs, description, comparison with other objects, phenomena; common – excellent to which the whole it belongs); *research-observation* (How it works? What happens to him? What is it for?); *research-search* (inquiry, prediction, establishment of temporal and logical sequence of phenomena, events; establishing cause and effect relationships (Why? How? What it depends on? What it is related to?)), conjecture, conclusion-generalization)” [16].

Teachers in pedagogical colleges must learn how to direct the activities of younger students during their first year of study to achieve such results: recognition

of bodies of inanimate and living nature, man-made objects; understanding the value of sunlight and heat on Earth; formation of the idea of air, water, soil, their properties, the diversity of living organisms, the daily and seasonal changes in nature, the reasons for their recurrence; grouping of nature objects by one attribute; establishing the simplest relationships in wild and inanimate nature, between living organisms and the environment, between natural conditions and human economic activity; understanding the value of nature for people's lives, dependence of quality of life of people on the state of the environment; selection of the closest natural objects of study using available equipment (magnifier, thermometer, compass, ruler), different sources for finding environmental information; recognition of man-made bodies in the immediate environment, materials (wood, rubber, paper, metal), of which they are made; observing the rules of behavior in nature and explaining them to others; strong participation in environmental activities [16].

In the second class of the New Ukrainian School, the results of local history work are expanding: ideas about the shape of the Earth, the influence of the sun on seasonal phenomena in nature, causes of changes of seasons, their names with corresponding months, phenomena in the living and inanimate nature at different seasons, conditions of plant cultivation; giving examples of human-nature communication; recognition of changes in wild and inanimate nature, organs of plants, animals of different groups; distinguishing the shape of the earth's surface; classification according to certain characteristics of plants and animals of their terrain, bodies of non-living nature; determining the purpose of the study, selecting the sequence of actions and equipment to perform it; performance of research tasks (study of the properties of air, water, soil, rocks, plants of their locality; measurement of temperature of air, water; animal monitoring, daily and seasonal changes in nature); to determine the essential features of inanimate and living objects based on the research conducted; fixation of research results by available methods and appropriate conclusions; acquiring knowledge about nature through the use of different sources of information, in educational and life situations; examples of products that help people in their everyday life; explaining the use of materials based on their properties; obtaining information about the most important inventions of mankind with the use of various sources; the realization that nature needs protection; strong participation in environmental activities [16].

In the typical R. Shiyan educational program, there are only three content lines – “I know nature”, “I am in nature” and “I am in the man-made world” [17].

The organization of local history work in the study of the content line “*I know nature*” involves the preparation of students of pedagogical colleges to use various devices that help to explore nature. The most interesting for younger students are phenological studies in the areas: the sun is a source of light and heat; observing seasonal changes in nature; observing the formation of shadows from objects; observation of plants and animals at different times of the year; air and its properties, measurement of air temperature; water and its properties, water temperature measurement; soil; study of soil composition, value of soil and its protection. Phytophenological studies provide for the study of the diversity of plants, their

structure, observation of stages of development, conditions of cultivation and protection. Zoophenological studies complement the study of wild and domestic animals and their observation (insects, spiders, fishes, frogs, birds, animals). An important role should be played by the preparation of students for nature conservation, familiarization with the Red Book of Ukraine, nature reserves.

Local history work on the study of the content line “*I am in nature*” extends the study of topics: my native land, the nature of my native land, my city (village), my address. Phenological direction of local history work is expanded by such topics: the sun and its significance for life on Earth, the influence of the sun on seasonal phenomena in nature; air and its importance to wildlife; water and its importance in the nature and life of man, the reservoir of his native land; soil and its importance to wildlife; weather and its elements. Phytophenological and zoophenological directions provide for acquaintance of students of the New Ukrainian School are realized through studying of plants and animals of native land, peculiarities of plant and animal life in different seasons. Local history work in the study of the content line “*I am in the man-made world*” brings students to the New Ukrainian School closer to human-environment communication.

Conclusion. The integration processes that are currently taking place in Ukraine, the migration changes within the society, the identification and re-identification processes in the personal development of each Ukrainian occur against the background of a surge of interest and manifestation of patriotic feelings and new attitudes to the history, culture, religion, traditions and customs of Ukraine. At the same time, it should always be remembered that Ukraine has an ancient and majestic culture and history, the experience of a statesman’s life, which serve as a powerful source and a strong foundation for the upbringing of students of the New Ukrainian School. As emphasized in the Concept of National-Patriotic Education of Children and Youth, Priority Objectives should be “affirmation in the minds and feelings of the personality of patriotic values, beliefs and respect for the cultural and historical past of Ukraine; cultivation of the best features of the Ukrainian mentality – diligence, freedom, justice, kindness, honesty, caring attitude to nature” [6]. In our opinion, the organization of local history work at the New Ukrainian School will help to solve the set tasks. This, in turn, requires a thorough preparation of the students of pedagogical colleges for its conducting. The peculiarities of this preparation are also covered in this article (in particular, competencies, directions, content lines) in accordance with the State standard of primary education. Content is taken into account Model-led educational program R. Shiyan and O. Savchenko.

Future areas of research we see in the development of methodological recommendations for students of pedagogical colleges for the organization of local history work at the New Ukrainian School.

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2.7. WAYS OF PREVENTING MALADAPTATION OF GIFTED STUDENTS AT INSTITUTIONS OF SECONDARY SCHOOL EDUCATION

***Abstract.** Objective: determination of the main risk areas for maladaptation of gifted students of general secondary education institutions and ways of preventing its negative consequences. Scientific novelty. An element of scientific novelty of the research is the improvement of theoretical bases concerning different forms of manifestation and risk zones of maladaptation of gifted students of institutions of secondary school education, which in its way created the preconditions for determining the main approaches and ways of preventing this phenomenon. Methods of research. Methods of theoretical generalization, system analysis, and synthesis were used in the process of writing the article. With a help of methodological systemic analysis and synthesis research on approaches to preventing the negative behaviours of gifted students related to their maladaptation have been made, the optimal ways of preventing this phenomenon have been substantiated. For determination of the main risk areas for maladaptation of gifted students there have been used methods of theoretical generalization.*

Results. According to the aim of investigation there have been defined: 1) the main zones that can provoke behavioural evidence of maladaptation of gifted students are infringements and violations; 2) the best ways to prevent maladaptation of gifted students in general secondary schools. Conclusions. 1. The main areas that can provoke maladaptive behaviours of gifted students: relationship-related disorders in institutions of secondary education, as well as specific characteristics of the gifted student's personal sphere. 2. Optimal ways to prevent maladaptation of gifted students in general secondary school: social and pedagogical prevention through taking into account in practice the characteristics of children, scientific approaches to preventing deviance, creating family friendly schools, and an interdisciplinary team of pedagogical staff in solving the problem; different methods of work depending on the risk area and the situation, different preventive approaches. Perspective of further research. Development of methods of social and pedagogical prevention of deviance of children with general and special gifts.

***Key words:** maladaptation, deviant behaviour, gifted student, institution of general secondary school education, prevention*

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Formulation of the problem. Nowadays the national education system of Ukraine aims at the comprehensive development of man as a person and the highest value of society, its talents, intellectual, creative and physical abilities, the formation of values, and the competencies necessary for successful self-realization, education of responsible citizens, capable of conscious public choice and direction their activities to the benefit of other people and society, enrichment on this basis of the intellectual, economic, creative, cultural potential of the Ukrainian people, improving the educational level of citizens to ensure sustainable development of Ukraine and its European choice [8]. The concept of the New Ukrainian School indicates: in the near future, the most successful in the labor market will be a specialist who can learn throughout life, think critically, set goals and achieve them, work in a team, communicate in a multicultural environment and have other modern skills. The new Ukrainian school arose to improve the quality of education for children, to ensure their competitiveness in the world, in adults, and in professional life. The country needs innovators who are able to change the world around them, to develop the economy on the principles of sustainable development, to compete in the labor market and to learn throughout life. [7, p. 4]. Consequently, the problem of the search and development of a gifted personality is gaining special attention.

Urgency of an issue. Despite the spread of ideas about the well-being of the development and formation of gifted children, their results and success, due to their internal qualities and specific situational factors, gifted children often fall into the “risk group” [1]. Giftedness can provoke a person to difficult-to-solve processes related to finding himself, the ability to show his talent by recognition and success. Whole thing can lead to the development of negative consequences, such as socio-psychological maladaptation, deviant behavior, intrapersonal and interpersonal conflicts [6]. Gifted children are gifted only in certain abilities, but other abilities may not be formed so high that their development is not harmonious, but their self-esteem is overstated. This provokes conflicts among children, their deviant behavior. Ukrainian society suffered a lot of conflicts and problems in the educational years, therefore, we need a culture of peace, tolerance and collegiality.

The connection of copyright refinement with important scientific and practical tasks. Training and education of gifted children provides for enhanced educational and socio-pedagogical work with them for comprehensive and harmonious development, the formation of human sociality, work with the educational and children’s environment, parents of children, and the teaching staff. Methods of socio-pedagogical prevention of deviant behavior are important in the context of minimizing the risks of its manifestation, conditions for its appearance.

Analysis of recent research and publications. The problems of socialization of gifted students are disclosed in the works of Yu. Eremenko, E. Podolskaya, T. Zhuravel, V. Zyuz [3; 4] and others. Deviantological risks in the behavior of gifted students and the prevention of various forms of students’ deviant behavior in different aspects are presented in the works of E. Eliseeva, T. Kravtsova, E. Naletova, A. Lakreeva, A. Satynskaya, D. Ushakov [2; 5; 6; 9] and other scientists.

Highlighting previously unresolved parts of a common problem. An analysis of today's publications indicates a lack of knowledge at the level of theory and practice of social work of the problem of maladaptation of gifted students, the need to identify risk factors for the formation and development of a gifted child, the prevention of negative consequences associated with their maladaptation, the need to find ways to optimally solve the problem.

The objective of the article is to identify the main risk zones for the maladaptation of gifted students of secondary schools and ways to prevent its negative consequences. According to Yu. Eremenko and E. Podolskaya, the main factors and at the same time indicators of the maladaptation of gifted children are: difficulties in finding congenial people; lack of interest in games with peers of a lower intellectual level; conformity, desire for communication and at the same time inability to adapt to other people; refusal of your individuality; early interest in philosophical and philosophical problems, attempts to comprehend the meaning of life; loss of motivation to learn. These factors determine the inadequate reactions of gifted children to environmental conditions and requirements, their dissatisfaction with their position in the group or their achievements, reduced self-esteem, rejection of their individuality, inertness and isolation in themselves and other violations [3]. In turn, A. Lakreeva and A. Naletova consider the most dangerous risks to be disrupted by the processes of socialization of a gifted child: disturbance of child-parent relationships; difficulties associated with relations in the institution of general secondary education; specific personality characteristic. Scientists note that the creativity and originality of a gifted child can be criticized, ridiculed, humiliated and leads to her anxiety, low self-esteem, blocking manifestations of creativity, the development of maladaptive states [6]. A. Eliseeva rejects the influence of the environment to be one of the first places among the negative factors. The researcher notes that cases when a gifted student fell into the category of "difficult children" are associated, first of all, with the wrong attitude of peers, teachers and parents to him. The consequences of this attitude are the presence of gifted students with problems of a socio-psychological nature, various forms of maladaptive behavior, in particular asocial, aggressive [2]. The work of A. Satinskaya, M. Kravtsova is interesting in the deviantial aspect of the study. They talk about the possibility of addictive behavior, as well as the commission by gifted students of criminal acts with an unexpected non-standard approach. According to scientists, such deviant manifestations can be observed against the background of systematic mental overload, constant employment of gifted students. The way of avoiding such fatigue is reminiscent of traditional escapism is an escape from reality, social life into a world of fantasy or pseudo-activity. Sometimes this can manifest itself as gambling, Internet addiction or alcoholism. However, it usually begins as a realization of the need to change or replace the leading activity with another, more interesting and easy one. In this case, the main risk areas of personality for deviant behavior of gifted students are individual psychological processes, socially defined personality and character traits, negative attitude to the norms and rules of others, etc. [5]. Quite often in school practice you can find such a socio-psychological reaction of a gifted child to pressing

her needs as self-care, lethargy, and disinterest in contacts. Depressive behavior can take on demonstrative features. One of the reasons for such manifestations is prolonged deprivation (pressure, dissatisfaction with needs) from the immediate social environment of the gifted student.

Another reason for such behaviour is lack of communication skills. Its source often follows from the family environment in which it was the parents who created such a “sparing” atmosphere for their child, emphasizing her talent and forgetting about other aspects of her life [9]. Also, situations of violence at school can lead to depressive behavior of gifted students. According to psychological research, gifted students most often become victims of school violence. An indicative indicator of the state of violence is the socio-psychological climate in the classroom. If the class is friendly, then there is less tension in the relations between its members. Tension occurs when there is a certain imbalance or difference of sympathy between the children. If the class is unfriendly, then the motive of power may be actualized in individual students, because it is pleasant to subordinate someone you do not like. This leads to increased aggressiveness [4]. The main features of the motivational-need sphere of students prone to maladaptive manifestations are the needs for physical development, entertainment, friendship, emotional closeness, comfort, respect and support from peers, prestige, etc. It is the long-term dissatisfaction of these needs that can lead to a state of deprivation of gifted students.

The Concept of the New Ukrainian School states that the graduate of the school should be a responsible citizen. The concept calls as a key social and civic competency as 1 out of 10, should form a modern Ukrainian school. This is a direct step towards a child-friendly school that is developing in the world. In the context of countering and preventing stiffness and bullying by gifted students, the formation of a healthy educational environment, it becomes necessary to take into account such approaches to creating such a school: the ethics of non-violence; axiological approach; resource approach; humanistic approach, child friendliness. When children are engaged in various developmental activities, and parents and teachers cooperate in the interests of the child, there are no conflicts and grievances, there is no time for bullying and it is not a means of pastime and subject of activity of students, because they have other values and aspirations that satisfy all of them security needs. The way to solve the problem of bullying and cruelty towards gifted children in the children’s educational environment is education, which is aimed at raising a happy, creative, comprehensively developed personality of the child, capable of innovation.

At present there are such approaches to prevent the deviant behavior:

1. Biological (physiological) is correction or control of conditions that cause deviant behavior.
2. Psychological (psychiatric) is a change in the psychological state and the elimination of the causes that caused it.
3. Social is to strengthen communication and interaction between the gifted student and peers, parents and other adults.

4. The approach that comes from the fact deviant behavior is determined by the lack of control in the microenvironment in which the teenager lives. Strengthening the influence of the group of which he is a member.

5. An approach that provides that the cause of aggression is the lack of the ability to fulfill, within the framework of the rule of law, a role that meets the interests of the individual. Reduction deviance by expanding and developing role opportunities.

6. Organization of leisure.

7. Improving the educational and professional level of adolescents, since according to this approach, the basis of aggressiveness is the lack of life skills in minors.

8. The approach, according to which the causes of deviance in the negative influence of other persons, require this factor be related to criminal groups and individuals.

9. Deviance is based on inadequate social expectations and contradictions to social requirements. It is necessary to harmonize these expectations with various institutions, organizations and influences that influence youth.

10. The economic approach. The reason for the aggressiveness in poor material conditions in life of young people and their families requires financial assistance.

11. The containment approach. The reasons for the deviation are related to the ease of criminal actions, therefore, it is necessary to limit these opportunities, including through severe punishment.

12. Refusal of legal control and public patience. Crime increases if society is irreconcilable even to bad behavior, therefore, it is necessary to cultivate tolerance for certain forms of inappropriate behavior.

These approaches provide an opportunity to see the variety of causes of deviant behavior, therefore, the variety of opportunities for their prevention, the need to work in a multidisciplinary team of social workers [11, 13]. Analyzing the main goal of the preventive direction of the activities of the social teacher of the institution of general secondary education, we determine that its main tasks for gifted children are: a) registration of students prone to violations of discipline and order, regime rules of conduct; to aggressive, intolerant behavior in the institution of general secondary education, outside of it, outside school hours, in communication with others; b) development and implementation of a preventive program; c) dissemination and promotion of legal knowledge in order to educate students in legal culture and consciousness, law-abidingness, discipline; d) education in the institution of general secondary education of an atmosphere of intolerance towards any manifestations of antisocial, unlawful behavior.

We can distinguish the following preventive approaches that are used in the work of this structure:

1. Socio-pedagogical is socio-educational, environmental, personality-social, personal;

2. Social work is a focused, diagnostic or functional, environmental model – integrated, sociologically and psychologically oriented approaches;

3. General scientific approaches are systemic, integrated, axiological, activity-oriented, humanistic, anthropological, personal;
4. Managerial approaches are organizational, control, program-targeted;
5. Legal approaches are legal, informational, activity-related, etc.

In view of the above, we should pay attention to the fact that the family centered approach has its advantages over other approaches, since it is the family that is the determining factor in the socialization of the child. This approach makes it possible to organize work with the family in order to get rid of the crisis, to ensure its normal functioning and development; highlight the socio-pedagogical component of the activities of various actors working with the family, provides the basis for their cooperation and interaction in the interests of the family; contribute to the strengthening of integrity, maintaining integrity, the development of society as a whole [10].

Conclusion. Talent can provoke a large number of complex socio-psychological contradictions and problems, the manifestations and symptoms of which are very diverse in children. A characteristic feature of these manifestations is the risk or the presence of maladaptation. The main areas that can provoke the occurrence of maladaptive behaviors among gifted students are violations related to relationships in the family, in the institution of general secondary education and specific features of the personal sphere of the gifted student. The best ways to prevent the maladaptation of gifted students from general secondary education institutions are social and pedagogical prevention that takes into account the characteristics of children, scientific approaches of preventing deviance, the creation of family-friendly schools and an interdisciplinary team of teachers in solving the problem, the use of various working methods depending on the risk zone and situations, various preventive approaches. **Perspectives** for further research are the development of methods of socio-pedagogical prevention of deviance of children with general and special giftedness.

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2.8. USE OF HEALTH-SAVING TECHNOLOGIES IN THE SYSTEM OF ENGLISH LESSONS

Abstract. *In recent years, pedagogical studies have shown that in primary school there are problems related to the poor health of students, their low level of activity in classes. The article substantiates that the problem of using health-saving technologies in the system of English lessons is relevant in view of the processes of modernization of the education system in Ukraine, taking into account the requirements of the Concept of the New Ukrainian School. The purpose of the article is to theoretically substantiate the need to create pedagogical conditions for the organization of students' education, which contribute to the preservation and promotion of their health, the definition of types of health-saving technologies in English lessons, a selection of methodological means of preserving the health of students during English lessons. The methods of scientific research, such as the study of legislative and regulatory documents, were used in the work to determine the tasks and content of educational activities in general secondary education institutions for preserving and promoting the health of students; analysis and generalization of psychological, pedagogical, scientific and methodological literature in order to compare different views on the problem under study and to determine the nature and peculiarities of the use of health-saving technologies in the system of English lessons.*

It is determined that health-saving technologies in foreign language lessons are the directions of the teacher's activity in forming, preserving and promoting the health of students in the process of mastering in a foreign language. The types of health-saving technologies with their brief characteristics are distinguished, namely: health-saving, health-improving; health education technologies and development a health culture. The pedagogical conditions of the schooling organization of students' contributing to the preservation and promotion of their health are considered: educational and methodological support for the use of health-saving technologies in the system of English lessons and the implementation of a person-centered approach to students during educational process. The positive influence of teaching tools that promote the preservation and health promotion of students in the system of English lessons has been proved. Among them are: relaxation; multiple physical minutes; sound gymnastics; games and game therapy; fairy tales and fairytale therapy; music and others. Priority areas are the study of the image of the teacher as a health-saving factor in the educational process in general secondary education institution.

Key words: *health-saving technologies, general secondary education institution, English lesson, teacher, health, teaching tools.*

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Formulation of the problem. A new stage in the evolution of Ukrainian education requires a revision of approaches to individual support and ensuring the students' natural development process, preserving and promoting their health. One of the ten key competences identified in the Concept of the New Ukrainian School is healthy living, namely the ability and desire to pursue a healthy lifestyle [3]. Recent years have shown that in primary school there are problems such as low levels of students' activity, increased functional abnormalities and chronic diseases, and impaired of the physical development. Almost every school graduate suffers from a variety of diseases.

Relevance of the research. Modern society is focused on a healthy personality, capable of non-standard problem-solving situations, able to flexibly change the strategy and tactics of their behavior in the light of changes in the present, able to predict the consequences of their actions and be responsible for them. In this regard, the goals, principles of health-saving learning, focused on the student's self-realization are considered. The use of health-saving technologies in the system of English lessons is of paramount importance. After all, English is a difficult discipline because from the very first lessons children learn to speak English, while assimilating a large amount of linguistic material: lexical units, grammatical forms, syntactic norms, etc. Modern English is characterized by a high intensity: students memorize, speak, write, read, listen and analyze information a lot. Therefore, the main task of the English teacher is to provide a comfortable environment, to create a positive emotional state for children, to motivate them for successful productive activities.

Connection of the author's achievements with the important scientific and practical tasks is a meaningful analysis of the scientific source base on the problem of the use of health-saving technologies in the educational process, in the study of the pedagogical conditions of the organization of English language teaching, which contribute to the preservation and promotion of the students' health, types of health-saving technologies in English lessons and their analysis.

Analysis of previous research and publications. The issue of the use of health-saving technologies in an education institution was investigated in the scientific works of O. Kolonkova and O. Litovchenko [4]. In L. Turishcheva's research, attention was paid to the mental and physical health of students [9]. Pedagogical health technologies for saving young adolescents in a general secondary education institution are presented in a scientific study by T. Berezhna [1]. The problem of teacher's readiness to use health-saving technologies in the educational process is devoted to the works of O. Vashchenko and S. Svyrydenko [10].

Selection of previously unresolved parts of the general problem addressed by the article; the purpose of the article. The creation of pedagogical conditions for the organization of students' education that contribute to the preservation and promotion of their health in the context of the Concept of the New Ukrainian School remains poorly understood. The purpose of the article is to theoretically substantiate the need to create pedagogical conditions for the organization of students' education that contribute to the preservation and promotion of their health, determine the types and structure of health-saving technologies in English lessons, a selection of

methodological means of preserving students' health during English lessons.

Methods of research: study of legislative and regulatory documentation – to determine the tasks and content of educational activities in general secondary education institutions for preserving and promoting the health of students; analysis and generalization of psychological, pedagogical, scientific and methodological literature in order to compare different views on the problem under study and to determine the nature and peculiarities of the use of health-saving technologies in the system of English lessons.

Scientific novelty. The essence of the concept of “health-saving technologies in English lessons” is clarified, which is considered as the directions of the teacher's activity in forming, preserving and promoting the health of students in the process of mastering in a foreign language. The pedagogical conditions for the organization of students' education that contribute to the preservation and promotion of their health are theoretically substantiated, namely: teaching and methodological support for the use of health-saving technologies in the system of English language lessons and the implementation of a student-oriented approach to students' education.

Statement of the main research. Learning English is a long and complicated process. It should also be borne in mind that the teacher needs to work with four types of speech activity, namely: speaking, listening, reading and writing. Modern English lessons require a great deal of concentration and effort on the part of the student. Therefore, in the English language system, it is necessary to use elements of health-saving technologies to achieve practical, educational, developmental and educational goals, and to motivate students for successful productive activities. In our study of health-saving technologies in foreign language lessons, we will understand the directions of the teacher's activity in forming, preserving and promoting the health of students in the process of mastering in a foreign language.

Analyzed the existing classifications of health-saving technologies, the closest to our study is the classification of O. Vashchenko [10]. The author distinguishes the following types: 1) health-saving – technologies that create safe conditions for stay, study and work in school, as well as those that solve the tasks of rational organization of the educational process, taking into account age, gender, individual characteristics and hygiene standards, the creation of educational and physical amount of work to be done according to the student's capabilities; 2) wellness – technologies aimed at solving the problems of improving the physical health of students, improving health resources: physical training, physiotherapy, toughening up, massage, gymnastics, music therapy, aromatherapy, phytotherapy; 3) health education technologies – hygiene training, life skills development (emotion management, conflict resolution, etc.), injury prevention, sexual education; 4) promotion of health-care – education students' personal qualities that contribute to preserving and promotion their health, forming perceptions of health as a value, positively motivating students to maintain a healthy lifestyle, increasing responsibility for their own health, and the health of their relatives.

Knowledge, ownership and use of health-saving technologies are an important part of the professional competence of the modern teacher. Educators in close

communication with schoolchildren, parents, health professionals, practical psychologists, social workers and social care teachers are able to create a health-saving educational environment. Consider the pedagogical conditions of the schooling organization of students' contributing to the preservation and promotion of their health, namely: educational and methodological support for the use of health-saving technologies in the system of English lessons and the implementation of a person-centered approach to students during educational process.

With regard to the first pedagogical condition, educational and methodological support for the use of health-saving technologies in the system of English lessons, there are three pressing questions: 1) continuous professional self-education of teachers, their self-improvement as a teacher-researcher, especially in terms of creative self-development of their methodological, qualitative (ability to diagnose, measure) and valueological culture; 2) optimization of tuition burden on the students; 3) development of measures that reduce the risk of diseases and injuries related to the social aspects of students' life in school. Consider each of the issues more specifically. Of great importance for the development of the teacher's pedagogical skill are their natural inclinations (observation, memory, temperament, fantasy, imagination, taste, reason, ingenuity), as well as the constant improvement of their pedagogical creativity.

Scientific analysis of psychological and pedagogical works, state programs and other documents on teacher's pedagogical activity and their professional training made it possible to distinguish modern requirements for teacher's professional competence, to prove the importance of their professional self-improvement in fulfilling the requirements for pedagogical work in the light of new educational orientations. It is determined that the focus on professional self-improvement is determined by the teacher's development of motivation for success in professional activity, business orientation, ability to analyze their own pedagogical activity. Current changes in the methodology of school education require corresponding changes in the professional training of teachers.

Professional self-improvement is considered as a conscious professional activity of the teacher in the system of their continuous pedagogical education, which is aimed at improving the professional level of the teacher. Professional self-education is a systematic and purposeful educational activity of the teacher whose aim is to meet the social needs of students' education, to overcome the contradictions between the speed of knowledge aging and the pace of their updating. Typically, teachers understand the need for self-education and successfully implement it. Subjective motives are usually formed as a result of awareness of the problems that arise before the teacher in pedagogical activity. Most often, such motives are formed as the desire to teach students in accordance with the latest achievements of science, the need to improve their skills, responsibility for their favorite cause.

Current researches of modern scientists [2; 5; 10] make information overload one of the greatest threats to students' mental and physical health. This is one of the key problems that will be influenced by further social progress. In order to adapt to changes in the environment, the teacher needs to learn to consciously assess the level

of both their cognitive emotion and students'; control the pace of their life; alternate periods of tension with periods of relaxation in working with students, independently set the norms of novelty, variability and variety of sensory stimuli. In order to minimize the effects of information impact, everyone should learn to put a kind of sensory protection, create "stability zones" in an ever-changing environment [8].

Ways to optimize the modern educational process are:

- reducing the overall informational burden on students through the consistent application of a participatory approach;
- determination of minimum required knowledge for each subject;
- ensure that compulsory knowledge is presented in the form of supporting tables with as much compiled and structured information as possible;
- reducing the level of abstractness in the presentation of educational material;
- reorientation of attention from quantitative to qualitative indicators of the educational process by applying a person-centered approach to students and teachers;
- decrease in intensity of pace of educational activity. Widespread and consistent use of work forms help to relieve psychological stress, develop students' emotional-figurative and spiritual world.

With regard to the second pedagogical condition, it should be noted that personality-oriented approaches, where the center of the educational system is the personality of the student, provide conditions for the development and realization of natural opportunities. The student's personality is a priority subject, which becomes the goal of the educational system. As independent directions we can distinguish the following technologies: human-personal technologies, cooperation technologies and free education technologies.

Collaboration pedagogy creates all the conditions for the realization of the tasks of preserving and promoting the health of students and teachers. During the lessons teachers should invoke the student's inner strength and capabilities in order to fully develop the individual. This is absolutely consistent with the mechanisms of formation and promotion of health through the growth of the adaptation resources of the students, their capacity for psychological adaptation. The most important feature of this pedagogy is the priority of developing over education. It allows to consistently develop the culture of students' health within the formation of the general culture of personality.

Shows of humane treatment of children are reflected as factors in the educational process. These are: love for and optimistic belief in children, lack of direct pressure, priority of positive encouragement, tolerance for children's mistakes, etc. In combination with the shows of democratization of relations, the children have the right to choose freely, on their own point of view. It creates a favorable influence on the students, promote the formation of a healthy psyche and, as a consequence, have an indicator of high level of psychological health [7].

The classification characteristics of the technology of developmental education meet the principles of health-saving pedagogy. Orientation to the "zone of immediate development" of the student, in the construction of their individual educational

program, allows it to take into account as much as possible their abilities, opportunities, rates of development, environmental impact and conditions. An important point is that this technology has a positive effect on the psychological state of the student, and in the dynamics of their health [7]. Technology of level differentiation of training indicates that English lessons should be conducted to the individual abilities of the student, using three-level tasks, including supervisory work. This makes it possible to differentially help the weaker student and pay attention to the strong one. With this level of technology, strong students are actively pursuing their desire to move faster, while the weaker ones are less likely to fall behind the strong [7]. Thus, considering the pedagogical conditions of the organization of teaching students, which contribute to the preservation and promotion of their health, we can conclude that health-saving work requires a deeper and more complex research, requires the development of concepts, theory, technology and diagnostic procedures for assessing the quality of the lesson. The introduction of health-saving technologies into educational process leads to a reduction in the incidence of children, improvement of the psychological climate in pediatric and pedagogical teams, and actively engages the parents of schoolchildren in the work to promote their health. Teachers who have mastered this technology, it becomes easier and more interesting to work, because the problem of the discipline disappears and the teacher is liberated, and the space for their pedagogical creativity opens.

For the organization of a favorable climate in the English lessons, for the more effective achievement of practical, general and educational goals, to support the motivation of students, elements of health-saving technologies are used. First of all, it is necessary to take into account the physiological and psychological characteristics of children and to find such types of work that would relieve stress and fatigue, increase the activity and efficiency of students. Among the teaching tools that help to preserve and promote the health of students in the system of English lessons, it is advisable to distinguish: relaxation; multiple physical minutes; sound gymnastics; games and game therapy; fairy tales and fairytale therapy; music and others. Consider these teaching tools in more detail.

Relaxation. An important reserve in the stabilization of the emotional state is the improvement of breathing, which depends on the internal state of the person, and therefore arbitrary and orderly breathing will have a reverse effect on this state. The use of visualization techniques, during which the imagination is activated with the help of auditory, visual, taste, olfactory and tactile sensations, also promotes effective emotional self-regulation. It should be noted that the expectation of unusual, special interest is also a means of relaxation of students, as it relates to their emotional sphere. Students may be interested in getting acquainted with new English illustrated magazines and newspapers, a story about an English-speaking city or country with a video demonstration, an interesting meeting with another country representative, new information about holidays and customs in English-speaking countries.

Physical minutes. One form of relaxation is physical minutes, i.e. discharge with the use of various types of movements. It promotes change of posture and nature of activity, improves the work of the brain and is characterized by motor activity,

which relieves fatigue, restores muscle tone, relieves tension from the organs of vision and restores emotional positive state. In addition, the development of speech, enriched vocabulary, worked out the pronunciation, maintains the interest of children to learn English. Students are involved in UK culture from the very beginning. It is advisable to include 3–4 exercises in the physical minutes, which should be easy to perform. Each exercise should be performed 3–4 times at an average pace. The duration of the exercise is 2–3 minutes.

Sound gymnastics. The correct pronunciation of the different English sounds is achieved through the clear work of the organs of the articulation (tongue, lips, mandible and soft palate). The accuracy and expressiveness of the actions of these organs in pupils develops gradually in the process of speech activity. Therefore, during the English lessons it is appropriate to introduce sound gymnastics, the purpose of which is to work out the proper operation of the organs of the articulatory apparatus necessary for the pronunciation of sounds. It is necessary to carry out such gymnastics daily, preferably in a game form.

Games and game therapy. Games in English lessons are some of the situations that are repeated and every time in a new version. They help to solve problems of different degree of complexity, to form new necessary competences. Games as a phenomenon of culture teach, educate, develop, socialize, entertain and promote recreation, bringing to the leisure content endless subjects and topics. There are different types of games.

Directed games (“What can suit the doll Kate to the theatre?”, “In the theatre?”) – they are a kind of role-playing games during which students invent events and create their own story. This task especially develops the imagination; it is advisable to use it when working with new vocabulary. Theatrical games (“Twelve months”, “Snowdrop”) are at the same time a play of a certain literary story and a fragment from a child’s life. In such games, the children come into the image themselves, or use dolls (instead of dolls can be cards with pictures). It is advisable to use this type of work when developing conversational speaking skills.

Entertainment games (“Brain-rings”, “Bingo”) are games-fun (games with dolls, objects, dance games), holiday entertainment games, theatre games. They are interesting to students of all ages, expanding the interests of students, forming a culture of communication, nurture a sense of humor and promote the development of communication skills.

Game-fantasy (“Cow”, “Yes or No”) – in such games childish intention is realized in role-playing behavior, with the help of various means for meaningless game action (facial expressions, gestures, drawings, intonation, etc.). Educational games are a special kind of games based on purposeful development, improvement of intelligence, transmission of important information about the world. Educational games teach children to see cross-curricular relationships, commonalities, similarities and differences. For example, in English lesson you can often find the task “Find extra words from the list of things” or “Divide the following words into three categories”. The success of student’s development depends on mastering specific knowledge, skills and abilities. In this regard, didactic games (“Chinese whispers”,

“Hot potatoes”) are of particular importance. Such games will help the teacher to form a children’s team, where the prerequisites are the ability to play together, help each other, rejoice successful friends and find compromises. It is important that a child who feels uncomfortable and does not know how to behave in such games should play with children who have already mastered these skills and are able to help others.

Fairy tales and fairytale therapy. Fairy tales are the most ancient way of therapy because they conveyed spiritual knowledge, moral values and attitudes, rules of behavior in society, life mistakes and more. For English lessons, it is advisable to choose different genres of fairy tales: folk, author, contemporary, parables, myths, legends, philosophical and others. The possibility is to come up with a fairy tale on its own, or collectively with children. The general idea of this kind of work is that the child sees themselves on the site of the main character, lives with them and learns from their mistakes. Therefore, it is advisable to choose fairy tales about students, school life, friendship and mutual assistance.

Music. It has great potential for promoting human health. Musical and song material in English lessons helps to relieve stress, stimulates brain function, enhances learning, promotes aesthetic education of the younger generation. The author of the book *Music & Song* T. Murphy [6] points out that in the study of a foreign language, students are able to learn grammar while working on song material; develop the ability to listen to text by ignoring unfamiliar words; discuss the content of songs; translate songs into their native language; compose dialogues and play them using the words of the songs; practice pronunciation, intonation and emphasis.

Conclusions. Thus, in our study the pedagogical conditions of the organization of training of pupils contributing to the preservation and promotion of their health are highlighted: educational and methodological support for the use of health-saving technologies in the system of English lessons (continuous professional self-education of teachers, optimization of tuition burden on the students that reduce the risk of illnesses and injuries related to social aspects of school life) and the implementation of a student-centered approach during educational process (human-personal technologies, cooperation technologies, free education technologies). Favorable conditions of students’ education in school (absence of stressful situations, adequacy of requirements, teaching and training methods); optimal organization of the educational process (in accordance with age, sex, individual characteristics and hygiene standards); a complete and rationally organized movement determines the structure of health-saving technologies. In order to secure the learning material, the teacher should ensure that as many senses as possible are involved in the memorization process. A variety of teaching tools aimed at preserving and promoting the health of the students will greatly increase the performance of children, as they will facilitate the involvement of other analyzers, new fatigued areas of the cerebral cortex.

Prospects for the use of research results. Teacher plays a key role in promoting and preserving the students’ health in English lessons. Constant self-control, attention spans, emotional excitement create a stressful situation for teachers’

pedagogical activity. Given this relevance, priority areas are the study of the image of the teacher as a health-saving factor in the educational process in general secondary education institutions.

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**2.9. THE ROLE OF “PSYCHOLOGICAL DEFENSE”
IN ENSURING THE “SECURITY” AND “DEFENSELESSNESS” OF
FUTURE TEACHERS IN DAILY AND PROFESSIONALLY PEDAGOGICAL
COMMUNICATION**

***Abstract.** The research is an attempt to reveal the main points that demonstrate the subjective expediency of the “protective” means of the person and the moments in the functioning of the “psychological defense”, which are the result of the fact that he creates the “defenselessness” of the future teacher in daily and professional pedagogical communication. The most important causes of this phenomenon are researched in the paper. The article also discusses the mechanisms of “psychological defense” and professional-pedagogical maladaptation of the future teacher. The article substantiates the importance of using the method of active socio-psychological training (ASPT) for professional training of pedagogical staff. The study reveals the features of the functioning of “psychological defense”, which destructively affects their pedagogical professionalism. This paper proves that the most important condition for pedagogical professionalism is the presence of such qualities as openness, goodwill, empathy, sincerity, and the ability to accept and understand the other among teachers, along with a thorough knowledge of the subject. To provide these personal prerequisites for pedagogical professionalism, special training is*

required, which gives more than mastering academic knowledge and receiving a set of recommendations. The article maintains that the formation of the necessary personal qualities in a teacher is a very complex and emotionally demanding process. The emphasis is placed on the fact that only through his own emotional experience of the communication situation can the future teacher reach the productive conclusions that contribute to his personal development. Particular attention is paid to the analysis of the integrity of the psyche of the future teacher in the process of communication.

Key words: *method of active socio-psychological training (ASPT), professional training, future teacher, professional and pedagogical maladaptation, pedagogical professionalism, subject, psychological defense.*

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Formulation of the problem in general. Today, through communication, a modern teacher not only transfers certain knowledge to students, but also forms their horizons, high ideals, fosters spirituality, the desire for good, a friendly attitude towards others, love of work. Successful solution of these problems requires the development of special tools that would help ensure both general and special preparation of the teacher for pedagogical communication with students. Practice highlights the existing contradiction between the knowledge of a modern teacher acquired during his training at a higher education institution and his own pedagogical activity, when he has to make a quick, responsible decision in new and, usually, unexpected situations. This is primarily explained by the fact that pedagogical communication can be successfully implemented thanks not only to the appropriate theoretical training of the teacher, but also to provide one's with certain skills and abilities.

Analysis of recent research and publications. Various aspects of the problem of teacher training in modern conditions were studied by native and foreign researchers V. Andrushchenko [1], D. Venter [3], B. Wulfson [4], A. Gluzman [5; 10], V. Kan-Kalik [6] and others. Analyzing the existing approaches to the professional training of future teacher (*subject*), it can distinguished, as a separate direction, their preparation for professional communicative activity as the basis of pedagogical interaction, the establishment of professional relations (A. Gluzman [4; 9], V. Semchenko [8], T. Yatsenko [9, 10]). The psychological training of future teachers is devoted to a number of studies by academician T. Yatsenko [9, 10]

The aim of the paper: to reveal and justify the role of “psychological defense” in ensuring the “security” and “defenselessness” of future teachers in everyday and professional-pedagogical communication, to reveal the features of the functioning of “psychological defense”, which destructively affects one's pedagogical professionalism.

Scientific novelty of research. The role of “psychological defense” in ensuring the “security” and “defenselessness” of future teachers in daily and professional pedagogical communication is theoretically substantiated, the functioning of the

“psychological defense”, which destructively affects his pedagogical professionalism, is revealed and analyzed, the analysis of the integrity of the future teacher’s psyche” object in the process of communication. Research methods: theoretical analysis, synthesis, generalization.

Presentation of the main material. In the context of our research, we suppose it appropriate to consider the phenomenon of “psychological defense”. There are many definitions of this phenomenon in psychological literature, but we completely share the point of view of the Soviet psychologist F. Bassin, who notes that in the psychoanalytic school “psychological defense” was considered as a mechanism that was used only “as a means of the formidable clinical consequences of the conflict “I” with invariably supposedly hostile to him “unconscious”, and this prevention is achieved by using specific psychological techniques. “The scientist rightly emphasizes that the “psychological defense” is a normal, widely identified mechanism and triggers not only in conflicts of consciousness and “unconscious”, but also in the collision of fully conscious, effectively saturated patterns”. The disposition of “psychological defense” functions in such a way that the subject creates (consciously or unconsciously) the impression of the real (and maximum) orientation of the means used to “protect” one’s “I”.

Let us dwell on the main points, which show the subjective expediency of “protective” means [10, p. 81].

1. First of all, an extremely wide range of “protective” means is used from subjectively oriented to prosocial, the uniqueness of which is ensured by the individual psychophysical potential of the subject, the professionally active aspect with which they merge, as well as one’s life story.

2. The development of susceptibility to such qualities of people around us, the support of which opens up the possibility of successful realization of trends, the affirmation of one’s own “I”. It should be noted that in the person who “defends” the tools are very well developed (and he perfects it throughout his life) of a purposeful reflection of those qualities of the people around them that are used for self-affirmation.

3. Reducing the emotional stress of the subject, arising as a result of real or imagined interference, by distorting information or avoiding it.

4. The extreme variability of “protective” means (especially situational), the use of conditions and data of a particular situation with the aim of “protection”.

5. The “protection” of the subject provokes a positive response and support of a certain part of people, especially when it either triggers for their “protective” goals, or finds a similarity with their “conditional values” and means of “protection”. This positive feedback reinforces the “defense”.

6. Subjective integration of behavior and awareness of the subjective feeling of the integrity of the personality structure.

7. Positive feelings during the “protective” process itself, in certain cases, bring hope, joy and a sense of perfection.

8. The desire to display the maximum amount of information for protective purposes, as well as an adequate assessment of oneself and the situation of communication.

9. Clarity and systematic organization of the “protective” process, gives rise to a sense of satisfaction and personal perfection.

10. “Protection” is capable even of failure, with a negative result, to acquire an energy charge for its further actions. After failure, “protection”, as a rule, again resorts to the repetition of similar actions.

11. The presence in the process of “protection”, inexhaustible (although most often illusory) hope for success.

12. Supporting a sense of reality and the infallibility of the qualities of selfcentration of the “I”.

Thus, we can highlight the moments in the functioning of “psychological defense”, which indicate that it is he who creates the “defenselessness” of the subject. Let us briefly consider these important causes of the phenomenon.

1. First of all, this is a deviation from reality, which permeates all the “protective” activities of the subject, starting from the idealization of the “I” and the “conventionality” of values leading to its maladaptation.

2. Centering on one’s own “I” with a simultaneous tendency to decrease the significance of the “I” of another person, which naturally causes a negative reaction from the people who surround the subject, destructively affects the process of communicating with them.

3. Narrowing, distorting, and blocking feedback that does not support the pursuit of self. The latter creates an effect in the psyche of the subject, which can be called “closed to new experience”, which in turn inhibits the development and realization of his personal potential [10, p. 83].

In connection with the existing distortions, the “personality that is being protected” gradually ceases to trust oneself, which leads to the formation of a whole system of actions aimed at checking the psychological qualities of the partner, as well as their own feelings and conclusions. Such psychological distrust of oneself and one’s partner destructively affects the process of communication and, of course, reduces the “security” of an individual.

Unconscious aspects of the functioning of “psychological defense” reduce the level of control and freedom of choice. “Protective” actions are internally determined and therefore poorly consistent with the conditions of the pedagogical situation. In this case, the subject is limited in the use of personal potential, professional knowledge, reduces one’s social and psychological “security”. The latter is expressed primarily in the fact that contact with other people, in particular with students, is broken, psychological barriers arise in communication, it becomes impossible to consciously, voluntarily change negative qualities, which, because of “protection” the teacher denies, considering them existing. All this determines the true causes of communication difficulties, the impossibility of a critical analysis of one’s own negative qualities and the hyperbolization of such qualities in others, the selfish desire to affirm the advantages of one’s “I”.

Especially destructive for educational interaction with students is the tendency to devalue the qualities of another person, to discredit one's advantages, as well as the desire to manipulate behavior.

With "protection" there is also a blockage of feelings of gratitude. The manifestation of goodness on the part of other people is perceived, in connection with the significance of the "I", for granted. Moreover, the manifestation of good intentions on the part of others may be rejected due to the tendency of "withdrawing into oneself", maintaining distance or for fear that they will downplay the dignity of their "I". The person who is "defending" is potentially inherent in hostility, and in this regard, suspicion, which is the result of the projection of one's feelings on another person, as well as an increased sense of anxiety generated by frequent failures, which, naturally, blames the other person.

The issue of mental development in "protection" is solved in a peculiar way, the core of which is the desire for freedom of action in accordance with the desires of the subject with his idealized "I". In the context of our study, it would be advisable to consider the "psychological defense" and professionally pedagogical maladaptation of the subject. It should be noted that the "personality that protects oneself" has clearly expresses rather complex problems with the acceptance of a certain part of people whose values and "protective" means do not correspond to those available in it. In this case, the problem immediately arises: if you recognize the merits of others, you should question your own values and means, and therefore the advantages of your "I". "Protection" in this case works unambiguously – rejection, but not of all people, but only those who threaten the advantages of their "I". One can imagine what difficulties this teacher presents with this side effect of the functioning of the "defense".

Hypersensitivity to the situation of approval and disapproval creates in the subject uncertainty and tension in situations that pose a danger to the satisfaction of these desires. Empirical evidence shows that, along with the desire to gain approval and recognition, "a person who defends oneself" often avoids a situation where it can be the center of attention. This paradox can be explained on the basis of the genesis of the formation of "psychological defense", since it is not necessary for all people who "protect themselves". For example, one person seeks to be in the spotlight, while another, on the contrary, avoids this.

The peculiarity of "psychological defense" is such that it is realized mainly through relations with other people, since its genesis is rooted in the process of free, formally unregulated communication. At the same time, there are many cases in which the business orientation is the dominant focus of the "defense". It should be noted that the conventionality in the term used by us is not reflected by chance – because the subject is not interested in the business in itself, but as a means of asserting the advantages of his own "I".

The general pedagogical maladaptation of the future teacher lies in the fact that, with developed "protection," striving to satisfy his own desires, he very weakly and in a distorted form reflects the desire of a communication partner (student). Another difficulty of pedagogical communication in "protection" is the search for the

guilty person for failure in external circumstances or in a communication partner. Therefore, if the teacher is a “person who defends himself”, then one will most likely seek (and find) the reason for his failures only in the aspect that is justified for himself: the imperfection of training at the university, the school system, the negative impact on students, parents, colleagues, in the underdevelopment of children, etc. But at the same time, he will almost completely have no concentration at which it would be worthwhile to pay attention to one’s own personal characteristics, because it is they that give rise to certain difficulties. Thus, there is a danger of a lack of vision of such aspects of their behavior, the change of which could lead to the success of pedagogical interaction with students. The inability of a modern teacher to reveal the true cause of failure (and success) leads to the fact that as a result of stereotypical unproductive psychological ways of analyzing one’s activities, as well as the activities of one’s colleagues, one’s pedagogical abilities blunted instead of developing. In this case, attempts to analyze the miscalculations made, as a rule, fall into a vicious circle, and ultimately create a teacher’s sense of desperation, psychological helplessness and “insecurity”. Meanwhile, the teacher, like no other, should be able to solve one’s own problems and provide assistance to students.

The presence of distortions and emotional “deadness” of feedback, is an integral characteristic of the action of “psychological defense”, complicates, and often makes it impossible to adequately reflect the psychological qualities of another person and, of course, the student.

Another destructive moment of the action of “psychological defense” is the contradictory nature of the entire “protective” system, which creates inconsistency of behavior, discrepancy between word and deed, contradictory and conflicting relationships. The latter is further complicated by the fact that “protection” is characterized by an inconsistency between the near and far strategies of behavior, which, of course, disorganizes relations with people.

For a person who is “defending oneself”, a huge over-expenditure of energy, which depletes her strength and nervous system, involves people into one’s communication (in this case, mainly schoolchildren), into the cycle of unproductive interpersonal manipulations. It should also be noted that pedagogical activity, with its continuous process of communication and the potential inequality of the position of the teacher and the student (in favor of the first), creates favorable conditions for the implementation of the “protective” trends of the teacher.

No less serious factors in the functioning of the “defense” are the inconsistency of the individual’s behavior and the inconstancy of one’s relations, one’s fragility, which can change at any moment, and more to the negative side than the positive one. The basis for this kind of dynamics is the assessment of “I” (direct or indirect) and the satisfaction of his desires.

Note that in pedagogical interaction this phenomenon is extremely undesirable, as it creates undue tension among students, forces them adapt to the mood of the teacher. The negative attitude towards the teacher can also be transferred to the attitude to the academic subject that he teaches, especially since with the developed “defense” the interests of the “I” dominate (although most often hidden)

over all other aspects of the subject's mental activity. This phenomenon is especially evident in conditions where there is no strict regulation of teacher behavior (for example, in NUS), and especially among foreign language teachers, where we can observe the subordination of pedagogical goals to personal ones.

Thus, after all of the above, it is not difficult to imagine what a "psychological defense" has a destructive effect on the process of professional pedagogical communication. The situation is aggravated by the fact that the derivatives of "psychological defense" are such qualities that are extremely unacceptable for a teacher's profession, such as egoism, an unfriendly attitude towards another, rejection of certain qualities of another, inconsistency of behavior, transfer of negative communication experience that occurs instantly to the whole process of communication, suspicion, incredulity, dominance of "I" interests over professional interests, distortion of reality, violation of understanding and adequate emotional reflection of oneself and other person. Assisting the subject by informing or simply expanding his academic knowledge in the field of psychology is almost impossible. This is explained by the fact that negative qualities that interfere with the teacher's life and which are not consistent with the teaching profession are derived from a "protective" disposition. They can be changed only by integrating the teacher into a communication that allows one's to explore oneself, reveal and solve one's personal problems associated with the unconscious aspects of one's own psyche. Such opportunities for teachers are opened by classes in the group according to the method of *Active Socio-Psychological Training* (abbreviated as ASPT) (author – academician of the Academy of Pedagogical Sciences of Ukraine T. Yatsenko). Communication in the ASPT group expands the boundaries of one's psychodiagnostics and positive self-changes, increases the teacher's responsibility for one's behavior [1, p. 38].

An analysis of the cognitive basis of the "psychological defense" system provides for the establishment of "conventional values". It should be noted that any value of an individual can become conventional if the subject "believes" that oneself is the bearer of this socially approved value and builds up a system of expectations for receiving approval as oneself is a bearer of it. "Conventional values" are realized in behavior by means of "defenses", which are characterized by significant variability.

For psychological therapy, situational means of "protection" mean less than the basic. In the matter of recognizing the basis of "psychological defense", the primary means of "defense" associated with an internal, stabilized conflict of personality play a primary role.

"Conventional values" and means of "protection" are interconnected, the nature and features of which are determined by the ratio of conscious and unconscious. We tried to reveal this complex interweaving by submitting a "mechanism of psychological defense". During analyzing the mechanism of psychological defense, the following concepts were important: "imperial" and "inexperienced", "subconscious" and "superconscious", which are known in psychological literature and allow us to present two aspects of the implementation of

this mechanism at the level of conscious and unconscious. In particular, superconsciousness is associated with the functioning of the “mechanism of psychological defense” and the subconscious with “conventional values” and means of “protection”. The central issue in considering the “mechanism of psychological defense” is the question of the “image of the Self”. The number of “images of the Self” described in the literature does not adequately reflect the self-awareness of the subject. In other words, the categorization of these images most likely comes from external observation than from the position of subject reflection. Empirical material has proved the necessity to highlight the images of “I am little” and “I am great”. The feeling of powerlessness, helplessness, self-pity actually “I am little” and is associated with a loss of respect and self-esteem.

As ontogenetically primary, the feeling of “I am little” becomes extremely undesirable for the subject, and he seeks to get rid of it. In our opinion, this general development trend is inherent in all people. But optimal mental development is in tune with the development and acquire by subject in socially acceptable ways and means of self-realization in the process of socially significant activity. The psychological “defense” solves this problem as if by the shortest (ideal) way with the help of subjective means, using “I am great” as a real position. The aforementioned may involve the use of indirect means aimed at satisfying the imaginary needs of the subject. The latter always relate to the field of communication and relationships with other people and are implemented by “protective means”. Thus, “protection” provides individuals with a “disservice”, replacing the natural, although perhaps a longer and more complex path of development (from “weakness” to “strength”) by subjective acceptance of the position of an already “strong” person in behavior.

Concerning the dynamics of the conscious and the unconscious in the process of “psychological defense”, one should take into account the following. In the process of the “protective” act the very fact of accepting the position of “I am great” is not realized. The emergence of the sensations of “I am little” is suppressed (not allowed to consciousness) by activity, more often than not motivated, but it blocks the development of these feelings and, as it were, releases the subject from them. It is in this way that an idealized “I” is generated, which can be recognized by the system of stabilized expectations of positive reinforcement (perception) from others. The latter is not only a derivative of the “protective” system, but also its loss in view of the subject’s departure from reality. Deviation from reality, associated with the process of idealization, is never allowed in the field of consciousness of the subject, otherwise the whole system of “protection” would be decrypted.

“Psychological protection” is realized through the satisfaction of the needs of the subject, so it can be observed one’s merger with one’s professional activities, or rather, use of professional activities for one’s own purposes. The appearance of “security” is created only at the subjective level, but in fact it is the “psychological defense” that determines the “defenselessness” of the subject, one’s social maladaptation, in connection with the violation of contact with another person, which is especially destructive in terms of pedagogical interaction with students.

Conclusions of this study and prospects for further research. Thus, it can be argued that the personality issues of future teachers most destructively affect the appropriateness of pedagogical behavior in the educational situation, where the planned and programmed actions of the teacher are minimized. This also indicates that the “psychological defense” leads to deformation in the relationship between the teacher and students, violates the pedagogical expediency of his actions, thereby creating contradictory nature and even some inconsistency of his actions. Thus, a rather difficult situation is created that carries an emotional burden not only for students, but also for the teacher oneself. It is possible to increase the professionalism of pedagogical teacher communication between teachers and students and to open up greater opportunities for the full use of psychological and pedagogical knowledge in order to develop relations with students in ASPT groups through personal psychological therapy. Here, the teacher (especially the teacher of a foreign language) can receive direct assistance in understanding the reasons for its internal inconsistency, in identifying distortions in the data of social perception caused by the dictates of their own “I”, and in finding ways to eliminate them.

The article does not exhaust all aspects of the psychological preparation of the future teacher, but highlights the need to research and study methods for identifying violations of the integrity of the person in order to give her effective help in overcoming disintegrating trends.

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2.10. PSYCHOLOGIC SUPPORT OF THE EDUCATION SPACE PARTICIPANTS' INTERACTION "EDUCATION ESTABLISHMENT – FAMILY – COMMUNITY" IN ACTIVITIES OF THE NEW UKRAINIAN SCHOOL

Abstract. *The topicality of psychologic support of the interaction of the education space participants "education establishment – family – community" is determined by social requirements of the Ukraine's education development. Ensuring psychologic component of the education environment organization, a social worker forms conditions that would enhance each child's individuality development, guarantee their health, forming in them readiness for independent life in society on leaving school. The goal of this article is to disclose the essence and specific characteristics of psychologic support of the education space participants' interaction "education establishment – family – community". The scientific novelty is that the author deepens and broadens the idea of psychologic support at a school education establishment; a connection between education space participants "education establishment – family – community" is established. The methods of the research are: analysis and synthesis, induction and deduction, comparison, classification, and generalization.*

The analysis of previous years' theoretic researches enables interpreting psychologic support as professional activity of a practicing psychologist, their efficient interaction with training and education process participants by means of diagnostics, prophylactics, collective work, psychology-and-pedagogic education aimed at providing assistance to a child in solving urgent problems in learning, education, and socialization. Psychologic support at school as a process has certain tasks: to enhance pupils' wholesome personality development for every age group, creating conditions for shaping in them motivation to self-education and self-development; ensuring individual approach to every pupil on the basis of psychology-pedagogic study of him/her; prophylactics and correction of deviations in pupils' intellectual and psycho-physical development; working out and introduction of programs and projects directed at prophylactics of asocial phenomena in pupils' environment (social orphanage, violence, etc.), difficulties in adaptation, learning, misdemeanor. Further research will be devoted to theoretic substantiation of forms and methods of the education space subjects' interaction in the New Ukrainian school activities.

Key words: *psychologic support, interaction, education space, "education establishment – family – community" participants.*

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The present-day society urgently needs a person who is capable of free thinking, taking part in community life conscientiously, and whose activity is a result of realizing oneself as the subject of one's own activity within the space of social and interpersonal relations. The key role here is to be played by education as a social institution. It is in education establishments where we can watch multi-vector relations and multi-levelled functional positions reflecting general social processes. Therefore, it is the system function of education establishment that can facilitate a personality's efficient formation with taking into account the urgent problems and perspectives in social development. The key role is played by an education establishment's socio-psychologic service development, namely psychologic support of a personality formation in the learning activity. The peculiarity of social support at school is the immediate work of pedagogues, pupils, and their parents. The work is planned purposefully, systematically, and goes hand-in-hand with training-and-education process. Psychologic support is one of the kinds of social assistance which is aimed at forming necessary conditions for efficient adaptation to learning conditions, interacting between all levels of the training-and-education process, it ensures adaptation under conditions of heavy information traffic, facilitates a better acquisition of knowledge, skills, and abilities. Under conditions of a socializing education space, there increases the need in reviewing the requirements put forward to the system of socio-psychologic support of the educative process aimed at creating most favorable conditions for a child's socio-psychologic adaptation within the pupils environment, for his/her complete and harmonious development. Psychologic support of the training-and-education process is described in many researches in native pedagogy and psychology. For instance, in works by I. Dubrovina, K. Gurevich, this is "facilitating", "co-activity"; while S. Khoruzhiy, A. Derkach, G. Bardier, I. Romazan, T. Cherednikova speak of "socio-pedagogic support", and M. Bityanova and V. Mukhin – of "socio-psychologic and socio-pedagogic support" [7].

The goal of this article is disclosing of the essence and specific characteristics of psychologic support in the education environment participants' interaction "education establishment – family – community".

The term of "support" has started to be used in practical psychology nearly from the very beginning of psychology service's functioning within the system of education. Although the term of "support" has entered extensively the professional life of practicing psychologists and pedagogues and is used both conceptually and regarding practical activities related to solving specific problems, there is presently still no unity in specialists' opinion as to the definition of this notion. The term "psychologic support" in present-day psychologic literature is interpreted rather broadly. Besides, in scientific and methodological literature there is no solidified approach to determining the goals and tasks of psychologic support, of its content. In the Comprehensive explanatory dictionary of Ukrainian language, the notion of "support" is defined as an action with the meaning of guidance, or escort, that is being accompanied by someone, in someone's company, under someone's protection;

it is also noted that support is something that accompanies some action, phenomenon, guards somebody [2, p. 328].

Many researchers note that support supposes assistance in a personality's maintaining natural reactions, processes and states. Moreover, a successfully organized socio-psychologic support, in their opinion, will open personality growth perspectives, assists a child to enter the "development zone" which is inaccessible to him/her so far (O. Obukhova). From O. Zeer's [3] point of view, psychologic support of a personality's professional formation is a component in a personality's professional formation that lies in psychologic assistance in overcoming difficulties in professional life, correcting destructive tendencies in development (crises, stagnations, conflicts, deformities), in raising a specialist's adaptability to socio-economic and technological changes, development of positive perspective in them. In E. Zeer's [3] opinion, every situation of choosing brings plurality of variants to choose stipulated by various conditions. A support may be interpreted as an assistance to a subject in forming an orientation field of development, wherein the subject bears his/her own responsibility for an action. An important issue of this approach is the relying on a person's inner potential, thus on their right to make an independent choice and bear responsibility for it. In O. Kozakova's opinion, support is a complex process of the interaction between a guardian and the guided person resulting in a decision and an action that lead to a progress in the guided person's development. Of the same importance is the fact that the subject or the bearer of a child's development is not only him/herself, but their parents and pedagogues as well. The position of a support "takes sides" with the child. This is a wholesome process of assistance to the child, their family and pedagogues based on reserving maximum freedom and responsibility on behalf of the development subject for choosing a solution of an actual problem; a multidisciplinary method ensured by common efforts of pedagogues, psychologists, social and medical workers; an organic unity of problem diagnostics and the subjective potential of solving it, of information search for possible ways of solving it, plan-building of further actions and first aid in its accomplishment; assistance in forming an orientation field wherein the responsibility is borne by the development subject themselves [4]. The notion of "psychologic support", as M. Bityanova believes, is a system of a psychologist's professional activity directed at forming socio-psychologic conditions for a child's successful learning and psychologic development in the situations of school interaction [1, p. 20].

According to the Regulation on psychology service within the education system of Ukraine, psychology service ensures a timely and systematic study of psycho-physical development of education seekers, their behavior and activities motifs, accounting for their age, intellectual, physical, gender, and other personal peculiarities, facilitates creating conditions for performing teaching and educating tasks by education establishments. Psychologic support of education process in education establishments is maintained by practicing psychologists [8]. In Ye. Kozyriova's opinion, "under the term of psychologic support we mean the system of a pedagogue's, a psychologist's professional activity aimed at creating

conditions for positive development of children and adults in the educational situation, a child's psychologic and psychic development being oriented at the zone of his/her most proximate development [6, p. 15]. According to A. Kachymska, a support can be viewed from different aspects, that is, as a process, a method, or a system of a psychologist's activity. If one speaks about support as a process, they mean consequential actions by a school psychologist to form favorable conditions in which a child has to learn and develop. Considering support as a method, the researcher means practical embodiment of a psychologist's actions. Perceiving it as a system indicates a complex approach by specialists in different areas who jointly try to accompany a child in his/her development and learning [5]. Psychologic support according to O. Kozakova is a complex method, in the basis of which is the unity of the four functions: the diagnostics of the essence of the arisen problem; information on the essence of the problem and ways of solving it; consulting at the stage of decision making and developing a plan of problem solving; first aid at the stage of problem solving [4].

Let us consider the sense of psychologic support. Not every person is able to get rid of worrying, fear, anger, offence, stress, impatience, self-pity timely and completely. Not everyone can "pull oneself together". With the help of a psychologist, this becomes a reality. A child in the course of interaction starts to follow closely, to analyze timely, to understand correctly, and to take part efficiently in overcoming the difficulties and barriers in school life conditions. The work in this direction means creating necessary conditions for a child to understand adequately their life situation, and the tasks set to them. The task of a psychologist ensuring the psychologic support is to analyze behavior variants, to search for resources on self-realization in the training-and-education process, to overcome certain difficulties. A school psychologist in the course of his/her work has to support both children and pedagogues, and parents. When children are involved, a psychologist's task is to form favorable conditions for a child's development and learning, to assist in overcoming difficulties in their communicating with peers, parents, and teachers, to foresee and render help in solving problems in a personality's various activity spheres, and at the same time to find in a child the preconditions for creativity and to form conditions for their realization. In his/her work with teachers, a psychologist accompanies them during their mastering innovative technologies, prevents manifestation of professional burning-out syndrome, assists in working with "the risk-group" children, and so on. In his/her work with parents, a psychologist assists to establish contact with children, with the school [7].

In an article by L. Slobodeniuk, psychologic support is viewed as a process that consists of a wholesome system of organizational, diagnostic, corrective, and prophylactic measures with obligatory taking into account the age-related psychology; it's a correctly coordinated work of all the participants in the training-and-education process [9].

The main goal of psychologic support is to form maximally comfortable conditions that enable an extensive realization of a child's abilities and inclinations, to form an adequate self-evaluation along with the aspiration for self-realization

though a broad application of the achievements in the science of psychology. According to the Regulation on psychology service within the education system of Ukraine, the aim of the psychology service activity is to enhance forming conditions for social and intellectual development of education seekers, mental health protection, rendering psychological and socio-pedagogic support for all education process participants in accordance with the goals and tasks of the education system [8].

This goal is realized due to the combination of topmost priority and perspective tasks: 1) forming socio-psychologic conditions for individual development of the training-and education process participants; 2) systematic monitoring of the child's psychology-pedagogic and social position and the dynamics of the child's development in the course of the whole training-and-education process; 3) prevention of arising problems in the child's personal development and upbringing; 4) rendering help to the child in solving urgent problems in learning, upbringing, and socialization; 5) forming special socio-psychologic conditions for rendering help to the children who have problems with psychologic development and learning; 6) development of psychology-pedagogic competency in training-and-education process participants: pedagogues, educators, and parents; 7) working out a comprehensive psychologic support program at all stages of the child's development [10].

Present-day teaching and educating innovative technologies call for a high-quality psychologic support that supposes a purposeful, correctly planned work with all the categories of training-and-education process participants: teachers, pupils, parents, community with observing the follow-up principle from the first till the 11th grade. The topicality of the psychologic support of the training-and-education support of training-and education process is stipulated by the new social requirements, by correspondent strategic changes in the development of the education of Ukraine and universal world tendencies. By ensuring psychologic component of the education environment organization, psychology service workers of the education system are to form the conditions which would enhance each child's individuality development, preserving their health, forming in them the readiness for independent life in society after the end of education. Let us consider perspective directions and the forms of the interaction between the school administration and psychology service concerning establishing the managerial process in a general education institution. First of all, the practicing psychologist possesses a managerial status and is a member of school administration. The yearly plan of psychology service work is considered to be the psychology-pedagogic support of the training-and-education process. By analyzing the psychology service activities in this context, it is possible to come to a number of significant conclusions. First, the obligatory participation of a practicing psychologist in the planning of management of a general education establishment and the training-and-education process; second, a psychologist's active participation in the pedagogic personnel assessment; third, the educative work of a practicing psychologist as a coordinator of the permanent psychology-pedagogic seminar for teachers on a science-methodological problem and as a member of the school's methodology

council member is efficiently performed through a system of seminars and psychologic consulting of teachers, class teachers, leaders of methodology associations on the problems of novelties in education and introduction of innovations. Psychologic support supposes fulfilment by practicing psychologists of a number of tasks directed at efficiency raising of the training-and-education process by way of its individualization and protection of social and psychic health of all its participants through the application of practical psychology and pedagogy technologies and methods.

The principal tasks of the school psychology service are:

- enhancing a full-fledged development of schoolchildren’s personality at every age period, forming conditions for shaping in them the motivation for self-education and self-development;
- ensuring individual approach to every pupil on the basis of psychology-pedagogic studying him/her;
- prophylactics and correction of deviations in pupils’ intellectual and psycho-physical development;
- working out and introduction of psychology programs and projects aimed at prophylactics of asocial phenomena in pupils’ environment (social orphanage, violence, etc.), difficulties in adapting, learning and upbringing, misdemeanors [7].

The principles of the psychology service activities are: scientific approach, wholesomeness and succession, professional competence and responsibility; individual approach; accessibility of socio-pedagogic and psychological services (assistance); inter-disciplinary ties, complex approach and systemacy in performing professional activity; free will; person-centeredness and partnership; observing professional ethics norms [7].

Ensuring psychologic support of the training-and-education process is maintained in the following directions: psycho-diagnostics, psychologic consulting, correction-restoring and developmental work, psychologic education, training activity, organization-and-methodology work, public relations. In this context, the main components of the psychologic support are diagnostics, correction, and consulting.

The psycho-diagnostic direction supposes diagnostics of pupils in every age period and as needed. There exists a clearly defined diagnostic monitoring system (6 minimums) that provides for:

- determining a child’s readiness for learning at school and first grade pupils’ psycho-physical adaptation;
- monitoring the development level of cognitive processes in younger pupils (intellectual development level in younger pupils);
- determining the adapting transition in fifth-grade pupils;
- determining personality characteristics in teenagers;
- determining psychologic readiness in ninth-grade pupils for profile learning;
- determining the socializing degree in senior school pupils and their professional inclinations.

The diagnostic researches materials are viewed at psychology-pedagogic seminars, psychology consultations for teachers, pupils, and parents are provided, and corresponding recommendations are offered. The consulting direction enables ensuring the solving of urgent problems connected with first-grades' and fifth-grades' adaptation period, with stresses and difficult life situations, crisis states, with the issues of ninth-grades' readiness for profile learning, and the senior school pupils' professional self-determination. The corrective (developmental) work is an active influencing the process of a personality formation at a young age and individuality preservation. The correctional direction supposes activities to overcome or correct some unacceptable personality traits in pupils and of negative states: fear, excessive worriedness, manifestations of deviant behavior, harmful habits, self-isolation, alienation, etc. With the help of corrective work, not only personality traits and individual abilities of a pupil are formed, but also his/her inter-psyche environment, passing through which a child is capable of new actions and personality self-expression. This kind of work is performed on the basis of diagnostic data. Thanks to corrective-developmental classes the manifestations of certain undesirable (negative) phenomena are corrected, a pupils' personality is influenced in order to develop cognitive processes, abilities, and individual expressions. Such lessons have the individual and the group form; they brightly express the notion of a personality formation psychology support in learning conditions. Psychologic education is raising psychology culture of pupils, teachers, and parents. Educational activity rests on involving the training-and-education process participants: teachers, pupils, parents in obtaining psychology knowledge through the system of knowledge by organizing psychology-pedagogic seminars on a science-methodological problems for teachers, pedagogic education for parents, as well as trainings on pedagogic and parental efficiency, out-of-curriculum classes, communication trainings, theme lessons of communicating with a practicing psychologist on the education program "Enhancing of education work "equal – to equal" among the youth of Ukraine concerning a healthy way of life". Consulting is a work on specific request. This kind of work is usually conducted with pupils for studying a certain phenomenon or a problem that worries a child. If necessary, a psychologist introduces parents or teachers to the diagnostics results, gives a certain prognosis, warns about the difficulties that a pupil may face in future concerning their learning, and communication; in the course of this cooperation there takes place a joint working out of recommendations on solving the arising problems and the interaction with the pupil. Close cooperation creates the optimum result in conditions of the school system. Nevertheless, at the present stage of the psychology service development, these ties are still insufficiently established and structured.

An important aspect is a practicing psychologist's participating in realization of the national, state, regional, and general education programs. A practicing psychologist is a coordinator of the general school program "A gifted child". The main goal of this program is detection, forming, and development of intellectual, cognitive, special, creative abilities in gifted pupils, forming the utmost favorable conditions for their realization and successful socialization in modern education

environment. In the course of performing psychologic support, all the mentioned directions are vital, and they have to be conducted in accordance with the needs and requirements of an education establishment. For a psychologic support of a pupil's formation as a personality to be successful, the most important issues are distinguished that are solved in the first, the fifth, the ninth grades and have a specific structure and tasks. The task of support in the first grade is to determine children's readiness for school, to ensure their adaptation (to form comfortable conditions); to raise interest in learning activities (various forms of learning activities – a game, a competition); to develop independence and self-organization; to support and sustain the desire to learn; to praise children's success; to involve them in creative activities; to organize correction work for the "risk group" children, for refugees, and those having foster parents. The support of middle-school pupils is as follows: supporting pupils in their self-identification; forming a united class collective; assistance in building up constructive relations with peers and parents; organizing of a wide range of pupils' activities; forming conditions for self-identification; self-evaluation raising; prevention of deviant behavior. Senior grades pupils support is assistance in professional self-identification: the formation level of knowledge on future profession; the level of knowledge on his/her abilities concerning the chosen occupation; the stability of choice; factors influencing the choice; the knowledge of the needs of economy and labor market; the advantages of the chosen profession. For a successful performance of all the mentioned tasks, the most efficient conditions of a personality formation are distinguished: preserving a pupil's mental health; the comfort at school and in the classroom; forming conditions for pupils' individualization; interaction between pedagogues and parents; partnership and mutual assistance.

Therefore, due to efficient work of psychology service at school, there is maintained support and direct or mediated assistance is rendered to all the participants in the training-and-education process, all the diagnostic arsenal of methods and methodologies is involved with taking into account all the age and individual peculiarities. Thus, psychologic support is a practicing psychologist's professional activity, his/her efficient interaction with the participants in the training-and-education process by means of diagnostics, prophylactics, correction work, and psychology-pedagogic education aimed at rendering assistance to a child in solving urgent problems in learning, educating, and socialization.

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2.11. PSYCHOLOGICAL SUPPORT OF A PERSON IN THE CONTEXT OF COMPETENCY-BASED APPROACH (WITH THE USE OF LEGO CONSTRUCTION)

***Abstract.** The relevance of the research is preconditioned by the current needs in the educational space, the search for effective methods and techniques of pupils' important competencies formation. The reformation of present-day education is accompanied by the introduction of new special forms of cognitive activity organization which have a specific purpose that is to create such learning conditions, under which a pupil will study successfully, develop his/her intellect and will be ready for creative self-realization. The educators are faced with a complicated task of forming an individual who is competent in various fields of activity. While being educated a child must obtain a certain set of characteristics, which will ensure his/her ability to find the way in a modern society, to quickly react to today's requirements. A lot of attention in scientific literature is paid to the peculiarities of organizing and conducting classes using LEGO. However, the problem of psychological support is not analyzed. The purpose of providing psychological support with the use of LEGO construction sets is to create social and psychological conditions for a schoolchild's individual development, which ensure the the development of competencies while having classes with LEGO. Psychological support is implemented in the aspect of prevention, diagnosis, correction and development in order to provide psychological assistance to the educational process participants. The complex application of psychological support trends makes it possible to study a child's abilities and the dynamics of a child's development, to ensure competencies development. Thus, an individual's psychological support in the context of competency-based approach is carried out on the basis of the proposed structural and functional model of key competencies formation while using LEGO construction sets. The prospect for further research from the standpoint of competency-based approach is determining socio-psychological conditions for the development of a person's creative and critical thinking.*

***Key words:** psychological support, LEGO construction set, competency-base approach, competency, structural and functional model of pupils' key competencies formation.*

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Problem statement. One of the key trends of the National Strategy for the Development of Education in Ukraine is the modernization of education structure, content and organization on the basis of competency-based approach. The National system of education is grounded on the competency-oriented basis, aimed at comprehensive assimilation of professional knowledge and methods of practical activity. The competency-based strategy meets today's requirements and is consistent with the educational institutions educational process organization. The competency-based approach forms the basis for the new law "On Education" in which a "competency" is defined as "a dynamic combination of knowledge, skills, habits, ways of thinking, views, values, and other personal qualities that affect a person's ability to socialize successfully, to carry out professional or further educational activities" [8].

Relevance of the research. The relevance of the research is preconditioned by the current needs in the educational space, the search for effective methods and techniques of pupils' important competencies formation. The reformation of present-day education is accompanied by the introduction of new special forms of cognitive activity organization which have a specific purpose that is to create such learning conditions, under which a pupil will study successfully, develop his/her intellect and will be ready for creative self-realization. The educators are faced with a complicated task of forming an individual who is competent in various fields of activity. While being educated a child must obtain a certain set of characteristics, which will ensure his/her ability to find the way in a modern society, to quickly react to today's requirements. Psychological-pedagogical and methodological literature explores the techniques which contribute to competencies development. The use of LEGO construction sets in the system of a person's psychological support is, in our opinion, among such techniques.

LEGO construction sets offers great possibilities:

1) psychological and pedagogical: the development of different types of readiness for receiving school education; ensuring adaptation to schooling; broadening pupils' outlook in different areas; the development of pupils' outlook in different areas; the development of schoolchildren's individuality considering their psychological and physiological characteristics; teaching learning skills; independence formation; creativity development.

2) educational possibilities: their use during the lessons in mathematics, native language and English; natural sciences to solve such educational and training problems as: mastering the ways of solving mathematical tasks and understanding mathematical phenomena; mastering mathematical skills and competencies; learning the principles of working of different mechanisms and devices, as well as mastering physical laws and phenomena; the formation of skills of asking questions and making conclusions about the environment; literacy development; getting acquainted with farming; finding out about professions; learning about engineering design; understanding and getting familiar with different cultures, age and gender differences between people; learning about people's behaviour in a society and the ways of spending free time; getting familiar with people's existing social roles in a society.

A lot of attention in scientific literature is paid to the peculiarities of organizing and conducting classes using LEGO. However, the problem of psychological support is not analyzed.

The analysis of recent research and publications. There are different approaches to the concept of “psychological support” in the national psychology and pedagogy. I. Bekh, M. Bitianova, L. Mishchyk, O. Vietrova [1, 2, 7] emphasize that psychological support is a system of a psychologist’s and a teacher’s professional activities aimed at creating special conditions for a child’s comprehensive development and successful learning in the specific educational environment. Zinchenko V. M. [6], in his turn, identifies psychological support with the methods and forms of education and instruction, namely:

- the method of solving the problems of a child’s development by encouraging his/her independent activity;
- the method which will ensure creating conditions for an educational subject’s making optimal decisions in different situations of life choices;
- the method of active, dynamic monitoring the development of educational space subjects aimed at an early detection of developmental disabilities and providing qualified complex assistance to a child, family and educational institution employees.

We consider psychological support as a system of organizational, diagnostic, corrective and preventive measures considering a pupil’s age and individual characteristics. The purpose of providing psychological support with the use of LEGO construction sets is to create social and psychological conditions for a schoolchild’s individual development, which ensure the the development of competencies while having classes with LEGO.

The principles of psychological support include: scientific character (performing activities based on the achievements of modern science using diagnostic methods); humanization (creating favourable conditions for a person’s harmonious development); sensitivity (considering age periodization while developing certain types of mental activity); individual approach (considering individual rates and trends of a child’s and a teacher’s personality development); activity-based approach (the study of pupils’ and teachers’ personalities while doing some activities); systematic character (the study of phenomena in the system of psychological and pedagogical process and the combination of interaction between the subjects of pedagogical process); cooperation (a teacher and a child solve a personal, educational or life problem together).

Psychological support is implemented in the aspect of prevention, diagnosis, correction and development in order to provide psychological assistance to the educational process participants. The complex application of psychological support trends makes it possible to study a child’s abilities and the dynamics of a child’s development, to ensure competencies development. Revealing the content and modelling the process of key competencies formation are described in the works by V. Bolotov, H. Danylova, V. Zabolotnyi, V. Sierikov and others. The analysis of the research works points to the fact that the process of formation of pupils’ key competencies in the educational process is distinguished by its fragmentary character.

This is explained by the distinction of key competencies according to the content and uncertainty in the system of education on the application of competency-based approach. The competency-based strategy meets today's requirements and is consistent with the organization of primary education teaching and learning processes. The competency-based approach is at the core of the State Standard of Primary General Education, in which the key competencies are determined as the basis for societal self-realization, successful organization of one's life.

Main material presentation. Using construction sets in the context of competency-based approach requires the sufficient level of important competencies formation: life, educational and cognitive, communicative, social, creative competencies. Therefore, the purpose of a competency-based approach is to organize the educational process aimed at developing such personal qualities that will help children in the future.

The main key competencies are:

Life competency is a person's knowledge, abilities, life experience, his or her creative abilities, which are necessary for solving life tasks. It is the realization of an individual's life project. I. Yermakov and H. Nesen point out that life competency is a complex entity that encompasses: knowledge, abilities and skills; life-creating abilities; life experience; a person's life achievements; the ability to find one's way in social situations; the ability to choose adequate and effective ways of solving life's problems; the knowledge of one's own personal qualities, advantages and disadvantages; self-improvement ability; ability to understand and correctly evaluate other people, establish adequate forms of communication with them, show tolerance in relationships; ability to manage oneself and the circumstances of one's life; a person's ability to live (the ability to live in a society and act accordingly) [5].

Educational and cognitive competency is a set of a pupil's competencies in the field of independent cognitive activity, which includes the elements of logical, methodological, general educational activity, correlated with the real objects of cognition; knowledge and ability of goal-setting, planning, reflection, self-assessment of educational and cognitive activities.

The formation of pupils' educational and cognitive competency is an important and complex task, on which a person's ability for intellectual development, for independent cognitive activity, for personal educational process organization, selection and use of effective learning strategies depends.

Social competency is an individual's ability to work productively with different partners in a group or in a team, to perform different roles and functions in a team. It is aimed at enhancing a person's general culture, ability to cooperate, self-realization and self-determination.

Communicative competency is interpreted as a person's ability to apply knowledge of the language in a particular communication, the ways of interaction with close and distant people and events, skills of working in a group, performing various social roles. This competency allows a pupil to overcome psychological barriers in communication, express his/her own opinion and create a positive atmosphere for communication.

Creative competency is the knowledge, abilities, skills, and attitudes, necessary for a person's successful creative activity, and the opportunity to use them in life, in practice. It is defined as a person's ability to generate ideas, put forward hypotheses; the ability to fantasize; the ability for associative thinking; the ability to see contradictions; the ability to transfer knowledge and skills to new situations; the ability to reject an obsession, to overcome the inertia of thinking; independence of judgments; critical thinking [4, p. 32]. A creative child is able to solve a variety of problems in an unconventional, original way.

To develop a model for key competencies formation, it is necessary to summarize the results of theoretical and empirical studies [9, 11], to determine its main components and operation conditions, features and characteristics of the above-mentioned process. That is why the components of the proposed model are aimed at the comprehensive development of a child's personality, reflecting the unity and sequence of processes and methods that ensure primary school educational process realization.

Singling out the components of a model made it possible to break it into blocks: a target block, a content block, an organizational block, a functional block and a resulting block. This allowed us to picture an intentional process of relevant key competencies formation.

A target block. A target block is connected with realizing a specific purpose, that is pupils' key competencies formation. In order to achieve the goal, the tasks using LEGO construction sets for the development of children's critical and creative thinking, creative orientation and stimulating them to self-development were developed.

A content block. The competency-based approach enables to organize the educational process and direct it towards the formation of such key competencies that will help students find their place in life. The list of key educational competencies is determined on the basis of the main purposes of general education and the main pupils' activities which enable them to acquire social experience, obtain life skills and skills of practical activity in a modern society [9]. Accordingly, to achieve this goal, pair and group tasks to be done with the construction sets were offered.

An organizational block. The formation of pupils' key competencies should be based on the fundamental principles of education: systematic and integral character, correspondence to nature, culture, humanism and vitality. The implementation of these principles means taking into account a child's age and individual psychological characteristics.

Psychological support is important. It involves dynamic observation of the development of a child's cognition, feelings and emotions. The purpose of psychological support is to maintain mental and psycho-physical health, to prevent and overcome any deviations in personal development, to promote the process of socialization and social values assimilation and mechanisms of life-creation [1; 2; 10].

Psychological support of a child's development occurs in the context of the main idea of the conception of competency-based learning. Therefore, the purpose of

the proposed lessons with the use of LEGO construction sets is aimed at modelling life situations, using role games and joint creative problem solving.

A functional block. The proposed model allows us to distinguish the following functions of the process of children's key competencies formation: an educational function – teaching pupils on the basis of the scientific research programmes, gaining new knowledge; a formative function – promotes the formation of children's life attitudes and principles, social norms, values, standards of creative activity; a creative and development function – promotes the development of creative and critical thinking, the formation of research abilities and skills, the realization of individual creative interests and needs; an innovative function – contributes to the formation of an individual's creative orientation and the possibility of adaptation to the new conditions of life creation; a diagnostic function – the development and introduction of diagnostics of the level of schoolchildren's key competencies formation. The block involves using LEGO construction sets in class.

A resulting block. The structural and functional model of pupils' key competencies formation is realized through the monitoring process, that is constant observation of the research process aimed at revealing its compliance with the predicted result, which allows monitoring changes in the levels of key competencies formation.

Conclusions. Thus, an individual's psychological support in the context of competency-based approach is carried out on the basis of the proposed structural and functional model of key competencies formation while using LEGO construction sets. The prospect for further research from the standpoint of competency-based approach is determining socio-psychological conditions for the development of a person's creative and critical thinking.

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2.12. RATIONALE FOR DIDACTIC CONDITIONS OF INTENSIFICATION OF LEARNING FOR ACTIVITIES OF FUTURE TEACHERS OF PRIMARY SCHOOL IN THE CONTEXT OF THE IMPLEMENTATION OF THE IDEA OF NEW UKRAINIAN SCHOOL

Abstract. *According to implementation of the new educational standard of New Ukrainian school, the need in high-qualified teachers is obvious during the same time period. So, there is a need in investigation of the implementation of didactic conditions of intensification of learning for activities of future teachers of primary school in the context of the implementation of the idea of New ukrainian school. We understand the didactic conditions of intensification of learning in the context of the implementation of the educational standard of the New Ukrainian School as the specially created circumstances of the organization and implementation of the learning process, taking into account and introduction of new learning factors, new substantiated requirements and rules for the organization and content of the educational process, which ensure the quality of learning resulted in the training of a competent teacher according to the educational standard of the New Ukrainian School.*

Such didactic conditions were explored for the first time: time management techniques by incorporating additional information; the use of innovative methods of positive motivation formation of future teachers in order to intensify learning; didactic preparation of teachers for the intensification of learning of future primary school teachers, taking into account the specifics of professional pedagogical activity; introduction of information and communication technologies in training. The ways of implementing the principle of intensification of learning in the context of providing the educational standard of the New Ukrainian School have been developed further. During our investigation, we used such scientific methods of research: observation, analysis of theoretical sources, generalization of modern experience on the problem of intensification of learning of future teachers; interviewing primary school teachers. The prospects of using the results of the study are further research of the didactic conditions that can ensure the intensification of the learning of students of higher education institutions. That will help in the future to provide teachers who are motivated and competent in the context of implementation of the New Ukrainian School.

Key words: *new Ukrainian school, didactic conditions, intensification of learning, teachers of primary school, formation of positive, time-managment, students of pedagogical specialities, high educational establishments, educational standart.*

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Problem statement. In December 2016, the Government approved the concept of New Ukrainian School for the period up to 2029. From 2018–2019, all Ukrainian primary students began to study according to the educational standard of “New Ukrainian School”. Teacher is one of the key subjects of learning, because he conducts the whole educational process. That is why the teacher must be motivated, creative, competent. The new educational standard as well as the new requirements for teacher training in the context of reforming the higher education system (for magister degree B2 level in English is required, dual education, etc.) requires the assimilation by future teachers of the content of education in the same terms, but on a larger scale. These changes demand improving of educational process and searching for realization of new ways.

The relevance of the study. The professional standard is established for primary school teachers. It defines the necessary competencies, knowledge and abilities according to the context of the educational standard of the New Ukrainian School. The document contains general information about the teacher’s standard, training and professional development. There are also a list of teacher functions:

- 1) planning and implementation of the educational process;
- 2) providing and supporting the education, upbringing and development of students in the educational environment and family;
- 3) creating of educational environment;
- 4) reflection and professional self-development;
- 5) conducting of pedagogical research;
- 6) providing methodological assistance to colleagues in the field of education, development, upbringing and socialization of primary students of secondary education;
- 7) generalization of their own pedagogical experience and its presentation to the pedagogical community;
- 8) evaluation of the primary school teachers performance in the general secondary education institution.

For each function, the professional competencies, knowledge, skills and skills that the teacher should possess are specified [5].

The following competences of the modern primary school teacher according to the Order of Ministry of Education and Science are distinguished as follows [5]:

- professional and pedagogical competence (knowledge of the latest scientifically substantiated information on pedagogy, psychology, techniques, innovations to create educational and development environment that promotes individual and personal formation of children of primary school age;
- social and civil (understanding of the essence of civil society; knowledge of human rights and freedoms; awareness of the global (including environmental) problems of humanity and the ability to participate in their solution; awareness of civic duty and a sense of human worth; the ability to find out and solve problems in the social and cultural fields, professional spheres of human life; skills of effective and constructive participation in civilizational social development; ability to conduct

effective teamwork, the ability to prevent and resolve conflicts, reaching compromises);

- cultural competence (the ability to understand works of art, to form own artistic tastes, to express own ideas, experiences and feelings through art independently; to realize own national identity as a basis for an open attitude and respect for the diversity of the cultural expression of others);

- language and communicative competence (knowledge of systemic knowledge of the norms and types of pedagogical communication in the process of organizing collective and individual activities; ability to listen, defend own position, using different techniques for reasoning and argumentation; the development of a culture of professional communication; (relevant knowledge, verbal and non-verbal skills depending on communicative situations));

- psychological and facilitative competence (awareness of the value of physical, mental and moral health of the child; ability to promote the creative development of younger students and their individualization);

- entrepreneurial competence (ability to generate new ideas and initiatives and implement them in order to enhance both their social status and well-being and the development of society and the state);

- information and digital competence (the ability to navigate the information space, to receive information and to operate it in accordance with the own needs and requirements of today's high-tech information society).

Therefore, the competences from absolutely different spheres of human activity are distinguished for the modern primary school teacher. So, there is a special need to intensify the training of future primary school teachers in order to gain all the professional competences mentioned above. Thus, there is a need to investigate the intensification of the teaching of future primary school teachers in the context of implementing the New Ukrainian School standard.

Recent research and publications analysis. Savchenko O. Ya. submits that the new standard of primary school education provides for its fundamental psychological didactic training, digital literacy, which in its turn requires a change in the content and structure of higher education: “integration of didactics and partial methods, sustainable pedagogical practice, mastering in pedagogical diagnostics and other” [9, p. 11]. In general, the training of future primary school teachers requires a clearer and more consistent attachment to the needs of the primary customer – school itself, which works according to the new educational standard “New Ukrainian school”. Nowadays, modern teacher has many responsibilities – classroom management, teaching various subjects, student psychological support, child welfare and social partnership with parents. Thus, again, there is a need to intensify the teaching of primary school teachers, to determine its ways and conditions in the educational process of a modern of higher pedagogical educational establishment. But, Savchenko O. Ya. does not reveal the ways and conditions of intensification of primary school teacher training. Onishchuk L. A. declares that a modern teacher according to the standard of the New Ukrainian School should be “competent, motivated, responsible for every pedagogical action and behaviour” [6, p. 52].

Moreover, Onishchuk L. A. emphasizes that the intensification of the teachers' activity in all spheres of public life is a priority objective of the New Ukrainian School. But this study does not reveal how to implement it at a higher pedagogical educational establishment during the preparation of a future teacher. The research of Malikhina S. V. is relevant and expedient for our research, because there is defined the didactic intensification of students' educational activity as "the unity of the newest and traditional forms, methods, techniques and means, which allows to significantly improve the quality of the educational process through the disclosure of internal potential of educational activity subjects, activation of students' internal psychological mechanisms" [3]. This research is important for us in the context of the formation of subjectivity and cognitive activity of students, which include necessarily positive motivation for learning, which begins the educational process. Thus, existing research and regulations lead to the conclusion that the future teacher's training needs to be intensified, but will not reveal its ways and conditions.

Today, there is a lack of a "new teacher". That means, if there is a "New Ukrainian School", then the "new teachers" should be created at first. Teachers who are fluent not only in the state language but also in English (according to the Concept of English language development in Ukraine); are able to use modern information technologies; have a creative approach to learning; are able to organize groups to study certain material; and receive high wages for their work, as the teaching profession requires a lot of time and knowledge to prepare for the class. "New" teachers are able to use modern information technologies; have a creative approach to learning; are able to organize groups to study certain material; and receive high wages for their work, as the teaching profession requires a lot of time and knowledge to prepare for the class. More time is needed for young teachers, who has no work experience to prepare for work. Thus, it becomes necessary to intensify the training of future primary school teachers.

Therefore, *the purpose of the article* is to investigate the implementation of didactic conditions of intensification of learning for activities of future teachers of primary school in the context of the implementation of the idea of New Ukrainian School. The following *research methods* were used: observation, analysis of theoretical sources, generalization of modern experience on the problem of intensification of learning of future teachers; interviewing primary school teachers.

The scientific novelty of the study is that in the context of the implementation of the educational standard of the New Ukrainian School: for the first time the didactic conditions of intensifying the training of future primary school teachers are investigated: time management techniques by incorporating additional information (strict/flexible planning, result-oriented planning, use of diary and memoirs, use of strategic memory carton, and other); the use of innovative methods of positive motivation formation of future teachers in order to intensify learning (mentoring, open microphone, creating situations of success, didactic and role-playing games, etc.); didactic preparation of teachers for the intensification of learning of future primary school teachers, taking into account the specifics of professional pedagogical activity; introduction of information and communication technologies in training (use

of electronic messengers, electronic online stores, online boards, etc.). The ways of implementing the principle of intensification of learning in the context of providing the educational standard of the New Ukrainian School have been developed further.

Presentation of basic material of the research. “Intensification of student’s learning” we understand as the principle of teaching in modern higher education didactics, which requires in the conditions of increasing the amount of educational information to ensure the quality of training of future specialists while accelerating and reducing the time for mastering the material through the implementation and rational use of effective tools, technologies, methods, techniques, learning conditions. [8, p. 9]. We intend to declare that the intensification of learning of future primary school teachers is a principle of study that ensures high quality of students’ education while reducing the number of classroom hours and increasing their independent work on theoretical and practical material, during the same term of study.

The theoretical foundations for the intensification of learning lie in the philosophical, economic, political, psychological, technical sciences and are studied in didactics. Thus, in philosophy, the study of intensification relates to the dialectical and materialist theory [7]. In economics, the study of intensification is associated with the process of increasing the share of intensive factors of production; in politics – with the process of development of social production and scientific and technical progress [1]. In psychological research – with the concept of gradual formation of mental actions [10]. In the technical sciences, the intensification of learning is associated with the theory of solving inventive problems [1]. In didactics, intensification of learning is associated with accelerated learning, integration of subjects, cross-curricular links, “deep contemplation”, fast-paced learning [11].

We understand under the didactic conditions of intensification of learning in the context of implementation of the educational standard of the New Ukrainian School the set of specially created circumstances of the organization and implementation of the learning process, taking into account and introduction of new factors of learning, new substantiated requirements and rules for the organization and content of the educational process, which ensure the quality of students and will provide the training of a competent teacher according to the educational standard of the New Ukrainian School. To the didactic conditions of intensification of learning of future primary school teachers we include: didactic preparation of teachers for intensification of teaching; mastering the techniques of time management by incorporating additional information into the content of the disciplines and forming a positive motivation for the students to intensify their learning, use of information and communications technologies (ICT) in learning. These conditions realize the idea of professional orientation of the educational process at the higher educational establishments, reproducing the content and professional functions of future primary school teachers, reflecting the basis of intensification, aimed at meeting the standards of higher pedagogical education, ensuring the subjectivity of the future teacher while studying at higher educational establishment.

The didactic training of teachers for the intensification of learning is the direction of methodical work of the department with university teachers in the

workplace in order to ensure the implementation of the principle of intensification of student's learning in the field of higher education didactics. This work is carried out massively, simultaneously with all teachers of the department in order to improve teaching conditions. According to the implemented standard of education of the New Ukrainian School. There is a need not only to train future primary school teachers, but also to conduct special training with the teaching staff who work with them. Because they are all a source of information and a living example of the teacher. Because many techniques and tools in the learning process, future teachers draw from their own learning experience. The most important aspect during this training is that the teachers are introduced to the techniques and ways of implementing the intensification of learning. This is especially important, because only after the New Ukrainian School Educational Standard had been implemented, the future teachers began to be trained for the New Ukrainian School standard. Therefore, it is especially important for teachers to know how to intensify the learning of future primary school teachers, especially for those who is studying during recent years.

We are certain that mastering time management techniques is possible for future primary school teachers by incorporating additional information into the content of the course it. This is a didactic condition for intensification of learning at universities in the context of the implementation of the educational standard of the New Ukrainian School. Because it solves the problems of future elementary school teachers: the lack if time (especially for young teachers through preparation for classes); organizes student`s time that will allow to develop the ability to use time rationally; teaches to prioritize both life and learning priorities – they are useful as they can teach future students and their parents for whom primary education is a “long forgotten past”; teaches to work with information, etc.; influences the quality of performance of their general education skills and professional functions: planning and implementation of the educational process; reflection and professional self-development; conducting pedagogical research, and others.

The mastering of time management techniques by future primary school teachers is possible through the inclusion of additional information in the content of the academic disciplines. For example, during the framework of classroom work, during the framework of extracurricular work, during the study of individual disciplines. As part of the extracurricular work, it is possible to conduct time management training in the extracurricular time for future primary school teachers.

Techniques of time management can be a component of such subjects as: management education, the basics of economics, English. If a separate selective discipline of Time Management will be introduced, so future elementary school teachers will master the techniques that influence the development of planning. For example, the function of planning and implementing the educational process of a future elementary teacher can be improved and developed in the context of the implementation of the educational standard of the New Ukrainian School. The knowledge of time management allows students to plan their own time and time of the organization in order to achieve the best educational results, both their own and in the future and results or their students` results.

There are the following methods of time management in order to achieve this purpose: techniques of use of diaries, memoir, strategic card, techniques “Hard/flexible planning”, reception “Result of the oriented planning”, time budgeting and others. Using weekly diaries gives you a good overview of the week. The diary is convenient for coordinating meetings, writing a class schedule, is well suited for scheduling in advance. Tasks, to-do lists or non-scheduled lesson plan can be scheduled by writing on a special sticker or bookmark. The technique keeping a memoir will make a list of key values, will encourage students to pay attention to the main, and not waste key values among a large number of current affairs, to formulate a goal and mission, to identify the main areas of their lives that will allow them to choose the key areas of professional development (teacher, classroom leader, psychologist, and more).

A strategic card is a bookmark in a diary that keeps a list of goals or topics for reflection. That is thoughts that need reflection and development. It is convenient to write down goals for the year on this card. It is a good incentive, because every time you open a diary or notepad, you can view the list of goals that the student wants to achieve. Tough planning is a scheduling task that is clearly tied to a specific time (for teachers, it is a clear lesson plan) and is usually planned well in advance. The tasks of this type should be budgeted for time and it is advisable to add time for unforeseen situations. Flexible scheduling is the scheduling of tasks that are not tied to a specific time, such as classroom lessons or five minutes. The technique “Result of the Oriented Planning”: writing any task it is necessary to take as a rule that any task should answer the question: “What to do?”; all tasks should have the formula: verb + clear result = Result – indicative formulation of the task. For example, for future elementary school teachers, this is to get a credit, take A mark for the exam, etc. And for the teachers who already has been working in the context of implementing the educational standard of the New Ukrainian School, it is: to make a lesson plan, to hold a conversation; quiz; learn lesson plans from the site, complete a classbook, and other.

The technique Time budgeting. According to time management basics, only 60% of working time (hard and priority tasks) should be planned, 40% should be left for flexible tasks and for unplanned situations (force majeure). Students always should leave green zones between tasks – free time that helps to level the action plan if a hard plan fails. In the context of the implementation of the educational standard of the New Ukrainian School, it can be: planning 60% of the class, and 40% of the time to leave for fixing study material, or answering questions from students.

The essence of the positive motivation formation for intensification of the education of future elementary school teachers in the context of the educational standard implementation of the New Ukrainian School lies in the conscious motivation of students to acquire knowledge, profession, qualitative preparation for classes, independent work in terms of credit-modular system, desire for self-improvement. Forming a positive motivation to learning while studying at the university will allow future primary school teachers to work according the educational standard of the New Ukrainian School, to be motivated into the

profession. It will help to master the following professional functions of the future elementary teacher: to provide and support teaching; educate and develop students in the educational environment and family; creating an educational environment in which students will be thirsty for acquiring and seeking knowledge; reflection and professional self-development will allow to analyze their own professional activity and to search for ways to improve it, since according to the educational standard of the New Ukrainian School the teacher does not have to follow the methodical recommendations strictly, and has the right to choose educational materials on his own.

According to the educational standard of the New Ukrainian School, without a teacher no changes are possible in primary education, so a motivated teacher is the main principle of implementation of the educational standard. We think that this will greatly contribute to the realization of the acquisition of techniques of positive motivation formation to intensify learning. The methods of forming positive motivation for learning are: mentoring, open mic, world cafe, virtual office, success situations, portfolio creation, use of didactic games (role-playing, business), formation of positive emotions for learning, application of problem learning, encouragement to learning, “alive library, e-office, world cafe, open mic, and more”. Let’s describe the contents of some of the techniques in more details.

Mentoring is similar to the concept of “coaching”, but there are some differences. The main difference is that the coach is assigned to train one person in the workplace, and the mentor works with a small number of people in the learning process. While studying at a university for students a mentor may be a senior student who teaches first-year students to adapt to the conditions of study at university, life, work. The coach works on the professional and personal development of the person as a person. The coach aims only to fulfill professional skills. A mentor is the same coach, but he is a more qualified professional because he does not simply tell his student about his future profession but teach it. One of the main tasks of the mentor is to determine the formation of positive motivation to gain a profession, self-improvement and development. It should also be noted that the mentor pays a lot of attention to the feedback he or she teaches. The coach, in turn, aims only to teach the skills and skills that are necessary for the job. For future elementary school teachers, this technique is useful because it has an impact on the development of the professional function of the future elementary teacher – providing methodological assistance to colleagues in the field of education, development, education and socialization of elementary students of elementary secondary education. It influences the development of professional and pedagogical competence of the future primary school teacher in the context of the implementation of the educational standard of the New Ukrainian School. Also, mentoring will be useful in professional activities for young primary school teachers when their senior colleagues will pass on their practical experience.

The use of information and communication technology in the educational process is necessary as it allows to intensify the learning process [3]. We mean by informational and communicational technologies a set of technologies that ensure the

fixation of information, its processing and exchange of information (transmission, distribution, disclosure). Integration of information and communication technologies is possible due to the comprehensive use of Internet resources, applications, programs, etc.

We highlight among the modern Internet resources, programs, applications, the use of electronic messengers, electronic storage, electronic online boards, etc. For example, it saves a lot of time for students and teacher to create groups in the following messengers - viber, telegram, what`s up, etc. These online communication tools are available for teachers and students 24/7, so they are in constant contact with each other. That is, when students have any questions while preparing for classes, they can ask the teacher questions and come already well prepared for the classes, while keeping their class time. It is possible to create student surveys, to send text documents in these messengers. It also creates comfortable conditions for both the student and the teacher. Because, even if the student was not present at the class, the teacher can send him or her an assignment online (current test or test, theoretical self-study material, etc.). The teacher will no longer need to repeat the material, because if something was not clear for students they can ask teacher, to prepare material in advance. Test and module tests can also be sent by the teacher to all students, at the same time, saving teachers' money and time for printing material. All students in the group receive assignments at one time, and the teacher can see how many students have read his message. In order to avoid sending students information about control or module work, it is recommended to use the so-called "secret chat", where the information is stored for a certain time, in this chat is not possible to make a screenshot (photo), and if someone wants to distribute information in it doesn't work in this way.

Another modern technology tool is the use of electronic libraries and cloud storage. We include cloud storage services: google drive, iCloud, and more. Thanks to this storage, only the internet is needed, and the teacher can use it either on a computer or with a phone or a special application. So, any text document can be handled at any time or when inspiration comes, no need to carry a USB stick, as it can be lost or caught by a virus and data may be destroyed. You just need to set a strong password and remember it in all circumstances.

Using Skype for video chat together with online message board services generally gives the teacher the ability to do from anywhere in the world (only high-speed internet is needed), under any circumstances. We include the service of electronic boards: WebWhiteboard, Whiteboard Fox, Twiddla and etc.

Conclusions. Thus, we conclude that the New Ukrainian School has certain advantages and disadvantages compared to the past standards of primary and general education. There is a need for implementation of changes in the higher education system, one of such changes we see the intensification of learning. We understand that intensification of learning is the principle of learning in higher education. Intensification of learning is possible through the study of didactic conditions of intensification of education of future primary school teachers. The didactic conditions of intensification of learning in the context of the implementation of the educational

standard of the New Ukrainian School we understand the specially created circumstances of the organization and implementation of the learning process, taking into account and introduction of new learning factors, new substantiated requirements and rules for the organization and content of the educational process, which ensure the quality of learning resulted in the preparation of a competent teacher according to the educational standard of the New Ukrainian School. We believe that the principle of intensification of learning of future primary school teachers in the context of implementation of the standard of the New Ukrainian School, can be ensured by using didactic conditions of intensification of learning 1) mastering the techniques of time management by incorporating additional information in the content of the disciplines (rigid/flexible planning, flexible planning, flexible planning), use of diary, introduction of memoirs, use of strategic card, etc.); 2) using of innovative techniques of positive motivation formation in order to intensify learning of future primary school teachers of (mentoring, open mic, creating success situations, creating portfolios, using didactic and role-playing games, etc.); 3) didactic training of teachers to intensify the learning of students with specific profession; 4) by comprehensive implementation of modern information technologies, which save time and resources of the teacher and the future teacher (use of electronic messengers, electronic storages, on-line boards, etc.). The prospects of using the results of the study are further research into the didactic conditions that can ensure the intensification of the learning of students of higher education institutions, which will help in the future to provide teachers who are motivated and competent in the context of implementation of the New Ukrainian School.

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**2.13. RATIONALE OF PREPARATION OF CONTENT
FOR FUTURE PROFESSIONALS TO THE FORMATION
OF CHILDREN'S COMMUNICATIVE ACTIVITIES
WITH SPECIAL EDUCATIONAL NEEDS AS A WAY TO IMPLEMENT
THE CONCEPT OF A NEW UKRAINIAN SCHOOL**

Abstract. Most children with special educational needs have problems with interaction and communication. This is because for successful communication, the children must respond to other people when approached, and initiate communication on their own, and the quality of this process is impaired. One of the conditions for the implementation of the New Ukrainian School concept, which states that for students with special needs the optimal conditions for learning together with their peers will be created, is the development of communication skills. In view of the above, there is an urgent need to properly train future professionals to undertake this activity.

During the research we used a set of the following methods: theoretical (analysis and synthesis of scientific-pedagogical literature, interpretation, modeling, concretization, etc.) and empirical (conversations, interviews, pedagogical

observation, consulting, testing, etc.). The purpose of the article is to disclose the content of our worked out discipline “Forming communicative activity of children with special educational needs” in the system of training of future specialists in specialty 016 “Special Education” at H. S. Skovoroda KhNPU. The purpose of the study discipline is to prepare highly qualified, competitive, integrated specialist in the European and world scientific and educational space, who can qualitatively ensure the forming communication skills of children with special educational needs, as well as to promote harmonious development of personality adult/child with disabilities through different means. The content of the program is presented: topics of lectures, questions and tasks for seminars, as well as a list of creative tasks for independent work. The program takes into account all aspects of communicative activity of different categories of children with special educational needs. The results of the research can be used to develop new and improve the content of existing educational disciplines for the organization of education of children with SEN, aimed at training future specialists in the specialty 016 “Special Education” in institutions of higher pedagogical education.

Key words: future specialists, children with special educational needs, inclusive education, communication, communicative skills, forming communicative activity, New Ukrainian school.

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Formulation of the problem. Communicative activity is one of the forms of communication that is internally revealed through needs, motives, goals, and externally through communication skills that allow children’s adequate interaction with surrounding adults and peers. However, most children with special educational needs have problems with communication and interaction. This is because for successful communication, the child must respond to other people when approached, and initiate communication independently. Although many children with SEN are able to do this, if they want something, they tend to show something to another person or make social contact with them. Most SEN children have a speech delay, or they avoid using speech for communication. Therefore, it is very important to use other communication methods before the appearance of the broadcast, and the use of language will occur after that. As it is noted, inclusive education will be promoted at the New Ukrainian School. Special needs students will be provided with the opportunity to study with their peers. Individual programs of development will be introduced for such children, including corrective and rehabilitation measures, psychological and pedagogical support and necessary training facilities” [11, p. 29; 12]. In our opinion, one of these conditions is the formation of communicative activity of children with special educational needs.

Relevance of research. In connection with the above, there is an urgent need to properly preparation of future specialists for communicative activities of children with special educational needs formation, which is one of the important ways of realizing the concept of New Ukrainian School.

Relation of author's work with important scientific and practical tasks. We have worked out a program of discipline "Formation of communicative activity in children with special educational needs" in the system of training of future specialists in the specialty 016 "Special education" at KhNPU named after H. S. Skovoroda. The program is designed for 4 credits (120 hours, of which the auditorium – 48 hours, the extracurricular – 72 hours). The aim of the course is to prepare highly qualified, competitive, integrated specialist in the European and world scientific and educational space, who can qualitatively ensure the formation of children with special educational needs' communication skills, as well as to promote harmonious development of adult/child with disabilities through other means.

The analysis of the latest researches and publications shows that the general issues of training and formation of professional competence of future specialists in higher education institutions were considered in the scientific works of V. Bereka, R. Gurevich [3], S. Danylyuk [4] and others. The problem of preparing future and working specialists of different profiles for teaching children with special educational needs was studied by L. Antonyuk, Yu. Boychuk, O. Borodina (O. Kucheruk) [1], I. Demchenko [5], N. Zayerkova [6], O. Kazachiner [7], Z. Leniv [9], S. Mironova, I. Oliynyk [13], I. Shyshova [14] and others. Formation of different categories of children with special educational communicative activity was investigated by V. Brodyuk [2], V. Kobylchenko, Ye. Kuzminskaya [8], T. Makhukova [10], L. Savchuk [15] and others.

Selection of previously unresolved parts of the general problem to which the article is devoted; the aim of the article. Thus, on the basis of the analysis of scientific and pedagogical works on the topic of the research, it was found that, despite the considerable achievements in the preparation of future specialists in institutions of higher education, in particular for the education of children with special educational needs, the issue of preparing the educational recipients for the formation of communicative activities of such children need a binding solution because it is extremely important and relevant.

The aim of the article is to substantiate the content of our worked out discipline "Formation of communicative activity of children with special educational needs" in the system of training of future specialists in specialty 016 "Special education". **Research methods.** During the research we used a set of methods such as theoretical (analysis and synthesis of scientific-pedagogical literature, interpretation, modeling, concretization, etc.) and empirical (conversations, interviews, pedagogical observation, counseling, testing, etc.).

Outline of the main material. The objectives of studying the discipline "Formation of communicative activity of children with special educational needs" were defined: 1) formation of the idea of communicative activity and communication and their peculiarities of children with standard development and children with special educational needs; 2) knowledge of main problems during the acquisition of communication skills by children with special educational needs of different nosologies; 3) study the basic forms, methods and ways of forming children with special educational needs of different nosologies' communicative activity. While

working out the content of the discipline, we were guided by such scientific approaches as systemic (the course is a component of educational program as a holistic system of training future specialists), personal (during the classes age, individual and psychological characteristics, the enthusiasm of educational recipients, choice of assignments for seminars, independent work were taken into account), methodological (on basis of empirical and theoretical researches the general principles and methods of research of pedagogical phenomena, in particular communicative activity are formulated), activity (the course is aimed at acquiring future specialists skills necessary for development and teaching children with SEN's communicative activity), technological (modern information and communication technologies were used during the training sessions) and competence (competence of a high school graduate is a multifunctional concept that requires significant intellectual development, including analytical, communication and other processes, including the ability to communicate and establish contact with children with SEN).

Thus, the aforementioned conditioned the development of following topics of lectures (20 hours):

1. Communicative activity and its specificity.
2. Formation of communicative competence of children in an inclusive group or classroom.
3. Methodical principles and techniques for developing communication skills of children with special educational needs with general speech disorders.
4. Game activity as a means of forming the social-communicative competence of a child with speech disorders.
5. Formation of communication skills of children with visual and hearing impairments.
6. Speech and communication development of a child with intellectual disabilities and mental retardation.
7. Methods of alternative communication as a means of communication of children with autism
8. Features of mastering language and speech material with children with Down syndrome and other genetic disorders.
9. Communicative orientation of correctional and developmental classes for children with special educational needs.
10. Application of interactive technologies in the process of teaching communication to children with special educational needs.

Seminars (28 hours) gave the opportunity to the learners to deepen their knowledge of the above topics. Here is a list of questions and tasks of seminars:

Seminar No. 1. Communicative activity and its specificity

Prepare summary answers to the questions:

1. What is the difference between communication and communication?
2. Describe the levels of communication activity of children.
3. What factors affect communication activity?

4. What are the peculiarities of communicative activity of a child with special educational needs? What traits can prevent effective communication with peers, adults, and social skills?

Task: Compare the communication activities of children with normalized development and children with special educational needs. Make a comparison table.

Seminar № 2. Formation of communicative competence
of children in an inclusive group or classroom

Tasks:

1. Give examples of exercises to establish psychological comfort in the classroom and the algorithm for working with them.

2. Give examples of game exercises to develop communication skills, as well as to establish friendly relations between children with normalized development and children with special educational needs.

3. Give examples of game exercises to develop communication skills, as well as to establish friendly relations between children with normalized development and children with special educational needs.

4. Provide advice to teachers and students about communicating with children with special educational needs.

5. Prepare some recommendations for parents to provide supportive communication with children with special educational needs.

Seminar № 3. Methodical principles and methods of developing
communication skills of children with special educational needs
with general speech development

Prepare summary answers to the questions:

1. Correction of speech disorders of children with general speech disorder.

2. Correction of the phonetic-phonematic side of speech.

3. Correction of the lexical side of speech.

4. Correction of the grammatical side of speech.

5. Communication correction.

Task: Describe the features of speech of children with general speech disorders of 1, 2, 3, 4 levels and features of correction and development work in the presence of each of these levels.

Seminar № 4. Game activity as a means of forming the social-communicative
competence of a child with speech disorders

Prepare summary answers to the questions:

1. The importance of game in the mental, moral, aesthetic and physical education of children.

2. Problems of play activity of children with special educational needs (in particular with speech disorders).

3. Basic requirements for teaching didactic games with children with special educational needs.

4. Different approaches of researchers to the classification of didactic games.

Task: Give examples of games that can be used to correct various speech disorders of children. Define their goals and objectives. Make brief recommendations for their implementation.

Seminars № 5-6. Formation of communication skills in children
with visual and hearing impairments

Prepare summary answers to the questions:

1. Describe the features of speech of the child with visual impairment.
2. Describe the speech features of a hearing impaired child.

Tasks: Give examples of exercises and tasks to correct a child's visual impairment. Define their goals and objectives. Make brief recommendations for their implementation.

Provide examples of exercises and tasks to correct a child's hearing impairment. Define their goals and objectives. Make brief recommendations for their implementation.

Seminars № 7-8. Speech and communication development of a child with
intellectual disabilities and mental retardation

Prepare summary answers to the questions:

1. Describe the speech features of a child with intellectual disabilities.
2. Describe the speech features of a child with mental retardation.
3. Development of the lexico-semantic side of speech of children with mental retardation
4. Identify common and distinctive features of the speech development process for children with intellectual disabilities and mental retardation

Tasks:

Provide examples of exercises and tasks to correct a child with intellectual disabilities' speech (vocabulary enrichment, grammatically correct speech development, phonetic-phonemic hearing development, development of coherent dialogue and monologue speech). Define their goals and objectives. Make brief recommendations for their implementation.

Provide examples of exercises and tasks for correcting a child with mental retardation's speech (vocabulary enrichment, grammatically correct speech development, phonetic-phonemic hearing development, development of coherent dialogue and monologue speech). Define their goals and objectives. Make brief recommendations for their implementation.

Seminars № 9-10. Methods of alternative communication
as a means of communication for children with autism

Prepare summary answers to the questions:

1. Describe features of speech of a child with autism. Identify common and distinctive features of the language development process for children with intellectual disabilities, mental retardation and autism.
2. The method of social stories as an effective means of forming communicative activity of children with autism.
3. Modern means of alternative and assistive communication.

4. PECS System.
5. Lab-system.
6. MAKATON.
7. Bliss language system.
8. Principles of work on the implementation of alternative and additional communication system.
9. Features of formation of communication actions of children with autism.

Tasks:

Give examples or develop exercises and tasks yourself using PECS cards or other alternative communication tools to teach a child with autism.

Give an example or make up a social story for a child using different types of sentences (optional): descriptive, perspective, directive, strategic ones.

Seminars № 11-12. Features of mastering language and speech material
by children with Down Syndrome

Prepare summary answers to the questions:

1. Describe the features of speech of a child with Down syndrome.
2. Speech formation in children with Down syndrome.
3. Special anatomical and physiological characteristics of children with Down syndrome, which hinder the rapid acquisition of speech skills.
4. Methods of formation of basic motor skills.
5. Methodics of Speech Development and Reading Learning by Romena Augustova

6. Numicon system.

7. Down Syndrome and Developmental Games

Task: Give examples of games that can be used to work with children with Down Syndrome. Define their goals and objectives. Make brief recommendations for their implementation.

Seminar № 13. Communicative orientation of correctional and developmental
classes for children with special educational needs

Prepare summary answers to the questions:

1. The essence and content of correctional and development work.
2. Specialists conducting correction and development classes.
3. Institutions in which corrective-developmental classes are conducted.
4. Requirements for conducting corrective-developmental classes.
5. The purpose, tasks and directions of corrective-developmental classes for children with impairments: sight, hearing, speech, mental retardation, cerebral palsy, intellectual disabilities, autism, etc.

Tasks:

Conduct an analysis of the content of correctional development programs for children recommended by MESU (1–2 optional) from the point of view of developing communication skills in children with special educational needs.

Work out a full one or a fragment of correctional and developmental training for children with impaired vision, hearing, speech, mental retardation, cerebral palsy, intellectual disabilities, autism, etc. (optional). Provide games, exercises, or tasks that

support the development of communication skills in children with special educational needs.

Seminar № 14. Using interactive technologies in the process of teaching communication to children with special educational needs

Prepare summary answers to the questions

1. Advantages and problems of using interactive technologies in learning to communicate with children with special educational needs.
2. Types of interactive technologies.
2. Mnemonics as an innovative technology for speech development.
3. Development of speech of children with SEN by means of eidetics.
4. Kinesiology as a means of development of speech and intellectual abilities of children with SEN.

5. Verse finger gymnastics using su-jock massagers.
6. The essence and content of the method “Bukvogramma”.
7. SMART-technologies in teaching children with SEN.

In addition, the following tasks were offered for *independent work*:

1. Production of cards for alternative communication.
2. Making a book page with icons.
3. Making a page of interactive book.
4. Making a social story.
5. Exercises for child’s articulation apparatus development.
6. Exercises for the fine motor skills’ development.
7. Exercises for the development of phonetic-phonemic hearing.
8. Exercises to expand the vocabulary of a child with intellectual disabilities.
9. Exercises for the development of grammatically correct speech.
10. Games or game exercises/tasks to deal with a child with Down Syndrome.
11. Exercises for teaching communication to the child with visual impairments
12. Exercises for teaching communication to the child with hearing impairments.
13. Exercises for teaching communication to the child with autism.
14. Kinesiology exercises for teaching communication.

Conclusions. The foregoing has led us to conclude that one of the most important conditions for the implementation of the New Ukrainian School concept is the formation of children with special educational needs’ communicative activities. This is due to the fact that most children with special educational needs have problems with communication and interaction. In this regard, there is an urgent need for the proper preparation of future specialists for the formation of communication activities of children with special educational needs, the development of new and improvement of the content of existing educational disciplines for the organization of teaching children with SEN, aimed at training future specialists in the specialty 016 “Special education” in institutions of higher pedagogical education. We have worked out a program of discipline “Formation of communicative activity of children with special educational needs” in the system of teaching future specialists in the specialty

016 “Special Education” at KhNPU named after H. S. Skovoroda. Systematic, actionable, personal, methodological, technological and competent approaches were used to work out its content. This led to the choice of content filling the program: topics of lectures, questions and tasks for seminars, as well as a list of creative tasks for independent work.

Prospects for the use of research results. The results of the scientific research can be used to prepare a new generation specialists to work in inclusive conditions in the system of higher education institutions, who, on the basis of acquired knowledge and methodological training, can systematically and methodically realize children with special needs’ correction of education and upbringing, promote their learning and socialization, collaborate with all participants in the educational process, work as a team.

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2.14. PREPARATION OF FUTURE PRIMARY TEACHERS FOR WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS UNDER THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL (NUS)

Abstract. *The article deals with the problem of preparing future primary school teachers for working with children with special educational needs under the conditions of the New Ukrainian School (NUS). The essence of the concepts of “special needs”, “children with special educational needs”, “inclusive education” is determined. The process of emergence of inclusive education in Europe is outlined and characterized. The introduction of inclusive education in the education system of Ukraine is characterized. Features of teaching children with special educational problems under the conditions of the New Ukrainian School (NUS) are considered. Based on the scientific achievements of modern researchers, the structure of future teachers’ readiness to work with children with special educational needs is analyzed, and each of its components (motivational, cognitive, creative, activity-based) is characterized. The differences between the traditional and inclusive educational processes are viewed and analyzed. The peculiarities of preparation of future primary school teachers for working with children with special educational needs are indicated. They are based on the Law of Ukraine “On Education”, “The Concept of Inclusive Education Development” and “The Concept of the New Ukrainian School (NUS)”. It is determined that the organization of future primary school teachers’ professional training for working in the inclusive environment of general secondary educational institutions (GSEI) involves mastering interactive and special methods of teaching primary school pupils, the formation of the necessary personally and professionally important qualities, competencies and competences for working in the inclusive environment of general secondary educational institutions. It is proved that the result of future primary school teachers’ professional preparation for working with children with special educational needs should be the high level of professional, methodical and psychological readiness to perform a wider range of professional activities under inclusive education conditions.*

Key words: *children with special educational needs, future teacher’ preparation, primary school classes, the New Ukrainian school, inclusive education.*

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Problem statement. Ukraine’s entry into the European space causes significant transformations in social life. They are adherence to democratic values, particularly such as being aware of one’s own importance as a person, individuality and uniqueness, respect for each other and so on. Therefore, functioning of a new humanistic paradigm associated with the right to education, regardless of the state of

health, physical or intellectual disability becomes topical. The quality of such education does not differ from the quality of education of healthy people, which is the basis for the organization of education of children with special educational needs [13].

Topicality of the research. As of January 1, 2018, 7,6 million children live in Ukraine. In the 2018–2019 academic year, 37,7 thousands of schoolchildren attended special secondary education institutions, 15,8 thousands of children went to the sanatorium schools and only 11,8 thousands of children were involved into inclusive education in ordinary schools (general secondary educational institutions) [5; 6; 11]. In this respect, preparation of future primary school teachers for working with children with special educational needs under the conditions of the New Ukrainian School (NUS) is an extremely important and topical issue for our country. It should be pointed out that the reformation of primary education system in Ukraine is based on a child-centered and humanistic orientation. Primary school children, regardless of the state of health and possibilities, should be provided with access to quality education, have the possibility to develop and realize themselves, and participate in social life. However, lack of access to receiving quality education in general secondary educational institutions for children with special educational needs, the absence of special didactic and technical means of education, lack of primary school teachers capable of working with children who have special educational needs, create the problem of receiving quality primary education by all primary school children.

The connection of the author's work with important scientific and practical tasks is a detailed study of future primary school teachers' preparation for working with children with special educational needs under the conditions of the New Ukrainian School (NUS). The purpose of the article is to substantiate the content of preparation of future primary school teachers for working with children with special educational needs under the conditions of the New Ukrainian School (NUS) on the basis of scientific literature analysis.

The analysis of the recent research and publications. Many scientific works of modern day researchers are devoted to the analysis of the problems of introducing inclusive education, teaching children with special educational needs and preparing future teachers for working with children with special educational needs under the conditions of the New Ukrainian School (NUS). The conceptual principles for introducing inclusive education into the education of Ukraine are set out in the Law of Ukraine "On Education", the "Concept of Inclusive Education Development" and the "Concept of the New Ukrainian School (NUS)". V. Bondar's research deals with teaching children with specific features of psycho-physical development in the inclusive educational environment. The structure of future teacher's readiness to work under the conditions of inclusive education is defined in the scientific and pedagogical work by Yu. Shumilovska. A. Kolupaieva's research outlines the differences between the traditional and inclusive educational processes. The scientific achievements of N. Ashytok and V. Kremen are devoted to the problems of future primary school teachers' professional preparation for working in inclusive environment.

Singling out previously unsolved parts of the general problem to which the article is devoted. The analysis of scientific achievements of modern researchers shows that the preparation of future primary school teachers for working with children who have special educational needs under the conditions of the New Ukrainian School needs constant correction in relation to the reformation of education in Ukraine.

The scientific novelty is that: for the first time future primary school teachers' preparation for working with children with special educational needs under the conditions of the New Ukrainian School (NUS) is substantiated; the content and approaches to the preparation of future primary school teachers for working with children with special educational needs *are specified*, based on the "Concept of the New Ukrainian School (NUS)". Methods of the research. Theoretical analysis, synthesis, generalization on the basis of the research material: the Law of Ukraine "On Education", the "Concept of Inclusive Education Development", the "Concept of the New Ukrainian School (NUS)", etc.

Main material presentation. The term "children with special needs" was first used in 1978 in the United Kingdom in a report by Mary Warnock, the Chairman of the Committee on the Education of Children and Youth with Disabilities in the context of disabled people. Gradually, this concept began to embrace other categories [12, p. 81]. Special needs is a term used in relation to people whose social, physical or emotional characteristics require special attention and services, and who are given the opportunity to develop their potential, including educational potential [16, p. 120]. According to the Law of Ukraine "On Education" a child with special educational needs is "a person who needs additional permanent or temporary support in the educational process in order to ensure his or her right to education" [14]. The most complete definition of persons with special needs is given in the educational legislation of the Republic of Estonia, which states that the persons with special educational needs are gifted persons; the persons who have learning disabilities; the persons who have health problems; the disabled persons; the persons who have behavioral and emotional disorders; the persons who have been absent from classes for a long time or do not have sufficient command of the language of instruction, which leads to the necessity to change or adapt the class content, the educational process, class duration, teaching workload, educational environment (coursebooks, premises, language of communication, in particular, sign language or other alternative means of communication, support staff, teachers who received special training) [4].

In the countries of the European Community, the International Standard Classification of Education has a definition of "special educational needs" that is "Persons with special educational needs are those teaching of whom requires additional resources. Additional resources may be staff members (to organize the educational process), materials (various didactic means of instruction, including correctional ones) and finance (budgetary provisions for obtaining additional special services)" [15]. It should be specified that the education of persons who have special educational needs is called "inclusive education". The term "inclusive education" is

defined as a comprehensive process of ensuring equal access to quality education by means of organizing schoolchildren's education in educational establishments on the grounds of using personality-oriented teaching methods, considering children's individual characteristics while doing educational and cognitive activities [8]. The Ministry of Education and Science of Ukraine developed the "Concept of Inclusive Education Development", stating that Ukraine has committed itself to respecting general human rights, in particular, ensuring the right to education for children with special educational needs; the conscious choice of a place where children with special needs could receive quality education. According to the Concept, inclusive education is defined as a comprehensive process of ensuring equal access to quality education for children with special educational needs by organizing their education in general educational institutions based on the use of personality-oriented teaching methods, taking into account individual characteristics of such children's educational and cognitive activity. The implementation of the Concept required a comprehensive solution of issues related to legal and regulatory, educational-methodological, and personnel provision of inclusive education. It is an issue of modernization of higher pedagogical education and the system of improving pedagogical staff qualification, and preparing sufficient number of qualified pedagogical staff who are capable of using inclusive teaching methods [8].

It should be pointed out that the inclusive educational process is significantly different from the traditional one. Let's consider these differences, outlined in the study done by A. Kolupaeva. Thus, unlike in the traditional educational process, in the inclusive educational process children with special educational needs (SEN) are enrolled in general educational institutions. They receive psychological and pedagogical assistance, and educational goals are determined depending on each child's SEN. According to the researcher, SEN are the basis for planning the educational process. An individual development program is developed for each student with SEN (an individual curriculum is developed if necessary). Adapted assessment strategies and methods are also used, in which the main assessment criterion is individual achievements of each student with special educational needs. The scientist emphasizes, that the most important factor is that parents are actively involved in the educational process, and they have certain obligations [7]. According to A. Kolupaeva's research, the inclusive educational process is not aimed only at comfortable receiving a quality education, but also at the comprehensive development of children with special educational needs. As V. Bondar points out, the practical realization of the idea of teaching children with special educational needs under the conditions of the New Ukrainian School requires, first of all, a purposeful professional preparation of multidisciplinary specialists: psychologists, social care teachers, speech therapists, teaching assistants, etc. It requires the reconstruction of the system of pedagogical personnel preparation considering the paradigms of the new philosophy of special education [2]. It should be noted that the organization of future primary school teachers' professional preparation for working in the inclusive environment of general secondary educational establishments requires the analysis of

the content, modern approaches to using methods and technologies of teaching students.

According to N. Ashytok, a major problem now is insufficient readiness of higher educational institutions to prepare future primary school teachers who are supposed to work under the conditions of inclusive environment in accordance with the Concept of the New Ukrainian School (NUS) [1, p. 9]. We agree with the educator's opinion that the educational process in higher educational establishments should be designed in such a way that students will master interactive and special methods of teaching primary schoolchildren, form the necessary personally important and professionally important qualities, competences and competencies of a primary school teacher who would efficiently perform his/her professional duties in the inclusive environment of a general educational establishment, that is not only acquire the information about inclusive education, but also master pedagogical knowledge necessary to teach children who have special educational needs under the conditions of the New Ukrainian School (NUS) [16, p. 9]. It is beyond doubt that a modern primary school teacher should possess a high level of professional, methodical and psychological readiness to perform a wide range of professional duties under the conditions of inclusive education.

Yu. Shumilovska's scientific and pedagogical work determines the structure of future teachers' readiness to work under the conditions of inclusive education, which consists of 4 components:

- a motivational component – the formation of internal readiness for positive perception of children with special features of psychophysical development;
- a cognitive component – a system of knowledge and ideas about the problem of disability, peculiarities of psychophysical development of persons with disabilities and features of designing an educational process in which such pupils take part, knowledge about crises and extreme situations prevention and the formation of favourable psychological climate of life of the subjects of pedagogical process;
- a creative component – reflects a teacher's creative activity and personal qualities;
- an activity-based component – involves the formation of future teachers' relevant professional competences [17, p. 69–72].

The basic principle in determining the content of future primary school teachers' professional preparation for working in an inclusive environment of general secondary educational institutions, which will improve the quality of inclusive education in general secondary education institution, is to realize the humanistic orientation of school subjects.

The current approach to a child in an inclusive environment places high demands on higher pedagogical educational establishments for primary school teachers' professional preparation and the level of their competence. After all, they must remember that it is a child who is in the centre of the educational process, and the whole didactic inclusive process should be of socializing, developing and corrective character. It should be complementing the cognitive process. According to V. Kremin, a child-centeredness in education involves realizing each child's

education and instruction on the basis of developing his/her natural abilities, which makes it necessary to bring each child's education and instruction closer to his/her capabilities, specific abilities, future life trajectory as much as possible [9]. Future primary school teachers' professional preparation for working in an inclusive environment of general secondary educational institutions has to be aimed at the formation of humanistic values, spiritual generosity, ability to be flexible in expressing emotions, becoming close to children, being able to interact with them, wanting to help them. As V. Kremin points out, the quality of future pedagogical personnel's professional preparation is the whole combination of qualities of the subject of activity which determines his/her professional level of competence and gives him/her a chance to have a certain social value and correspond to the needs and possibilities of the labour market [10]. Future primary school teachers' professional preparation for working in an inclusive environment of general secondary educational institutions should be viewed as a means of educating a nationally-conscious specialist who is capable of mastering a system of values and value orientations, fundamental knowledge, habits and practical skills, the culture of future professional activity organization and realization, self-improvement and adaptation to innovative educational technologies [10]. It should be specified that the New Ukrainian School is based on democratic values and respect for basic human rights and creates conditions for the most meaningful participation in the educational process for children with special educational needs [3, p. 67]. However, it sometimes happens that a carefully planned educational environment does not meet all the requirements of children with special educational needs. Consequently, there is a need for some adaptations to be done:

- to widen the aisle between furniture to ensure a free movement of a child in a wheelchair;
- to provide blind children with the materials printed in Braille writing system;
- to depict the main signs of a sign language and introduce them into the curriculum for the children with auditory disabilities, etc.;
- to increase knowledge about additional needs [3, p. 68].

Although children with special educational needs use the same furniture and teaching materials as other children, sometimes they may need more specialized equipment. Therefore, it is important for a teacher to know about the additional needs of such children in order to make the necessary changes in the learning environment before a child enters the classroom. The parents of a child with special needs and other experts are useful resources for doing it [3, p. 68]. The analysis of the scientific literature gave us the opportunity to identify the following approaches to preparing future primary school teachers for working with children with special educational needs:

- a personal approach – a future primary school teacher's personal-motivational orientation at working with of children with special educational needs;

- a motivational approach – a future primary school teacher’s consistent motivation for working with children with special educational needs, a focus on recognizing each student as a subject of educational activity;
- a creative approach – a future primary school teacher’s creative potential, which promotes developing creativity of children with special educational needs, considering their abilities;
- an activity-based approach – a system of professional and pedagogical knowledge about the problems that children with special educational needs have.

It should be indicated that the determined approaches for future primary school teachers’ preparation for working with children with special educational needs under the conditions of the New Ukrainian School are realized in the process of practical training, which involves developing and increasing interest and valuable attitude to inclusive education of children with special educational needs; the formation of the need for professional improvement by means of acquiring the necessary knowledge and experience of cognitive activity.

Conclusions. An important task of the reformation of higher education system of Ukraine is the introduction of the humanistic grounds of future primary school teachers’ preparation for working with children with special educational needs under the conditions of the New Ukrainian School, as features of a teacher’s activities with such children dictate the necessity for professional preparation in higher educational institutions to have knowledge and technologies of inclusive education which will enable future specialists to master the art of managing the process of education and instruction, development of correction and rehabilitation of each child with special educational needs. We can state that the content of future primary school teachers’ professional preparation for working with children with special educational needs under the conditions of the New Ukrainian School (NUS) is in their mastering the basic teaching methods, means of techniques that are used in the inclusive educational environment and implemented in the process of practical preparation basing on the four approaches: personal, motivational, creative and activity-based approaches.

Prospects for research results implementation. The problem of future primary school teachers’ preparation for working with children with special educational needs under the conditions of the New Ukrainian School requires further scientific research, as it requires future specialists to radically change the purpose, tasks and content of higher education: from transforming content knowledge and skills to the formation of comprehensively developed personality with life and professional competencies. The perspectives for studying the outlined problem may be the research of features of other methodological approaches in the process of studying the issue of future primary school teachers’ preparation for inclusive education under the conditions of higher school reformation.

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2.15. FORMING FUTURE TEACHER'S COMPETENCE IN THE FIELD OF INCLUSIVE TEACHING CHILDREN WITH AUTISTIC SPECTRUM DISORDERS IN CONDITIONS OF NUS

***Abstract.** The article deals with the actual problem of forming the competence of the future teacher in the field of inclusive education of children with autism spectrum disorders (ASD) in the conditions of NUS as a teacher's integral personal and professional competence. The choice of this category of students is conditioned by the fact that among the contingent of children with special educational needs entering the educational institution with inclusive education one of the largest is a group of children with disorders of the autism spectrum. These students have pervasive (transverse) developmental disabilities characterized by spectral manifestations, which makes the presence of such a child in an inclusive educational environment a clear orientation of the teacher in the modal-specific patterns of children with ASD development, problems of their learning and socialization. Insufficient theoretical coverage of the problem of forming the competence of the future teacher in the field of inclusive education of children with autism spectrum disorders in the context of NUS and the need for its practical solution led to the choice of the topic of the scientific article.*

The purpose of the article is to characterize the process of formation of motivational-value, cognitive-operative, reflexive-evaluation components of the future teacher's professional competence in the field of inclusive education of children with autism spectrum disorders in the context of NUS. The scientific novelty of the obtained results is that the content of the motivational-value, cognitive-operative, reflexive-evaluation components of the future teacher's competence in the field of inclusive education of children with autism spectrum disorders is specified and specified; The issue of forming future teacher's competence in the field of inclusive education of children with autism spectrum disorders in the course of obtaining pedagogical education in higher education has been further developed. Research methods are: theoretical analysis, generalization and systematization of scientific data to determine the state of problem development. The scientific research analyzes the scientific approaches to defining the content of the concept of professional competence of a classroom teacher with inclusive education, examines the views of scientists on the content, the basic structural components and the current level of professional competence of the teacher in the field of inclusive teaching children with special educational needs in the context of primary school. On the basis

of isolation of motivational-value, cognitive-operative, reflexive-evaluation components of competence of the future teacher in the field of inclusive education of children with ASD, the article describes the process of formation of students of these components of competence in the course of obtaining a pedagogical education in an institution of higher education. We see the prospects of using the results of the research in the development of a unified general concept of training in higher education institutions for specialists, capable of organizing the educational process in the classroom with inclusive education of children with ASD and the implementation of qualified pedagogical support, development, training and socialization of the child with pervasive disorders.

Key words: *competence, professional competence, inclusive education, children with autistic spectrum disorders, teachers.*

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Formulation of the problem. At the present stage of innovative development of education in Ukraine, the state outlines qualitatively new requirements for the personality of the teacher, his professional activity. Among these requirements there is a special place for the teacher to implement the basic principles of state policy in the field of national education, namely: the priority of education, its democratization, humanization and humanization, equal access of citizens to education, integrity, multiculturalism, the variable and open nature of the education system training and education. It requires a high level of education, culture, qualification of teachers whose professional activity is the basis for the transformation of Ukrainian society, both individually and socially. The implementation of these principles is fully facilitated by the introduction of the main principles and ideas of inclusive education in the institutions of general secondary education in the conditions of the New Ukrainian School (NUS) and the corresponding proper future specialists' training for the implementation of these activities in higher education institutions.

Relevance of research. Training a qualified teacher, capable of organizing the educational process in an inclusive educational environment of the New Ukrainian School, able to educate an innovator and citizen of Ukraine who is able to make responsible decisions and uphold human rights is a strategic goal of higher education pedagogical institutions. A proper inclusive policy in Ukraine ensures that all children have access and equal opportunities to receive quality education. Obtaining education for children with psychophysical development in an inclusive educational environment NUS, on the one hand, helps them adapt to normal life situations, get rid of feelings of isolation, alienation, promotes the disappearance of social barriers and integration into society, on the other hand – teaches the student community of the school to communicate and work together, forming their sense of responsibility for those who need not only help but, above all, acceptance and recognition. In this situation, students, under the influence of a competent educator, develop civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with an awareness of equal rights and opportunities for all.

Relation of author's work with important scientific and practical tasks. The analysis of the theory and practice of inclusive learning [3; 11; 15] indicates that one of the most important factors in the success of inclusive learning for students with special educational needs is the professional competence of the teacher. The competency of the future teacher in the field of inclusive education of children with special educational needs in the context of NUS is a key determinant of creating a comfortable inclusive environment for all children. Therefore, the link between copyright work and important scientific and practical work is obvious.

The analysis of the latest researches and publications indicates that the issue of forming future teacher's competence in the field of inclusive education has been the subject of scientific research by L. Antonyuk [1], V. Barkasi [2], Yu. Bystrova [3], K. Bovkush [4], Y. Boychuk [5], A. Hulevaty [7], O. Kazachiner [8], G. Kosareva [9], G. Kosova [10], Z. Leniv [11], V. Kovalenko [3], I. Khafizullina [16], M. Tchaikovsky [14] and others. The essence of the concept of "inclusive competence" is interpreted in the works of S. Maksymyuk [12], I. Hafizullina [16], M. Tchaikovsky [14].

Selection of previously unresolved parts of the general problem to which the article is devoted; the aim of the article. The analysis of scientific researches devoted to the problem of formation of the future teacher's competence in the field of inclusive education of children with special educational needs indicates the prevailing coverage of various aspects of this problem without taking into account the modal-specific patterns of development of a certain group of children with special educational needs [1; 3; 4; 7; 8; 11; 16], or relative subject specialization of the teacher (foreign language – V. Barkasi [2], O. Kazachiner [8]; basis of health – O. Borodina [6], Y. Boychuk [5]; primary school teachers to use of information and communication technologies – K. Kosova [10]. Taking into consideration that a child with special educational needs has the prospect of free choice of any general secondary education institution, therefore, the inclusive competence of the teacher should be relevant, regardless of their subject preparation.

Today, the issues of forming inclusive teacher competence in teaching children with ASD remain relevant. The selection of this group among all groups of students with special educational needs is conditioned by two factors:

1) ASD is one of the children's most common developmental disorders. According to studies, their frequency in the world is an average of 1: 150 children [15, p. 25];

2) ASD is characterized by spectral and polymorphic manifestations. While most children with neurotypical development have social skills, the formation of social skills occurs automatically, for children with ASD to achieve this goal, specific learning strategies and technologies are required. Children with ASD have different levels of mental and speech development, they have a persistent lack of social interaction and communication, limited (or nonexistent) ability to communicate, repetitive behavior, limited interests and activities). That is why the inclusive education of children with ASD, providing them with psychological and pedagogical support and carrying out correctional and development work require from the future

teacher knowledge and ability to apply specific technologies of organization of educational process, means and methods of assessing their achievements, in accordance with age, psychophysiological and individual characteristics and opportunities.

The purpose of the article is to characterize the process of formation of motivational-value, cognitive-operative, reflexive-evaluation components of the future teacher's professional competence in the field of inclusive education of children with autism spectrum disorders in the context of NUS. Research methods are: theoretical analysis, generalization and systematization of scientific data in order to determine the state of development of the problem.

Outline of the main material. For successful implementation of inclusive education against the background of innovative changes in different spheres of public life, higher education of Ukraine must optimize the transition to a new paradigm of education – innovative, according to which the preparation of teachers for the implementation of inclusive learning tasks is based on competence. The Law of Ukraine “On Education” of September 5, 2017, with changes from January 16, 2020, defines competence as a dynamic combination of knowledge, skills, ways of thinking, views, values, other personal qualities, which determines a person's ability to socialize, conduct professional and/or further educational activities successfully [13]. K. Bovkush [4], S. Maksymyuk [12], T. Solovey [14] identify the concept of future teacher's competence in the field of inclusive teaching children with special educational needs and the concept of “inclusive competence”. In particular, K. Bovkush characterizes the teacher's inclusive competence as an integrated personal education, which causes the ability to perform professional functions in the development of inclusive learning [4]. S. Maksymyuk interprets inclusive competence as the level of knowledge and skills required to perform professional functions in an inclusive learning environment [12]; T. Solovey – as a necessary amount of knowledge and skills embodied in the ability to perform professional functions, taking into account the special needs of young people with disabilities and integrate them into the environment of the educational institution, creating the conditions for development and self-development [14]; as a teacher's integral characteristic, affecting the ability to solve professional tasks in an inclusive approach to educational activities. Therefore, the inclusive competence of the teacher refers to the level of special professional competences. This is ensured by the formation of its constituent components: motivational-value, cognitive-operative, reflexive-evaluative ones. Therefore, the formation of future teacher's competence in the field of inclusive education of children with autism spectrum disorders in the conditions of NUS involves the formation of motivational-value, cognitive-operative, reflexive-evaluation components of higher education applicants' inclusive competence.

The motivational and value component of the future teacher's competence in the field of inclusive education for children with ASD implies that there is a focus, positive motivation and orientation to successful pedagogical activities in the context of joint learning of children with ASD with healthy peers. This component is a kind

of “core”, because beyond motive and meaning no activity is possible, no even the best learned knowledge and skills are realized. However, the presence of motivational readiness does not yet indicate the presence of psychological readiness for activity, but the existence of the latter is impossible without the former one. It is in the motivational sphere that the most significant characteristics of psychological readiness for inclusive practice, which are characterized by personal-pedagogical orientation, are reflected and manifested in the understanding and acceptance of oneself and another person as a unique entity. A means of forming a motivational-value component of a future teacher’s competence is to conduct trainings in the process of teaching a higher education applicant [3]. At training sessions in the process of performing higher education students can reflect on the values of their chosen profession, reconcile the professional self-concept (self-image and self-esteem), analyze and develop professionally important qualities, form a positive attitude to the subjects of the educational process, professionally improve by creatively solving typical school practice situations, developing the ability to find the right solutions and avoid mistakes. In the course of training sessions it is advisable to use such content-semantic techniques as: group discussion method, brainstorming, incomplete sentence method, mini-lectures, multimedia presentations, division of training participants into groups and intergroup discussions, projective drawings, role plays and business creative group and individual tasks, reflection.

It is important for future educators to understand that the life course of children with ASD is largely determined by the opportunities available to society in terms of assistance resources – the availability of early intervention programs, the availability of specialized education, rehabilitation services, and more. It is important to draw the attention of future teachers to the importance and responsibility of their professional activities in accessing quality education for such a child. At the same time, it is important for the training program to provide play-dramatization and exercise to build on the future teachers’ paradigm-building relationships with parents of children with ASD: to learn to listen, to respect, to understand parents, in order to implement a family-centered, partnership approach.

The cognitive-operational component of competence implies understanding and the need to learn the system of knowledge on development, features of education and upbringing of students with ASD, as well as the ability to predict and plan the results of their inclusive learning; the presence of a future teacher the ability to build the process of education and upbringing of children with RAS in accordance with their individual and psychological characteristics, the ability to create conditions for social and psychological adaptation of these children in school and classroom.

It is important for a future inclusive teacher to understand that an inclusive educational environment in which the sensory, speech and other characteristics of children with ASD may not find support. The large number of students in the classrooms and the small space may intensify their desire to avoid bodily contact, and the occasional touch of a classmate may be perceived as an attack and provoke an aggressive reaction. Therefore, it is important for the future teacher to acquire the skills of using incentive and prompting strategies (verbal, visual, action modeling,

etc.), which not only helps the child to respond in a timely and adequate manner, but also in the future to learn how to react properly to the stimuli presented.

An important criterion is the teacher's ability to influence the relationships of children in the classroom and create the conditions for forming a favorable social and psychological climate in the team. Therefore, it is important for the future teacher to learn to approach the child with RAS, to include it in the game, to respond appropriately to her questions, to encourage her and to include in a group of comrades. The teacher may use different techniques for role-playing games (for example, "Social Stories" or video modeling (videomodeling – raising a child's confidence in himself and in his actions).

Important importance in the process of formation of the cognitive-operational component of the future teacher's competence in the field of inclusive education of children with autism spectrum disorders in the context of NUS is the formation of a system of knowledge among the students of higher education regarding the peculiarities and needs of children with ASD. This is necessary for them to understand what specific help the child needs, how to place "accents" in the educational process. To this end, it is important to include in the curricula for the preparation of applicants for higher education in the field of knowledge 01 Education/Pedagogy (block of vocationally-oriented disciplines) Educational component "Fundamentals of Correctional Pedagogy and Special Psychology" within which it is advisable to form competence in the field of inclusive education of children with special educational needs and children with ASD in particular. In this course, it is advisable to plan a meaningful module to unveil the modal-specific patterns of development of children with ASD and correction programs for the development of children with autism, such as the TEACCH program and behavioral therapy for children with ASD – ABA (operant training, ABA therapy, applied analysis) behavior, behavior modification).

Future teachers need to be able to apply a variety of inclusion strategies and methods that allow this process to be built on the basis of each child's individual abilities and capabilities, and given his or her developmental deficits and personality traits. Ultimately, this approach will increase the effectiveness of the process of inclusion of children with ASD in the overall education system. It is important to note that educational inclusion involves, first of all, serious training of specialists who know and use different techniques of behavioral therapy in the classroom with inclusive education, since a simple permit to attend a general secondary education institution is not an inclusive education or teacher training who are not prepared to handle this category of children.

The reflection and evaluation component of the future teacher's competence in the field of inclusive education of children with autism spectrum disorders in the context of NUS is shown in the ability to understand the basics of their own activity, during which they evaluate and re-think their abilities, personal achievements, as well as in the conscious situations. Reflection enables self-knowledge, self-control, self-regulation and self-development. In the system of competence of teachers in the field of inclusive learning, reflection is considered as the ability to analyze in the process

of professional activity, aimed at the inclusion of children with ASD in the society of general secondary education and provides an analysis of the state of implementation of ideas of the process of inclusive learning, the ability to research and professional activity growth. Technologies for forming the reflection and evaluation component of the future teacher's competence in the field of inclusive teaching children with ASD include game methods that involve participants taking on a role in simulated situations and subsequent analysis by participants of the game (micro-learning, role-playing); a video recording of the future teacher's actual behavior during his interaction with the students and his subsequent self-analysis and analysis together with classmates and the teacher; case study (situation analysis method), which involves solving a real problem by group members, with further discussion of their joint actions. It is advisable to use "reflexive counseling", which involves discussing the winners of a specific professional problem, options for solving it and predicting the effectiveness of the results; "Reflexive debate" is a gaming technique based on the method of Socratic dialogue, which stimulates the professional thinking and actions of participants in group interaction, etc.

Conclusions. Formation of motivational-value component of future teacher's competence in the field of inclusive teaching children with ASD should be carried out in the course of training sessions using meaningful techniques, such as: group discussion method, brainstorming, incomplete sentences, mini-lectures, division of training participants into groups and intergroup discussions, projective drawings, role and business games, creative group and individual tasks, reflection. The formation of the cognitive-operational component of future teacher's competence in the field of inclusive education of children with ASD under the conditions of NUS occurs during the mastering of the cycle of disciplines of professional (pedagogy, psychology) and practical training. It is important to include in the curricula for higher education applicants' preparation in the field of knowledge 01 Education/Pedagogy (block of vocationally oriented disciplines) educational component "Fundamentals of Correctional Pedagogy and Special Psychology". Formation of the reflection and evaluation component of future teacher's competence in the field of inclusive education of children with autism spectrum disorders in the context of NUS provides for the application of game methods in the educational process (micro-learning, role-playing); a video recording of the future teacher's actual behavior during his interaction with the students and his subsequent self-analysis and analysis together with classmates and the teacher; case study (situation analysis method) and reflexive counseling.

We see *prospects for the use of research results* in the development of a unified general concept of training in higher education institutions the specialists capable of organizing an educational process in a classroom with inclusive education for children with autism spectrum disorders and the implementation of qualified pedagogical support, development, training and socialization of children with pervasive developmental disorders.

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2.16. TRAINING OF A FUTURE MUSICAL ART TEACHER FOR INTEGRATED TEACHING IN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The article is devoted to the pressing challenge of training of a future musical art teacher for integrated teaching in the context of the New Ukrainian School. It is asserted that today it is impossible to form an idea of a holistic picture of*

the world among students without integration as a leading idea in the implementation of the content of education, as assumed by the “New Ukrainian School” concept.

“Integration” in music education is discovered by the authors as a technology that finds specific ways, methods and techniques to achieve the integrity of the lesson of musical art, managing the emotional and intellectual activity of students in their unity, implementing effective interconnections between music and other subjects. Defining the essence of integrative preparation of a future musical art teacher as a process of convergence of branches of knowledge, theory and practice, it can be noted that in this case, the substantive system of training and education of a future specialist is not denied. The task of the integral (complex) professional training of students – future musical art teachers, first of all within one musical cycle, and then between them, is put forward on the foreground, relying on knowledge and skills which are received by students in the course of study of psychological and pedagogical disciplines. In its turn, integration aims to deepen the links between disciplines, branches of knowledge, scientific knowledge and practice, thus ensuring the integrity of the educational process. As a result, the principle of integration is an essential condition for the entire professional training of a future musical art teacher. The article outlines the possibilities of deepening the content of integrative training of future teachers-musicians (creative tasks, solving practical problems, analysis of specific pedagogical situations, problem-based situations, role play, business professional games, research tasks, etc.).

Key words: *future musical art teacher, training, integration, integrated teaching, integrated lesson, student.*

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Problem definition. A striking feature of the last century was the increased attention to integration processes in economics, science and education. Permeating all spheres of human activity, shaping the realities of today, integrity in many respects determines the features of the modern style of thinking and itself generates problems that require serious reflection and solution. The main objective of educational integration is not only to show the areas of convergence of several subjects, but also, through their organic, actual link, to provide students with an idea of the unity of the world around them.

Relevance of research. With the implementation of the New Ukrainian School Concept, the educational community received creative modernization challenges that altered the professional mission of the teacher. One of the important functions of the New Ukrainian School teacher is to ensure the integration of content (intra and inter subjects) based on key competencies [7; 8]. We fully agree with V. Sidorenko [13], who refers to the structuring of learning content based on an *integrative approach* as the main innovations of the New Ukrainian School. At the same time, many experts in music education recognize that art pedagogy is one of the most important branches of a holistic system of scientific knowledge. So, the willingness to organize integrated teaching is a basic feature of the personality of a musical art teacher. In the

process of professional and pedagogical training there is a contradiction between sustainable educational structures with deep traditions of educational character and requirements to the educational process, which are put forward by the New Ukrainian school. With this in mind, modern higher education institutions face the important task to train future musical art teachers in accordance with contemporary challenges.

The connection of the author's contribution with important scientific and practical tasks is that the innovative understanding of the tasks of the integrative training of future musical art teachers for the integrated teaching in the context of the ideas of the New Ukrainian School, further modernization of the content of integrated lessons and courses will contribute to the effectiveness of this training, and in the future the successful implementation of the ideas of NUS.

Analysis of recent research and publications. The researches and publications of recent years give evidence of special attention to the search for ways to improve the process of professional training of future teachers of musical art (E. Abdullin [1], V. Belikova [2], O. Bochkareva [3], O. Ilchenko [4], O. Rudnitska [12], Y. Sverlyuk [4] and others). In the works of L. Masol [6], L. Pastushenko [9], V. Sidorenko [13], N. Tkacheva [14] and other researchers it is proved that one of the most important conditions for increasing the level of learning the basics of science and increasing the efficiency of the entire educational process is didactic integration of knowledge.

Unresolved aspects of the general problem to which this article is devoted. As the analysis of scientific literature shows, the problem of training the future musical art teacher for integrated teaching has not found sufficient understanding in the context of the New Ukrainian School Concept. Thus, it remained out of the researchers' sight to clarify the tasks of integrative training of the future teacher of this area of expertise in the context of new challenges; it requires improvement of educational and methodological tools for its provision. The purpose of the article is to substantiate the importance of training the future musical art teachers for integrated teaching in accordance with the requirements of the New Ukrainian School; to determine the possibilities of deepening the content of integrative training of future teachers-musicians. Methods of research: analysis of the provisions of the New Ukrainian School Concept for actualization, innovative thinking and implementation of theoretical and practical aspects of the problem of training future musical art teachers for integrated teaching in the modern pedagogical HEIs.

The scientific novelty of the study is that the authors have justified the importance of training future musical art teachers for integrated teaching in accordance with the requirements of the New Ukrainian School; further development has acquired the content of forms and methods of integrative training of future teachers of this area of expertise (integrated lessons, integrated courses, etc.).

Statement of the main material. From the perspective of the arts, music occupies a special place due to its direct complex impact on people. In order to teach a student to hear music and cultivate a musical culture, the lessons of musical art must go beyond the limits of music itself: into related arts, history, poetry, literature, life situations and images and the like. Therefore, the subject "music art" should be integrated with such school subjects as: history, native language and literature,

foreign language, mathematics, computer science, physical culture and others. But the closest relationship is between music and visual arts.

According to scientists [1; 9, etc.], in the process of professional training of the future musical art teacher (*hereinafter* – MA) a triad of “culture – music – pedagogy” is fixed, which reflects the socio-pedagogical experience of integration, characteristic of modern reality. In music education [9; 12; 15, etc.] the term “integration” refers to technology that finds specific ways, methods and techniques to achieve the integrity of the music lesson, the management of emotional and intellectual activity of students in their unity, the implementation of effective interrelation between music and other subjects. The study concluded that in order to train the future teacher for integrated teaching, it is necessary to ensure the *integrative professional training of the future teacher-musician*.

In the process of MA teacher training, we can talk about two levels of integration processes: teaching and learning. At the teaching level, the teacher should construct a concept of course content (discipline) in the context of the future professional activity of a student, taking into account the requirements of the New Ukrainian School (*hereinafter* – NUS). At the same time, the teaching activity should be aimed at providing students with complex (integrated) knowledge; forming both general pedagogical and special (musical) skills, abilities. At the learning level, each student is involved in an active cognitive activity, which would require the application of both special (musical) knowledge and skills, and general pedagogical, as well as a clear understanding of when, how and for what this knowledge and skills can be applied (in our case – it is the need to form the readiness for systemic and holistic perception of reality, the ability to apply the knowledge gained in the process of integrated learning, to reflect on their activities, etc.). Since in the professional activity of the future MA teacher, the musical and pedagogical components are inseparable (teacher and musician), it is necessary to build the process of students’ education on the basis of integration of these components.

The future teacher-musician needs theoretical knowledge of the music: about music and musicians, about peculiarities of musical language, means of expression, musical form, as well as practical skills of own voice and conductor’s gesture, which are practiced during vocal and conducting lessons. In addition, the future MA teacher must be able to play a musical instrument. All these subjects together “work” on the formation of professionalism of the future MA teacher. Integration of music disciplines, and innovative technologies and techniques, contribute to the development of professional competencies of future teachers. During the course of conducting, the future MA teacher, for his future pedagogical activity, must master the conductor’s gesture, the ability to organize students as a performing team and know the methods and techniques of vocal, instrumental and orchestral choral training. With this in mind, in order to prepare the future specialist for professional activity, it is necessary to simulate such conditions of student’s education that would be adequate to the real conditions of NUS.

Creation of pedagogical conditions for holistic, integrative character of training of future specialists, possibly by means of theoretical modeling of interconnections

between the components of the pedagogical system and its subsequent introduction into the educational process. In this regard, it is necessary to apply various forms and methods of problem-based learning (creative tasks, solving practical problems, analysis of specific pedagogical situations, problem-based situations, role play, business professional games, research tasks, etc.) in the classroom (lecture hall) of special and psychological-and-pedagogical training disciplines.

One of the leading ways of ensuring the integrative training of the future MA teacher for integrated education of students is the organization and conduct of *integrated lessons*. Planning requires careful selection of the type and structure of the lesson, methods and means of teaching, as well as determining the optimal load of various educational and cognitive activities of students. It should be emphasized that integrated training sessions (lessons) are characterized by a mixed structure, which is a combination of linear, concentric and spiral structures (according to I. Pidlasny [10]). It allows you to maneuver when organizing the content, to teach its individual parts in different ways.

Meaningful and targeted integrated lessons bring novelty and originality to the familiar teaching structure of future MA teachers, and have certain advantages:

- increase motivation, form professional and cognitive interest, which helps to increase the level of students' readiness for integrated learning;
- help to relieve stress, overload, fatigue by switching students to a variety of activities during the class;
- contribute to the acquisition of experience in forming a holistic picture of the world, consideration of the subject, a phenomenon from several points of view: theoretical, practical, applicative;
- contribute to the development of artistic and methodological skills;
- make it possible to systematize knowledge;
- contribute to the development of aesthetic perception, imagination, attention, memory and thinking of students (logical, artistic and creative).
- having a large informative capacity, they help to increase the pace of educational operations, allow to involve each student in active work during the class, as well as creative approach to the fulfillment of educational tasks.

Therefore, conducting of integrated training sessions contributes to the improvement of the level of professional readiness of the future MA teacher in the area we study, as it requires him to master the methodology of new technologies of the educational process based on an integrated approach.

The integrated training course is also characterized by a block presentation of material, but of a higher order. In modern school, integrated courses gradually replace individual subjects, thereby reducing their number as mandatory and preventing overloading of students. For example, information on history, natural sciences, physics, chemistry, biology, ecology, astronomy has been synthesized into an integrated course "The World Around Us". The content of training courses in the process of integrative training of the future MA teacher can be different both in selection and structuring of training material and its implementation in the educational process. The course can be based on combining several subjects around a

certain core topic. By moving the subject of knowledge within each subject and ensuring its alignment on a horizontal basis, it is possible to move towards strengthening didactic units and clustering individual topics from different disciplines into blocks. When building an integrated course, one of the subjects is the core. It sets out a topic (idea) around which material from other academic subjects is grouped. This makes it possible to view the subject from different angles, to reveal all its interconnections. You can use analysis, synthesis, comparison, merging much more effectively. This is very important for the formation of the worldview, human studies, environmental, communicative knowledge and skills.

In addition, the correct and timely replacement of one activity of students by another, the division of the block into fragments help to relieve their stress and overload. It should be emphasized that these fragments are not an aimless alternation of methods and techniques, not an artificial union of unrelated parts, but a harmonious picture, something whole, that has an idea, theme, content, title. The leading concept of such training methodology is the integrity of the pedagogical system, the interconnections between the whole and its parts, as well as the interdependence of parts and the interconnection between them. Let's consider pedagogical support of integrative training of the future MA teachers in the courses on the subjects "Methods of teaching music art in General Education Schools" and "Theoretical bases of music pedagogy". In order to successfully implement their pedagogical skills and abilities in their future professional and pedagogical activity, the future MA teachers need theoretical knowledge of: methods and techniques of work with students, forms of the organization of musical activity of schoolchildren, types of lessons, modern programs for educational institutions which cover the specified disciplines. But they also need knowledge from other fields (for example, musical literature).

Students in such classes are aware that an integrated modern lesson in music art, the structure and content of which they study, involves *intersubject connections*. It integrates objects of aesthetic cycle: fine arts and literature, history, geography. The main goals and objectives of the music lesson are realized through the inclusion of various subjects in the educational process, in particular, the formation of the students' musical culture as part of their common spiritual culture, the development of listening culture, emotional responsiveness to music, the development of children's musical and creative abilities, the cultivation of interest in music, and the development of creative activity in all musical activities available to children.

Students were asked to prepare a fragment of the lesson. When submitting material about a piece of music, students used poetic word and a reproduction of a famous painting that can be compared to the piece of music. For example, studying "Zaporizhian March" by E. Adamtsevich, they were looking for a comparison with the picture by I. Repin, "Cossacks of Saporog Are Drafting a Manifesto" the presentation of which significantly enriches the musical image, triggers associations and helps the emotional perception of music. Familiarizing imaginary pupils with a piece of music, students introduced the audience to the author-composer of the created masterpiece. Once again there is an integrative approach: the relationship

between music art and history and geography in presenting the composer's biography and creative heritage to students. It should be noted that the mentioned interrelation between the art of music and word has deep historical roots, because fiction, having originated as oral folklore in the form of a song, epic narration, performed in close connection with music.

The attention of students was drawn to the definition of the traits that bring word and music closer together which determines the appropriateness of applying this commonality in integrated lessons from music art:

1. Social character: music and literature are created by people and for people.
2. Preservation of continuity (accumulation and transmission of aesthetic, moral, philosophical, social values from generation to generation).
3. Commonality of genres. For example: "The Forest Song" by L. Ukrainka and "The Song without Words" by F. Mendelssohn-Bartholdy, "The Poem" by Z. Fibich and the poem "Moses" by I. Franko, ballads by F. Chopin and ballads by T. Shevchenko.

Poetic speech is especially close to music. This connection is not only spiritual but also material. This is proved by some methods of text structuring: rhythmic organization of poetic line, similar to the meter in music; peculiarities formation of form: variation, periodicity, recurrence, repeating pattern. Some literary works have musical themes, such as "Music" by L. Glibov, "Seven Strings" by L. Ukrainka, "Valse melancolique" and "Fantasy-Impromptu" by O. Kobyljanska. The ability of musical art to create images, colorfully transmit light and shade, its versatility makes music similar to painting. Examples of "musical painting" are the symphonic poem "The Sea" by N. Čiurlionis, "The Four Seasons" by A. Vivaldi and "A Colour Symphony" by A. Bliss, where each of the 4 movements has colour names: Purple, Red, Blue, Green. However, along with the common features, music has its own specific features, in particular, music goes not from the general to the specific when perceiving it, but on the contrary; not from image to feelings, as in painting and literature, but from feelings to imagination.

The basic concept of music education as a way out to a single holistic lesson in art, developed by a famous innovative teacher D. Kabalevsky [5], was introduced into the school learning process back in the 70s of the twentieth century. To this day, most music teachers have been guided by this concept in their work. Its main feature is the program, lesson planning and integration of various subjects in the preparation of the lesson content. The positive side of the thematic content of the program is the consistent disclosure of the specifics of music, the idea of interaction of various types of art, didactic discoveries to explain the essence of the musical language (genre content through the concept of "three whales" – song, dance, march).

The main thesis of the concept of Kabalevsky – music should be the phenomenon that is studied, and the one that is observed [5]. But, over time, the attitude of researchers and educators to the program has changed due to the socio-cultural functions of different types of schools, the need for teachers to update the content and technology of teaching musical art, the processes of integration of arts in the educational process, as well as the expansion of artistic and aesthetic development

of students, so attempts were made to change, supplement, edit the program, which will help a creatively thinking educators to successfully use the main provisions of the program in their work. At lectures, seminars, in individual and practical work students analyze, compare, generalize other programs of domestic and foreign teachers – innovators in musical education of schoolchildren, draw conclusions, record the results in a special table (by A. Rostovsky [11]).

The focus of the modern educational process on the development of creative abilities of students, individualization of their education taking into account their interests and aptitudes, of particular relevance becomes the question of formation of creative potential in the future MA teacher. In this regard, students were offered a variety of creative tasks while studying the discipline “Methods of teaching music art in General Education Schools”. Thus, at the session on “Analysis of modern educational programs”, students were offered to identify opportunities for educational integration of music with other academic subjects. When performing creative tasks, students were provided with advice, if necessary.

The students were also offered to develop a project with the conditional title “Integrated Art Lesson”. This task was supposed to be performed in group form. At the practical seminar, students presented the results of their work with a mandatory multimedia presentation.

The notion of “creative task” owes its origin to the theory of developmental teaching. In art pedagogy, turning to creative task has become a problem, a complex issue that requires a separate study. The focus of the modern educational process on the development of students’ creative abilities and the individualization of their education, taking into account their interests and aptitudes, gives the issues of developing the creative potential of the future teacher a particular urgency (Concept of implementation of the state policy in the sphere of reforming of general secondary education “NUS” for the period till 2029, Concept of development of pedagogical education.).

Conclusion. Today it is impossible to form the idea of a holistic picture of the world among students without integration as a leading idea in the implementation of the content of education, as assumed by the NUS concept. Taking into account the age peculiarities of students in the process of integrated education, it is possible to show the world in all its diversity, involving different knowledge: music, painting, literature and other subjects, contributes to the emotional development of a growing personality and the formation of its creative thinking, which should be aware of every future music teacher. Defining the essence of integrative preparation of a future musical art teacher as a process of convergence of branches of knowledge, theory and practice, it can be noted that in this case, the substantive system of training and education of a future specialist is not denied. The task of the integral (complex) professional training of students – future musical art teachers, first of all within one musical cycle, and then between them, is put forward on the foreground, relying on knowledge and skills which are received by students in the course of study of psychological and pedagogical disciplines. In its turn, integration aims to deepen the links between disciplines, branches of knowledge, scientific knowledge and practice,

thus ensuring the integrity of the educational process. As a result, the principle of integration is an essential condition for the entire professional training of a future musical art teacher.

Prospective lines for further research are the following: development of pedagogical conditions for the effectiveness of the process of preparing future musical art teachers for integrated teaching according to the requirements of NUS and further development of educational and methodological support for this process.

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2.17. THE ROLE OF CHOREOGRAPHY CLASSES IN THE COMPREHENSIVE YOUNG LEARNERS' DEVELOPMENT IN THE NEW UKRAINIAN SCHOOL

***Abstract.** The role of choreography classes in the comprehensive young learners' development in the new Ukrainian school has been first analyzed in the article. The relevance of the topic is to establish the role of choreography classes in the comprehensive young learners' development in the context of the new Ukrainian school Concept. The purpose of the article is to analyze the role of choreography classes in the comprehensive young learners' development in the new Ukrainian school. The scientific novelty is that the theoretical substantiation of the role of choreography classes in the comprehensive young learners' development has been carried out and the peculiarities of methodological provision of choreography classes in the new Ukrainian school have been studied. The methods of analysis,*

synthesis and theoretical generalization of scientific and methodical literature have been applied while writing the article. The theoretical substantiation of the choreography classes' influence on the comprehensive young learners' development has been made based on analyzing the scientific-methodological and psychological-pedagogical literature. The peculiarities of methodological provision of choreography classes in the new Ukrainian school and choreographic work with young learners have been studied by the author. Studying the State primary education standard has revealed that studying the "Art" integrated course, the teacher has an opportunity to organically introduce the artistic and synthetic content line (theatre, choreography, cinema, television) or it is possible to hold a choreography lesson through one or two physical education classes. Modern scholars' views on the importance of the role of art, choreographic in particular, while realizing the comprehensive personality development as the ultimate goal of all pedagogical efforts have been revealed. The relevance of the choreography introduction in the modern primary education system as an important component of the physical, spiritual, artistic development of young learners, their healing and further successful socialization has been studied. The choreography classes' purpose is to promote the aesthetic education and physical development of young learners, provide them with initial choreographic training, identify the tendencies and meet the need for movement activities, the rhythm sense development, dance expressiveness, movement coordination and the artistic taste education, the ability to fully perceive the art of dance. The psychological characteristics of young learners are described and it is found that choreography educates the basics of etiquette and competent behavior in the society, gives an idea of acting, forming the correct posture. The prospects of further research are to study the theory and practice of organizing choreography education both in the new Ukrainian school and in extracurricular educational institutions.

Key words: *choreography, personality, young learners, choreographic art, comprehensive development.*

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Problem statement. Nowadays, one of the main tasks of the education system is to develop the individual, their aesthetic culture in particular. Thus, according to the Law of Ukraine "On Education" the purpose of which is to comprehensively develop a person as a personality and the highest values of society, their talents, intellectual, creative and physical abilities [1]. Personal orientation of modern education implies the child's involvement in the aesthetic mankind experience and creative activity that is the basis of the aesthetic personality development. Therefore, it is important to understand specific issues of aesthetic education and activities, namely the choreography classes' impact on the young learners' development.

Study relevance. In the history of society, the aesthetic education occupied an exceptional place, both in the early stages of the mankind development and these days, and choreography classes have remained one of the peculiar institutions of

people's socialization, especially of the young generation – children, adolescents and young people, and they also perform a number of other functions inherent in the culture as a whole. The task of choreographic education in terms of the new Ukrainian school is not only to develop the child's creative potential and form their professional skills, but also to bring up a comprehensively developed personality.

In the modern new Ukrainian school, it is achievable through the “Art” and “Physical Culture” educational fields”. The “Art” educational field should reveal the national art culture originality as an integral part of the world cultural creative processes, the world's cultural region peculiarities, the diversity of genres and styles of Ukrainian and world art, and the aesthetic knowledge basics. Unlike the traditional approach to teaching the “Fine Art” and “Music” separate subjects at school, the educational field content is based on the principle of combining various types of arts and defining the artistic culture as a system of coordinated knowledge, the mastery of which is necessary for forming a holistic artistic picture of cultural space in students' consciousness [2]. The content lines of this educational field include the following art types: musical, choreographic, visual (art), theatrical and screen arts. The coordination between them is carried out by combining topics and lessons into the cycle of separate subjects, taking into account the specifics of the artistic-figurative language of every art type, the interconnections between them, common educational goals and objectives. The purpose of the “Physical Culture” educational field is to form young learners' sustainable motivation for doing physical education and sports exercises and vital motor skills to maintain their own health, and expand the functional body capabilities. Thus, we see that the choreography education is possible through choreography classes in the new Ukrainian school. We will also consider the role of choreography classes in the comprehensive young learners' development in the new Ukrainian school.

The connection of the author's achievements with the important scientific and practical tasks is to study the role of choreography classes in the comprehensive young learners' development in the new Ukrainian school Concept.

Recent research analysis. Nowadays, S. Shatsky and A. Lunacharsky made a significant contribution to developing the theory of the comprehensive young learners' development. In their opinion, it is extremely important to make a child accustomed to the beautiful in life and art. The issue of the comprehensive young learners' development appealed to many scientists, teachers and art historians. They drew attention to the importance of the art role, choreographic in particular, while realizing the comprehensive personality development as the ultimate goal of all pedagogical efforts. Thus, strengthening the moral and ethical child's personality qualities through dance are noted in the Y. Goncharenko's work “Aesthetic education of primary schoolchildren when choreographic activity” [4]. The connection of choreography with other art types and the connection of choreography with the child's personality, their needs and interests [5] are traced in the T. Sevastyanikhin's work “The influence of ballroom dance education on the primary schoolchildren's development”. N. Georgian, A. Gorshkova, Yu. Ushakova, T. Churpita joined the development of the task of forming the creative primary schoolchildren's sphere by

means of choreography and rhythm. Teachers and choreographers, for example L. Bondarenko in his book “Methods of choreographic work in schools and extracurricular institutions” [6] indicates the harmony of forms, movements and gestures of classical and folk dances, because they effectively affect the emotional-sensual child’s personality sphere, thereby improving their mood and giving confidence in expressing their thoughts and acting properly. G. Berezova noted that choreography classes should bring joy to children.

The identification of the unresolved parts of the general problem the article is devoted. Analyzing modern scholars’ scientific works suggests that the issue of the choreography classes’ role in the comprehensive young learners’ development in the new Ukrainian school requires a detailed study, because there has been no theoretical substantiation of the choreography classes’ role till now and the features of the methodological choreography classes’ support in the new Ukrainian school have not been studied.

The purpose of the article is to analyze the choreography classes’ role in the comprehensive young learners’ development in the new Ukrainian school. The scientific novelty is that a theoretical substantiation of the choreography classes’ role in the comprehensive primary schoolchildren’s development has been carried out in the publication and the features of the methodological choreography classes’ support in the new Ukrainian school have been studied for the first time. Research methods. The methods of analysis, synthesis and theoretical generalization of scientific and methodological literature have been used while writing the article.

Basic material presentation. The aesthetic education has the versatile nature of influencing the child through various art types, through the prism of the attitude to the form of human activity, nature, social phenomena and a man. The aesthetic education as a process of forming an aesthetic attitude to reality and enhancing a person’s creative activity according to the laws of the beauty should be comprehensively considered, since it is a part of the moral, labor, physical and mental education. Each component of the aesthetic attitude (aesthetic perception, aesthetic feelings, taste, judgment, creativity, assessment, needs, and ideal) is determined by the moral, spiritual, mental and emotional child’s activities and causes significant changes in their world perception, behavior, and beliefs; it also turns into an aesthetic activity subject, and contributes to the integrated development of their creative forces and abilities according to the objective laws of the beauty. Choreography is an integral part of young learners’ aesthetic education, effectively influencing their comprehensive development. Choreographic art opens a wide scope for developing young learners’ creative potential, and allows introducing elements of dance and creative activity into dance training and education and widespread performing children’s practice.

We will make a small psychological description of a primary schoolchild to better understand the choreography impact on the personality. The young school age is called the childhood peak. This age range is known to cover the life of a child aged from 6–7 to 10–11. The basis for its determination is the time spent in primary school. Schoolchildren retain a lot of previous achievements as frivolity, naivety, and

a look at the adult from bottom to top. However, they are gradually coming up with a different logic of thinking. Training during this period is the most crucial activity. At school, a primary school child acquires not only new knowledge and skills, but also a certain social status. Their interests, values, and the whole way of life are changing.

The primary schoolchildren's leg and back muscles are not sufficiently developed. Thus, they quickly get tired; it is difficult for them to maintain the correct posture and harmony for a long time. Excessive physical activity negatively affects discipline; schoolchildren become inattentive and lose interest in classes. Therefore, it is recommended to provide various playful dance activities; it is more difficult to combine with lighter ones, to contribute to an active, friendly, and cheerful atmosphere among children [7]. The need for high physical activity is natural for young learners. Motor activity is understood as a total number of motor actions a person performs daily. Children aged 7–10 carry out from 12 to 16,000 movements with an arbitrary regime in the summertime per day. The natural daily activity of girls is 16–30% lower than that of boys. Girls are less likely to exhibit motor activity on their own and require more organized forms of leisure activities. The motor activity of schoolchildren decreases while training sessions. As a result, it is extremely important to provide children with the right amount of daily motor activities regarding their age and health condition [8].

Choreography classes contribute to solving the issue. Choreography involves the development of a sense of rhythm, the ability to understand and hear music, coordinate their movements, develop the leg and body muscle strength, arm movements, grace and expressiveness. Choreography classes educate the basics of etiquette and a competent manner of behaving in the society; they give an idea of acting, and form the correct posture. Dance is of great importance while educating the national consciousness. Choreography has a great potential for a full personality aesthetic improvement, for their harmonious physical and spiritual development [9].

Choreography is the world of the beauty of movement, sounds, costumes, light colors, namely the world of magical art. Children are eager to see this at ballet performances, in videos and art albums. Classes of choreographic art contribute to the children's physical development and enrich them spiritually. This harmonious activity attracts both parents and children [9, p. 87]. Parents send their children to choreographic groups, where they expand their general cultural and artistic outlooks, which are a form of satisfying spiritual needs, a means of developing an aesthetic taste and strengthening health. All this confirms the multifunctional effect of dancing on the comprehensive young learners' development.

Ukrainian scientists note that choreographic creativity is one of the means of comprehensive personality development. It is the dance art that successfully implements the development of visual, auditory and motor forms of sensory and emotional world's perception, relieves mental fatigue and creates an additional impulse for mental activity [9].

According to the famous choreographer A. Borzov, the dance art peculiarity is that the main means of creating artistic images are human body movements and positions making up a kind of expressive language. The origins of this language are

rooted in plastic intonations and characteristic movements born in real life. Moreover, each movement has a certain semantic meaning. The dance language is primarily that of human feelings. The outstanding scientist K. Goleizovsky believed that choreography is a means of the intellectual child's development. He points to the ideological and semantic dance content characterized by aesthetically developed personality traits [11, p. 12]. Dance movements make sense when serving to identify the figurative work structure being in an alloy with other movements.

The ambiguity and generalization of dance plasticity requires applying special laws of reflecting reality, when being in the poetic convention of choreographic images. The dance secret is to convey the feelings of high tension, express human desires, and separate from everything accidental and insignificant. The child acquires powerful educational, ideological and moral influence by transmitting and experiencing such images when performing the dance (delight, joy, sadness, sorrow, etc.). According to Yu. Borev, dance art has a cognitive value for a child regarding the specifics of artistic images [12, p. 143]. The child gets to know about the origin of the studied dance, about the history of a certain period; they determine the character and the mood of heroes, etc.

The theatrical critic Yu. Bakhrushin believes that the artistic dance images convey, on the one hand, a subjective, individual vision and its embodiment by the artist, and, on the other hand, the objective picture of reality. The artistic image peculiarity is that it is created while artistic generalization through an individually unique form. Therefore, a person is required to have an active artistic-figurative way of thinking, including life associations, imagination, etc. when perceiving an artistic image [13, p. 35]. Modern scientific studies indicate that involving a child into choreographic art, we form creative abilities, develop them mentally, activate their perception, fantasy, and imagination, and engage them in search activities [14, p. 14].

We consider how choreography education is organized in the new Ukrainian school. The purpose of choreographic education in secondary schools is to promote the aesthetic education and physical young generation's development. In the new Ukrainian school, a choreography class is realizable through one or two physical education classes [2, 3]. Namely, a primary school teacher agrees in writing to transfer one or two hours of physical education to another teacher (choreography) by compiling an appropriate educational program for this class based on a typical one. General educational institutions of Ukraine whose educational programs include the choreography class work according to the A. Tarakanova's program "Choreography. The program for secondary school (1–4 grades)" [15]. The class (lesson) is conducted by the teacher having professional education and being familiar with the methodology of teaching dance in children's choreographic groups.

The initial course in the "Choreography" subject is provided within the school component (based on the lesson once a week). According to the program content and its volume, recommendations for the "Rhythm", "Dance Alphabet" (elements of classical, folk, ballroom dancing), "Dances" (dance repertoire) sections are named.

In the "Rhythm" section, rhythmic exercises, musical games, music material and dance music analysis are studied. The "Dance Alphabet" section provides

studying the exercise elements of the classical dance school, folk and Ukrainian dances. The exercises proposed in the section will contribute to the formation of the correct posture and movement coordination. The “Dances” section presents dance elements and dances for mass performance. Dance records are given for the whole class or by individual couples to perform. The proposed dances can be used both in studying and conducting mass events of the school, class, depending on specific conditions. Another option for teaching choreography is to study the “Art” integrated course, where the teacher must organically introduce an artistic and synthetic content line (theater, choreography, cinema, and television).

Performing certain movements, a small child correlates them with an artistic image and a melody, which, in turn, involves emerging certain associations, requires analyzing melodies, understanding characters, movements and music ratio, perceiving artistic images, and transferring emotional states. Performing classical, folk or modern dances on the stage requires knowledge of not only the nature and technique of performing movements, but also certain traditions of a given dance direction: hairstyle art (for example, classical and Ukrainian folk dances do not allow performers to loose their hair, but modern one can suggest etc.); the technique of applying makeup (for a more accurate transfer of the artistic image, there are special techniques), costume, rules of behavior on the stage etc. Young learners are happy to combine and come up with new movements, moving and singing to the music while dance activities. Round dance, folk dance, pantomime, especially musical and game dramatization, prompt children to depict life pictures, characterize any character using expressive movements, facial expressions, and gestures. At the same time, there is a certain sequence observed: children listen to music, discuss topics, distribute roles, and then act. At every stage, new tasks appear making them think, fantasize, and create.

While dancing, young learners develop moral and volitional qualities such as to complete the work they have begun, to be able to overcome difficulties, focusing on the main thing, and to work purposefully, etc. When preparing for performances and holidays, children form the ability to unite for a common reason, agree on implementing joint work, help each other, prepare special stage costumes, thus, it requires certain labor efforts, which in turn bring joy to the child [16].

Choreography is unobtrusive and educative. It develops the coordination and a sense of rhythm, grace and plasticity, it also helps to become an organized and purposeful person, with a strong character and a sense of duty, and it strengthens the will, and promotes physical development. V. Badnin and Z. Mironova noted in their studies the important role of choreography from the standpoint of physical improvement and health promotion of the child. They see the main influence of dance in the fact that the specificity of this art is the presence of various movements, through which a positive effect on the child’s body is carried out, their musculoskeletal system develops, vital skills and the correct posture are formed [17].

Conclusions. Based on the theoretical substantiation of the choreography classes’ role in the comprehensive young learners’ development and the study of the methodological choreography classes’ bases in the new Ukrainian school, we can

conclude that the comprehensive personality development and their emotional-sensual sphere is associated with the choreographic creativity. Young learners are of interest in the comprehensive personality development by means of choreography, because the personality basis is laid, the orientation to the spirituality development, self-realization, and self-actualization takes place and the world perception necessary in further life is formed at this stage. The productivity of the comprehensive children's education by means of choreography is determined by its synthesizing nature, combining music, rhythm, theater and plastic movements. Choreographic art is one of the effective means of comprehensive personality development.

Thus, choreography classes are means of comprehensive young learners' development, because: they contribute to forming the correct posture, beautiful gait, and develop rhythm, coordination, facile and plastic movements; they develop rhythmic movements and strengthen leg and body muscles; they implement the development of auditory, visual and motor forms of emotional and sensual world perception; they relieve mental fatigue and give an additional impetus to intellectual activity; the child becomes more organized, accustomed to accuracy, composure, fit and broadens their outlook; the classes get children used to clearly allocating their free time and thinking more carefully about their actions; they help to identify the most gifted children connecting their lives with professional art; they form pedagogical and organizational abilities of children. Choreographic creativity contributes to increasing the level of emotional and sensual development, aesthetic ideas, concepts, aesthetic culture, creative potential among young learners, and lays the basis for world art knowledge. To conclude, the choreography fully contributes to the comprehensive harmonious and physical children's development at a young school age. Thus, the choreographic activity includes significant opportunities for the comprehensive children's personality development.

The prospects for using the study results are to further look into the theory and practice of organizing choreography education both in the new Ukrainian school and in extracurricular educational institutions.

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2.18. PROBLEM-BASED LEARNING AS A FACTOR OF A HEALTH-SAVING EDUCATIONAL ENVIRONMENT IN THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL

Abstract. *The article deals with the essence of the concepts of “health”, “pedagogical environment”, gives the author’s definition of the concept of “health-saving educational environment”, identifies the features of problem-based learning as a factor in creating such an educational environment, as well as the essence of its health-saving characteristics. To achieve this goal, the following methods and techniques were used: monographic, selective, comparative, abstract-logical. The leading tendencies of development of educational environment as the main factor of influence on health are revealed. The main priorities of the organization of the educational process in the New Ukrainian School are described. The main factors for increasing the risk of pupillary disease are revealed, among which pedagogical occupy a significant place. The personality of a teacher (a university teacher too) can be a factor in either the destruction of another personality, or an increase in self-understanding, self-esteem, self-development. The requirements that make problem-based learning for the teacher, which relate not only to his culture, intellect, but also to the moral atmosphere that spontaneously arises and should be maintained, are highlighted. The health-saving characteristics of the problem of learning are highlighted. It is grounded that in the New Ukrainian School problem-based learning should be considered as a basic type of learning, and a kind of systematic basis that allows to integrate pedagogical opportunities and other learning technologies.*

Key words: *health, health-saving educational environment, learning problem, stressful situation, pedagogical culture, atmosphere of cooperation of subjects of educational process, intellectual and emotional relaxation.*

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Formulation of the problem. In terms of political and economic instability in the country a steady trend towards declining health of children. This situation encourages educational institutions to develop comprehensive methodological approaches that will be effective in developing children’s skills of a healthy lifestyle.

The activity of the teacher should be oriented to developing a stable life position based on the following important factors: in defining health as a value; in a sense of responsibility for maintaining and promoting one's health; in the awareness of the need to deepen the knowledge, skills and abilities associated with all components of health (physical, social, mental, spiritual) [1, p. 20]. As the outlook of a child of 6–10 years is intensively formed, it is very important during this period to acquaint students with the peculiarities of functioning of the human body and factors affecting health. When selecting an effective pedagogical toolkit, the child's knowledge of health and healthy lifestyles will not only become entrenched at the level of unconscious perception, but will also become the basis for her conscious behaviour. The question is: what educational tools should the teacher use to successfully achieve the goal?

The purpose of the article. The use of traditional explanatory, illustrative and informative teaching methods in which the students are given the passive role of consumers of ready information is not effective in the educational process [1, p. 21]. The educational process organized in this way leads to the mastering of pattern behaviours by students, rather than encouraging children to creative search, slowing the development of cognitive interest. Thus, there is a need to develop different ways to activate the pedagogical process, to organize the research and development of students, their independence. In our opinion, such work can be optimized by using the methods of developing critical thinking.

Theoretical foundations of the study. One of the main objectives of the course "Fundamentals of Health" is the development of students' motivation to care for their own health, improving his physical, social, mental and spiritual factors. The basic concepts of the subject are: health, healthy lifestyle, safety of life. Their formation is facilitated by activities in the following areas: creation of a favourable psychological climate in the lesson; adherence to positive thinking; developing the ability to manage their emotions and feelings; developing the ability to maintain the makings, confidence in their capabilities; self-assessment, self-control; developing the ability to analyse the effects of bad habits; developing the ability to refuse offers that are detrimental to health; developing the ability to make decisions independently in different situations; fostering friendly relations with all students of the class; learning to express their views on healthy lifestyles [2, p. 15]. Despite the magnitude of the tasks, it is important that teachers do not allow students to overload during the lesson. For this purpose it is necessary to determine the optimal amount of educational information and ways of its presentation, to take into account the intellectual, physiological and linguistic features of children, to select such activities that contribute to reducing fatigue. The technology of development of critical thinking involves the change and alternation of different activities, namely: intellectual, emotional, motor; as well as changing and alternating between group and paired forms of work. Therefore, the use of methods of this type in a lesson promotes increased activity of students, the ability to respect the opinions of others and express their own thoughts, the acquisition of rules of communication.

The organization of the educational process at the New Ukrainian School is based on certain priorities [3]:

- Priority 1. Child-centrism;
- Priority 2. Recognition of the value of childhood;
- Priority 3. The joy of knowing;
- Priority 4. Presumption of a child's talent;
- Priority 5. Development of personality and conditions for its formation: learning to cope with stress, pedagogical tasks are solved in an atmosphere of psychological comfort and support; impartial and fair treatment of every student, overcoming all forms of discrimination;
- Priority 6. Fostering students' health: building a healthy lifestyle; creation of conditions for physical and psycho-emotional development;
- Priority 7. Security: transforming the school to a safe place where violence and harassment are lacking.

According to the definition of the World Health Organization (WHO), health is a state of physical, mental and social well-being. Some researchers [4] understand health as a whole in the interconnection of all its components: physical, emotional, intellectual, personal, social and spiritual. To create a health-saving environment in learning is to create an appropriate educational environment. The pedagogical environment, presented in the pedagogical dictionary G. M. Kodjaspirova definition, – is specifically, in accordance with pedagogical goals, created a system of conditions for the organization of life of children, aimed at shaping their relationship to the world, people and each other [5].

Analysis of current research. The logic of such definitions of the concept of “health” and the concept of “pedagogical environment” allows us to define health-saving educational environment (in particular educational) as a purposeful and professionally created system of didactic conditions in which students learn knowledge, skills and development of creative thinking and formation of their creative thinking emotional value to the world (including their health) occurs in situations of physical, emotional, intellectual, social and spiritual comfort, which creates a generally favourable psychological climate at the lesson. The need to create a positive emotional background in the educational process, a favourable psychological climate, although it was expressed in different concepts, many educators of the past and present (Y. P. Azarov, S. A. Amonashvili, E. V. Bondarevska, A. S. Gazman, V. V. Serikov and others). For example, S. A. Amonashvili emphasizes that the true educational process, built on the basis of a humane-personal approach, is, first of all, a process of enriching the soul and heart [6].

It is considered that pedagogical factors occupy a considerable place among the factors of increasing the risk of the disease. Many researchers believe that the vicious circle where learning leads to poor health can be broken in one of the following three ways: – increase of physical and mental capacity at the expense of optimal organization of motor mode, diet, sleep mode; – optimization of the educational process taking into account the individual characteristics of students. It is emphasized

that each of these areas, in turn, can be implemented only on condition of monitoring of educational and health activity of educational institution, cognitive and health activity of the subjects of educational process. From our point of view, even a comprehensive implementation of all of the above areas would not completely solve the problem of student health. You can reduce the training load, and optimally organize the motor and all other modes, and optimize the learning process, but if this process is not focused on the prevention of stressful situations, if this process does not become a pedagogy of cooperation, cooperation of minds, emotions and feelings it is impossible to solve the problem of health (with all its components). According to the legitimate statement of N. T. Osukhova, the personality of the teacher (university teacher too) can be a factor in either the destruction of another personality, or increase self-understanding, self-esteem, self-development. In other words, a teacher's personality can become a didactogenic factor. From our point of view, of all types of training, the most powerful tool for creating a health-saving educational environment is the most problematic learning. It becomes so due to its psychological and pedagogical essence and its potential, resource, and in the sense of intellectual, emotional, moral development of students, and in the sense of development, the opening of dialogue between the subjects of the educational process, dialogue, which is organized in part by the search method (method of heuristic conversation) problem-based learning, without which to develop creative thinking and emotional-value attitude of students to the world, including health, is impossible.

Research methods. In this regard, let us turn to the concept of the dialogue of M. M. Bakhtin, which has a deep socio-pedagogical meaning, which was reflected in the author's thesis that alien consciousness cannot be viewed, analysed, defined as objects – they can only be communicated dialogically. This thesis can form the basis for characterizing the process of problem-based learning as an interaction through dialogue. By M. M. Bakhtin, it is very important the content of the subjects of the dialogue and the attitude to it, because to enter into dialogue – means to express not only the subject opinion, but also somehow to treat it. The condition of the dialogue is the presence of some objective judgments about the object in unity with the evaluative personal attitude. In other words, dialogue occurs when two or more subjects (a class, a student group) exchange assessment information about an object of significance to them and, on the basis of that information, enter into relationships with one another. It is this atmosphere that creates problem-based learning. But the pupil or student will not show personal attitude to the known object unless he or she feels the atmosphere of intellectual and emotional relaxation in class, if he/she will not be free from fear and unwillingness to seem unloved in the eyes of peers and teachers, if he/she is denied the right to accept, according to the Kantian “moral imperative”, is due voluntarily.

To involve students in emotional and moral experiences and “living” of the discussed problems, without which it is impossible to form emotional and value attitude to the subject of dialogue, and in the whole to the world, including to health, it is possible only in an atmosphere of creative cooperation of minds, feelings, free exchange of thoughts. And without this it is impossible to create a health-saving

environment in teaching. And such an atmosphere can only be created by problem-based learning. This conclusion follows from the very theory of problematic learning and the very nature of problematic learning, as well as from the objectively existing nature of human thinking. By S. L. Rubinstein, a person begins to think only when there is a problem. And according to the theory of problem-based learning, learning is problematic, when involving children in solving problems or problematic tasks related to solving both intellectual and moral, aesthetic, emotional, valueological and other issues based on the content of educational material and life students' experiences. But, from our point of view, this is not enough for those who study to start the process of thinking. This requires another important condition – to create an atmosphere of intellectual and emotional relaxation, an atmosphere in which a child, a schoolboy, a student would not feel afraid to be wrong, to say “not that”. It is such an atmosphere designed to create problem-based learning in its essential characteristics, and if the teacher will provide problematic learning in the educational process in all parameters, the features of which distinguish one type of learning from another.

The parameters of each type of training include: – target checks, functional characteristics; – structuring the content of educational material; – the nature of the activity of the subjects of the educational process, that is, the nature of the activity of the teacher and the nature of the students; – procedural characteristics; – methods of training used; – style of pedagogical communication and attitude.

Research results. All these parameters can and should be, in our firm conviction, focused on creating a health-saving educational environment. Studies show that children tend to overcome the limitations of the proposed requirements, to master the experience of creative activity in the course of spontaneous assignment of socio-cultural experience in communicating with the immediate environment, that children are able to go beyond the immediate range of problems and to solve problems, the “external expediency” threshold. In this sense, unlike teaching, education can't be problematic, bearing in mind that the “unit” of morality forms, as rightly points out V. T. Kudryavtsev, not at all the assimilation of moral norms (although their knowledge is also necessary), but an act, that is, the solution of a vital problematic task to choose between good and evil [7, p. 89]. In the context of what has been said, it is important to emphasize the urgency of problematizing the content of education in its broad sense, that is, the content of education and the content of extracurricular educational activities. In this regard, it is logical to raise the question of the existing different positions of scientists in terms of what more fulfills the evolving function of learning – the content or methods of learning. A number of authors (V. V. Davidov, D. B. Elkonin, V. T. Kudryavtsev, etc.) believe that the function that develops learning is realized primarily in the field of its content, despite the fact that the content of learning is closely related with its principles and methods.

Discussion. As an argument in favour of such a position, the thesis is that if the teaching methods used reduce the developmental effect, then these methods can be replaced by others, and the existing ones can be improved. But if the content of the training is initially devoid of developmental orientation, not even the most effective

didactic method will help. It should be noted that one of the most important problems of pedagogical science and practice is still the search for ways to “saturate” the content of teaching different types of problematic tasks, started in the late 60’s – early 70’s of the last century. Problem solving is related to learning involving students in various mental operations: analysis, synthesis, comparison, analogy, extrapolation, actualization of previously acquired knowledge and skills, etc. And when these operations become a collective mental activity, focused on the lesson or seminars, for example, the partial-search method of problem-based learning (aka heuristic conversation method), they involve the co-operation of the minds, feelings, emotions of the subjects of this process, which in turn requires a special style of pedagogical communication, high pedagogical culture in the broadest sense. Without the latter, neither cooperation nor understanding is possible. Problem-based learning also implies a special pedagogical culture designed to, among other things, create an atmosphere of shared search that only problematic learning can create due to its inherent psychological and pedagogical characteristics and which can be called health-saving characteristics. Hence, it can be argued that problem-based learning requires a special, micro-pedagogical culture in the context of a general pedagogical culture.

Non-problematic learning assumes, according to I. Ya. Lerner, different motives: interest, curiosity, need for knowledge, even fear of the teacher, parents, comrades. For creative activity, which is the core of problematic learning, some of these motives are insufficient, others are impossible. Fear and creative tension are incompatible. Curiosity, even the need for knowledge, is required as a condition of successful learning in any form of learning, but not sufficient for problem-based one. The latter requires interest in the process of cognition itself, in the process of creative search [8, p. 138], including the knowledge of the meaning of health saving. It is no accident I. Ya. Lerner identifies the requirements that make teaching difficult for the teacher, and which apply not only to his culture, intellect, but also to the moral atmosphere that arises spontaneously and must be maintained.

These requirements are as follows:

1) not to assume the slightest manifestation of disrespect, disregard for the student’s thoughts. Even the wrong thought should not be rejected, but denied. The solution of the problem can be variant, controversial, and the teacher must not only be ready for the students’ objections, but also be able to create a favorable atmosphere for their expression;

2) the teacher needs to know not only the text of the textbook, not only the knowledge that is established in science, but also its problems, different points of view on various issues, the system of proof of these points of view;

3) it must be deeply aware of the issues of methodology of scientific knowledge in general and the specificity of knowledge in science, its methods and generalized ways of solving problems;

4) should be able to flexibly put problems and problems to students in the course of learning the topic and receiving feedback;

5) after hearing any answer with disorganized content, the teacher not only has to demand its restructuring, but with the system of questions and counter-arguments to seek its correct structuring. At the same time, following the logic of unfolding the answer, the logic of solving the problem, the teacher should reinforce the contradictions, contradictions of situations, specific sub-problems that return the student to the correct search path. He must be able to correctly refute the erroneous judgment, to cause controversy among students and to direct it;

6) the teacher needs to master the art of problematic presentation, problematic storytelling and the technique of constructing problematic research tasks;

7) he/she should be able to put the problem (problem question), in case of difficulties of students to divide it into subproblems (subproblem question), as a whole to organize a heuristic conversation, having made a preliminary system of subproblematic questions on the topic being studied;

8) it is necessary for the teacher to master the criteria of complexity of problematic tasks in order to individualize learning and to transfer students from one degree of difficulty to another in a timely manner; he must be able to determine the level of cognitive independence of students [8, p. 104]. In problem-based learning, not only the learning of the learning material becomes creative, but the teaching becomes really creative, because even when the teacher offers already known cognitive (problem) tasks and students solve it, he, despite knowing how to solve it, also acts in the role of the seeker, not just the arbiter of the correctness of the students' decisions. Problem-based learning is a real dialogue, and in a real dialogue there is no external compulsion or internal bias and conditionality, which is very important for creating a healthy educational environment. The teacher in such a dialogue is seen not as a source of information, but as a mediator between culture and the student.

Conclusions and prospects for further research. Summarizing the above, we can distinguish the following health-saving characteristics of problem learning: – intellectual and emotional relaxation of the subjects of the educational process; – orientation to the “moral imperative” (according to I. Kant), which implies the acceptance of “due” voluntarily; – absence of both compulsion and internal bias and conditionality; – the absence of fear, hence the unwillingness to appear ignorant, “stranger” in the eyes of the teacher and peers; – do not show the slightest disrespect even to the wrong statements, judgments of students; – manifestation of the teacher's interest in the development of students, in the cooperation of minds, feelings, emotional and value experiences of the subjects of the educational process, in a humane attitude towards each other; – providing “pedagogical assistance”, “pedagogical protection”, “pedagogical support” (E. V. Bondarevska) to students in situations in which they seem to be “ashamed”, expressed some absurdity, or expressed in terms of conventional dogma, incorrect judgment; – a manifestation on the part of the teacher of the desire to form a culture of disputes in students, the ability to use the methods of constructive communication with each other. Thus, problematic learning creates a practical basis for pedagogical support as an expression of the pedagogy of freedom.

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2.19. THE USAGE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF THE FUTURE TEACHER'S PROFESSIONAL AND PRACTICAL TRAINING

***Abstract.** Continuous improvement and updating of content and technologies of future teacher training is one of the strategic goals of higher education. Taking into account the current general educational trends, the change in the basic paradigm of education, which is specified by the requirements for the training of teachers, who must be creative, competitive and professionally mobile personality have professional-personal competence and work in an innovative educational and information space. That is why, the problem of usage of innovative pedagogical technologies in the process of the future teacher's professional and practical training is disputable and relevant today. The aim of the article is theoretical analysis and practical elucidation of the importance of the role of innovative pedagogical technologies during the future teacher's professional and practical training process.*

The analysis of the essence of the basic concepts, taking into account the future teacher's peculiarities led to the definition of the key concept of the study. The teacher's maturity for innovative activity is the teacher's ability to organize, execute and regulate professional and pedagogical activity, which is conditioned by the maturity of educational and innovation competences. The authors have identified the structural components of the teacher's maturity for innovative learning technologies implementation as follows: motivational, cognitive, creative, reflexive, valeological, technological and personal as well as their meaningful content has been conducted.

Based on the results of the processing of the questionnaire material, we determined what forms and methods of teaching, along with the traditional ones, are used by teachers during the primary school teacher's preparation. Among the interactive teaching methods that have been characteristic for the pedagogical higher

educational establishments are the dialogues (“Exchange places”, “Complete phrase”, “Compliment”, “Brainstorm”, “Spidergram”, “Hot seat”, “Microphone”, “Sea Battle”, etc.), interactive (“Picture Gallery”, “Holiday Cake”, “6×6×6”, “Carpet of Ideas”, etc.), computer technology (usage of Internet resources, presentations, computer lectures, computer programs, videos, etc.), language portfolio technology, training technologies, etc. Summarising all the above mentioned, we draw the attention to that, that the introduction into the pedagogical process of higher educational establishments the innovative pedagogical technologies will increase the efficiency of the future teachers professional competence formation through the development of individual competencies, which can be referred to both general and specific, namely: independent work, creativity, scientific and research, foreign language, interpersonal communication, teamwork, analysis and synthesis, ability to collaborate with specialists from the other specialties, solve problems, make decisions.

Key words: *innovation, innovative learning, technology, innovative pedagogical technologies, future teachers’ training.*

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Introduction. To achieve a qualitatively new level of mobility as well as professional and practical training for professionals is, according to the Program for the Development of Education in Ukraine for the 21st Century, one of the strategic goals of higher education. In fact, the future pedagogue should be a creative personality, competitively capable, professionally mobile, possess professional and personal competence, leadership qualities; to be able to develop and implement new technologies and teaching methods in the educational process as well as to work in the conditions of innovative information and educational space. It is emphasised in the “National Strategy for the Development of Education in Ukraine until 2021” that the integration of the country into the world educational space requires continuous improvement of the national education system, the search for effective ways to improve its quality, approbation and implementation of innovative pedagogical systems, modernization of the content of education and its organization in accordance with the world trends and requirements of the labour market. Strategic directions of innovative transformations in the field of higher education are defined in the regulatory documents, as follows: in the Law of Ukraine “On Higher Education” (2017), in the “National Doctrine of Development of Education” (2002), the Concept of the “New Ukrainian School”, the Project “Strategy for Higher Education Reform in Ukraine to 2020”, the Project “Concept of the Development of Education of Ukraine for the period 2015–2025”, “Regulations on the Procedure for Innovative Educational Activities” (2012). In these documents, the special emphasis is paid to the following: the continuous improvement of the quality of education, updating its content and forms of organization of education process; the introduction of educational innovations and technologies; the achievement of a qualitatively new level of mobility as well as professional and practical training for professionals. With

this consideration in mind, we believe that the modern requirements for the professional activity of teachers the improvement of the future teachers training is envisaged towards the formation of their maturity to implement the effective innovative pedagogical technologies at school.

The aim of the article – is to analyse and reveal the importance of the role of innovative pedagogical technologies in the process of the future teacher's professional and practical training.

Research results. We would like to note the fact, that the term “innovation” was introduced into pedagogical science in the early 90's of XX century. To begin with, the terms “innovation”, “innovative learning” and “pedagogical technology” are the word-forming elements for the notion of “innovative pedagogical technologies”. In its turn, the term “innovation” (Italian innovation – novelty, new entry) – new forms of activity and management organization, new types of technologies that cover different spheres of human activity [2, p. 63]. The innovation, regarding the educational process, is associated with the active process of creating, assimilating and applying new organizational forms, methods of training and upbringing to solve didactic objectives for professionals' training in a harmonious combination of traditional methods and the results of creative search, the implementation of non-standard, advanced technologies, original didactic ideas in the organization of cooperative activities of teachers and students.

Analyzing the interpretations diversity of the essence of innovative processes in education, scholar N. Bryzhak, understands innovative learning as the introduction of innovations in the targets, content, methods and forms of the future teachers teaching, in the nature of interaction between teacher and student [1, p. 4–5]. The innovation of higher education is associated with the technological approach to the professional training of future professionals, which H. Selevko identifies as the introduction of innovative pedagogical technologies in the educational process, and thus, the essence of the concept of “pedagogical technology” becomes relevant which should be revealed. The term “technology” (from the Greek. *techne* – mastery, art, ability and, *logos* – science, theory) means “the theory of mastery”. Scientist N. Kuzmina defines technology as a systematic planning, organization and evaluation of the learning process in accordance with the set targets, the usage of human and technological resources in order to increase the learning efficiency [4, p. 10–12]. The definition “pedagogical technology” is widespread in the pedagogical science and educational environment.

In the manual “Pedagogical technologies” the emphasis is laid on the following: “pedagogical technology should be understood as the study, development and systematic application of the principles of the educational process organization on the basis of the latest achievements of pedagogy, psychology, theory of management, computer science, sociology for the development of such educational tools, which increase the efficiency of the educational process” [8, p. 55]. In the Encyclopaedia of Education (edited by V. Kremin), we find the following definition: “pedagogical technologies are technologies ensuring the transformation of a pedagogical process, in an educational institution, into a purposeful activity of all its

subjects” [3, p. 661]. Special attention, in our opinion, deserves the view of L. Danylenko, who notes that innovative pedagogical technology – is “a qualitatively new set of forms, methods and means of teaching, education and management, which introduces significant changes to the result of the educational process and is considered as a multicomponent model – one that includes: educational, upbringing and managerial innovative technologies [7, p. 20]. The scholar refers to innovative educational technologies a set of the teacher’s operational actions, as a result of which, the motivation to study the subjects of the educational process significantly increases.

Various authors classify technology into groups in different way. For example, scientists E. Zeier, N. Kuzmina and E. Symaniuk, distinguish the following pedagogical technologies:

a) cognitive-oriented, based on the use of dialog methods, seminars-discussions, problem-based learning, cognitive instruction, instrumental and logical training, reflection training, etc.;

b) activity-oriented, based on which methods of projects, contextual learning, organizational and activity games, technological maps, complex tasks, simulation and game modelling of technological processes, etc.;

c) personality-oriented, at the centre of which are – the interactive and simulation games, developmental trainings, developmental psychodiagnosis, etc. [5].

The introduction of innovations into the educational process of a higher education institution requires the teacher a deep critical analysis of all aspects of his/her professional activity, which will help him/her to identify the most effective teaching technologies and forms, to organize their further development and validation, implementation and improvement, dissemination of progressive experience.

Based on the generalizations of scientists’ views on the problem under study, we can state that the current relevant innovative pedagogical teaching technologies used in the future teacher training program are:

– teaching technology as research, the aim of which is to impart the skills of research work to the future teachers, to form an active, creative personality;

– pedagogical technology of critical thinking – forms the student’s own viewpoint, teaches to conduct discussions confidently and make a deliberate decisions, to acquire knowledge independently, teaches to communicate freely, to think logically and to rationalize;

– integrated pedagogical technology – creates optimal conditions for the student’s development and self-realization by means of the formation the complete knowledge about the studied object, and is the basis for the creation of “the image of the world”;

– technology of developmental learning, the aim of which is – to form the student’s ability for self-improvement, active, independent creative thinking, as well as independent learning;

– technology of creative personality formation – is to instill the students the skills to manage their cognitive activity independently, to think independently, to

make extraordinary decisions, to choose their life position consciously, to generate original ideas;

- technology of personal-oriented learning provides the student with the opportunity to exercise independence of thinking, independence, ability to make his/her own choice;

- project technology aims to stimulate the interest of the future professionals to new knowledge, to self-development by solving personal problems and using this knowledge in specific practical activities;

- differentiated learning technology forms students' ability to learn, the need for self-education, the desire to generate ideas, to seek alternative solutions to standard and problematic situations;

- technology of humanistic education brings up the conscious citizens, patriots, educated, creative personalities, their physical and moral health formation, provision of the human development priority on the basis of humanization, the humanitarization and democratization of the educational processes;

- group teaching technology is aimed at forming students' intrinsic motivation for active perception, assimilation and transfer of information, promotes the formation of their communicative qualities, activates their mental activity;

- technologies of the learning process individualization provide maximum the future teachers' productivity in the existing system of learning organization [1, p. 6–8.].

Thus, innovative technologies used in the higher education system are considered as the teacher's modelling process of the educational content, forms and methods in accordance with the set goal by using innovation. The following technologies are used in the practice of the modern higher educational establishments' activity: differentiated, problematic, contextual learning, game learning technologies, information technologies, credit-modular technology, personality-oriented education, etc. Analysis of psychological and pedagogical literature [6, p. 213–218] suggests that there is some uncertainty about the single structure of the teacher's maturity for innovative pedagogical activity. In our opinion, the teacher's maturity to implement innovative learning technologies consists of the following components: motivational, cognitive, creative, reflective, valueological, technological and personal.

The motivational component of the teacher's maturity for the implementation of innovative learning technologies is viewed from two aspects: the presence of professional motivation in the overall structure of motives and the teacher's personal attitude to changes, his/her susceptibility to innovations. Rather often, the leading motive of innovative pedagogical activity is cognitive interest. The teacher's cognitive interests are focused on the use of innovative educational technologies and concentrated around the need for scientific comprehension of various aspects of personal educational orientation; on comprehension of their own experience, the degree of pedagogical activity efficiency, the formation of their position concerning the changes in the educational system; usage of new knowledge in their own practical activity.

The cognitive component reflects the whole set of professional knowledge of the teacher (psychology and pedagogical, concrete-objective, methodical, special), which, taken together, are part of the future teachers' professional and pedagogical competence.

The creative component is central in the structure of the teacher's maturity to innovate, which traditionally uses such forms of teaching as dialogue, discussion, business games, problem-solving, heuristic and developmental learning during the educational process. In our opinion, the teacher's creativity is his/her ability to "take" the problem, originality, dialogue and multiculturalism, criticality, innovativeness of his/her thinking.

The next component in the structure of the teacher's maturity for the innovative learning technologies implementation is reflective. It is based on the teacher's analysis of the phenomena of his/her own consciousness and activity (look at his/her own opinion and action from the standpoint of the observer). Among the main reflexive processes, we distinguish the following: self-understanding and understanding of the other, self-esteem and evaluation of the other, self-interpretation and interpretation of the other.

In our opinion, the valueological component of the teacher's maturity for the innovative teaching technologies implementation is connected with the development of the teachers and instructors' humanistic values orientations. Criteria for human health and ecology safety should be decisive in examining the appropriateness and evaluation of innovations in the educational process.

We consider the technological component is one of the most important components in the structure of teacher's maturity for the innovative learning technologies implement

In fact, a technologically cultural pedagogue is a personality who:

- is able to solve problems adequately and quickly, with regard to different viewpoints and under different circumstances;
- thinks constructively and logically, actively uses a systematic approach in its activity, strives for continuous professional self-education and self-development;
- possesses cognitive abilities, adaptability, flexibility and mobility;
- realizes actively his creative abilities, rich personal potential.

All the components of the teacher's maturity for innovative learning technologies implementation are interconnected, that is why a high level of teacher's maturity for innovative learning technologies implementation leads to effective innovative activity. Thus, based on the generalization of scientific and pedagogical literature, we can conclude that the concept of "teacher's maturity for innovative activity" – is the ability of the teacher to organize, perform and regulate professional and pedagogical activity, which is conditioned by the formation of educational and innovative competences. The process of future teachers' preparation, who will be competitive in the labour market, requires the widespread use of interactive teaching methods and forms.

Taking the above mentioned into consideration, the survey has been conducted. It involved 30 teachers of Mukachevo State University and Ivan Franko National

University of Lviv. The aim of the survey was to determine the teachers' attitude to the innovative technologies implementation in the educational process, as well as their awareness level in the field. The findings of the pilot study confirm the data obtained from the survey of higher educational establishments teachers. The analysis of the answers showed that 36,6% of the respondents regularly used traditional lectures; 33,3% – problematic lectures; 26,7% – lectures using information and communication technologies; 3,4% – round table lectures. During seminars, 23,3% of the interviewed teachers regularly use a seminar discussion; 23,3% – seminar-conversation, 20% – problem-based seminar; 16,7% – seminar-press conference; 13,3% – seminar report (message), 3,4% seminar – brainstorm. Based on the results of the processing of the questionnaire material, we determined what forms and methods of teaching, along with the traditional ones, are used by teachers during the primary school teacher's preparation. Among the interactive teaching methods that have been characteristic for the pedagogical higher educational establishments are the dialogues (“Exchange places”, “Complete phrase”, “Compliment”, “Brainstorm”, “Spidergram”, “Hot seat”, “Microphone”, “Sea Battle”, etc.), interactive (“Picture Gallery”, “Holiday Cake”, “6×6×6”, “Carpet of Ideas”, etc.), computer technology (usage of Internet resources, presentations, computer lectures, computer programs, videos, etc.), language portfolio technology, training technologies, etc.

Conclusions and perspectives for further research. Summarising all the above mentioned information, it can be noted that the introduction into the pedagogical process of Higher educational establishments the innovative pedagogical technologies will increase the efficiency of the future teachers professional competence formation through the development of individual competencies, which can be referred to both general and specific, namely: independent work, creativity, scientific and research, foreign language, interpersonal communication, teamwork, analysis and synthesis, ability to collaborate with specialists from the other specialties, solve problems, make decisions. Our further research will be devoted to the determination of the foreign language teachers' attitude to the innovative technologies implementation in the educational process, as well as their level of knowledge in the field.

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2.20. PREPARATION OF A FUTURE TEACHER OF HUMANITARIAN PROFILE FOR MORAL EDUCATION OF PUPILS IN THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The article is devoted to the actual problem of preparing a future teacher of humanitarian profile for moral education of pupils in the New Ukrainian School. The authors emphasize that the optimization of moral education of the young generation, which should be worthy of the idea of building the open, humane democratic society, is impossible without solving the problem of improving the future teacher's professional training, and above all humanitarian subjects for educational activities.*

The authors of the article emphasize that future teachers of humanitarian profile should realize that they have significant opportunities for the moral education of students, the development of moral consciousness based on humanitarian knowledge, which lays the foundation for moral actions and behavior of a growing person. Only a teacher who has such qualities can bring up a person with a strong moral position, capable of critically assessing his actions and actions in relation to moral norms. The future teacher's readiness for moral education of students is defined as an integrated quality that characterizes the professional moral and ethical competence of the teacher, the level of his moral maturity, responsibility, professional duty, the desire for systematic implementation of moral education of students. According to the requirements of the New Ukrainian School in modern pedagogical IHE to optimize the process of preparation of future teachers, including the humanitarian profile, more attention should be paid to such conceptual approaches as systemic, synergistic, axiological, competent, subject-active; to strengthen work in the following areas: developing students a strong moral and social position, as well as a willingness to work with students of deviant behavior.

***Key words:** future teacher of humanitarian profile, preparation, readiness for moral education, moral education, moral position, pupils, the New Ukrainian School.*

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***The problem statement.** Overcoming the negative tendencies that occur in the Ukrainian society (reducing the cultural level of student youth, increasing insensitivity, cynicism, extremism, violence and cruelty in adolescents and youth, its criminalization) requires the emphasis of the school education system on improving moral education. In today's context, as the problems of cultural and spiritual revival of Ukraine become more acute, the moral upbringing of the student community*

should be regarded as the most important prerequisite for the progressive development of Ukrainian statehood. At the same time, in recent decades, as noted by researchers (I. Bekh [1], I. Ostrovska-Buhaichuk [8], O. Popova [9; 10], I. Revenko [10], K. Sleysik [11], O. Sukhomlinska [13], A. Trotsko [14] and other scientists), education, including basic, has largely lost its educational component. Overcoming this trend requires strengthening the educational function of secondary education institutions, including the education of humanitarian disciplines, which have the highest moral and educational potential.

The problem of insufficient theoretical definition of the purpose, tasks and content of preparing future teachers for the moral education of the younger generation is becoming increasingly apparent for pedagogical science and practice. The success of upbringing of the young generation, to a great extent, K. Ushinsky noted aptly, depends on the personality of the teacher, whose influence on the young soul is “that educational force that cannot be replaced by a textbook, moral sentiment, or a system of punishment and encouragement” [15, p. 160]. Optimizing the moral education of the young generation, which should be worthy of the idea of building the open, humane democratic society, is impossible without addressing the problem of improving the future teacher’s professional training, and above all humanitarian subjects for educational activities.

The relevance of the research into the problem of preparing a future teacher of humanitarian profile for the moral education of pupils in the New Ukrainian School (hereinafter – NUSh) is compounded by the contradictions that occur in modern pedagogical education, in particular: between the need to improve the quality of training of future teachers as organizers of the educational process preparing future teachers of humanitarian profile for the moral education of students; between the need for significant progressive changes in the organization of moral education of pupils mentioned in the Concept of NUSh, and the lack of scientific and methodological foundations for preparing a future teacher of humanitarian profile in accordance with the provisions of this concept.

The connection of the author’s achievements with important scientific and practical tasks is that rethinking the conceptual foundations and directions of preparation of future teachers of humanitarian profile for moral education of pupils will help to increase the effectiveness of such training, and in the future successful implementation of the ideas of NUSh.

Analysis of recent research and publications. The issues of future teacher’s preparation for educational work, including the moral education of students of institutions of secondary education, are covered in the works of A. Boyko [2], D. Honcharov [3], O. Hrysyuk [4], I. Kazanzhi [5], L. Moskalyov [6], O. Sukhomlinskyi [13], A. Trotsko [14] and other scientists.

The previously resolved aspects of the general problem addressed in the article. According to the analysis of scientific literature, the problem of preparing a future teacher of humanitarian profile for moral education of students wasn’t sufficiently understood in the context of the NUSh concept. Thus, the latest substantiation of the conceptual foundations of this training, its content and

directions, which, naturally, will negatively affect the quality of moral education of the younger generation, remained out of the attention of the researchers.

The purpose of the article is to define the conceptual principles and directions of preparation of future teacher of humanitarian profile for moral education of students in the context of the requirements of the New Ukrainian School. ***Methods of the research:*** analysis, generalization, systematization of philosophical, psychological and pedagogical works of scientists on problems of moral education of students, provisions of the NUSh Concept for innovative understanding of conceptual bases of solving the problem of preparation of future teachers for the specified direction of educational activity. ***The scientific novelty*** of the study is that the authors first defined the conceptual foundations and directions of preparing a future teacher of humanitarian profile for the moral education of students in the context of the requirements of the New Ukrainian School.

Presenting the main material. The problem of preparing future teachers for educational activities is constantly in the field of pedagogical science and practice, since the solution of this problem is one of the main prerequisites for improving the efficiency of the educational process of secondary school, a leading factor in ensuring the implementation of state policy in the field of education of the younger generation. The realities of today require the training of a teacher-educator able to create optimal conditions for the development of each individual, to take into account his individual interests, to promote the development of students of high moral qualities, which allow them to become active full citizens of their state and self-reality. Based on the generalization of the scientific work on the problem under study (D. Honcharov, O. Popova, A. Trotsko, and others), *the professional training of future teacher of humanitarian profile to the moral education of students* is defined as a process that ensures the personal and professional development of future educators, orientation professional and moral orientation, development of moral and ethical position, mastering future specialists with necessary general pedagogical and special knowledge, skills and moral education skills I, with moral professional and personal qualities.

The result of such training is *the teacher's readiness* for moral education, which we consider as a psychological and pedagogical neoplasm of the personality, which is a set of relevant motives, knowledge, skills, moral position, experience of moral and ethical behavior, as well as professionally important qualities of the person who has to acquire a future teacher to successfully pursue a professional educational activity in the specified direction. We distinguish motivational-axiological, emotional-sensual, cognitive-philosophical, activity-behavioral and personality-reflexive components *in the structure* of future teacher's readiness for moral education of pupils. Determining the content of the structural components of future teachers' readiness of humanitarian profile to the educational work, the teacher's profession chart was taken into account, as well as the purpose, tasks and content of education, which are defined in the Concept of NUSh. ***The important indicator*** of the formation of the future teacher's readiness for moral education of adolescents is the consistency of moral and regulatory processes that characterize the development of

the above structural components, which determine the professional development of the future specialist as a holistic, harmonious, harmonious personality. Considering the importance of the tasks currently facing the teachers of NUSh, which largely depend on the future of the Ukrainian state, attention should be paid to such important aspects of preparing future teachers of humanitarian profile for the moral education of adolescent students, such as: rethinking conceptual training its in the direction of forming a strong moral and social position, as well as the willingness to work with teenagers deviant behavior.

We substantiate the above statements.

Critical reflection on the practice of modern IHE in preparation for the moral education of adolescents, as well as taking into account the purpose and tasks of NUSh provide grounds for the conclusion that the need for a clearer orientation to such conceptual approaches as systemic, synergistic, axiological, subject-activity, competence.

Thus, *the systematic approach* makes it possible to consider the process of preparation of future teachers of humanitarian profile as a complex dynamic system, to determine the peculiarities of the content of its components, nature and mechanisms of relations between them, and on this basis to develop educational and methodological tools for holistic provision of such a system that will contribute to the effective achievement the planned result.

The importance of appealing to the synergistic approach is seen in the fact that it enables transition from organization to self-organization by future teachers of the process of forming in them the readiness for moral education of students (ie to professional-moral self-improvement of future teachers).

Preparing students for the moral education of students on the basis of these approaches, on the one hand, will improve the quality of professional training of future teachers, on the other – will help in the future to provide teachers with the integrity and systematic moral education of students, their involvement in moral self-improvement.

The concept of NUSh provides for the provision of a through-process education that generates values [7, p. 7]. Therefore, in preparing a future teacher for the moral education of adolescents requires the strengthening of the axiological vector.

The axiological approach provides for the formation and translation of the value matrix of professional training of a future teacher, helps in the process of forming its readiness for moral education of students to solve the problem of the relationship between the declared moral and ethical values of the professional activity of the teacher and those who act as a real promotion.

NUSh is focused on the implementation of a personality-oriented model of education. Within this model, the school, focusing on the needs of the student in the educational process, is able to take into account the child's rights, abilities, needs and interests as much as possible, practically realizing the principle of child-centrism [7, p. 7, 17]. The implementation of this model requires the need to resort to a subject-activity approach that allows to take into account *the personality-individual*

characteristics of each student to develop an individual educational trajectory in the process of shaping his/her readiness for moral education of students; to ensure the activity of the future teacher in the process of vocational training in the field of study, because the formation of any quality requires not only the acquisition of knowledge about moral and ethical norms and categories, but also active assignment and implementation in future professional activity.

Only in active activity will the future specialist acquire the necessary educational skills. At the same time there is an active development of the psychological sphere (system of interests, attitudes, attitudes, beliefs), professional and life position is strengthened, world outlook is changed and so on. In our belief, through the prism of their individuality and subjectivity, the future teacher will be able to better understand their pupils and to realize the principle of child-centrism.

The competent approach gives the opportunity to create and implement a qualitatively new model of teacher training, which corresponds to the modern social order for competent pedagogical staff, which is able to provide quality education and upbringing for the educational recipients. This approach to the preparation of future teacher of humanitarian profile for moral education provides the formation of professional and ethical knowledge, skills and personal qualities that are important for determining the professional and moral values of his future pedagogical activity, aimed at educating the spiritually developed, socially active, morally active, devoted citizens of Ukraine.

The modern teacher is faced with the important task of forming in students a complex of moral qualities, the most important human values and feelings, which would encourage the personality of the pupil to positive actions and actions of the citizen, to help to form a sense of personal belonging to his native land, state, family, traditions, customs, responsibility for their preservation and multiplication. Exactly such tasks were reflected in the Concept of NUSh [7].

A person can move from awareness of need for moral behavior to its realization only if a position is formed in him. Thus, the Concept of NUSh states that “school forms its personality, its civic position and moral qualities” [7, p. 5]. A graduate of NUSh should be a patriot “with an active position, acting in accordance with moral and ethical principles and capable of making responsible decisions, respecting dignity and human rights” [7, p. 6]. For this reason, a future teacher must not only master the knowledge, methods and techniques of moral education, but also be a worthy citizen of his or her state with clearly defined moral priorities and a clear professional position.

Therefore, the problem arises in the formation of a future teacher of such a professional position, which more than any other formation of the inner world of personality inherent moral and social stability, its relations with students, participants in the educational process. Moral and social positions as components of a teacher’s professional position greatly influence the development of the moral consciousness, self-consciousness and professional qualities of the future teacher in the process of professional formation, and in the future – on the formation of the moral position of students.

We consider *the teacher's moral position* as a systemic quality of the teacher, which determines the moral orientation of his personality (motives, needs and aspirations, beliefs and attitudes), which determine the teacher's moral and ethical attitude to professional activity, pupils, social environment and to himself and define the line. conduct in accordance with the rules of professional ethics. The social position of the teacher is defined as a component of his professional position, which is a system of intellectual, volitional and emotional-evaluative attitude to the world, the surrounding reality, to the professional-pedagogical duties that are the source of his social activity [9]. Formed moral and social position determines the motivation and purpose of the teacher in the process of moral education, his civic position, experience, outlook, ideals, universal values, moral and ethical behavior and activity [11].

In order to develop a moral position for future teachers in the classroom, it is advisable to broadly introduce discussions and debates (for example, "The responsibilities and duties of a modern future teacher of humanitarian profile", "If not me, then who is?", "Active civic position"); collective discussion of situations of a moral nature, which envisaged the evaluative activity of their participants, which contributes to the development of skills to argue, express judgments of different types (simple and complex; single, partial and general; existential, attributive, relativistic, leading-edge) judging with the positions of comrades, and also stimulated the development of such personal qualities as principle, activity, tolerance [9].

Effective forms of work for the development of the social position of future teachers are student self-government, clubs, clubs, other student associations, participation in which contributes to the development of civic consciousness, the development of social activity of students [3; 9].

The complex socio-cultural conditions of our country's development, the instability of the social situation, the depreciation of human values and the decline in the standard of living of the population have a negative impact on the student's personality. These factors often provoke deviant behavior, developmental anomalies, and often the degradation and self-destruction of a growing personality. Thus, in a large number of students, such negative traits as passive attitudes to education, consumer orientation, individual and group selfishness, bad habits (smoking, alcoholism, drug addiction, etc.) are more and more frequently revealed. To some extent, general secondary education institutions have lost systematic work in educational work, which in turn leads to an increase in deviant manifestations in student behavior. This situation requires both theoretical reflection and an urgent practical solution to the problem of preparing a future teacher to work with "deviant" students. A special role in the propedeutics of deviations in the behavior of students, educational work with students of deviant behavior belongs to a future teacher of humanitarian profile, because, as already mentioned, such a teacher, because of the specifics of his pedagogical profession is able to influence their students' consciousness, stimulate. Therefore, in the process of preparing the future teacher for the moral education of adolescents, special attention should be paid to the educational work of the teacher with students of deviant behavior.

In the process of preparing future teachers for moral education of students in the specified direction, students should acquire knowledge of: pedagogy (about the nature, causes and peculiarities of students' deviant behavior; knowledge of the specifics and methods of educational work with students depending on the types of deviance); in psychology (age and psychological characteristics of students of deviant behavior); on pedagogical conflictology (on the causes and ways of overcoming conflicts characteristic of students of deviant behavior). In practical terms, future teachers of humanitarian profile should acquire *diagnostic and prognostic skills* (identify causes of deviant behavior; anticipate consequences of educational actions); *organizational and communicative skills* (to interact with students of deviant behavior and their parents, to cause trust in pupils, to resolve and analyze conflict situations, to act in non-standard situations; to coordinate their actions with other participants in the educational process; teachers); *reflexive and corrective skills* (to carry out preventive and corrective-pedagogical work with students) [8].

Conclusion. Future teachers of humanitarian profile need to realize that they have significant opportunities for the moral education of students, the development of moral consciousness based on humanitarian knowledge, which lays the foundation for moral actions and behavior of a growing person. Only a teacher who has such qualities can bring up a person with a strong moral position, capable of critically assessing his actions and actions in relation to moral norms. The future teacher's readiness for the moral education of students is an integrated quality that characterizes the professional moral and ethical competence of the teacher, the level of his moral maturity, responsibility, professional duty, desire for systematic implementation of moral education of students. In accordance with the requirements of NUSh in modern pedagogical IHE in order to optimize the process of preparation of future teachers, including the humanities profile, more attention should be paid to such conceptual approaches as systemic, synergistic, axiological, competent, subject-activity; to strengthen work in the following areas: developing students a strong moral and social position, as well as a willingness to work with teenagers deviant behavior. **Prospective directions of a further research** are as follows: development of pedagogical conditions for optimization of the process of preparation of future teachers of humanitarian profile for moral education of students and educational and methodological support of the noticed process.

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2.21. FORMATION OF TOLERANCE OF FUTURE PRIMARY SCHOOL TEACHERS

Abstract. *The article deals with the problem of forming the tolerance of future primary school teachers. A number of contradictions of the process of forming tolerance are highlighted. Among them are the contradictions between the predominance of traditional approaches to vocational training and the unsystematic application of innovative training technologies and certain pedagogical conditions for the formation of tolerance.*

The components of tolerance formation are defined: motivational-value, cognitive and effective. The following criteria were chosen: motivational, epistemological and behavioral. Three levels of tolerance formation (creative, productive and reproductive) have been identified. The content of the humanitarian training of the future primary school teachers, which consists in professionalization of language, philosophical, political, cultural, sociological, law, economic, physical and health education was improved. The following disciplines have the greatest influence on the formation of tolerance students: "History of Ukraine"; "Cultural Studies", "Fundamentals of Philosophical Knowledge". Additional factors that influence the effectiveness of tolerance formation are selected. Such factors are pedagogical conditions: the use of methodological approaches to shape the tolerance of future primary school teachers; using professional content exercises that contain tolerance situations; the use of training tools in the preparation of future primary school teachers. The first pedagogical condition is based on the importance of using methodological approaches in the preparation of future teachers (active, systemic, axiological, personally oriented). The second pedagogical condition is related to the first condition and is provided with methodological recommendations for the introduction of the means of preparation. The third pedagogical condition is based on the introduction of trainings, the methodology of which is presented in the methodological materials of the training program "Tolerance in the professional activity of elementary school teachers". The effectiveness of pedagogical conditions is proved by the results of pedagogical experiment.

Key words: *tolerance, future teachers, elementary school, components, pedagogical conditions.*

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Formulation of the problem. At the present stage of education development, Ukraine is moving to the introduction of new educational paradigms. Nowadays, the problem of humanization of the educational sector is becoming more urgent. One of the hallmarks of humanizing education is tolerance. Therefore, the issue of tolerance is the primary consideration in the preparation of primary school teachers. Younger students are very sensitive about teacher-student relationships, and this is one of the hallmarks of a primary-school teacher's professional competence. The relevance of the study is further conditioned by the multifaceted manifestations of intolerant behavior in the elementary school educational space. The Declaration of Principles of Tolerance states that tolerance means respecting, accepting, and correctly understanding the rich diversity of cultures of the world, forms of self-expression, and modes of expression of human personality [4]. Therefore, humanitarian training is of particular importance in the educational system of higher education institutions. However, despite so much research on the issue of tolerance, this issue has not been sufficiently studied for elementary school, so ***the purpose of the article*** is to study the problem of tolerance in the preparation of future elementary school teachers.

The main content of the article. The relevance of the formation of tolerance is dictated by the essence of the profession of elementary school teacher, which is based on the humanistic orientation of the professional training of future elementary school teachers. It has been determined that human tolerance has been known for a long time, but no pedagogical approaches to the problem of tolerance have been developed. Only in the general form this issue is considered. The study of psychological and pedagogical literature allowed us to highlight a number of contradictions in the process of forming tolerance between:

- the needs of society in professionally competent teachers who have a high level of tolerance and partial use of tolerance in the content of academic disciplines;
- the need to broaden the worldview that is formed on the basis of tolerance in the study of the humanities and the orientation of future primary school teachers to study the humanities;
- predominance of traditional approaches to training and unsystematic application of innovative training technologies and certain pedagogical conditions for the formation of tolerance [6].

In the writings of O. Savchenko, V. Kremen, it is shown that tolerance is one of the key competences of the modern teacher [9]. Tolerance is an integral part of human culture, and is a mean of creative pedagogical activity necessary for the socialization of the individual. The etymology of the term was analyzed in the course of studying the psychological and pedagogical literature. M. Novikov, P. Sauch. It is seen as a system of values that implies a willingness to accept others [8]. From a philosophical standpoint, it is a moral value that is formed on the basis of the recognition of basic human freedoms; political science understanding of tolerance (Gershunsky, 2002). V. Andrushchenko describes tolerance as predicting the ability to perceive another person's lifestyle without aggression [1]. Based on the analysis of the psychological and pedagogical literature, it is established that the tolerance of elementary school teachers is a multicomponent personal and professional quality [5],

which allows to adapt to the difficult conditions of modern professional society. Tolerance involves having the ability to understand others' views, to perceive them, and to do so with culture.

The process of forming tolerance is subordinate to components. Their choice was based on the direction and motivation of tolerant behavior, the acquisition of in-depth knowledge, the formation of practical skills. The motivational-value component is characterized by the manifestation of motives, both external and internal, the emergence of interests in future pedagogical activity, the system of cultural values. The cognitive component is based on the skills and tolerances of tolerant behavior, kindness and tact. The next component is the result. This component regulates the effectiveness of the changes implemented in the educational process. The following criteria were chosen: motivational (the degree of formation of motivation for the development of tolerance, the presence of internal positive motivation and professional interests); epistemological (possession of knowledge about tolerance, ensuring awareness of the role of knowledge in the formation of tolerance); behavioral (the willingness to tolerate the expressions of others). Three levels of tolerance (creative, productive and reproductive) are defined [6].

The training in the humanities is the basis for the formation of tolerance. After all, it is aimed at preserving and improving their moral values. The humanities are based on methodological approaches (systemic, activity, axiological, acmeological, personally oriented and synergistic), didactic principles (scientific, systematic, accessibility, connection of theory with practice, continuity), materials of the history of the native. The content of the humanitarian training of future primary school teachers is to professionalize language, philosophical, political, cultural, sociological, law, economic, physical and health education. Therefore, teachers need to pay attention to the issue of tolerance. The most important influence on the formation of tolerance students is related to the following disciplines: "History of Ukraine"; "Cultural Studies", "Fundamentals of Philosophical Knowledge". In the process of studying these disciplines, students expand their outlook, accumulate knowledge about the culture, about the place of man in the universe. Based on the analysis of O. Voloshina's publications (Voloshina, 2006), it was concluded that it is necessary to introduce additional factors such as pedagogical conditions. The choice of pedagogical conditions is conditioned by the tasks of the research. These include: the use of methodological approaches to shape the tolerance of future primary school teachers; using professional content exercises that contain tolerance situations; the use of training tools in the preparation of future primary school teachers.

The first pedagogical condition – the use of methodological approaches to shape the tolerance of future elementary school teachers – is conditioned by the importance of using methodological approaches in the preparation of future teachers. This condition is the most general because it concerns the whole educational process, not just the formation of tolerance. We used following methodological approaches: activity, acmeological, axiological, personally oriented.

Implementation of the activity approach takes into account that the professional training of future teachers (and tolerance is its component). It manifests itself as a set

of activities of the teacher and students, combines the activity approach with epistemological, personality-oriented human values. And they form the basis of tolerance. The acmeological approach performs a stimulating function because it allows students to go toward the goal and to achieve another when it is achieved.

It should be noted that the personal approach integrates with epistemological, since each student independently acquires knowledge, skills and skills, because a considerable number of hours are devoted to independent work. This, in turn, requires the implementation of a person-centered approach that promotes professional identity. On the basis of these approaches, training programs with the aim of forming tolerance, situational exercises, professional tasks, materials of training sessions were improved. Particular attention was paid to systematic and personally oriented approaches. This is due to the fact that the systematic helps to increase the level of preparation, since the material comes in certain portions, in sequence from simple to complex, as required by the modular system. Personally oriented approach facilitated the establishment of relations between teacher and student.

The second pedagogical condition is the use of professional content exercises that contain tolerance situations. This condition is related to the first condition, since its implementation depends on the degree of improvement of the curricula, the methods of conducting the classes. It provides methodological recommendations for the introduction of training tools.

The third pedagogical condition – the use of training aids in the preparation of future primary school teachers – involved the formation of indicators of tolerance of future teachers of the connective-reflective component. Training-based education has helped to increase the quality of learning, has led to the development of professional and personal qualities of future teachers, stimulated growth in activity, increased responsibility for decision-making, improved ability for collaboration and teamwork. In developing a training program on “Tolerance in the professional activity of elementary school teachers”, the aim was to: expand the range of theoretical knowledge about tolerance and reveal the content of tolerant behavior; to develop the future teachers, practical skills, skills and professional qualities that are necessary for future elementary school teachers, to increase the overall level of tolerance among students of pedagogical colleges; characterize the levels of tolerance in future teachers; to form adequate self-esteem, to develop the ability to analyze, make decisions, choose the right position; develop observance, attentiveness to other people; nurture the ability to understand the difference of another person from themselves, learn to establish relationships with all participants of the educational process in elementary school on a friendly basis; to promote the formation of value attitudes and habits of tolerant communication and skills of tolerant behavior; to cultivate responsiveness, mutual respect, humanity, tolerance. During the training the methods of heuristic conversation, discussion, brainstorming, business play, consideration of problematic situations, which stimulated the activity of students as subjects of cognition and aimed at self-development, were actively used. Mini-lectures, informational messages and practical exercises were aimed at activating purposeful designing of professional formation of future elementary school teachers and development of “I-concept” of a tolerant future elementary school teacher.

During the training, the students were able to carry out creative research projects and tasks, as well as to participate in solving problem situations.

A study of the state of tolerance in future primary school teachers was conducted on the basis of V. Hnatyuk Ternopil National Pedagogical University, Y. Fedkovych Chernivtsi National University and Khmelnytsky Humanitarian-Pedagogical Academy. In the ascertaining phase of the experimental study, the state of tolerance of future primary school teachers was investigated. As a result of the final stage of the experiment, students are at the productive and reproductive levels; self-control of emotions, do not possess technologies of reflection of own behavior in the context of tolerance. In our study, we assumed that the formation of tolerance in future teachers is a deliberate process of sequential change of components according to their criteria and indicators, which provided for systematic actions in this direction. In this aspect, practical mechanisms for the introduction of isolated pedagogical conditions were developed, which envisaged specific forms and methods of forming tolerance for future teachers in the process of studying the humanities. Specifically, the following methods were selected: interview, heuristic conversation, generalizing conversation, story-conversation. The first pedagogical condition was aimed at a balanced approach to involving students in the development of group projects that enriched the motivational sphere and directly influenced the quality of formation of indicators of the motivational value component of tolerance. In the context of realization of the second pedagogical condition on the basis of the professional diagram, the educational material of the disciplines of the humanities cycle was supplemented with practical educational material, which influenced the formation of theoretical knowledge about tolerance. The study of humanities used the educational potential of a multidisciplinary approach based on the principle of dialogue. The third pedagogical condition was based on a training program on the theme “Tolerance in the professional activity of elementary school teachers”, which consisted of 10 lessons. It used group forms of work, problematic tasks, game techniques that were based on role-play situations, discussions, brainstorming, video footage, and computer presentations.

The formation stage was conducted on the basis of the Municipal Higher Educational Institution “Alexandrian Pedagogical College named after V. O. Sukhomlinsky”, which involves two groups of future primary school teachers, of which KG (70 students) and EG (66 students) are formed. Thus, students enrolled in CG studied the humanities in the traditional way, while in the EH future elementary school teachers could improve tolerance based on an author approach that was based on the introduction of pedagogical conditions and a structural model.

Table 1

Dynamics of tolerance levels in control and experimental students at the beginning and end of the experiment

Tolerance levels	Start of the experiment				End of the experiment			
	CG; n =70		EG; n =66		CG; n =70		EG; n =66	
	Count	%	count	%	count	%	count	%
High	9	12,86	8	12,12	12	17,14	16	24,24
Sufficient	35	50,00	33	50,00	45	64,29	47	71,21
Elementary	26	37,14	25	37,88	13	18,57	3	4,55

As shown by the results of the study of the implementation of the above pedagogical conditions gave a positive dynamics of the formation of tolerance in future primary school teachers. EG students had the following changes: their creative number increased from 12,12% to 24,24%, at the productive level – from 50,00% to 71,21%, and in the reproductive number decreased from 37,88% to 4,55%. In CG, changes were slower: at the creative level, their number increased by 4,28%, at the productive level – by 14,29%, and at the reproductive number they decreased by 18,57%. Changes in CG are associated with the natural learning process and in EG with the introduction of pedagogical conditions. The reliability of the obtained results is proved by the methods of mathematical statistics. Yes, F_{emp} KG is 1,1265, which is not within the numerical limits (from 1,3 to 1,7) of statistical probability, whereas F_{emp} EG has a numerical value of 1,6025 and confirms the statistical reliability of the obtained results and proves that the increase in efficiency determined by the introduction of certain pedagogical conditions.

Conclusions. On the basis of the analysis of the psychological and pedagogical literature and the teacher's own practical experience, the need to form tolerance of future primary school teachers was proved. The basics of tolerance that are laid down in elementary school will also be communicated to high school teachers. Moreover, younger students will already be accustomed to tolerant teachers. As it was determined that additional factors significantly affect the effectiveness of tolerance formation, and very good results have not yet been achieved by the introduction of pedagogical conditions, other factors of influence were searched. However, we do not exclude the introduction of other pedagogical conditions. Further research will focus on the development and implementation of a functional model for the formation of tolerance of future primary school teachers. In addition to elementary school teachers, we will attract future teachers of various specialties.

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2.22. FUTURE SOCIAL SPECIALISTS VOCATIONAL TRAINING TO WORK IN THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The research is devoted to the coverage of the results of the study of the content of social specialists vocational training (social workers/social educators) to work in the conditions of the New Ukrainian School. According to the purpose of the study, the authors characterize the requirements for the professional competence of specialists, especially the formation of professional and general competences, depth of knowledge and specificity of their use within the work with children during the educational process at schools, as well as the existence all necessary to work in the conditions of the New Ukrainian School personal and professional qualities.*

It is established that under the new Law of Ukraine “On comprehensive secondary education” (2020), a social worker, whose professional responsibilities are embodied through the social and pedagogical tasks envisaged by the reform of the New Ukrainian School can work with children at school. Thus the article is dedicated to the role and importance of professional training of these specialists to work in secondary education institutions. The authors of the article focus on the concepts of NUS (New Ukrainian School), mandatory components, goals and key objectives in terms of their implementation by social experts. The article describes the vocabulary “vocational training”, its content in relation to social workers and social teachers and its meaning, in the context of working with special needs children, parents of schoolchildren, creating an integrated and inclusive environment etc. The results of the study will encourage a more careful attitude to the development of educational program, disciplines’ syllabus and other initial-methodical publications to the content and expected results of social workers and educators vocational training.

***Key words:** New Ukrainian school, vocational training, social workers, social pedagogues, social experts, competence, expected results.*

Actuality. The reform processes related to the adaptation of secondary education institutions to the conditions of the New Ukrainian School lead to an improvement in the quality of training of future pedagogical specialists. After all, the new content of education is conditioned by the need to form the key competencies necessary for successful self-realization in a society (NUS). Among the latter are significant civic and social competences, the formation of which lies within the professional competencies of social professionals. Social educators and today social workers under the new Law on Comprehensive General Secondary Education (2020) can and should be involved in the field of educational work with children. It is their professional vocation, available social and pedagogical tools, knowledge, skills and willingness to work in the face of social risks, challenges and changes that can help children become successful, enterprising and life-long adults.

The relevance of research into the content of vocational training of social sphere professionals to work in the NUS is confirmed by a number of contradictions, in particular between the actual requirements for the professional competence of the social specialists in the NUS conditions and the insufficient level of their readiness to work, in particular in the new conditions of children; the need to support students in adapting them to the new conditions and content of school education and the professional unpreparedness of social workers for this area of work; the necessity of introducing social and pedagogical support for the socialization of children in the conditions of the New Ukrainian School and the lack of its theoretical substantiation and methodological support in the system of professional training of social workers to work in secondary education institutions. The need to solve all these problem, as well as the need to increase the professional competence of social educators/social workers to professional activity, in particular, in the context of the introduction of the concept of the New Ukrainian School, determined the choice of research topic and its *main purpose* – to theoretically substantiate and design the content of vocational training of social professionals in accordance with the requirements of the New Ukrainian School.

Analysis of recent research and publications. Problems of professional training of future specialists in the social sphere in higher education institutions are the object of attention of many domestic and foreign researchers and scientists (S. Arkhipova [1], V. Bagriy [2], O. Bezpalko [3], R. Vainola [4], A. Mudryk [12], O. Ostapchuk [14], V. Polishchuk [16], I. Trubavina [19] and others). Scientists have covered a wide range of issues related to the problem under study.

Selection of previously unresolved parts of the general problem addressed by the article. At the same time, the analysis of the studies showed that, despite the thorough development of many theoretical aspects of the future social pedagogues and social workers' vocational training, in particular, the problem of their preparation for work with children in the context of the introduction of the reform of secondary education "New Ukrainian School" was not the subject of separate issue.

The scientific novelty of the research is that for the first time the possibility and necessity of professional intervention in the process of formation of key social competencies of children of specialists of social sphere (social educators/social workers) in the conditions of introduction of the Concept of the New Ukrainian School is substantiated; the essence and content of professional training of social sphere specialists to work in secondary education institutions in the conditions of NUSh were determined; the professional competence of social workers and social educators, its key components, including the necessary knowledge, practical skills and competences, as well as professional and personal qualities for work with children; the potential of pedagogical practice with the purpose of formation of practical experience and professional competence of students for successful professional realization in the conditions of the New Ukrainian school is highlighted.

In the process of achieving this goal, interrelated *research methods* were used: analysis of documentation, systematic analysis and generalization of psychological and socio-pedagogical literature to substantiate the nature and features of socialization of children and socio-pedagogical work with them in the context of NUS; diagnostic methods (questionnaire, survey, testing, conversations), observational (observation included) to determine the level of readiness of future social educators/social workers to work in the conditions of the New Ukrainian School, as well as a prognostic method to predict the further improvement of the process of preparation of future specialists of social sphere in the context of secondary education reform in Ukraine.

Outline of the main material. Modern scientific researches convincingly show, that for the higher education system the priority is the professional training of a specialist, which is based on the formation of his outlook, beliefs, creative abilities, professional flexibility. And the orientation of modern higher education on the formation of professional and creative personality, a specialist of innovative type, who is able to implement educational standards, introduce new educational technologies, requires the effective organization of holistic professional training in higher education institutions, updating the content of professional training for teaching, teaching and forms of its implementation [8, p. 33]. In modern psychological and pedagogical literature, there are several approaches to determining the essence of vocational training. Psychologists see it as a means of growth of individual potential of the person, development of reserve forces, cognitive and creative activity based on mastering general scientific and professionally significant knowledge, skills and skills. Representatives of pedagogical science see the essence of such training in the acquisition of professional education by a person, which is the result of assimilation of intellectual knowledge, skills and formation of necessary personal professional qualities [10].

Vocational training is a process of students' active acquisition of knowledge, skills and competences in the respective field, as well as a system of various activities focused on the personal development of the student, where the result is a readiness for the fulfilment of their professional duties. In the process of preparing students in higher education, as V. Kremin notes: "one should teach a person to use the acquired

knowledge in his or her practical activity – professional, social and political, etc.” [9, p. 7]. “For young people, learning is its main type of work, when the need to master the skills of self-improvement and, as defined by the education strategy, is formed, so that it is interesting to develop further in accordance with their needs” – stated V. Kuz [10, p. 33]. According to the scientist, in the context of the reorientation of the modern education system, it is the formation of a socially adapted personality, which is able not only to replicate and replicate the acquired knowledge, but to create and develop new ones – an individual capable of intensively developing himself, ready not only to take an active part in the life of society, but to change it, it is likely that such a system of education can become the basis of a knowledge society that is still in its infancy and development [10, p. 34].

However, the conceptual foundations of secondary education reform require changes in the requirements for the professional training of pedagogical staff, including specialists in social pedagogy and social work, who will work in the context of NUS. The level of their professional training should ensure the effectiveness of educational transformations. According to the modern requirements of the New Ukrainian School, a specialist in social and pedagogical activity in the school should be aware of the issues of organization of a competent approach in education and upbringing of children, peculiarities of the organization of the educational environment, integrated and thematic learning, the main aspects of assessing the educational achievements of students and their level of learning social competencies.

Thus, the social educator plays a role of the universal in a certain sense, but his universality has quite clear substantive boundaries, which are determined by the content of the student’s educational and educational problems and possible ways of solving them [18, p. 250].

To train future social educators, as well as social workers, in order to work in the secondary education system in modern reforming conditions must have knowledge and understanding of the theories and methods of working with clients (including school age) and the group; resources and services provided by the community; programs and goals of social services at both local and state levels; organization of local infrastructure and development of health and social services; foundations of socio-economic and political theory; racial, ethnic, and other cultural groups, their moral values, life-styles, and the problems that result from them; results of professional and scientific research that can be used in practical work; concepts and methods of social and educational planning; theory and practice of observing, in particular, practical social work; the theory and practice of managing other people’s activities; social, psychological, statistical research methods and techniques; the theory and concepts of managing services for children and young people; environmental and social factors affecting the client; theory and methods of psychosocial evaluation of different types and forms; theory of organizational and social methods of encouraging children and young people to active life; theory and methods of social and legal practice; standards and practice of professional social-pedagogical work; theory and methods of teaching and learning; trends in the

implementation of social protection policies and support for children and young people; laws and regulations at local, regional and state levels that affect different types of services [8, p. 50].

In the process of fundamental professional training of future social educators/social workers to work with children, in particular, helping them to socialize in the student body of the school should take into account the conceptual approaches to the organization of learning in the context of the New Ukrainian School, its purpose, mission and expected results in a personal dimension.

Thus, according to the purpose of general secondary education, which according to the new Law on Complete Secondary Secondary Education (2020) is defined as “comprehensive development, education, upbringing, identification of gifts, socialization of a person capable of living in society and civilized interaction with nature, has a desire for self-improvement and life-long education, ready for conscious life choice and self-realization, responsibility, work and civic activity, caring for family, own country, long la, directing its activities for the benefit of other people and society” [17]. According to this goal, the mission of the new Ukrainian school is “versatile development of the child’s personality in accordance with his age and individual psychophysiological characteristics, the formation of general cultural and moral and ethical values, key and subject competences, the necessary life and social skills to ensure its readiness primary school education, life in a democratic society” [13, p. 13].

That is why the educational program for the training of future specialists in the social sector (social educators and social workers) should take into account the obligation of formation for successful fulfilment of the strategic goal and tasks of reforming education, in addition to the basic and key competences stipulated by the curriculum, as well as individual, personal and professional activities. quality. The main ones are high professionalism, competence in various problems, high level of general education and culture (including spiritual), possession of related specialties and knowledge in pedagogy, psychology, jurisprudence, etc.; Kindness, love for people, spirituality, kindness, responsiveness, the desire to take on others’ pain, charity, humanity, feelings of empathy and empathy; Communicativeness, the ability to understand a person correctly and put themselves in their place, flexibility and delicacy, tact in communication, the ability to listen, the ability to support another and stimulate him to develop personal strength. Ability to invoke a trusting attitude, organizational abilities [7, p. 16].

Only in such conditions and content of professional training of future specialists in the social sphere can the most valuable result of the educational process envisaged by the NUS concept as “healthy child, motivated for successful learning, research attitude to life be achieved; ability to learn from different sources and to critically evaluate information, to responsibly treat yourself and other people, to become aware of a citizen of Ukraine” [13, p. 13].

One of the important innovations foreseen by the Law on Complete General Secondary Education (2020) is the involvement of a student with special educational needs for a social worker as an assistant. The document focuses on the need for

admission to the educational process of the social worker undergoing special training, which must be confirmed by the relevant document. In this case vocational training of social workers in higher education institutions, which involves mastering the basic and key competences needed to work with children with special educational needs, by incorporating the disciplines of the vibrational cycle, in particular “Fundamentals of Defectology”, “Fundamentals of Inclusive Education”, “Rehabilitation Pedagogy” and others are sufficient to implement the principles of inclusive education and to address the needs of children with special educational needs.

Taking into account the specific nature of the work, the specific problems that a specialist in the social field in the course of conducting social and pedagogical activity, at school, he should also be guided by the legal documents of protection of the individual, which regulate his work: “Universal Declaration of Human Rights”; “Declaration of the Rights of the Child”; “UN Convention on the Rights of the Child”. However, one of the key components of the New Ukrainian School concept is partnership pedagogy, in which the role of social educator is key. Involvement of parents in the educational process, organization of formal and informal communication with them, parental meetings, individual meetings and other components under the conditions of appropriate professional training of specialists, including during the pedagogical practice, are the key to cooperation with parents and attracting them as helpers.

The main goal of professional preparation of the future social educator for work with the family is to become a student as a subject of professional social and pedagogical activity, which is aware and accepts the professional mission of preserving and developing the family as the most important institution of socialization [10, p. 118]. In the course of researching the problem of vocational training of social educators to work with the family, O. Lugantseva proposes to consider the training of future social educators both as “a process that is objectively taking place in the pedagogical system and as a result subjectively belonging to who learns, that is, the future specialist” [10, p. 105].

We share O. Laguntseva’s opinion regarding the necessity of creating pedagogical conditions that will help the future social educators to be ready to work with their families. Among such researchers’ highlights:

- orientation of the purpose and content of preparation for becoming a student as a subject of professional social-pedagogical activity, who is aware and accepts the professional mission of preserving and developing the family as the most important institution of socialization;
- application of training technology based on the meta-principles of subjective interaction, intensity and activity in the process of professional training of specialists;
- ensuring the orientation of vocational training of social educators to work with the family to form and develop such professionally important qualities as creativity, emotional resilience and leadership flexibility [11, p. 209].

The analysis of the readiness of social specialists to work with children in the conditions of the New Ukrainian School showed that the majority of specialists who

work as social educators in secondary schools do not have specialized retraining, because among them are teachers in narrow-minded subjects, former educators managers who are either redundant for some reason or engaged in social and pedagogical activities as an additional burden. The position of a social worker in secondary schools, which is available in some European countries, is not yet available in our country. The results of the questionnaire survey of the social sector experts showed mainly low and medium level of awareness in the issues of social adaptation, socialization of children, especially from vulnerable categories of families and poor preparedness in the organization of inclusive education and competence-oriented approach. Such specialists are limited in their knowledge of the basic functions of the social educator in order to provide various directions of social and pedagogical activity. Social educators do not have adequate theoretical knowledge (mistakes are made in defining basic concepts); in practice, the functions of social and pedagogical activity are not fully implemented; make little use of the potential of the micro-society and have no coordinated relationship with employees of other educational institutions and social institutions.

On the other hand, specialists in the social sector who have a basic socio-pedagogical education or qualification of a social worker do not fully understand the substance of the transformations required by the reform of the New Ukrainian School. It should be emphasized that the introduction of compulsory professional training of such specialists to work in the school would be a key aspect in the development of the educational environment envisaged by the reform, since their social and pedagogical activity is aimed at creating favourable conditions for socialization of children, and therefore successful not only mastering the material, but also the formation of basic and key social competences. Therefore, it is necessary to recognize the shortage of specialists in this profile and the imperfection of their professional training.

Conclusions. Summarizing the results of the study, we conclude that the system of higher education, being in the process of modernization, significantly influences the need to improve the process of professional training of specialists, in particular social educators and social workers, who would be able to adapt to rapid reform changes in professional activity. The concept of reform changes differs from other fundamental approaches and the philosophy of education in particular. Mastering its key tenets by understanding core values becomes an essential requirement in the process of acquiring the competencies of future professionals. Therefore, the modern stage of their professional training requires improvement of the educational process in higher education institutions in the direction of arms in theoretical and methodological fact and practical experience of its application in organizing a competent approach in education and upbringing of children, peculiarities of organization of educational environment, integrated and basic topics assessment of pupils' educational achievements and the level of formation of their key social competences provided by the New Ukrainian Schools oh. Among other such competencies, we consider it necessary to highlight those that necessitate the improvement of vocational training of social pedagogues and social workers to work

with children in the context of NUS, in particular: “civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and healthy lifestyles, with an awareness of equal rights and opportunities” [13]. The ability to organize the project and integrated education of children, the application of a business approach in the construction of the educational process and the implementation of its basic principles – social partnership, equality of parties, child-centrism, etc. – will ensure full participation of social experts in the fundamental reform of education in Ukraine.

Prospects for the use of research results. Further scientific research is considered promising in the issues of correlation of the content of professional training of future social workers in the direction of ensuring their pedagogical competence, and therefore the possibility of professional realization in the conditions of secondary education institutions.

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2.23. CONDITIONS OF SELF-AWARENESS IN THE PROCESS OF FORMING THE PROFESSIONAL COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS OF PRIMARY SCHOOL

***Abstract.** The role of self-awareness in forming a future physical education teacher has been discussed in the article. This process is of particular importance to physical education teachers working with junior. After all, work with them requires the teacher to own the following qualities: psychologically-pedagogical training, knowledge of pupils' psychology, the ability to determine their inclination and ability to go in for particular sport, the magnitude of the physical characteristics, because it will enable regulating the process in the view of psychological and pedagogical bases of forming a future specialist's personal qualities. The thoroughly conducted research of the process of future physical education teachers' self-awareness is based on such methodological approaches: anthropological, axiological, person-centered, activity, acmeological.*

Self-awareness is formed in the process of physical training, so the following definition has been chosen: physical training is a qualitative, systematic, dynamic process, characterized by a certain level of special knowledge, physical perfection, motivational values and socio-spiritual values. The organizationally-pedagogical conditions which contribute to the process of forming self-awareness have been distinguished. These conditions include: students' orientation in the process of cognition through conversations, debates focused on improving each personality, self-affirmation. The second organizationally-pedagogical condition is providing the formation of subject-subject relations between the teacher and the student. The

implementation of this condition occurs in the academic year while conducting joint sports games, competitions. The inclusion of students in the system of trusting relationships, common purpose, personal relationships with the teacher activates their cognitive activity. The third organizationally-pedagogical condition is the gradual formation of self-awareness – the gradual formation of students' readiness for self-awareness. At each stage, specific tasks, that stimulated this process, have been performed.

Key words: *future physical education teachers, self-awareness, pedagogical conditions, educational process, methodological approaches.*

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Problem statement. At the present stage of educational development, much attention is paid to the physical health of the population. The bases of health are founded at primary school institutions and then at elementary school. In these circumstances it is advisable to realize the humanitarian potential of the future physical education teachers' physical culture. For this purpose it is necessary to promote orientation of the training content at forming students' cognitive activity, a versatile personality of the future physical education teacher, in the development of motivation, motivational-value consciousness, and in this process an important role is played by self-cognition.

Coverage of the problem in the works of scientists. Many scientists have paid much attention to the issue of self-awareness. M. Alembets, Y. Antoshkiv, Yu. Borodin, S. Humeniuk, V. Dobrovolsky, S. Romanchuk have devoted their works to the methodological aspects of physical training of the personality of teachers and cadets. The issues of forming the components of physical training of future physical education teachers, their physical self-education, self-development and self-improvement have been considered in the works of I. Bykhovskaia, A. Holovchenko, V. Samoshkin, O. Poddubnyi and others. As humanitarian education is aimed at developing healthy lifestyle skills, it requires self-awareness. Concerning this problem there is lack of researches. Therefore, the aim of the article is to select pedagogical conditions of forming self-awareness of future physical education teachers.

Main material of the article. A humanitarian-oriented education aims to educate the students as subjects of their own physical fitness, capable of self-awareness. In this case, the individual perceives the activity in the field of physical training as a component of their own lifestyle, which contributes to the goals of personal growth. In the process of self-awareness, projects and programmes for forming the healthy lifestyles and living environment are developed. The physical training of future physical education teachers is based on the organic unity of physical excellence, motivational-value orientations and physical-sports activities, where self-awareness is one of the significant factors. Self-awareness of the personality is a dynamic, purposeful and multifaceted process, caused by a set of numerous social and psychological factors [6]. It has been proved that in the process

of self-awareness, projects and programmes of forming the healthy lifestyle and living environment are developed, self-concept is formed, oriented on the value of physical training. In the works of scientists [1; 3; 8], it has been stated that the problem of physical training is similar to the problem of human physicality. The body is in self-movement, developing, and through this it acquires the capacity for self-determination, becomes a subject for itself, interacts with other subjects, another body.

The combination of these two problems has not been thoroughly developed and the possibilities of self-awareness in the process of physical training have been revealed [9]. Studying the problem of forming of self-awareness, the contradictions of this process identified:

- wide possibilities of the process of physical training for self-awareness of the personality and limited use of it in practical activity;
- actualization of self-awareness of future physical education teachers in the process of physical training and lack of substantiation of pedagogical conditions of the process [10].

Self-awareness is included in the self-consciousness as one of the main processes which provide its content and dynamics. It is determined by the dynamic side of self-consciousness and serves as the basis of its functional manifestations. The effectiveness of the unity of self-education, self-development and self-improvement influences the formation of self-awareness. While organizing their own activities, future teachers should strive to test themselves, to evaluate realistically their abilities (intellectual, communicative, operational, creative, psychophysical). But it is necessary to motivate them for this kind of activity. The formation of needs for self-cognition occurs under the influence of external and internal factors. Internal factors include the level of development of self-awareness, the presence of motives for self-education, the level of physical development and readiness, work experience; external – professional orientation of training, psychologically-pedagogical and practical training for self-education, its stimulation [4, p. 75; 7, p. 340].

Our research has shown that methodological approaches have a significant influence on forming the self-awareness: anthropological, axiological, person-centered, activity. This provides a comprehensive consideration of the research problem.

Anthropological approach. The choice of this approach has been made due to the fact that self-awareness is a characteristic of a person's individual quality. According to the anthropological approach to the physical development, the man's functioning is inextricably linked to the mind and sociality of the person. The use of means and methods of physical training influences the intellectual, emotional, spiritual realm of the individual-personality [1].

Axiological approach. The presence of spiritual, intellectual, social, creative, experiences led to the separation of the fundamental value of the individual-physical training. The personal level of mastering the values of physical training is determined by the students' awareness of physical perfection, the ability to self-realization, orientation to self-awareness in the course of physical training.

Person-centered approach. The use of this approach is explained by the fact that in the physical training personal achievements of the student are of great importance, and they depend largely on the degree of development of self-awareness. In the training of a physical education teacher, self-awareness creates the conditions for professional identity, which promotes confidence in their willingness to work in the specialty [10].

Activity approach. As it is known, activity itself shapes a person as a subject. The activity approach provides a holistic view of the process of self-awareness in which the acquired knowledge is used to shape further activity [4]. The process of self-awareness is characterized by: awareness of the personality, its features; study of individual psychophysical, functional and somatic capabilities of the body.

The motive is not only an object which serves for certain needs, but also an object with its importance for a particular person – the subject is subjectively significant. Formation of a motive (grounds for an act or action) goes through a number of stages: the formation of the individual's need, the choice of means and ways to satisfy the need, making a decision and forming the intention to perform an action or act. By intentions and motives self-awareness allows us to see those fundamental needs which determine the activity of human behaviour [6].

A significant role is played by the power of motives, which is governed by the degree of the need. With poor motivation, it is difficult to predict the results of one's behavior. Therefore, self-awareness of the individual in the process of physical training involves first of all determination of the motives that correspond to their own characteristics. The guiding force of motives gives greater perspectives in self-awareness, self-development and self-improvement [10]. Self-initiation is the initial stage of the action aimed at achieving the goal by a volitional impulse, that is, a command which a person gives himself or herself through an internal language (words spoken either aloud or by whispering).

The study of the mechanisms of self-knowledge is aimed at helping every future specialist to master their internal reserves, to fully realize themselves, to determine oneself. The process of self-awareness is characterized by: awareness of the personality, its features; study of individual psychophysical, functional and somatic capabilities of his body; continuous self-education, self-improvement. The content of self-awareness determines the relevance of forming the professional competence of future specialists in the process of studying at a higher education institution. Self-awareness is a personal characteristic, which is a reflection of students' certain peculiarities. Such features include: professional orientation, emotional-volitional qualities, state of psychophysical development and so on. Our research has shown that the formation of self-awareness of the individual is the identification of the needs which stimulate the emergence of interests. We have identified the following needs: biological, species and psychophysical development of the man; social, ideal, which characterize the awareness of the world, the place in it and purpose. But the process of self-awareness does not get through without the difficulties, among which we distinguish: inertia, overestimation of self-esteem, adaptation to events and facts. But, as a person improves himself-herself, he/she needs help, certain conditions for self-

improvement. Considerable assistance is provided for students during their studies at a higher education institution.

Self-awareness contributes to forming professionally significant qualities, which ensures the formation of professional competence of a specialist. It is therefore important to develop self-awareness. Providing motivation for self-awareness is facilitated by implementing certain pedagogical conditions. Self-awareness is characterized by the structure which manifests itself in the presence of components: the motivational component involves the orientation of the person at self-awareness in the process of vocational training, the formation of sustainable interests in the future activity; the cognitive component directs the awareness of the future specialist on the current knowledge of the chosen profession, ways of its development, the theory of life support, critically analyzes them, contains the entire amount of knowledge about yourself as a future specialist; result-analytic component provides determination of the process efficiency. One of the factors which positively influences the development of self-knowledge – pedagogical conditions – has been identified. Under pedagogical conditions, we understand the circumstances that influence the course of the educational process, improve it and make it effective. Under certain pedagogical conditions, components were taken into account. From the types of pedagogical conditions we chose organizational and pedagogical. Our choice is explained by the fact that students need to constantly organize, manage their actions, encourage them to be ready to be professionals in their future activities.

The first organizationally-pedagogical condition is to provide students with motivation for self-awareness. The educational process was directed at the analysis of personal “self-concept”, own professional identity. With this purpose, students were tasked with developing and preparing a portfolio. It should describe one’s own experience of increasing readiness for professional activity, and of enhancing sports achievements. Moreover, since teachers would also work at primary school, it was necessary to develop a series of sports games to develop the physical qualities of primary pupils.

The second organizationally-pedagogical condition is *the creation of an information environment for independent work*. Today the use of information-communication technologies in the educational process is one of the requirements. Information-communication technologies provide increase of information literacy of students, enable to use multimedia during training sessions, to develop presentations, to improve methods of carrying out classes at school, to work individually according to individual plan. That is, independent work is purely individual. The teachers have developed a special course “Information Technologies in the Educational Process of Higher Education Institution”. Such special course contains: methodical recommendations for the study of discipline (electronic version), lectures, practical and laboratory work, tests, catalogs of manuals.

Third organizationally-pedagogical condition is *organization of independent work of students under the guidance of the teacher*. Under this condition, students are given the right to choose methods and tools of teaching, topics for scientific reports, coursework and diploma papers, it provides the opportunity to choose a teacher for

consultations and time of their conduct, training in the group, and they are involved in the development of training tasks. The consultations contributed to developing students' self-organization skills and the selection of information technology tools that would facilitate a better organization of independent work.

An experimental study of the effectiveness of organizationally-pedagogical conditions was conducted on the basis of Uzhhorod National University, Khmelnytskyi Humanitarian-Pedagogical Academy, Ternopil Volodymyr Hnatiuk National Pedagogical University. Mathematical verification of the results of the experiment was performed using Student's t-test. The results of the analysis (Fig. 1) of the obtained results made it possible to conclude that practically no changes occurred in the control group during the experiment period. While the students of the experimental group are significant. The amount of students with the low level decreased by 70,0%, at the medium and high levels their number increased accordingly – by 13,1% and 56,9%. Such changes have been explained by the fact that the chosen organizational and pedagogical conditions influence more the change of intrinsic motivation, which supports the desire to be successful in the future professional activity.

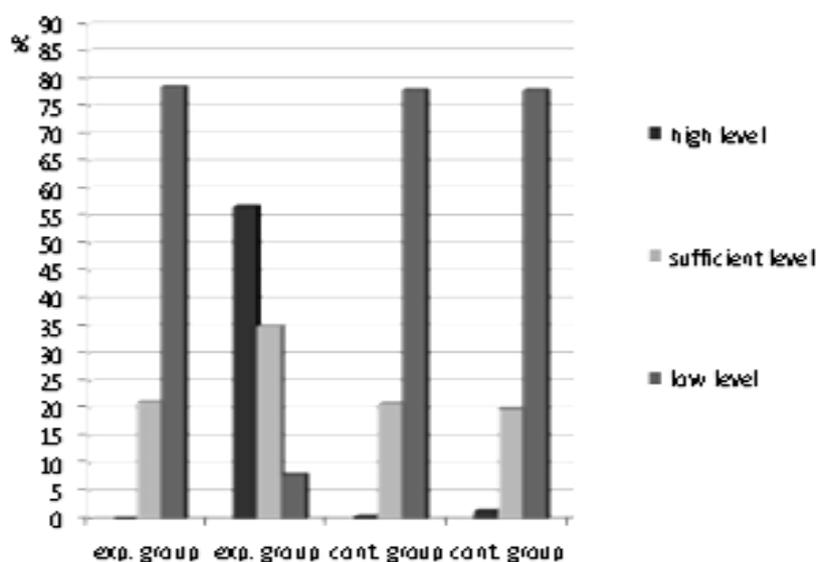


Figure 1. Distribution of students by levels of self-awareness in the process of pedagogical experiment

Thus, the selected organizationally-pedagogical conditions contribute to the development of students' self-awareness.

Conclusions. The results of the study have showed that implementation of additional factors' influence on the educational process of training future physical education teachers promotes the ability to self-identity through self-awareness. The further research will focus on exploring the effectiveness of the enhanced information environment using MOODLE.

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CONCLUSIONS TO 2 CHAPTER

On the basis of conducted research it is revealed that:

1. Today the training of the future teacher for work in the New Ukrainian School is carried out in difficult political, social and economic conditions, due to the military conflict in the East of Ukraine the economic crisis in the country, the pandemic of the coronavirus, the mass internal movement of families with children, the spread of the war culture in society and confrontation to it. Reforming of the higher pedagogical education is taking place simultaneously with the reform of general secondary education – instead of being advanced. These require a rapid response of higher education institutions in the organization and content of the educational process, taking into account the new requirements and challenges of today. The authors have highlighted, proved and showed the ways of solving the main issues that nowadays must be solved in the methodic aspect of a future teacher training to work in these conditions:

– forming of ICT and intellectual skills, starting with elementary school child. These skills are important for distance learning, content integration, and intensification

of the learning process; they create the conditions for acquiring new competencies by the learners;

- organizing of educational dialogue with children during the lesson, facilitation, subject-subject communication, because they contribute the formation of conscious and responsible citizens, realize democracy every day, promote the formation of children`s critical and creative thinking, their successful socialization and comprehensive development. The educational dialogue is the basis of interaction between teachers, children, parents, the community along with solving the problems of children, satisfying their interests and rights, and as a result the ability to solve the problems of society in a peaceful way in the future;

- ensuring comprehensive and harmonious development of children, preservation and development of their health, prevention of child suicide, creation of various conditions for meeting the needs of children, including children with special needs, their education for a happy life and self-fulfillment in all spheres of life, decision problems of children, their pedagogical and psychological support;

- particular importance of the language and linguistic training of children and teachers, moral education and tolerance of children, in the context of conflict in the country as well as realizing the idea of a united cathedral Ukraine, consolidation of society, creating conditions for implementation of reforms in education and society, formation in the country of culture peace and ability to solve conflicts peacefully, to find common ground between all parties to the conflict;

- intensification and integration of learning, application of innovative forms and technologies of training to solve the problems of education, development of each personality and society, formation of a competitive personality, ensuring the use of competencies acquired by children in new conditions;

- the psychological and physical health of the teacher, his professional culture and self-education.

2. In order to solve these problems it was substantiated and proved for the first time the essence of the following methods, technologies, models, systems, conditions of the educational process organization as well as revealed the need of using them during the training of future teachers:

- the system of future teachers` training on the basis of intellectual skills of junior high school students` formation, which included the blocks: conceptually-purposeful, structurally-informative, organizationally-technological and regulatory-effective; implementation technological approach to the formation of students` meta-subject ict-skills in the practice of primary school (information-analytical skills, instrumental skills, behavioural skills in the digital world, communicative skills), stages of their formation in the educational process of primary school (propaedeutic, practical, perspective) are distinguished. The necessity of introduction the innovative pedagogical technologies into the pedagogical process is showed, only for those which require: independent work, creativity, scientific and research, foreign language, interpersonal communication, teamwork, analysis and synthesis, ability to collaborate with specialists from the other specialties, solve problems, make decisions;

– the content and special organization of the process of vocational training of future primary school teachers is scientifically substantiated. It depends on the introduction of pedagogical conditions in higher educational institutions: improvement of the content of vocational training; introduction of educational innovations and information and communication technologies of learning; creating a communication and educational environment based on partnership; organization of vocational training for future primary school teachers on the basis of a praxeological approach; creation of educational and reflective environment; thoughtful organization of independent work, research work;

– the concept of multilingual teachers' culture for justifying the ways of its formation as well discovering of these ways; substantiation of implementation of the approaches (systemic, synergistic, environmental, activity, acmeological, reflective) in the aspect of preparation of NUS teachers on the basis of facilitation interaction to the organization of educational process is increasing: awareness of one's personal and professional abilities, development of pedagogical abilities to the level of creative ones; meeting the need for novelty and non-standard ways of solving professional problems; fostering creativity and overcoming stereotypical ways and formalism in professional action; predicting ways and improving the creative potential of the individual in the process of facilitation interaction;

– for the students of pedagogical colleges for local history work geological, hydrogeological, geomorphological, meteorological, hydrological, geobotanical, zoogeographic, phenological, economic-geographical, toponymic, soil, natural-territorial complexes reserches in order to train teaching a new integrated discipline "I am exploring the world";

– the pedagogical conditions for the organization of students' education that contribute to the preservation and promotion of their health are theoretically substantiated, namely: teaching and methodological support for the use of health-saving technologies in the system of English language lessons and the implementation of a student-oriented approach to students' education on the basis of such methodic: relaxation; multiple physical minutes; sound gymnastics; games and game therapy; fairy tales and fairytale therapy; music and others; определены didactic conditions of intensification of learning for activities of future teachers of primary school;

– the conditions for the psychological competence formation of the future teacher. Thus, the role of "psychological defense" in ensuring the "security" and "defenselessness" of future teachers in daily and professional pedagogical communication is theoretically substantiated, the functioning of the "psychological defense", which destructively affects his pedagogical professionalism, is proven revealed and analyzed, the analysis of the integrity of the future teacher's psyche object in the process of communication. It is found out that it deepens and broadens the idea of psychologic support at a school education institution; a connection between education space participants "education establishment – family – community" is established. It is also proven that children need individual's psychological support in the context of a competency-based approach is carried out on the basis of the proposed structural and functional model of key 0 competencies formation while using LEGO construction sets.

It was proved that gifted children have complex socio-psychological contradictions and problems, the manifestations and symptoms of which are very diverse in children. The main areas that can provoke the occurrence of maladaptive behaviors among gifted students are violations related to relationships in the family, the institution of general secondary education, and specific features of the personal sphere of the gifted student. Therefore, it requires strengthening the content of the teacher's training in the direction of his psychological competence in the aspect of the method of using it in practice in the educational process to solve modern challenges;

- the content of the future primary school teachers' professional preparation for working with children with special educational needs under the conditions. The content of this training is in their mastering the basic teaching methods, means of techniques that are used in the inclusive educational environment and implemented in the process of practical preparation basing on the four approaches: personal, motivational, creative and activity-based approaches. It is proved that the content of the motivational-value, cognitive-operative, reflexive-evaluation components of the future teacher's competence in the field of inclusive education of children with autism spectrum disorders is specified and specified; The issue of forming future teacher's competence in the field of inclusive education of children with autism spectrum disorders in the course of obtaining pedagogical education in higher education has been further developed;

- to ensure the quality of education and the comprehensive development of children, disciplines of the art cycle that are new to the school (choreography as a discipline) or integrated arts subjects are required. As a result, the principle of integration is an essential condition for the entire professional training of a future musical art teacher. The possibilities of deepening the content of integrative training of future teachers-musicians (creative tasks, solving practical problems, analysis of specific pedagogical situations, problem-based situations, role play, business professional games, research tasks, etc.) are distinguished.

It also has been proven that problem-based learning as a factor in a health-saving educational environment in the conditions of the new ukrainian school was previously used only to enhance learning, provide motivation for learning, and improve its quality.

Today, it is important to teach teachers how to interact with parents, social workers, the community in the interests of the rights and interests of the child, what the ability to organize the project and integrated education of children contributes to, the application of a business approach in the construction of the educational process and the implementation of its basic principles – social partnership, equality of parties, child-centrism, etc.

The importance of moral education of children and the formation of tolerance for the development of their personality and society is showed, their ways are revealed. Only a teacher who has such qualities can bring up a person with a strong moral position, capable of critically assessing his actions and actions in relation to moral norms. These require strengthening work in the following areas: developing students a strong moral and social position, as well as a willingness to work with students of deviant behavior. It is proved that the components of tolerance must be taken into

account when training future teachers: motivational-value, cognitive and effective for the education and training of future teachers.

The need for self-education and self-education of future teachers is proved, which requires the introduction of new organizational and pedagogical conditions in the educational process of pedagogical educational institutions: This provides the inclusion of students in the system of trusting relationships activity; the gradual formation of students' readiness for self-awareness.

CHAPTER 3. GENERALIZATION OF THE PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL

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3.1. IMPROVEMENT OF PROFESSIONAL TRAINING OF BIOLOGY TEACHER IN THE CONTEXT OF NEW UKRAINIAN SCHOOL

***Abstract.** The article deals with some topical issues of improving the professional training of future biology teachers in the context of New Ukrainian school. A new approach to the study of biology requires a teacher to change attitudes to the outside world. Formation of students' moral qualities depends on the active position of the teacher as the organizer of the students' activity, their subjective attitude towards nature, ethical culture. Therefore, training a modern teacher requires updated approaches. The article focuses on a system of professional competences formation, in particular ecological and bioethical, in the process of natural science teacher professional training. The results of the survey of students of the third and fourth year of Natural Sciences Department, who allowed determining the degree of development of ecological and bioethical competence, are presented. The analysis of the survey shows that most students do not have a clear understanding of bioethics and overestimate their ecobioethical and methodological knowledge.*

The purpose of the article is to find and approve effective ways of bio-ethical component of future science teachers' ecological competence formation in the conditions of HEI, in particular, to analyze the possibilities of the Ecological-bioethical center of the Department of Natural Sciences of the KhNPU named after H. S. Skovoroda, which allows to supplement substantively the educational process of students' training. The scientific novelty is the development and approbation of educational and methodological support of the Ecological and Bioethical Center as a form and a means of deepening the professional competence of students – natural scientists, who will be oriented to the work in the NUS. Ecological and bioethical center is a relatively new form of environmental education and education of modern students of natural sciences, which requires a new methodological filling and search for the means of implementation that are adequate to the challenges of today.

The leading direction of the work of the center is the practical implementation of alternative methods of teaching biology in the higher pedagogical and comprehensive school, based on the principles of biophilia, which allow teaching students without the use of "sharp" experiments (vivisection) on animals. The direction of realization of creative abilities of future biology teachers is also relevant, which allows supplementing the professional general methodical preparation with modern creative approaches. To solve the tasks of the research such scientific methods as the study of sources (normative-legal acts and psychological-pedagogical

literature), observation, interrogation were used. Ways of further improvement of professional training of biology teachers in modern Ukraine are outlined.

Key words: *bioethics, professional training, ecological and bioethical competence of future Biology teachers.*

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Formulation of the problem. Adherence to a set of bioethical norms is today the basis for the formation of many social general European standards [1]. The reform of Ukrainian education, the introduction of the concept of NUS, orientates society to rethink ethical approaches to the natural and anthropic environment, to human personality in particular. That is, society needs a new bioethical platform to form a fundamentally new generation of people with a broad ecological and bioethical outlook.

Relevance of research. Of particular importance in educating new generations is the teacher-innovator, the teacher-creator, who is able to search, to rethink the tasks put forward by society and which confront the school. The extensive modernization of education, the process of defining the requirements of the New Ukrainian School [2] should become a humanistic process with a clearly defined time, followed by a period of practical implementation and development of the planned changes. The needs of the NUS in the field of integrative integration of biological and human sciences [3], according to scientists, should provide a new impetus for the development of our country. The realization of this trend in the modern school depends, first of all, on the level of professional competence of the biology teacher.

The analysis of the latest researches and publications. The problem of professional competence of teachers of natural disciplines forming is considered in the works of N. Novikova [4], V. Onipko [5] and others. In our work, we have relied on the definition of “professional competence of the biology teacher” that Dr. Ped suggested. Yu. Shapran: “integrative quality of highly motivated personality, manifested in the level of his biological education and readiness for realization of personal potential during creative pedagogical activity, perfection of experience and aspiration for continuous self-education (in the broad sense) or realization his ability to act effectively in a real practical situation (in a narrow sense)” [6]. In our research, we have focused on such a component of the professional competence of a biology teacher as environmental, since today society has to rethink the moral aspect of its activity on the basis of common laws of nature, and the place of biology teacher in this is extremely important.

Today, the environmental competence of a future biology teacher is understood as “an integrative characteristic of his personality, which represents the systemic integrity of acquired environmental values, acquired ecological knowledge, ways of activities for studying and researching phenomena, objects and processes of the environment, the implementation of environmental education functions without disturbing the equilibrium in the system “society – nature” [7]. Modern scientists (N. Bayurko [8] and others) have pointed out that the formation of ecological

competence of students in universities is narrowed to a subject-centric format within the course of ecology, limited to theoretical training, detached from practical, professional, environmental activities. The least studied ecological competence issue to date has been its ecobioethical component, which addresses the question of the moral attitude of humans to objects of wildlife (plants, animals, humans). It is extremely important for modern biology students to understand that animals have their own value, each species has a right to exist, and not because it benefits a person. A new approach to the study of biology at NUS requires the teacher to form a different attitude to the world. Therefore, the preparation of a new personality of the teacher involves the development of a new approach to teaching the material, the ability to form an ethical attitude of the child to the environment through his emotions and heart. Unfortunately, nowadays, studies on the problems of ecological and bioethical attitude of students of pedagogical universities, future biology teachers, are solitary, in particular the work of the author of this article [9; 10].

While outlining possible ways of forming ecological-bioethical attitude of students of higher education institutions, we note that the environment determines the development of the individual through his activity. In our opinion, the development of a future specialist is influenced only by the conditions with which the student interacts. This, incidentally, requires the dual principles of modern learning, when the student in practice mastered certain skills. Therefore, the *purpose* of the article is to find and approve effective ways of formation of bio-ethical component of ecological competence in future science teachers in the conditions of HEI, in particular, to analyze the possibilities of the Ecological-bioethical center of Natural Sciences Department of KhNPU named after H. S. Skovoroda, which allows to substantively supplement the educational process of future biology teachers' training.

Outline of the main material. The process of forming a young biology teacher begins already in the graduating forms of different types of general education institutions because of the interest in biology as a modern field of knowledge. In most cases, the choice of biological direction in a pedagogical HEI depends on a number of factors: the presence of a meaningful desire to study at the university, the assessment of their own opportunities for studying on a budgetary basis, the influence of the environment. The analysis of numerous surveys of students-biologists studying at the Natural Sciences Department of KhNPU named after H. S. Skovoroda shows that medical, pedagogical and pet veterinary were among the first three priorities for choosing the direction of study. The results of the surveys conducted by the author of the article convincingly prove that for most biology students studying at the Natural Sciences Department, there were always two dilemmas: "I wholeheartedly want to either treat or teach children ..." or "who do I love more, animals or people?". Thus, the moral and ethical component in the process of forming a complex of professional competences together with the biological create the basis for the activity of future educators, natural scientists.

According to modern scientists, the initial preparation of teachers of natural sciences for practical activity in the field of biological and ecological educational and educational activity should be based on biophilia, the innate sense of love for all

living things, the most effective methods of its development, the ability to work out scientific skills methodical information. In order to study the level of formation of bioecological views, anonymous questionnaires were conducted for III and IV years' students of Natural Sciences Department. The results of the analysis are reflected in detail in our article [9], but the most revealing among them are the following: most students do not have a clear understanding of bioethics, often confused with ecology and medicine, the majority of respondents overestimate their ecobioethical knowledge, considering them sufficient; the presence of a small percentage of those who are not interested in bioethics; The sources of information for eco-bioethics for students are, first of all, university classes and the Internet. Therefore, ecological and bioethical knowledge of future science teachers needs further improvement.

The modern process of transformation of curricula, programs and directions of training of pedagogical personnel in the aspect of humanization of education and upbringing in the New Ukrainian School should ensure the transformation of ecological and bioethical competence into one of the leading professional competences of the modern science teacher. An example of finding new forms of organization of ecological and bioethical education and education of students, improving the process of teaching biology, ecology and bioethics, is the creation in 2010 at KhNPU named after H. S. Skovoroda on the basis of the Department of Botany of the Natural Sciences Department of the Ecological and Bioethical Center, which performs the functions of lectures for the audience, a mini reading room with permanent communication with the repository of the KhNPU library, an electronic library of alternative biology teaching methods provided by InterNICHE. Employees of the Department, students, Ph. D. candidates, creative biology and ecology teachers, methodologists and leaders of the network of extra-curricular institutions of additional biological education are involved in the work of the Center. The system of work of the Center provides for meetings twice a month in the form of theoretical or practical classes.

The general direction of scientific and pedagogical researches of the Center is mastering of skills of practical pedagogical activity of ecological and bioethical orientation taking into account individual interests and opportunities of future teachers. The search and development of new organizational forms allow to strengthen the scientific, educational-pedagogical or moral-ethical direction of the activity of the Center, which is conditioned by the need for comprehensive improvement of training of natural scientists in the process of scientific activity, both theoretical and applied, training of a new generation of researchers, humanists, bioethicists, who are able to work in new, rapidly changing natural and social conditions.

A necessary direction of Activity of the Center is search information work: scientific systematization of scientific and methodological literature funds on the formation and developing bioethics, modern ecoetics, teaching methods of biology, ecology, books of animal writers, popularizers of ecological and bioethical knowledge. Today, the total number of the fund, which was attended by staff of the department and students-members of the Center, is about 800 copies. A library of

materials was also created in the library for research purposes in the form of samples of visual aids, information and reference materials on paper and electronic media. The annual update of the Activity of the Center program is carried out taking into account the requirements of the New Ukrainian School, trends of school educational standards, including the introduction of an integrated science course in the preparation of high school students, the idea of the individual self-assessment and updating professionally required knowledge with reference to books and electronic sources. Periodic approbation and introduction of materials of methodological researches of scientists-teachers, teachers of city and region schools, methodologists, guides of ecological-biological department of Kharkiv Palace of children and youth creativity and the Pokotilivska station of young naturalists (Kharkiv district, Kharkiv region) positively influence the processes of acquisition of professional competences by students at the Center and promotes the expansion of the topics of ecological and bioethical education. Students of Natural Sciences Department take the most active part in the scientific work of the Center. Among the popular areas of study are: the study of modern methods of environmental education and upbringing, creativity of scientists who make biological, ecological and bioethical knowledge more popular, analysis of various types of biological alternatives, introduction of alternative methods of teaching biology in the practice of higher and secondary school.

The main results of the scientific research of the Center indicate that students have a strong interest in teaching, and in conducting research during pedagogical practices. There was a change in the subject of coursework on the methodology of teaching biology towards the bioethical component, writing master's thesis and, accordingly, the emergence of ecological-bioethical topics at the traditional International Scientific Conference of students and graduate students "Natural Forum" of Natural Sciences Department of the University. Since 2016, a special pedagogical work has been carried out on the basis of the Center, which envisages additional special preparation for educational practices in comprehensive educational institutions, and the realization by future teachers of professional competences, worked out in the conditions of the Center. In particular, at the request of the applicants of higher pedagogical education, starting from the third year, preparation for the implementation of project activity of bio-, eco-ethical direction is being carried out, which then finds its realization during pedagogical practices in elementary schools, lyceums of Kharkiv and Kharkiv region.

Today, the following forms of work have been tried and turned into annual seminars: seminars with representatives of international organizations InterNICHE (UK), Doctors Against Animal Experiments (Germany), WSPA (UK), in particular on the use of alternative methods of teaching biology in Ukraine and in the world; students' speeches to students on World Bioethics Day; holding open meetings of the Center dedicated to the Memorial Day of the founder of modern bioethics, Nobel Prize winner for Albert Schweitzer missionary activity, creation and release of an ecological-bioethical calendar, conducting bio-ethics competitions among students and teachers, bioethics stories competitions. In recent years, the dissemination of electronic sources of the Library of Alternative Teaching Methods has been a

constant and effective form of working with students, teachers, biology and ecology teachers, methodologists in the system of extracurricular educational institutions. Topical exhibitions of books by scientists, methodologists, ecologists, bio- and eco-ethicists are held systematically, aimed at shaping students' scientific and educational interests, key professional competences of ecological and bioethical direction.

Creating a flexible, open system of pedagogical training, the formation of a system of professional competencies, requires constant access to new, really personally oriented pedagogical technologies and techniques. The defining diagnostic and leading professionally shaping factor of becoming a proficient teacher is a modern system of teaching pedagogical practices as determining stages of professional training of a natural science teacher capable of rapidly improving his professional potential. Researches, questionnaire surveys among students indicated the need to intensify the work on bioecological education and upbringing in the context of modern natural and socio-pedagogical crisis conditions are conducted, in particular in the context of the actual reduction of pedagogical control by the teachers-methodologists of HEI during the students' professional pedagogical practices. An open platform for discussion of modern positivisms and negativisms of natural sciences teachers' professional training has become the annual International Scientific and Practical Conference "Methodology of teaching natural sciences in secondary and higher school" (Karishin readings of V.H.Korolenko PNP). One of the discussion issues of the conference was the problem of increasing the effectiveness of teaching practices in pedagogical HEI. The interest of methodologists in organizing and conducting trainings [11] contributed to the emergence of a system of propaedeutic practices in curricula. However, according to methodological scientists [12], there are problems today with inadequate, with elements of formalism, control over the passage of all types of pedagogical practices, the leadership of which sometimes instructs under-trained teachers-methodologists who do not have sufficient pedagogical experience in general educational establishments of II and III degrees, transferring a considerable part of control over realization of tasks of pedagogical practices to teachers and administrators of basic educational establishments, insufficient attention to development of an individual methodical style applicant for higher pedagogical education, to the formation of his own system of pedagogical and methodological competence.

The system of professional competences of a biology teacher can be considered complete if it also includes the question of mastering the state language, adherence to the norms and rules of speech culture, which should include correct use of language, high professional-biological, terminological literacy, ability to use voice as a tool of influence, use of methods of profile and treatment of diseases of the vocal apparatus, methods of formation and correction of phonation breathing as a measure of prevention of professional cardiovascular diseases of educational workers. During the study of methods of teaching biology and science students learn the elements of special speech training, the organization of rhetorical influences, their use, prevention and assistance in the treatment of diseases of the vocal apparatus, caused by

hormonal changes, excessive workloads of a professional nature. In order to deform the preparation of future teachers, to teach them the measures of prevention of injuries of the vocal apparatus, to the methodical recommendations and to the tasks of the workbook for laboratory and independent works of the discipline “Methods of teaching biology and science” [13] for the students of higher pedagogical education of Natural Sciences Department of KhNPU named after H. S. Skovoroda, a number of creative tasks aimed at teaching methods of phonetic disease prevention were added. The necessity of solving practical problems was considered during the First International Interdisciplinary Scientific and Practical Conference “Voice of Representatives of Voice Professions: Actual Problems, Experiences and Innovations”, held at KhNPU named after H. S. Skovoroda in April 2019. The interest of scientists of the departments and students of Natural Sciences Department to the problems discussed at the conference, the need for continuous improvement of the educational process in the Ukrainian school and practical pedagogy, school hygiene and teaching methods of natural sciences, attest to the daily dependence of natural sciences teacher from the level of ability of his organism, success and duration of his professional activity.

Purposeful work on the formation of methodologically tested operational and technological complex of keeping speech culture by biology teacher, aimed at the implementation of future educational and professional activity, is advantageous, from a methodological point of view, because it introduces undergraduate students to new technological systems, encourages them to seek current methodological findings. The implementation of this work is also extremely beneficial, and psychologically, because it does not limit the creative thinking of bachelors, their abilities, because it gives every future teacher of biology or chemistry the necessary freedom and the ability to choose the necessary systems, methods and forms of work that make up his immediate vital and professional interest and on this basis contributes to the formation of the best teacher social qualities, humanity and painless acquisition of the necessary professional competences.

Conclusions. The system of practical preparation for life and actions in the conditions of the crisis phenomena of the modern citizen of Ukraine needs effective changes and that is why the process of training of natural sciences teachers in the field of environmental education and upbringing of schoolchildren should be based on the latest bio-, eco-ethical forms of teaching, approaches and principles. Eco-ethical platform, that uses the most effective teaching methods in natural disciplines, carries out practical actions and research in nature and society, which puts forward significantly new requirements to the level of knowledge in psychology, pedagogy, teaching methodology. The search for the newest forms of organization of environmental and bioethical education and education of pedagogical HEIs' graduates is the key to the vanguard of rapid positive transformations formation, which is required by the reform of the New Ukrainian School. Today, ecological and bioethical competences are an important component of the integrative characteristic of the biology teacher's personality at the New Ukrainian School, which is increasingly becoming a mandatory feature of his professionalism. One of the ways

to supplement and effectively enhance the process of selection, future natural scientists' training, to develop the bioecological component of their professional competence, is to use the opportunities of Ecological and Bioethical Center of the Natural Sciences Department of KhNPU named after H. S. Skovoroda. We see *prospects for the use of research results* in the further dissemination of the experience of the Ecological and Bioethical Centre in the pedagogical community activity, the dissemination of ecological and bioethical views on the system of science teachers training in the network of higher pedagogical educational institutions of Ukraine and the introduction of bioethics in the practice of general educational establishments in the aspect of NUS activities.

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3.2. EXPERIMENTAL TEACHING PRACTICE “DAY AT SCHOOL” AS AN ELEMENT OF DUAL EDUCATION

Abstract. *The article considers experimental teaching practice “Day at school” as an element of dual education at the Department of Elementary Education. On the basis of the analysis of the psychological and pedagogical literature, the essence of the concepts “teaching practice”, “pedagogical experiment”, “dual education” has been determined. The views of modern scholars on the introduction of elements of dual education in the process of teaching future elementary school teachers have been outlined. The peculiarities of introducing dual education in the professional training of future elementary school teachers have been analyzed and summarized. Based on the scientific achievements of modern researchers, for the first time, the introduction of the experimental teaching practice “Day at school” as an element of dual education at the Department of Elementary Education has been substantiated. The essence of the experimental teaching practice “Day at school” has been clarified, which ensures the professional formation of students of the Department of Elementary Education. The purpose of the experimental teaching practice “Day at school” is to provide comfortable transition of the future elementary school teachers from the educational to professional activity in the conditions of the real educational process in the institutions of general secondary education under the guidance of experienced mentors. The tasks of the experimental teaching practice “Day at school” have been outlined. It has been proved that the effectiveness of the experimental project “Day at school” is confirmed by the general observation of changes that occur in the professional formation of future elementary school teachers and depend on the following factors: adherence to the strategy by all participants of the project; application of a three-level system of the interaction of participants of the project: teacher – tutor – junior students; ensuring optimal motivation of students; systematic practice within different educational subjects; demonstration of an attractive model of the interaction with children by teachers; careful monitoring for the work of practicing students with the provision of regular consultations by teachers; ensuring interactive learning through attending and discussing lessons conducted by practicing students.*

Keywords: *teaching practice, pedagogical experiment, dual education, elementary education, future teachers.*

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The problem formulation. At the present stage of the development of education in Ukraine, one of the priorities of the professional training for elementary school teachers is dual education. The introduction of duality into the practical training of future professionals opens new perspectives in improving the effectiveness of higher education. The main task of introducing dual education elements into the practical training of future teachers is to eliminate the main shortcomings of traditional forms and methods of teaching future qualified teachers, to bridge the gap between theory and practice and to improve the quality of training of qualified personnel in accordance with the requirements of employers within the framework of new organizationally different forms of training [5].

Relevance of the study. According to the results of the survey “Professional competence level of young professionals” among the 7 heads of Kharkiv general secondary education institutions (KhGSEI № 10 – headmaster O. Khmara, KhGSEI № 36 – headmaster L. Rychkova, KhGSEI № 56 – headmaster N. Karputova, Kharkiv Lyceum “Professional” – headmaster O. Budko, Kharkiv Gymnasium № 116 – headmaster O. Buhakova, KhGSEI № 158 – headmaster O. Nazarova, Kharkiv gymnasium № 169 – headmaster O. Shcherbakov) in 2016-2017 academic years, it has been found that some aspects of the professional training of graduates of pedagogical institutions of higher education of different degrees of accreditation are insufficiently developed. The incomplete formation of future elementary school teachers’ practical skills of working with pupils is getting particularly important. In this regard, the introduction of the experimental teaching practice “Day at school” as an element of dual education at the Department of Elementary Education of H. S. Skovoroda Kharkiv National Pedagogical University is becoming increasingly relevant.

The connection of the author’s achievements with important scientific and practical tasks consists in a detailed study of the experimental teaching practice “Day at school” as an element of dual education at the Department of Elementary Education, based on the “Concept of the New Ukrainian School (NUS)”. ***The purpose of the article*** is to determine the essence of the concepts “teaching practice”, “pedagogical experiment”, “dual education” on the basis of the scientific literature; to analyze and theoretically substantiate the experimental teaching practice “Day at school” as an element of dual education at the Department of Elementary Education.

Analysis of recent research and publications. Scientific works of many modern researchers are devoted to the analysis of the problem of introduction of the elements of dual education in the professional training of future teachers. The scientific achievements of M. Dernova and Ye. Tereshchenkova are devoted to the analysis of the dual model of higher professional education. The principles of the development of dual education are covered in the scientific works of N. Abashkina, I. Boichevska. S. Romanov and D. Toropov. Studies by A. Yemets, O. Kovalenko, I. Havrish, V. Ushmarova, L. Filatova and I. Tsepova relate to the developing and implementation of the experimental project “Day at school” as an element of dual education at the Department of Elementary Education of H. S. Skovoroda Kharkiv National Pedagogical University.

Selection of previously unresolved parts of the general problem under study in the article. The analysis of the scientific achievements of modern researchers shows that the experimental teaching practice “Day at school” as an element of dual education at the Department of Elementary Education requires a detailed study, because this type of practice is completely new and aims at improving the professional training of future elementary school teachers.

The scientific novelty: the introduction of the experimental teaching practice “Day at school” as an element of dual education at the Department of Elementary Education has been substantiated *for the first time*; the essence of the experimental teaching practice “Day at school” has been clarified, which ensures students’ professional formation of the Department of Elementary Education. ***Research methods.*** Analysis, synthesis, generalization on the basis of the materials of the study: the Law of Ukraine “On Education”; Medium-Term Government Priority Action Plan up to 2020, section III “Human Capital Development”, unit 8 “Modernization of Vocational Education; the Order of the Ministry of Education and Science of Ukraine No. 298 of 16.03.2015 “On Introduction of Elements of Dual Education System into the Vocational Training of Qualified Workers” etc.

The main material. In Ukraine the experiment on the introduction of dual education began in 2015. In September 2018, the “Concept of Training Specialists in the Dual Education System” was adopted. According to the Ministry of Education and Science, almost 250 educational institutions joined the idea of dual education in the same year [9]. After analyzing the normative documents of the Government, Ministry of Education and Science of Ukraine, we have found that the grounds for introducing elements of the dual education system in Ukraine are the Law of Ukraine “On Education”; Medium-Term Government Priority Action Plan up to 2020, section III “Human Capital Development”, unit 8 “Modernization of Vocational Education; the Order of the Ministry of Education and Science of Ukraine No. 298 of 16.03.2015 “On Introduction of Elements of Dual Education System into the Vocational Training of Qualified Workers” [6].

According to M. Dernova, dual education is a form of the organization of the educational process, which involves a systematic and organic combination of its two main components: the theoretical (educational) component provided by the educational institution and the applied (practical) one provided by the enterprise (potential employer) under the conditions of partnership [4, p. 139]. Analysis of the studies on the problem of dual education has revealed the benefits of this form of vocational education. In the dual education system both educational institutions and industrial enterprises, firms and organizations are involved in education. Programs of the dual education system integrate theory and real-life know-how. The content of transformations is that students receive education simultaneously in two educational institutions: the theoretical part at universities and institutes and practical part in the workplaces [11]. It should be noted that the dual system, in contrast to the traditional one, provides alternation of theory and practice during the whole period of study, which leads to the effectiveness and efficiency of using the acquired knowledge and skills (S. Romanov, D. Toropov). The system of dual education differs from

vocational schooling by the fact that most of the school week is devoted to the practice at the enterprise, and the smaller part (1–2 days) – IHE. It should be noted that the organization of the educational process on the principles of duality allows to expand the scope and diversify the forms of practical training of future elementary school teachers significantly from the first semester (N. Abashkina, I. Boichevska). However, the existing requirements for the formation of curricula mainly capture the traditional forms of teaching practice, describing it in the conventional terminology – propedeutical, scientific and pedagogical, educational. But this limits the possibilities of filling them with real content in no way. Moreover, the “early” immersion of students in practical work and clever organizational and methodological support allow the most effective use of training credits allocated to these types of practices for consolidation of theoretical knowledge and formation of general and professional competences [10, p. 65–66]. A. Yemets and O. Kovalenko point out, the introduction of dual education in the professional training of teachers is often considered synonymous with such educational activities as teaching practice. However, these concepts are not identical. Today, it is indisputable that a well-organized practice, its direct connection with theory is one of the main ways to improve the professional training of teaching staff. It is one of the important indicators of a student’s level of readiness for the professional activity. According to the current curricula for the preparation of elementary school teachers in pedagogical institutions of higher education, pedagogical practice in the first two courses is short-term and has a propaedeutical passive character [1, p. 76].

It should be noted that the basis of the organization of any kind of pedagogical practice is a personal-activity approach to the process of the professional formation of the teacher. The involvement of the student in various activities should have clearly defined tasks, then the active position of the practicing student will contribute to the successful formation of him/her as a specialist. Teaching practice is a form of the vocational training in IHE, based on the professional knowledge, focuses on a certain theoretical foundation, providing practical knowledge of the laws and principles of the pedagogical activity, mastering the means of its organization. Its result is not only the acquisition and deepening of knowledge, the acquisition of individual professional skills, but also the formation of the personality of future teachers, change of their inner world, psychology of behavior, the development of the basics of the individual style of the activity with a prominent reflection [2, p. 7].

Our observations show that many students experience a decrease in the level of reflexive qualities: self-knowledge, self-esteem, introspection, and self-control during the teaching practice. Based on their analysis, we can say that the manifestation of the reflection depends on many factors: an unusual environment, the lack of recognition of practicing teachers as partner colleagues by experienced teachers, the lack of free choice of forms and methods of work, conditions for the display of creativity. Practicing students usually act within the framework established by the administration of the school, which significantly narrows the field of expression of their independence and initiative [8, p. 17].

Unfortunately, the practical training provided by pedagogical institutions of higher education no longer satisfies the needs of modern students. The practicing students of the Department of Elementary Education say that if they were methodologically, pedagogically and psychologically well prepared for the teaching practice, if its organization was at a high level and the types of the teaching practice were updated in view of the students' needs, they would train at school as young elementary school teachers, successfully conduct lessons, extracurricular activities and educational activities with pleasure. In such circumstances, a considerable percentage of the students of the Department of Elementary Education would be satisfied with their successes and their chosen profession.

It is exactly for the improvement of the practical training of students of the Department of Elementary Education of H. S. Skovoroda Kharkiv National Pedagogical University, for the period 2016–2019 professional training of future elementary school teachers within the framework of the teaching practice is provided within the framework of the experimental program “School of Professional Development” and acts as an element of dual education. The purpose of the experimental program “School of Professional Development” is to provide future elementary school teachers with the conditions of the professional growth during the transition from educational to professional activity within the real educational process in secondary education institutions. Within the framework of the experimental program “School of Professional Development”, the Department of Elementary Education introduced an experimental teaching practice “Day at school”, focusing on the “Concept of the New Ukrainian School (NUS)”. It should be noted that the experimental type of practice, unlike other types of practice, creates the conditions for checking the effectiveness of introductions in the process of the pedagogical practice; comparing the role and impact of various factors on the practice process; selection of optimal factors for the pedagogical practice organization; identifying the conditions of the realization of certain pedagogical tasks; revealing the specificity and patterns of the pedagogical practice in specific conditions [7].

The basis of the experimental teaching practice is a pedagogical experiment that a kind of the educational process organized in such a way that it is possible to observe pedagogical phenomena in controlled conditions. The main feature of a pedagogical experiment is the creation of conditions in which one can most clearly see the connections between different sides of the educational process and formulate definitive conclusions on the basis of observation [3]. The implementation of the experimental teaching practice “Day at school” envisaged the introduction of dual education ideas by involving students in the professionally oriented interaction with children, starting with the first semester of the first academic year. The experimental practice program did not affect the traditional pedagogical practices that were scheduled according to the curriculum, but was a new form of education that provided one day a week for school attendance and for students to complete tasks developed gradually for each course. A list of subjects that were supplemented by systematic practical activity on the basis of secondary schools was determined termly. For three years, the system of the formation of future elementary school

teachers' professional qualities in the field of work with the children's book was tested within the framework of the project. The system of work envisaged the involvement of students in the implementation of a number of tasks that were gradually complicated from the first to the fourth year [4, p. 77]. It is known that teaching practice in pedagogical institutions of higher education is an integral part of the educational process, its main task is to teach future specialists to apply scientific and theoretical knowledge and practical skills acquired in the process of theoretical training creatively [2, p. 577].

Unlike theoretical education, which has a high degree of the scientific generalization, the experimental teaching practice "Day at school" is characterized by the considerable specificity. It complements and summarizes future specialists' theoretical knowledge, brings them to a conscious analysis, scientific search and the pedagogical experience generalization, reveals the social role of the future profession, forms the necessary professional knowledge and skills and strengthens the positive motivation to study in IHE. This type of practice promotes future teachers' understanding of their pedagogical activity and mastering new means of solving professional problems. We share the opinion of the majority of researchers that the interest in the teaching profession develops during the teaching practice.

The experimental teaching practice "Day at school" was held on the basis of Kharkiv secondary schools within the following educational subjects: "Pedagogical excellence" (supervised by Docent Filatova L. S.), "Theory and methodology of education" (supervised by Professor Ushmarova V. V.), "Didactics" (supervised by Professor Havrish I. V.), "Methods of teaching Ukrainian language" (supervised by Professor Tsepova I. V.), "Methods of teaching literary reading" (supervised by Professor Yemets A. A. and Kovalenko O. M.). Let us describe in more detail how the process of experimental practice "Day at school" is performed in relation to each of these subjects. Thus, within the subject "Pedagogical excellence" the practice "Day at school" was conducted according to the following algorithm: a motivational lecture; attending elementary school teachers' lessons; analysis of elements of teacher's pedagogical skills at lessons; extra-curricular organizational and educational work with elementary school children. Practicing students were given everyday tasks the performance of which supposes to consolidate and deepen their ideas about the structure of pedagogical skills as characteristics of the teacher's personality; to master the culture of future teacher's movements; learning to use elements of the system of K. S. Stanislavskyi in organizing the pedagogical process in school, in their own pedagogical activity; to develop the ability to see the pedagogical task, to have the logic of its solution; to form motivation for self-education, skills of self-analysis, self-control, self-criticism; to formulate the concept of "pedagogical communication"; to identify functions, types of the pedagogical communication; to acquaint students with the barriers to the pedagogical interaction and ways to eliminate them; to understand the essence of methods of the pedagogical interaction; to comprehend the essence of pedagogical tact, its functions, peculiarities of behavior of a tactful person, development of professional skills of application of effective means of the educational influence on students; to stimulate the need to

raise the level of the communication culture with pupils as an important component of pedagogical skills; to deepen students' awareness of the specifics of pedagogical conflicts; to consolidate ideas about the methods of their prevention; to expand understanding of pedagogical conflict resolution styles; to form the ability of future teachers to resolve pedagogical conflicts.

The purpose of the teaching practice "Day at school" within the discipline "Theory and methodology of education" is to provide for the future elementary school teachers a comfortable transition from the educational activity to the professional educational activity in the real educational process in general secondary education institutions under the guidance of experienced mentors – elementary school teachers and the teaching staff of the Department of Elementary Education of H. S. Skovoroda Kharkiv National Pedagogical University. The teaching practice "Day at school" within the discipline "Didactics" involves the mastering of the basic skills of conducting lessons with elementary school children by practicing students; the mastering of the skills of preparing methodological support for conducting various types of lessons and diagnostics of elementary school students' knowledge; developing skills to find the best forms and methods for organizing the educational process; application of modern educational technologies; forming skills to plan, organize, stimulate, control, analyze the results of the educational and cognitive activity of elementary school children.

The process of the teaching practice within the discipline "Theory and methodology of education" follows the algorithm: to acquaint students with the practical implementation of the basic principles, methods, forms and means of upbringing of elementary school pupils by observing, studying and analyzing the educational process in elementary school; to develop students' practical skills of analysis of educational situations in the student team; to generalize and systematize knowledge of "Theory and methodology of education" by situationally applying them in the practical activity and studying the experience of specialists.

The teaching practice "Day at school" within the subject "Methods of teaching Ukrainian language" is aimed at consolidating students' knowledge of reading and writing lessons in grade 1, working methods at each stage of the lesson; developing future elementary school teachers' analytical and adaptation skills; nurturing the desire to work with first-graders; broadening students' perceptions of the requirements for the culture of communication between elementary and secondary school teachers; developing professional and communicative skills of future teachers; developing a respectful and caring attitude towards the Ukrainian language; consolidating students' knowledge about the stages and techniques of forming grammar and literary concepts of elementary school pupils; developing future elementary school teachers' project-organizational skills; nurturing a creative attitude to the methodical activity; deepening the students' ideas about the components of the cognitive motivation, the conditions of efficiency and the ways of organizing the educational and search activity of students; developing motivational skills of future teachers; nurturing interest in the system of developmental education of elementary school pupils; increasing students' knowledge about types of innovative technologies

of elementary education, peculiarities of their use in lessons of Ukrainian language and literary reading; developing future teachers' methodological creativity.

The main tasks of the experimental practice "Day at school" within the subject "Methods of teaching literary reading" were to develop practicing students' skills to express pedagogical reading of fiction works and develop the ability to organize a play environment for children; mastering the methodology of extracurricular reading lessons (developing and conducting lessons under the supervision of teachers); tutoring students of 2–4 courses preparing them for expressive reading to pupils 0 [1, p. 77].

Findings. The effectiveness of the experimental project "Day at school" is confirmed by the general observations of the changes in the professional formation of future elementary school teachers. The results of the three-year work on the implementation of dual education ideas within the framework of the experimental teaching practice "Day at School" make it possible to identify significant factors that influence the productivity of future elementary school teachers' professional growth:

- adherence to a single strategy by all the project participants; application of a three-level system of the interaction of the project participants: teacher – tutor – junior students;
- ensuring optimal students' motivation; systematic practice within different subjects;
- demonstration of an attractive model of interaction with children by teachers;
- careful monitoring for the work of practicing students with the provision of regular consultations by teachers;
- ensuring interactive learning through attending and discussing lessons conducted by practicing students.

It should be noted that the implementation of the experimental project "Day at school" has become possible only due to the fruitful cooperation of university teachers with pedagogical teams of institutions of general secondary education in Kharkiv.

Prospects for the use of the study results. The new approach to the system of professional pedagogical education will allow to provide qualitative preparation of highly qualified future elementary school teachers. That is why it is necessary to promote the further development of experimental types of the teaching practice as an element of dual form of the training of qualified specialists and to accelerate their introduction into the system of higher pedagogical education of Ukraine. In our opinion, the study of pedagogical conditions for the introduction of experimental types of teaching practice as an element of individualization of dual education is promising.

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3.3. PROBLEMS OF FORMATION OF THE PROFESSIONAL COMPETENCE OF THE FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF DUAL EDUCATION

Abstract. *The article is devoted to the actual problems of the pedagogical staff training for the new Ukrainian school and acquiring a level of professional competence that would meet the modern requirements. Among the priority areas of the implementation of the government tasks there is determined the orientation to ensure the*

practical activity of the teacher, which should be based on a strong theoretical base. This creates the background for the implementation of the dual education ideas in the process of the primary school teacher training. The aim of this article is to identify the factors that affect the effectiveness of dual education introduction into the system of vocational training for the future primary school teachers.

The novelty of the study is determined by the fact that the problem of forming the professional competence of future primary school teachers in dual education remains insufficiently studied nowadays. The article presents the theoretical and practical objectivation of the expedience and effectiveness of introducing dual education to the system of future primary school teacher training, outlines a number of major problems that create significant obstacles in the formation of professional competence of the graduates of pedagogical HEI, describes the four years' experience of experimental work aimed at the professional growth of the students of the Primary Education Department within the experimental project "Day at School". The following scientific methods were used to solve the tasks of the research: studying of the sources (normative legal acts as well as psychological and pedagogical literature on the issues of professional and pedagogical competence of primary school teachers), observation, questioning, and experiment.

It is considered by the authors that students' regular practical teaching work at school, which can support the confidence in the correct career choice and its attractiveness during the first university year, is underestimated in the formation of a teacher. In the second or fourth year it can assist in the conscious development of the key professional competences. Therefore, there was introduced an experimental project "School of the Professional Growth (Day at School)" at the Primary Education Department of Kharkiv National Pedagogical University named after G. S. Skovoroda. The implementation of the experiment involved the introduction of the dual education ideas by involving students in a professional interaction with children by means of a children's book. Among the important consequences of the experiment there can be noted a significant increase in the level of students' reading culture, gaining a positive experience of communicating with children's literature, the formation of practical skills of methodically competent development and conducting literary reading lessons, providing guidance for independent reading of primary school students, providing tutoring to the first-year students. Thus, the conducted research allows to draw the following conclusions: 1. Dual education creates favorable conditions for raising the level of professional competence of pedagogical HEI graduates. 2. The effectiveness of introducing dual education into the educational process is determined by the following factors: a) a clear definition of the range of professional competences of the future teachers, the formation thereof depends on their practical skills acquisition; b) highlighting significant gaps in the general (pre-university) preparation of students aiming to get higher pedagogical education; c) developing a clear strategy for the future teachers to acquire the necessary professional skills and to provide systematic methodological support for student activities aimed at the interaction with students.

A promising direction for further research is the transition from the implementation of the local tasks, related to providing student vocational training in the

literary field, to the gradual expansion of the professional activity of the future primary school teachers for acquiring their language and speech competence.

Key words: *primary school teacher, professional competence, preparation of pedagogical HEIs students, dual education.*

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The modern employment market, by placing considerable demands for the vocational training of the young generation, indicates “the lack of readiness of a big number of higher education institutions graduates... to pursue independent professional activity in their first jobs corresponding to the received education” [1]. This requires of the higher education as a professional training system to constantly find the best ways to solve the indicated problem. The most promising area of actualization of the urgent society needs in this sphere is now recognized as a competent approach. Features of competence oriented education are considered in the works of many Ukrainian and foreign scholars: F. Weiner [2], I. Zimnaya [3], O. Pometun [4], S. Skvortsova [5], A. Khutorsky [6] and others. Competence, according to the definition given in the Law of Ukraine “On Higher Education”, means “person’s ability to successfully socialize, learn, pursue a professional activity that arises on the basis of a dynamic combination of knowledge, skills, ways of thinking, views, values, other personal qualities” [7]. In the context of reforming primary education, the problem of training pedagogical staff for the New Ukrainian School, acquiring the level of competence thereof that would meet the modern requirements, becomes especially relevant.

Definitions of the basic competences of an primary school teacher, corresponding to the Concept of realization of the state policy in the sphere of general secondary education reformation “New Ukrainian School” until 2029, approved by the CMU decree № 988 dated 14.12.2016, are provided in the Typical educational program for professional development of pedagogical workers approved by the decree of the Ministry of Education and Science of Ukraine № 36 dated 15.01.2018. These legislative documents highlight the following competences of primary school teachers: professional-pedagogical, social-civic, common cultural, language-communicative, business, digital-informative. Professional-pedagogical competence is on the top of this list and is considered to be “awareness of the latest scientifically substantiated information on pedagogy, psychology, methodologies, innovation theory for creating educational and developing environment that promotes integral individual and personal formation of primary school students; ability to administer productive professional activity on the basis of the developed pedagogical introspection in accordance with the leading ideological value orientations, pedagogical ethic requirements and of primary school challenges” [8]. The key to this definition is the orientation on providing a practical teaching activity with a solid theoretical base.

Traditionally, the practical component of the future teacher’s professional and pedagogical competence is ensured in the higher education system by reasonably

organized pedagogical training, the significance and role thereof is highlighted in the studies of M. Yevtukh [9], V. Slaktionin [10], G. Shuldyk [11], etc .; the issues of the effective organization in pedagogical educational institutions is mentioned in the works by I. Palshkova [12], L. Khomich [13] and others. In addition, training is one of the important indicators of a student's level of readiness for the professional activity (P. Atamanchuk, T. Poveda [14], L. Nadkernichna [15], Yu. Ivanova [16], N. Gritsay [17]), and at the beginning of the educative process becomes a criterion, which indicates the relevance for the applicant of the chosen direction of professional activity (A. Lukina, M. Volkova, N. Voronina [18]). However, nowadays under the conditions of decreasing of the general educational level of the prospective students; loss of prestige of the teaching profession; low motivation of the students' learning, their social immaturity; policies of "student is the highest consideration", due to the HEI economic dependence on the existing contingent, which has in fact caused the impossibility of deducting those who do not want to study, the slowest and those who are forced to learn by their parents, it can be confirmed that the traditional forms of the pedagogical training are losing their unconditional significance in the formation of the professional competence of the graduates of pedagogical higher education institutions. This has become evident by the means of the results of a survey of both graduates of pedagogical HEI who feel gaps in their own vocational training in the workplace, as well as heads of educational institutions, employers who are dissatisfied with the level of young professionals' practical skills.

Among the drawbacks of the organization of pedagogical training in higher education, there has been noted the "limitation of time allotted for training in the curriculum; inadequate monitoring of the training that is often assigned to under-trained professors; transferring a large part of the tasks of the pedagogical training to the teachers of secondary schools with the minimal involvement of the HEI teachers; major focusing on the organizational aspect rather than the content; inadequate methodological level of the lesson analysis ... where the emphasis is given to the minor mistakes, rather than significant methodological drawbacks; the formal nature of the final conferences; insufficient attention to the development of the individual methodical style of the student, the formation of his methodical competence" [17, p. 29].

Primary school teachers training in a pedagogical HEI in accordance with the current curricula provides for short-term passive pedagogical training in year 1 and 2 and long active training in year 3. In the authors' opinion, regular teaching practical work of a student at school is underestimated in the formation of a teacher, which can aid in the first year to become convinced in the correct career choice, its attractiveness, and in the second or fourth year it can assist in the conscious development of the key professional competences. Hence, it is promising to introduce the dual education into the system of professional competence formation of future primary school teachers, which can definitely be combined with the traditional forms of pedagogical training. This article is aimed at identifying the factors that affect the effectiveness of introduction of the dual education into the system of vocational training for future primary school teachers. The novelty of the study is determined by

the fact that the problem of the future primary school teachers professional competence formation in the dual education remains insufficiently studied today. The article presents the theoretical and practical substantiation of the practicability and effectiveness of introducing dual education to the training system of the future primary school teachers, outlines a number of major problems that create significant obstacles in the formation of the professional competence of the pedagogical HEI graduates, describes the four years' experience of the experimental work aimed at the professional establishment and growth of the students of the Department of Primary Education within the experimental project "Day at School".

In the course of the research, the following scientific methods were used: studying of the sources (normative legal acts as well as psychological and pedagogical literature on the issues of professional and pedagogical competence of primary school teachers), observation, questioning, and experiment. The theory and practice of the dual education in the vocational education organization system has been studied by the European researchers since the second half of the twentieth century. The German scientists (G. Bauman, A. Lipsmeier, etc.) are rightly considered to be pioneers in this field, as, while developing a methodology approach for industrial technological spheres, they have created a system that combines theoretical knowledge obtained in the formal educational environment with practical skills, acquired in the workplace. Nowadays, the problem of the dual education as a practically oriented one is the focus of attention of the Ukrainian scientists (I. Boichevska [19], M. Dernova [20], B. Mokin [21], etc.), according to whom the alternation of theory and training throughout the entire period of study results effectively in the formation of the professional competences.

The official introduction of the dual education began in 2015 in Ukraine, and the experiment involved mostly professional-technical educational. In September 2018, the "Dual Education Professional Training Concept" was adopted, which emphasized that dual education "envisages the combination of education of the students in the educational institutions with on-the-job training at enterprises, institutions and organizations for the acquisition of certain qualifications ..." [1]. Despite the public interest in dual education, its introduction into the system of future teachers training, in particular primary school teachers, has, in fact, been overlooked by scholars. This happened mostly not due to the underdevelopment of the theoretical and methodological foundations of the dual teaching in the pedagogical field, but due to the difficulties of its practical implementation.

1. Unlike technical professions, teacher training is multidimensional, multi-factor.

2. Financial component. Dual education involves drawing funding from both the state and business. The student must receive a percent of the employee's salary at the workplace. In the professional and technical direction, a partial payment (up to 50%) is provided by a company that offers a job to a candidate. Candidate's mentor must also receive remuneration at the enterprise. Neither the school nor the HEI is able to provide this.

3. The need to develop a unified teaching strategy among the professors of different HEI disciplines and primary school teachers, indicating the number of hours to study the theoretical unit and practical application of the acquired knowledge in the workplace. According to the requirements of the dual education in technical fields, the share of workplace training can reach up to 70-80%, which is inappropriate for the pedagogical field.

4. Problems of the mentor appointment and preparation both at school and at HEI.

The above indicates that the matter-of-fact implementation of dual education is prevented by the problems of a global nature, related to the financing and specificity of the pedagogical field functioning.

At the same time, some guidelines of the dual education are advantageous for the future teacher's professional and pedagogical competence. In order to introduce them into the educational process at the Department of Primary Education of the Kharkiv National Pedagogical University named after G. S. Skovoroda, the Experimental Project "School of Professional Growth (Day at School)" was launched in 2016, aimed at providing a qualitatively new level of professional training for future primary school teachers. The implementation of the experiment provided for the introduction of ideas of the dual education by involving students in professionally oriented interaction with children, starting from the first semester of the first year.

The project implementation program did not affect the traditional pedagogical trainings that were scheduled according to the curriculum, but it was a new form of education that included one day a week for attending school and for completing tasks that were progressively more complicated for the students of each year. Each semester, a list of subjects that were supplemented by systematic practical activity on the basis of secondary schools was determined. Each semester, students changed the direction of their work and the leaders of the experimental training. One of the creative groups of participants and developers of the experimental project consisted of professors and staff of the Department of Primary Education (Assoc. Prof. A. A. Emets, Assoc. Prof. O. M. Kovalenko, A. V. Levandovska), the general pedagogical guidance was carried out by the head of the research laboratory, Full Prof. O. V. Dzhezheley. Children's reading and literary education of the primary school students was of interest as the area of scientific interest of the group members, the main attention was paid to the formation of professional competences in the field of work with children's books and works of children's literature.

From 2016/2017 to 2019/2020 academic years, students of the entire department were involved in the project. The creative team led by O. V. Dzhezheley singled out an experimental group of students who had worked in the field of the literary development of the primary school students for four years of study, one of the semesters of each year. It has created the possibility to try out various forms of work aimed at fulfilling tasks that became gradually more complicated from the first to the fourth year. The experimental work with the first year students aimed at forming the skill of expressive pedagogical reading of works of fiction in front of a children's audience. This is connected to the results of many years of research into students'

speaking and reading skills, which allow to identify the most problematic areas in the future teacher training, which negatively affect their professional competence in the future, namely:

- low level of the reading culture (limited reading outlook, large number of errors in noting down the writers' names, noting down the title of the work without specifying its author);

- lack of positive reading experience (a significant part of students admit that they did not like to read in childhood), which is a significant obstacle for developing elementary school students' interest in reading;

- insufficient level of expressive reading skills in front of the audience, which negatively affects the students' desire to listen and then to reread the works on their own. Student surveys showed no correlation between self-esteem and external assessment: practically all respondents were convinced that they were able to read distinctively, that this is a simple skill, but the results of the first practical classes showed that almost 90% of the first-year students have some deficiencies in ability to read works of children's literature aloud (reading speed is too fast, which complicates perception; lack of voice volume, a certain sluggishness and monotony; the presence of orthoepic errors related to bilingualism; logopedic problems). But the main drawback is reading without considering the genre features of the work, lack of understanding of the meaning, inability to assess the described case and convey the character of the characters by means of voice, which prevents the audience from imagining and understanding the described events.

Overcoming the highlighted difficulties and the formation of students' initial professional skills was carried out through the organization of purposeful systematic individual work. In the context of the educational process in the pedagogical university, two or three professors, who perform guidance of the students of a certain year, cannot provide full systematic control over their preparation for expressive reading, so it was considered necessary to involve tutors, undergraduate or postgraduate students with high responsibility and professional readiness level. As the training has shown, it is productive to provide a tutor for a group of 3–4 first-year students. The tutors received a reading program and, after consulting the professors, supervised the preparation of the first-year students. This form of work has proven to be extremely beneficial for both junior and senior students, as everyone has had the opportunity to gain valuable practical experience with children's books and eliminate gaps in their own reading preparation.

Experimental work with second-year students aimed at mastering the practical method of conducting extracurricular reading lessons. On the basis of the syllabuses developed by the professors, the students conducted extracurricular reading lessons and acquired communication skills with the children's audience during the discussion of the works that had been read. The work organization involved the interaction of the second-year students with teachers and tutors who provided methodological advice both at the stage of preparation for the lesson, and after it.

The theoretical preparation of the students of the third year has made it possible to choose the practical acquisition of the extra-curricular reading

methodology for the next stage of the experimental work. Under the supervision of the professors, third-year students have independently developed and conducted lessons of presenting the works of children's literature. Classes were united by a common topic – “Kharkiv Writers for Children: From Reading a Book to Admiring Your Hometown.” Experimental work with fourth-year students was aimed at improving the skills of developing and delivering literary (classroom and extracurricular) reading, as well as developing skills to guide the preparation of the first year students for expressive reading to children.

An important step in the development of teacher's pedagogical competence is the ability to exercise professional reflection, which in modern pedagogy is regarded as “bringing subjective experiences associated with professional activity to a cognitive level” [22], it is “a manifestation of the personality consciousness” itself, the essential basis that links the functionality of professional activity with the most important components from a professional point of view: interests, needs, benefits” [23, p. 139]. According to T. Stritievich, reflection acts as a means of expertise formation during teacher training [24]. Within the “Day at School” project, reflection was a necessary component of communication with students both at the tutor and teacher levels. The gradual professional growth of the prospective primary school teachers was acknowledged by surveys conducted at the beginning and the end of the semester. At the end of the four-year term, the experimental group evaluated the changes that had occurred in their professional training from year 1 to 4. Since reflection is closely connected to the development of individual creativity [25], some quotes from a generalized survey of students who are most distinguished by their creative approach to the implementation of training objectives can be provided. In the text of the article they are indicated by the letters V. and E.

At the end of “Day at school” in the first year.

V.: “I got my first ideas about correct “teacher” reading. The example of the training mentors and their own attempts of reproduction (intonations, pauses). First, there was the fear, and then the desire to read something to the children appeared I think this training gave us the main point at the time – the idea of the modern primary school, of the teachers, of their capabilities.”

E.: “I totally didn't understand what I was doing. Here, you stand in front of the first grade. You look at them. They look at you. And you start reading. As taught. Expressively. And it doesn't seem too bad, given the fear you feel in front of an audience. You reassure yourself all the time: the children are here, why should I be afraid of them? And then you start asking questions. And children answer of course. That's just what they say is something you don't expect”.

At the end of “Day at school” in the 2nd year.

V.: “The first real lessons. The first attempts to write a lesson plan. At the end of the training I did not want it to finish. I realized that the form was good, but I needed to work on the content, to read more children's books than in childhood. I have tried many types of work, improved my reading skills, realized the meaning and importance of each stage of the lesson, and especially: “what do I want to achieve

with this task?”. I have learned on the other students’ example. Due to numerous criticism, there was a desire to improve myself.

Now I can lead a discussion after reading the literary work, though not the most meaningful, but compared to the first year, when you quickly close the book after reading and run to the last desk, it is already an achievement. The teacher was not afraid to leave us with the class.”

E.: “It was scary, unusual, and sometimes difficult. But this training was essential. Everything has begun with it. We were toughened. There was tremendous support from the teacher. ”

At the end of “Day at school” in the 3rd year.

V: “During the training, a great amount of information was received: I learned about the existence of Kharkiv writers (“not only the only one Skovoroda!”), I can name 10 Kharkiv writers, their works and biographies straight away.

Conversation with children is more meaningful – you think more yourself and you make children think. You are getting more responsible in your role as a teacher. I have improved my Ukrainian speech. Previously, I did not know what to do with the students for the whole lesson, now 40 minutes is “it is not enough, how would I manage to do everything?” (probably, this is a drawback).

E.: “It is one of the most vivid memories, fundamental, I would say. The combination of an incredible amount of useful deeds for the university and school students. Undoubtedly, it was during this training that we gained the most experience, in my opinion. And in all of the spheres. Some students even managed to meet with the writers ... The project implementation was colossal in its implementation, a tremendous amount of work that was done by the mentors. We did our best. And brought out the maximum amount of useful information, experience”.

At the end of “Day at school” in the 4th year.

B.: “Trying to explain something, teaching something to the first year students, you learn yourself. I can say that now I have an idea of how to construct a lesson (when to talk about a literary work, when to discuss a writer or a country) Now I can name a lot of foreign writers (literary works, biography). I have an idea of how to give a talk about a writer (what facts will be interesting, what is important, what should be kept silent). I realize the importance of some additional techniques for immersing children into the world of the writer (music, photos, drawings). I have accumulated a set of activities, but there is always a desire to invent something new. I’m still working on improving my reading skills. It has become easier for me to perceive failures (I think about correcting the situation).

And frankly speaking, I see my professional growth. I acutely perceive it when I am alone with the class. And this growth (again without any specific assessment) was made possible only by the “Day at School”, without diminishing the importance of theoretical disciplines and other trainings. But it was by means of “Day at School” that I (and I’m sure almost everyone) identified the vector of movement, decided on a profession (whether to be a teacher or not), realized all the responsibility, felt happy in the moments of success”.

E.: “At first there was the fear that responsibility for adult people should be taken. Then there appears a sense of confidence, “adulthood”. But then this fog is dispelled after the first consultation and the first first-year students’ questions. After all, they are waiting for an answer. Preferably a correct one. And here you begin to understand how much has been left out of your attention for four years. And you have to catch up with them. You should study with them again. Although, at first you try not to show that you do not know something. This experience has shown me many disadvantages, including work with organizing the students. After all, sometimes you have to say something serious, without shouting, of course, but to show that you are not very happy with something. And sometimes you have to praise and cheer. And here, as it turned out, the words need to be carefully chosen. And if you are writing a lesson plan for the first-year students! Describe every step so that you do not forget anything or that you do not miss something important. But every time you still forget about something. This experience is useful for all participants”. The results of the implementation of the pilot project “School of Professional Growth (Day at School)” were reflected in a number of articles [26–28]. One of the important consequences of the experiment is a significant increase in students’ reading culture and a positive experience in communication with children’s literature. The effectiveness of the implemented project is also demonstrated by the expressive reading skills formation in most students of the experimental, methodical competence of developing and conducting literary reading lessons, guidance of the independent reading of younger students.

At the same time it is considered necessary to highlight the main difficulties that occurred during the project implementation:

- significant loss of the professors’ time at all stages of project implementation (preparation of teaching materials, ensuring productive interaction of project participants, monitoring students’ implementation of the training tasks);
- reluctance of some students to take responsibility for the quality of preparation and conducting lessons for children;
- insufficient material and technical base of the project, first of all, limited library stock;
- lack of financial support for all project participants, which limits its widespread distribution.

Thus, the results of four years’ work on implementation of ideas of the dual education within the project “School of Professional Growth (Day at School)” provide an opportunity to identify significant factors that influence the formation of professional and pedagogical competence of future primary school teachers:

- adherence to a single strategy by all project participants;
- application of the three-level interaction system of the project participants: professor – tutor – junior students;
- ensuring the best possible student motivation;
- systematic training realization;
- demonstration of an attractive model of interaction with children by the professors and tutors;

- careful professor supervision of the students' work with the provision of regular consultations;
- providing peer learning as a result of attending and discussing students' lessons;
- creating a sufficient library stock of quality children's literature;
- availability of basic schools and teachers interested in the project.

Search of the effective ways to introduce dual education by a creative team led by Full Prof. O. V. Dzhezheley continues, but even now it is possible to acknowledge the promising outlook of the chosen direction in the implementation of the tasks of a future primary school teacher professional formation and to draw the following conclusions:

1. Dual education creates favorable conditions for enhancing the professional competence of the pedagogical HEI graduates.
2. The effectiveness of the dual education introduction into the educational process is determined by the following factors:
 - a) a clear definition of the range of professional competences of the future teachers, the formation thereof depends on their practical skills acquisition;
 - b) highlighting significant gaps in the general (pre-university) preparation of students aiming to get higher pedagogical education;
 - c) developing a clear strategy for the future teachers to acquire the necessary professional skills and to provide systematic methodological support for student activities aimed at the interaction with students.

The positive results that were obtained in the course of the conducted research give the motivation to continue the experimental work and to mark the new high-potential directions in it, namely: the transition from the implementation of the tasks of a local nature, related to providing students' professional training in the literary field, to the gradual expansion of the professional activity of the future primary school teachers in order for them to acquire their language and speech competences.

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3.4. EDUCATIONAL DISCIPLINE “PEDAGOGICAL SKILLS” AS THE DIRECTION OF THE PROJECT IMPLEMENTATION “SCHOOL OF PROFESSIONAL GROWTH” (DAY AT SCHOOL)

***Abstract.** Today the general secondary education institutions requirements for the development of teaching staff are influenced by the following factors: professional knowledge is quickly devalued, that leads to an inefficient educational process; rapid technological changes are taking place and they require new knowledge and new skills; educational institutions are constantly in rivalry, that requires improving the service quality and optimal use of organization resources. Looking background, the experiment “School professional growth” (Day of school) conducted on the basis of Kharkiv national pedagogical University named after G. S. Skovoroda is the opportunity to study the theoretical foundations of the specialization and of the so-called short-term (one-day) training in institutions of secondary education of the city of Kharkov and region. The purpose of the article is to reveal practical measures of skills consolidation in the discipline “Pedagogical skill” during the implementation of the dual learning project. Scientific novelty is in identification of the ways of professional growth, self-realization of the future elementary school teacher and ensuring his professionalism. Research methods: analysis, generalization, comparison, observation. Results. The School for Professional Growth (Day at School) experiment proved its effectiveness. Conclusions and prospects for further research. Thus, the forms of dual education can be varied. One of them is considered in our work and according to the results of the control measurements of the experiment “School of Professional Growth” (Day at School) showed significant results. In addition, we consider positive not only the development of specific topics, but also the establishment of cross-curricular links, the formation and development of key competencies of the individual. The results of our work will be useful for students and teachers who are implementing the School of Professional Growth; for anyone interested in improving pedagogical skills to future*

elementary school teachers.

Key words: *School of professional growth, New Ukrainian School, pedagogical skill, pedagogical technique, pedagogical communication, conflict, bullying.*

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Problem statement. The modern education system is characterized by significant changes in the content and mechanisms of building the educational process, fundamentally new requirements for primary school teachers: they must learn during their lives, think critically, set goals and achieve them, work in a team, communicate in a multicultural environment and have other modern skills (teacher-facilitator, mentor, teacher-psychologist, etc.). Therefore, there is an urgent need to develop new forms of acquiring professional skills.

Relevance of the problem. Requirements of institutions of General secondary education in the development of teaching staff are formed today under the influence of the following factors: professional knowledge is quickly devalued, which leads to a decrease in the number of qualified specialists; rapid technological changes occur that require the acquisition of new knowledge, and most importantly skills; educational institutions are experiencing constant competition, which requires improving the quality of services provided, more efficient use of the organization's resources. Given this, the experiment "School professional growth" (Day of school) conducted on the basis of Kharkiv national pedagogical university named after G. S. Skovoroda is the opportunity to study the theoretical foundations of the specialization and of the so-called short-term (one-day) training in institutions of secondary education of the city of Kharkov and region.

Connection of the author's revision with important scientific and practical tasks. Our work is part of the experiment "School professional growth" (Day at school) at the faculty of elementary education for the preparation of the first (bachelor) level of higher education field of study 01 Education/Pedagogy, specialty 013 Elementary education/cycle training in the 5th semester, where the discipline "Pedagogical skills" is studied.

Analysis of recent research and publications. Recently, a number of conceptually new documents have appeared that regulate the development of the educational system of Ukraine according to a new paradigm. Obtaining professional knowledge directly through production processes is particularly relevant. The Law of Ukraine "About higher education", the Concept of training specialists in the dual form of education, the Concept of a New Ukrainian school prescribes the prospects for the introduction of dual training. Nowadays there are many publications on new forms of work, including the work of well-known European researchers such as J. Garnett, B. Little, B. Workman and domestic scientists: I. Boichevska, V. Vemyan, M. Dernova, V. Ter-Ovenesyan and others. **The purpose of the article** is to reveal the content of the project "Day at school" through the prism of the discipline "Pedagogical skills".

Presentation of the main material. The experiment “School of professional growth” (Day at school) at the faculty of primary education (Specialty 013 Primary education) began its work in 2016, combining under its slogan initiative, creative and volunteer-minded associate professors and professors of the Kharkiv national pedagogical University named after G. S. Skovoroda. The experiment is aimed at providing a qualitatively new level of professional training for future primary school teachers and provides training for students directly in the school educational environment. The main goal of the experiment “School of professional growth” – Day at school) is to create conditions for self-realization of each future primary school teacher in order to ensure his professional growth.

According to the curriculum of the faculty, taking into account the distribution of academic disciplines by semester and the curriculum, students of the faculty of primary education study one day a week on the basis of schools with which the relevant agreements are concluded. The students of each course are assigned teachers who are engaged in this interaction with students in a particular semester. These teachers, taking into account the specifics of the subjects they teach, create an experiment program based on the number of classes per semester, create a schedule of visits and distribution of students by class. So, the third year of the faculty of primary education, according to the curriculum, the experiment took place during the study of the discipline “Pedagogical skill”, covered 4 field sessions: one time every three weeks. Thus, we study four current topics: “Teacher’s Pedagogical skills and its elements. Teacher’s teaching technique. Teacher’s job analysis”, “Essence and content of pedagogical communication”, “Pedagogical conflicts: prevention and solution”, “prevention and counteraction to bullying in educational institutions”. In total, 50 students participated in the experiment.

Lesson 1. Topic: “Teacher’s Pedagogical skills and its elements. Teacher’s teaching technique. Job analysis of the teacher”.

Aim: To consolidate and deepen students’ ideas about the essence and structure of pedagogical skills as characteristics of the teacher’s personality; promote the mastery of future teachers by a culture of movement.

Lesson plan:

1. Constituent and motivational lecture about teacher’s pedagogical skill and its elements, teacher’s pedagogical technique and teacher’s professional diagram.
2. Attending classes of primary school teachers. Tasks.
3. Analysis of elements of teacher’s pedagogical skills in the classroom.

The first task consisted in drawing professional diagram of the teacher. To do this, the students were presented a list of moral and pedagogical qualities of the teacher, students ranked, for example, love for children, honesty, justice, objectivity; endurance, patience; integrity and demands; pedagogical optimism, love of life, sense of humor; responsiveness, humane attitude to people; physical and mental health, the ability to restore energy potential; creative thinking, openness to new things; the desire to improve, self-education during life. The analysis of the obtained data allowed us to highlight that the majority of third-year students (90%) chose the first

places in the professional diagram of the teacher: love for children; principled and demanding; creative thinking, openness to new things.

The next task was to specify what methods of pedagogical technique the teacher uses in the classroom. The task was performed using methods of pedagogical techniques (45 pieces) by A. Gin, for example, “Traffic light”: during the survey, students raise the traffic light card with the red or green side to the teacher, signaling their readiness to respond or their agreement or disagreement with the response of a friend; “Attractive goal”: the student is presented with a simple, clear and attractive goal, when achieving which he whether he wants or not have to perform the educational action that the teacher plans; “Clear command” – the teacher works out several clear commands with the students (Free Desk! Work is finished! Attention! Non-verbal commands); “Catch a mistake”: when explaining material, the teacher intentionally makes mistakes, etc.

Students followed the course of the lesson and noted the presence of certain techniques. After completing the “Day at school”, we found that the highest number of receptions (19) was used by a teacher of the highest category, the other teachers used at least 9 receptions per lesson. According to future teachers, this is definitely a difficult, but at the same time interesting and exciting work.

The final task of the “Day at school” was to observe the gestures of the teacher. It was necessary to note what characteristic gestures of the teacher the students saw and found out what they meant. Future primary school teachers identified the following main types of gestures, and gave them the appropriate characteristics: rhythmic (emphasize logical stress, slow down and speed up speech, accentuate the places of pauses), emotional (convey shades of feelings: a clenched fist, an oval movement of the hand, etc.), index (point to the object, visual aid), visual (visually represent the object, show it, for example, a spiral staircase), etc. This work, according to students, was very interesting. Third-year students noted that they saw teachers who were very emotional, and therefore actively gesticulating, more calm teachers, respectively, behaved quite restrained. There was a question, whether there are researches of dependence of activity of gestures on emotionality of the person? The students tried to answer this question during the experiment “School of professional growth” (Day at school).

Lesson 2. Topic: “The Essence and content of pedagogical communication”.

Purpose: to form the concept of “pedagogical communication”; to identify the functions and types of pedagogical communication; to familiarize students with the barriers of pedagogical interaction and ways to eliminate them.

Lesson plan:

1. Constituent and motivational lecture on the content and types of pedagogical communication.

2. Attending classes of primary school teachers. Tasks.

4. Analysis of types of pedagogical communication.

5. Extracurricular organizational and educational work with younger students.

Lecture questions revealed the special role of communication in educational activities. Teachers communicate all the time: with students, colleagues, parents, and

the administration. And all this time, students are watching them, learning, and taking an example. Therefore, it is necessary for the teacher to be not only a high-level specialist, but also a cultural person who can avoid conflicts, misunderstandings, and non-constructive disputes.

While attending classes and observing the teacher, students showed the nature of the teacher's pedagogical communication: subject-subject, functional-role, personal-oriented. The absolute majority of third-year students (97%) noted the personality-oriented nature of pedagogical communication of teachers, which provides for the performance of normative functions with the manifestation of personal attitudes and feelings. Such communication allows students to express their thoughts and feelings, and the teacher is frank with children, not indifferent to their affairs and problems, and experiences the inner world of each person.

The next task that faced the students was to determine the style of pedagogical communication inherent in the class teacher. We share the opinion of academician I. Zyazyun, who defined the style of pedagogical communication as an established system of methods and techniques that a teacher uses when interacting with students, their parents, and colleagues. Students received a list of styles of pedagogical communication (active-passive, situational, passive-positive, passive-negative, active-negative) and meaningful characteristics of teachers' statements. Observing the teacher's communication, students determined the style of pedagogical communication that is inherent in this teacher. So among third-year students, 30 students (60%) identified an active-passive style of pedagogical communication of their class teacher, who is "in love with school and children", "Can work with any child", "Principled and demanding". 16 students (32%) saw a situational style in teachers: "Conscientious, competent, works hard", "Loves his profession and children", "Nervous when children do not understand the educational material or confuse concepts". Finally, four students (8%) recognized their class teacher's communication style as passive-positive, which they described as "Keeps children on a distance".

Students also paid attention to the proximal features of communication, that is, they observed the priority distance of the teacher and students during lessons. Anthropologist Edward Hall suggested four distances in communication: intimate, personal, social, public, where the intimate distance of communication is a zone of communication between close people (up to 50 centimeters), personal is a zone of communication between friends (from 50 cm to 1,5 meters), social is a zone of communication between familiar people (but not friends) (from 1,5 to 2,5 meters) and public is an open area for a speaker to speak to an audience (more than 3 meters). According to the results of observations, students came to the conclusion that all primary school teachers have a predominant personal distance of communication, that is, the optimal distance for conversations and conversations.

The last task on this day was to establish communication barriers that prevented pedagogical interaction: social-occurs due to the different social status of the teacher and the student (to prevent the appearance of such a barrier, the teacher should not constantly emphasize his position, his advantages as a senior, teacher,

focus on the fact that “I am a teacher, so I am always right”, etc); physical-space, the teacher’s Desk, which he distances himself from the students (to overcome this barrier, the teacher can change the distance between himself and the students, moving around the class); gnostic – the inaccessibility of explaining the material by the teacher (the teacher should not use terms that children do not understand, speak in large sentences (more than 17 words), speak too quickly (more than 2,5 words per 1 second); psychological-occurs when the teacher has a fear of the class, of the possibility of making an actual or methodological mistake, there is no contact with children or there is a negative attitude towards the class or individual students.

According to the results of observations, students found 11 cases of communication barriers in the classroom, most of them (9 cases) related to social barriers and 2 physical ones.

The obtained information suggests that the activities of primary school teachers are mainly aimed at openness of relations, orientation to the needs of the student in the educational process, and child-centered approach. According to the Concept of the New Ukrainian school, primary school teachers should avoid authoritarian influence on the child’s personality, establish and maintain good relationships and trust in joint activities.

Lesson 3. Topic: “Pedagogical conflicts: prevention and resolution”.

Goal: to deepen the awareness of the specifics of pedagogical conflicts; to consolidate the idea of zones of stability; to expand the idea of the style of solving pedagogical conflicts; to improve the ability to solve pedagogical conflicts in primary school.

Lesson plan:

1. Foundation-motivational lecture on pedagogical conflicts, their prevention and solution, use of materials of the curriculum of social-emotional and ethical training
2. Attending classes of primary school teachers. Tasks.
3. Analysis of the lessons attended from the point of view of the pedagogical problem.
4. Extracurricular educational work with students: “Taras and the zone of stability”.

Attending classes gave students the opportunity to observe conflicts between students, try to find out the causes of their occurrence, describe conflicts and write down the reasons for their occurrence. It is known that the main conflict-causing factor that determines the features of conflicts between students is the process of socialization, that is, the perception of social experience by students, which is manifested in the process of communication and activity. This process occurs naturally in everyday life and activities, as well as purposefully-as a result of pedagogical influence on students at school. According to V. Moskalenko, one of the manifestations of socialization of schoolchildren is interpersonal conflict. It turned out that more than 80% of students, namely 40 people out of 50 students, did not see a single conflict situation during the whole day of observations, but 20% of students registered interpersonal conflicts in their classes. The analysis of the obtained data

allowed us to identify the following causes of conflicts: resentments, gossip; lack of mutual understanding.

By observing the teacher's work, students determined whether the class teacher singled out "favorites" and "abandoned" in the class. It was necessary to count how many times the teacher pays attention to both of them. Students recorded critical comments and verbal encouragement from teachers. Unfortunately, most students noted that they saw this distribution of teacher-student relationships. In the course of our observations, we covered 12 primary school classes (375 students). We take into account that ten students were absent from classes for valid reasons, and we get 365 students who were monitored. Therefore, there were 45 students who were "abandoned", which is 12,3%. We believe that this indicator is extremely dangerous and requires significant attention from teachers to this category of students. While the "favorites" were much more. Students marked 5–7 of these younger students in each class, which is about 16–23%. Among the teachers' rewards, students noted the following words: "Well done", "smart boy/girl", "Now it's better", "I'm amazed at your success, keep it up!" and so on.

Then the third-year students determined the strategy of the teacher's behavior in the process of conflicts (avoiding conflict, confrontation (competition) in the conflict, the strategy of adaptation, compromise, cooperation). Thus, when solving an interpersonal conflict involving gossip and insults, the teacher did not react to these events, from which we conclude that the strategy of "avoiding conflict" was used. In the case of aggressiveness on the part of students, the primary school teacher used a "collaboration" strategy, because the student's parents were invited to talk and a plan for a common line of behavior was developed. Finally, in a conflict situation based on a lack of mutual understanding, the teacher tried to use a "compromise" strategy to establish relationships between students. Each of us ideally wants to do what we want. However, the freedom of each of us cannot be secured at the expense of the freedom of those with whom we interact.

"Day at school" was enriched by the event "Taras and the zone of stability" – an event of social, emotional and moral training that teaches a child to think critically, to pay attention to others and to themselves. It consists of several stages (first, "warming up", second, viewing the presentation/discussion of it, and third, an exercise in comprehension, reflexes, and summing up). The purpose of the event: to introduce primary school students to the concept of "zone of stability" (or zone "everything is alright"). The educational results of the event included the following: students learned about the presence of three zones (zones of oppression, excitement, "everything is alright"); younger students learned to recognize which zone they are in right now; students learned the skill to return to the zone of stability. During this event, students used a board that depicted three zones and a doll named Taras.

The event consisted of the following structural elements:

1. "Warming up" is a stage at which students tried to listen to themselves, to self-perceptions, tried to feel their own energy reserve.
2. Presentation or discussion. In this part, the students demonstrated a presentation where the zones of stability, excitement and oppression were recreated.

The next step is to work with Taras. Students listened to the story about Taras' day and thought about how he feels in a particular situation. To do this, the third-year students used a diagram drawn on the board – the doll's state. Students noted that the diagram of the stability zone, two horizontal lines drawn, and between them-a wavy line going up and down, helped explain to children the work of the doll's nervous system, the feelings experienced during the day: sometimes it is more exciting, sometimes it is depressing, tired and exhausted. The students also managed to explain the presence of the middle zone – that is, the stability zone or the “everything is alright” zone. Taras is in this zone, provided that everything is good. Future teachers successfully explained the concept of “resilience” – the ability to cope with difficulties and recover from them, as well as the presence of internal strength. It was appropriate to introduce a specific symbol that can be used to indicate a stress factor or trigger. The third-year students explained that sometimes there are events that can irritate the Taras doll, scare it, and so on. There are the places where children should have designated as a stress trigger, for example, a lightning bolt is drawn.

3. Exercise on comprehension. At this stage, the students offered a description of Taras. During the story, the future teachers paused and first together determined the area of Taras's stay, and then tried to independently reproduce every day of the doll's life on the scheme of three zones.

4. During the summing up, students asked questions to pupils, among them: “Who wants to talk about sustainability or describe it?”, “What information did you hear today that you would like to remember? Why?”.

The conclusions that the students reached after the events spoke mainly about their interest in such measures, but they encountered certain difficulties: the students did not immediately critically comprehend the material provided, and the students were not able to answer direct questions. In the end, we are convinced that the experience of such events gave students the opportunity to practice one of the lessons of the program, the ability to change the situation for the better, to feel like facilitators who did not give ready answers, but sought to direct the educational process to a positive one.

Lesson 4. Topic: “Prevention and counteraction to bullying in educational institutions”.

Purpose: to understand the essence of the concept of “bullying”, to understand its possible effects and consequences; to apply methods of diagnostics bullying in the institution of education; to form an idea about cyber bullying, the specific anti-bullying; to carry out preventive and awareness-raising work aimed at preventing bullying in an educational environment.

Lesson plan:

1. Constituent and motivational lecture about bullying in educational institutions, its prevention and counteraction.
2. Attending classes of primary school teachers. Tasks.
3. Analysis of the lessons attended from the point of view of the pedagogical problem.
4. Extracurricular organizational and educational work with younger students.

The third year students had a task: while attending lessons, to observe the students and the teacher, the interaction between them, to pay attention to the presence of conflicts in the classroom and examples of bullying. It turned out that out of 50 respondents, only two students could not remove the signs of conflicts and confused them with the signs of bullying. 28 students (36%) did not notice any conflicts in their classes at all. But students in one of the classes almost unanimously called their classmate a “loser”. After staying in the classroom, it turned out that the teacher also does not shy away from calling the pupil so. A guy who is treated like this is extremely withdrawn, doesn’t talk to many people, sits at a desk alone, and is depressed. In this case, we can talk about the presence of bullying-deliberate, systematic humiliation, the introduction of the child into a state of anxiety, fear; lack of remorse on the part of the abusers.

In order to prevent bullying, students told the class why this behavior is unacceptable, recalled the Convention on the rights of the child, and initiated an educational event on the topic: “How would you feel, if...”. The purpose of this event was to develop empathy, learn to think about the consequences of bullying and other types of violent relationships, recognize their own and others’ feelings, and establish connections between them. Future teachers used signal cards, markers and a soft ball.

To activate the pupils in the classroom the students held a game “I am not alone, we are together”, where the children stay in a circle, and the coaches (students) suggested that pupils continue the phrase “I am sad when...” and throw the ball to another player. The student who received repeated the previous phrase and continued his own version. Most of all, students were struck by the following responses: “I’m sad when my grandmother is sick”, “I’m sad when I see a stray cat”, “I’m sad when my mother works the night shift”, and so on. The students were amazed by such frank and truthful responses from the pupils, and the children themselves were influenced by what they heard.

The next step in the students’ work was to hold a 10-minute game “How would you feel, if...”. Each pupil received a set of 10 signal cards and a marker. One of the students suggested situations, and the pupils had to find an emoji among the cards, that is, one that corresponded to the emotional state in this situation. The following situations were presented:

How would you feel, if...

1. You get first place in the competition?
2. No one wanted to sit at your Desk with you?
3. Someone suggested the homework answers to you?

After the proclamation of the situations, children raised the cards with emojis that respond to children’s emotions and looked at the next card. Students helped to conclude a dictionary of feelings, explained the meaning of new words.

Then the students colored the cards and started the game “Create a rainbow of feelings”. Students lined up in alphabetical order and displayed their colored maps of feelings. Summing up the results of the event was carried out in the form of a discussion. Students recalled cases when they stood up for the weak; they thought

about how easily you can hurt a person with a word, how you can help someone feel better during teasers.

Conclusions. So, the direction of the project “School of professional growth (Day at school)” through the introduction of various forms of combination of theory and practice proves its effectiveness. The results of training prove that the subjects of the academic discipline “Pedagogical Skill”, which were studied in the conditions of the direct educational process, are learned by students at a high level. This is due to the fact that in the conditions of the school educational environment, all theoretical positions are supported by real-life examples. Such examples are given not only by the teacher, but are observed and analyzed by students, offering optimal solutions to pedagogical situations.

Prospects for using the results of the study. The results of the study will be useful to students and teachers who are implementing the school of professional growth in life; to all those who are interested in the issues of pedagogical skills of future primary school teachers. We see the research prospects in the development of integrated courses and disciplines that will implement cross-subject communication, the formation and development of key competencies of the future primary school teacher.

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3.5. PEDAGOGICAL PROJECT “SCHOOL OF PROFESSIONAL GROWTH: “A DAY AT SCHOOL” ONE OF THE WAYS OF FORMING METHODOLOGICAL COMPETENCE OF STUDENTS

***Abstract.** The article reveals the goals, tasks and peculiarities of organizing a pedagogical project with elements of dual education “School of Professional Growth “A Day at School”. It is noted that in view of the ongoing process of implementation of the “New Ukrainian School” Concept into the practice of General Secondary Education Institutions, the problem of training future teachers in higher educational institutions remains an urgent one. It was stated that the modern teacher of the New Ukrainian School should have professional competencies, including methodical with such components as normative, variable, special-methodical, control-evaluation, design-modeling and technological. It is established that students lack the practical experience, which causes a number of difficulties during the active pedagogical practice. In connection with this, from 2016/2017 academic year the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University was introduced a project with elements of dual education “School of Professional Growth “A Day at School”, which provided: introduction of students to professional primary school teacher’s activity; consolidation and deepening of theoretical and methodical knowledge and skills; acquisition of skills in the organization of educational work; the formation of methodical competence. The scientific novelty of the research is that the elements of dual education were developed and first introduced into the educational process of pedagogical university, the directions of forming methodical competence of students to study mathematics in elementary school in dual education were identified. During the work the following research methods were used: theoretical, empirical, methods of mathematical statistics. As a result of the research, it was found that project “A Day at School” allows the student to combine the theoretical knowledge gained at the university with the practical experience of work in primary school; to acquire, before completing training, the work experience necessary for further professional development. On the basis of the analysis of the results of the research work, it is proved that the combination of education in pedagogical university with training at work places in the General Secondary Education Institutions is an effective means of forming methodical competence and adapting a student to the first workplace, which corresponds to his /her educational specialty and qualification.*

Keywords: *dual education, pedagogical practice, methodical competence, mathematics training, specialist training, adaptation, quality of higher education, primary school.*

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Formulation of the problem. The challenges facing the New Ukrainian School, first and foremost, concern the training of a competent teacher, able to work under the new conditions. One of the most important aspects of the future primary school teacher's vocational training is the practical readiness to solve complex integrated tasks and practical problems in the primary general education, which involve the application of theoretical provisions and methods of pedagogy, psychology and certain teaching methods and characterized by complexity and uncertainty of conditions. Therefore, methodological competence is an integral part of vocational training.

Relevance of research. There is no doubt that the theoretical, practical training and motivation make a part in solving the problem of future teacher's qualitative training. At the same time, according to the employment services, about 33% of all unemployed in Ukraine are graduates of higher educational establishments. One reason for this is the lack of vocational training. In these circumstances, the problem of improving the quality of the methodical competence of the future primary school teacher, which allow to organize the education of pupils in the educational fields defined by the State standard of primary education, at the level of modern requirements, bear results, effectively solve standard and problem situations in educational process.

Relationship of copyright work with important scientific and practical tasks. The conducted studies by the Ministry of Education and Science revealed the following shortcomings in the training of specialists: outdated material base in higher educational institutions, inconsistency of disciplines with modern needs, practice at the university has become a documentary formality. All of the above necessitate the introduction of dual education in Ukraine and pedagogical institutions of higher education in particular. Thus, in 2018, the Ministry of Education and Science of Ukraine approved the Concept of training specialists in dual forms of education [7], which defines an action plan for the next 5 years (until 2023). At the same time, H. S. Skovoroda KNPU has demonstrated both progressiveness and foresight and has worked ahead introducing a project in the 2016–2017 academic year at the Faculty of primary education, which is now known as “School of Professional Growth “A Day at School”. H. S. Skovoroda KNPU is among the top three higher education institutions in Kharkiv, which introduce elements of dual education into the educational process (National Technical University “Kharkiv Polytechnic Institute” – in 2017, V. N. Karazin Kharkiv National University – in 2018). The purpose of the “School of Professional Growth “A Day at School” project is to familiarize students with the professional activities of primary school teachers, to consolidate and deepen

theoretical and methodical knowledge and skills, to gain experience in organizing educational work, to develop methodical competence.

Analysis of research and publications. The analysis of psychological and pedagogical sources makes it possible to conclude that the problem of dual education is mainly studied in the following areas: determination of the essence of dual education, peculiarities of its introduction into the national system of education (S. Amelina [1], V. Vemiian [26], O. Drazhnitsia [7], T. Postoian [10], Z. Yuzvin [28] and others). The issue of dual education at European universities is now one of the leading positions. This is confirmed by the works of well-known European researchers such as D. Baud [6], J. Garnett [9], D. Grei, B. Litll [20], D. Prokop [2], D. Prazak [22], T. Shmel [24] and others. Recently, the issue of forming the methodical competence of primary school teachers to teaching mathematics has been the focus of researchers. This is evidenced by the scientific researches of O. Bihych [4], O. Borzenkova [5], Ya. Gaievets [11], N. Hluzman [12], S. Ivashniova [10], L. Koval [18], T. Rudenko [23], S. Skvortsova [25] and others). At the same time, in the psychological and pedagogical science, the problem of dual education in the process of training primary school teachers as a whole, and the formation of methodical competence in teaching mathematics to junior pupils in particular has not become a subject of special study.

The purpose of the article is to highlight the goals, objectives and features of organizing the pedagogical project “School of Professional Growth “A Day at School” aimed to form the methodical competence of future primary school teachers.

Research methods. During the work the following research methods were used: theoretical: analysis and synthesis of scientific literature for comparison, matching of different views on the problem under study, definition of conceptual and categorical apparatus, substantiation of pedagogical conditions for forming methodical competence of teachers of mathematics teaching of primary school pupils; empirical: questioning, interview, testing, observation, conversations, methods of expert evaluation, self-assessment, analysis of products of students’ methodical activity; methods of mathematical statistics: quantitative and qualitative analysis of empirical data.

Presenting main material. In the process of building the New Ukrainian School, the issue of improving the quality of training of future primary school teachers has become particularly acute. The analysis of domestic and European experience has revealed a number of problems. A number of scholars, including Ye. Vyshnevskia [27], B. Kviatkovskaia-Koval [19], T. Shmel [24] and others, have devoted their scientific achievements to the features of pedagogical education in Poland. Of particular interest for our study has the conclusion of T. Shmel that one of the disadvantages of pedagogical education is the large gap between theory and practice in pedagogical institutions, especially in the context of compliance with European standards [24, p. 88–92]. Leading professors of pedagogical universities and students themselves came to such conclusion too.

Czech scholars T. Dvorzhak, D. Prokop [2], D. Prazak [22], A. Takeria [13], G. Khalasha [15] and others investigated the specifics of pedagogical education in the

Czech Republic. Thus, D. Prazak concludes from his research that not all students are going to work at school, but only 87% [21], and there are a number of reasons described by D. Prokop and T. Dvorzhak [2]. In addition to motivational and financial reasons, they describe students' dissatisfaction with the curriculum. Students of pedagogical educational institutions are outraged that only 4% of the curriculum is allocated to practice at school for the whole period of study. That is, they find themselves not ready enough to work at school [3, p. 23]. Among the ways to overcome these shortcomings, scientists see the introduction of dual education. Germany is considered to be a pioneer in the application of dual education in the training of professionals. In the 1960–1970's, according to Z. Yuzvin, dual education was introduced on the basis of German schools, in the 1980's it became a form of vocational training, and recently universities were involved in this process. This approach has yielded such results as: as of January 2019, Germany ranked 2nd place among European countries with the lowest youth unemployment [28].

In Ukraine, in 2018 the Ministry of Science and Education approved the Dual Learning Concept. The monitoring of the results of the pilot projects (schools of Kyiv, Lviv and Zaporizhzhia) turned out to be positive: the employment rate was 97%, the quality of training increased by 12–17%, and partnerships with employers were established [28]. The goal of dual education is to improve the quality of vocational training of applicants by combining the education of individuals in educational institutions with on-the-job training at enterprises, institutions and organizations to obtain certain contract-based qualifications [16]. Duality as a methodical characteristic of professional education implies a coordinated interaction of the educational and industrial sphere with the training of qualified personnel of a certain profile in the framework of organizationally different forms of education. The training of specialists on the basis of dual education in Ukrainian universities is mainly implemented in technical specialties. At the same time, the positive indicators of dual education are the following: mutually beneficial organization of cooperation between the pedagogical university and schools, education of students during labour activity, the ability to take into account specific requests of secondary education establishments to the content and quality of professional education of future teachers [8], – encourage to introduce its elements to the system of higher pedagogical education of Ukraine. In view of this, from 2016/2017 academic year, the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University was introduced pedagogical project with the elements of dual education “School of Professional Growth “A Day at School” for students of full-time study (I–III courses). The aim of the “School of Professional Growth “A Day at School” project is to familiarize students with the professional activities of primary school teachers, to consolidate and deepen theoretical and methodical knowledge and skills, to acquire the skills of organizing educational work, to develop methodical competence.

Since the discipline “Methods of teaching mathematics in primary school” is the basic integrative discipline of the curriculum of training of primary school teachers in higher educational establishments of all levels of accreditation, and its

content is aimed at forming basic professional competences of students, so within the project teachers of the Department of theory and methods of teaching natural-mathematics disciplines in primary, preschool and special education was:

a) made some changes to the training programs;

b) defined the main tasks of the project: in practice familiarize students with the specifics of the educational process of primary school; to develop and improve their theoretical knowledge, to form a methodical competence to study mathematics; learn to exercise pedagogical reflection; to promote students' mastery of innovative approaches and teaching methods for primary school pupils; to get acquainted with features of inclusive education in primary school; to stimulate interest in research using the methods of observation, analysis, comparison, generalization;

c) formulated the expected results of the project implementation: students will know the peculiarities of the organization of educational process in the modern primary school, different methodical approaches to the study of basic mathematical concepts, effective technologies and techniques of organization of pupils' educational activity on lessons and will be able to analyse lessons (fragments of lessons), determine the educational and developmental goals of the exercises in the textbooks; to develop tasks for creating motivation and organization of search activity of pupils on lessons; plan, model, organize and conduct fragments of the lesson (lesson); carry out extra-curricular work of primary school teachers; communicate and assist pupils with special needs;

d) developed the directions of forming methodical competence of teaching of mathematics of the future primary school teacher.

Under the methodical competence of primary school teachers to teach mathematics pupils, following the definition of S. Skvortsova [25] and Y. Gaievets [11, p. 35–36], we understand the systemic personal formation, which is manifested in the ability to implement and organize the process of learning mathematics of junior pupils at the level of modern requirements, the ability successfully solve standard and problematic methodological problems, which is based on theoretical and practical readiness to teaching of the subject. In the structure of the methodical competence of the teacher S. Skvortsova [25] distinguishes the following components: normative, variable, special-methodical, control-evaluation, design-modeling and technological. Let's consider the directions of formation of methodical competence of primary school teacher to teaching mathematics pupils in the framework of the project with elements of dual education "School of Professional Growth "A Day at School".

According to the syllabus the discipline "Methods of teaching mathematics" is studied in the IV and V semesters. Therefore, the main attention was given to the formation of the normative, variable and technological components in the IV semester, and the special-methodical, control-evaluation, design-modeling – in the V semester. Within the framework of forming the *normative component*, students get acquainted with the State standard of primary education, typical curricula, criteria for evaluating pupils' scholastic achievements, learn to analyse methodical sets for the possibility of implementing program requirements, determine the purpose of studying

the topic, system of lessons, specific tasks for each lesson, etc. In this regard, students are offered the following tasks: to make a comparative analysis of typical mathematics educational programs developed under the direction of O. Ya. Savchenko and the leadership of R. B. Shyian; to get acquainted with the educational and methodical sets that the teacher works in, to analyse the system of exercises offered in the textbooks.

The variable component of methodical competence is the readiness of the teacher to work on any educational-methodical set, the ability to choose the most effective educational-methodical set for achieving the goals and objectives of teaching mathematics in primary school, defined by the State Standard and the curriculum [25]. Therefore, students learn to analyse the mathematics textbook used by the teacher to implement the content and the effective part of the program, to identify differences in the order of presentation of the educational content, in the method of mastering some of its questions in comparison with another textbook (at the student's choice), learn to interview the teacher for the criteria of choosing a typical program, textbook and methodical set for mathematics.

The technological component implies knowledge of modern educational technologies, innovative methodical approaches, advanced pedagogical experience, the ability to apply them during the education of junior pupils. To enable students to become acquainted with different technologies of teaching mathematics it was selected schools in which teachers work on different technologies, such as: "Developmental training of Elkonin – Davydov", "Intellect of Ukraine", "Rostock" and others. It was also introduced the reception "Carousel": students divided into groups of 5–6 people and attend math classes in different classes. After that, they write an essay "The technology of study I choose" in which it is necessary to justify your choice, point out the benefits of the technology chosen. The essay is the basis of students' distribution for further practice in the project.

Formation of *a partially-methodical component of methodical competence* is impossible without knowledge of the methodology of teaching certain mathematics issues identified by the program. And at the time of attending the school, students of the II year do not study all the issues of partial methodology. Therefore, work in the IV semester is directed to acquaintance with the thematic plans of teachers, the ability to make notes of mathematics lessons. Subsequently, in practical lessons, analysing specific lessons, students learn to determine the purpose of the lesson in the lesson system, select specific tasks for each lesson, evaluate and improve the system of tasks offered in the lessons in terms of achieving a successful component of the program. The III year students learn to analyse the lessons independently with a view to the expediency of the teacher's system of tasks aimed at meeting the requirements of the program and to determine the ways of their improvement.

The essence of *the control-evaluation component* is the willingness of the teacher to carry out the formative and final assessment of pupils' educational achievements, taking into account the age characteristics of junior pupils. In the process of its formation, in practical classes students are introduced to the criteria of evaluating the educational achievement of pupils in specific topics of the

mathematics course and the criteria of evaluating certain types of work. At school, they monitor the assessment of pupils' achievement by the teacher. They are also involved in the assessment and evaluation of pupils' exercises. Consequently, students gain an experience of control and evaluation activities.

The design-modeling component of the teacher's methodical competence involves designing a strategy for the subject during the school year, designing lessons according to modern requirements, modeling the activity of the teacher and the activities of pupils at each stage of the lesson. Within the project, teachers share their own experience of drawing up thematic-calendar plans, organizing pupils' activity and managing it, creating projects of lessons in separate topics of the mathematics course in different educational and methodical sets. Second year students have the opportunity to model, conduct and analyse a fragment of a lesson in mathematics (oral calculus, calligraphic minute, physical education minute, didactic game, etc.). The III year students model not only fragments of lessons from primary anchoring or repetition of the learned material, but also create projects of lessons and conduct them. Formation of the design-modeling component is also facilitated by the work of students in the group of the extended day. They select interesting tasks, didactic games, including mobile, mathematical content and hold them with pupils.

The result of the weekly pedagogical practice "School of Professional Growth "A Day at School" was the reporting documentation, which stipulates the presence of a drawn-up diary of pedagogical practice with completed tasks, created portfolio "Future Teacher's Box". During the implementation of the project, the quality of forming the methodical competence of students is constantly monitored. Thus, the interview and questionnaire showed that 93% of students were convinced of the correct choice of profession and after graduating higher educational university plan to work in school, 89% of students noted the expediency of the project, 86% – the effectiveness of professional communication with teachers.

Conclusions. The purpose of the study was to identify the goal of dual education, which is to improve the quality of vocational training for applicants by combining the training of individuals in educational institutions with on-the-job training to obtain a specific qualification. An analysis of the experience of Ukraine and Europe regarding the introduction of dual education in higher educational institutions allowed us to develop and implement our "School of Professional Growth "A Day at School" project, which envisaged the following tasks: a) to enable students to learn in practice the specifics of the primary school educational process; b) to promote the development and improvement of theoretical knowledge and the formation of methodical competence for teaching mathematics to future primary school teachers; c) to learn to exercise pedagogical reflection; d) to introduce innovative approaches and methods of teaching mathematics of primary school pupils; e) to introduce the features of inclusive education in primary school; e) stimulate students' interest in research using methods of observation, analysis, comparison, generalization. Formation of methodical competence for teaching mathematics in primary school is in accordance with its components (normative, variable, special-methodical, control-evaluation, design-modeling, technological),

which requires improvement of the set of skills related to the analysis of pedagogical work experience different technologies and training sets, and involves the use of active methods of activity (modeling, designing, conducting and analysis of lessons or their fragments, creation of the portfolio “Future Teacher’s Box”).

The article highlights the peculiarities of forming only the methodical competence of students of the Faculty of Primary Education. Further study needs to be given to the formation of other professional competences of future primary school teachers when participating in the pedagogical project with elements of the dual education “School of Professional Growth “A Day at School”. The experience of the organization and the results of the project with the elements of dual education “School of Professional Growth “A Day at School” can be used by other pedagogical students to form the professional competence of future teachers.

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3.6. PECULIARITIES OF IMPLEMENTATION OF EDUCATION OF FUTURE PRIMARY SCHOOL TEACHERS ON DUAL EDUCATION

***Abstract.** Dual education aims to bring the education system closer to the requirements of the labor market, to create opportunities to provide modern competencies to graduates of pedagogical educational institutions and to increase the competitiveness of both graduates and within educational establishments in the existing socio-economic conditions in Ukraine. Therefore, the developing of the basis of a dual form of education is an urgent task for scholars and teachers-practitioners. The aim of the article was to analyze the experience of organization dual education in Ukraine and in the world and to explore the possibilities of introducing vocational training for future primary school teachers on the basis of duality at the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University. The authors focus on the need to study similar experiences in the countries of the European Union, especially experience of Germany in organizing the training of future teachers-practitioners. At the same time, to repeat exactly the German dual form of learning was not the task, but to learn its individual elements. Ukraine has sufficient potential to find own grounds for uniqueness, absorbing the best experience.*

The study is used the following methods: comparative analysis of existing forms of higher professional pedagogical education and education on the basis of duality; observing and evaluating the effectiveness of dual vocational education for future primary education professionals; pedagogical modeling in the process of development of educational materials for training of specialists – teachers of primary school. On the basis of the analysis of definitions, features and organization of dual education, is presented the dual model of higher education of pedagogical workers. It has been determined that dual education offers an alternative approach to traditional university teaching and learning. It is concluded that dual education is a successful model of education that offers an alternative approach to traditional university teaching and training, and can be used to address the problem of training professional educators in the context of reorientation to new market conditions. The

dual form of teaching requires a revision of the traditional understanding of the teacher's activities and his or her place of learning. Therefore, further consideration needs to be given to the role of the teacher in the dual model of education, the role of the student's professional experience in learning, etc.

Key words: *higher pedagogical education, dual education, competence, reorientation of vocational education, competitiveness, efficiency.*

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Formulation of the problem. The features of the socio-economic development of Ukraine require a reorientation of the educational system on the training of qualified specialists for life and work in the new market conditions. The main task of higher education is to prepare specialists capable of self-realization, quick response to the needs of the labor market, constant deepening and updating of knowledge, improvement of work skills and competences, preparation for the realities of professional activity, active participation in socio-economic and cultural processes of the country and the world [13]. However, there is still no answer to the question of how properly training students for the demands of a dynamic future [10; 11]. Therefore, there is a recent interest in educational technologies, forms, models and innovations that can provide high quality training for qualified professionals and the implementation of state educational standards and programs.

Relevance of research. Today, one of the most promising forms of organization of the educational process is the dual training used by Germany and other countries. Having shown its effectiveness in the system of secondary vocational schools of education, this form can also be introduced in the process of training specialists with higher education. At the same time, the authors see the prospect of such a model not only in the specialties of technical profile, but also in the humanities, in particular in the process of vocational training of primary education teachers [8]. Confirmation of the effectiveness of dual education for higher education in general, and education in higher pedagogical institutions in particular is not found. In this matter all these allow to consider further scientific developments relevant.

Relation of copyright work with important scientific and practical tasks. It is no secret that in our country education reform is being carried out today taking into account the experience of the European Union countries. The dual vocational education system has proven itself, the projects "Developing European Work-Based Learning Approaches and Methods" (DEWBLAM) [19] and "Dual Learning Qualifications" [2] are widely recognized. As our country participates in the Bologna process and the domestic higher education system is in the stage of reforming and searching for innovative models of education, we consider it relevant to study the dual form of education in higher pedagogical institutions. We substantiate the effectiveness of dual form of education in the preparation of primary school teachers.

Analysis of recent research and publications. The introduction of the dual form of training in Ukraine has not yet taken a proper place in national scientific developments. The preference for illuminated issues of the development of dual

education belongs to the state administrators and pedagogical employees of the system of professional institutions [2; 3; 13; 14]. Now the problem of dual education at European universities is one of the leading positions. This is confirmed by the works of well-known European researchers such as D. Baud, J. Brennan, J. Garnett, I. Cunningham, K. Costley, B. Little, I. Nixon, J. Relin, N. Solomon, B. Walkman and others. The most famous promoters of the ideas of German professional training of qualified staff in Ukraine are G. Anisimova, H. Bauman, T. Vakulenko, N. Kozak, O. Kaitanovska, S. Lylyk, P. Lundgren, N. Makhinia, L. Pysarieva, L. Pukhovska, E. Rubin, M. Tykhonova, L. Chulkova, T. Yarkina and others. The theoretical foundations of dual learning were developed by V. Viemian, V. Ter-Ovanesian [1], K. Kudria, O. Stalinska [9], O. Kaitanovska [7] and others. The essence of the German model and the first steps of the country on the introduction of dual education are given by T. Pyatnychuk [17]. The practice of dual education in Germany and Ukraine was analysed by V. Novikov [15]. It is noteworthy the researches by D. Matat on the analysis and application of world experience in the development of vocational education in Ukraine [12]. The positive effects of dual education were determined by M. Kuchinsky, emphasizing its promising role “in obtaining a vocational secondary education, the realization of own educational achievements and ensuring the mobility of young people in the labor market” [10].

Selection of previously unresolved parts of the general problem addressed by the article. The analysis of scientific publications has shown interest in this form of vocational training in higher education. Generalization of scientific developments will reveal the prospects of introducing a dual form of education in the training of specialists in the field of education “primary school teacher”. ***The aim of our study*** is to analyse the experience of the dual form of education, i.e the combination of academic and vocational training in Ukraine and in the world, and to explore the possibility of introducing a model of professional training of future primary school teachers on the basis of duality at the Faculty of Primary Education of H. S. Skovoroda KNPU.

Outline of the main material. The analysis of foreign works on this problem shows that in the European Higher Education Area is used different phrases concerning dual learning, such as: alternative training, work-based learning, work-integrated learning, work-related learning, flexible learning, co-operative education and problem solving. They are all based on a common understanding of the importance of creating the conditions for combining theoretical knowledge acquired in an educational institution with practical skills acquired in the workplace. It is believed that the dual education system was established by Germany. German teacher Georg Kerschensteiner (29.07.1854–15.01.1932) is considered to be the father of the dual form of vocational education in Germany. At the beginning of the XXth century, G. Kerschensteiner introduced in Munich a new, practice-oriented type of school that placed the spotlight on the profession.

The experience of this country is a model for the whole of the European Union. The German system of vocational education is distinguished by a developed institute of mentoring, practice-oriented training and active involvement of business in

training. Dual education in Germany has been introduced in a strict legal framework and implemented through chambers of commerce, industry and craft [2]. Classical higher education has an increased theoretical component of teaching, leaving the practical part in the background. Dual training system (Duales Studium) involves the acquisition of practical and theoretical knowledge at the same time. The theoretical part of the training is held at the university, and the practical part – at the enterprise. In the Concept of training specialists in dual education, approved by the Cabinet of Ministers of Ukraine in 2018 [8], as well as in the Law of Ukraine “On Education” [6, section I, Art. 9., clause 10] defines: “Dual form of education is a way of obtaining education, which involves the combination of education of persons in educational institutions (in other subjects of educational activity) with on-the-job training at enterprises, institutions and organizations for a certain qualification”. That is, the dual form of education involves the acquisition of education by combining the training of persons in educational institutions with on-the-job training at enterprises, institutions and organizations (hereinafter referred to as employers) to obtain certain contract-based qualifications. That is, dual training is a type of training in which the theoretical part of the training takes place on the basis of an educational institution, and practical – on the job at the employer. It is considered to be one of the most effective forms of professional training that has received worldwide recognition. It is in the interests of everyone: business or institution, employee and government.

Depending on the plan, each student is constantly learning and working under the guidance of a personal tutor and has the unique opportunity to learn from different specialists and in different areas of preparation for future work. It provides an opportunity to gain a direct understanding of workflows, gain real experience and participate in internal projects. The main goal is to adapt to future work and to prepare a high-quality specialist. Duality involves the combination of training of persons in educational institutions with on-the-job training at enterprises, institutions and organizations for the acquisition of a certain qualification, usually on the basis of a contract for training on a dual form of education. It should address the shortcomings of traditional forms of education, integrate theory and practice, education and production, and make the training of skilled workers more qualitative, while taking into account the requirements of modern employers. In its content, it means concurrent training in education and workplace. This system is based on the principle of mutual connection of theory and practice, which allows students not only to get acquainted with the production, but also to learn the techniques and skills of work in the workplaces of industrial enterprises and the sphere of life.

Unfortunately, the current system of training future teachers does not fully take into account the requirements of the job market, and faces such problems as the loss of prestige of the profession of teacher; low motivation of learning, including the level of remuneration, which requires a review of approaches to the forms of training of future teachers. To this end, in 2016 at the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University was introduced an experimental project “School of Professional Growth (A Day at School)” aimed at providing a qualitatively new level of professional training for future teachers. The

implementation of the experiment involved the introduction of ideas of dual education by involving students in vocationally-oriented interaction with children in Kharkiv public schools, starting from the first semester of the first year [4; 18]. A sequence of actions for the introduction of dual training was developed.

Stage 1 – establishing contractual relations between the university and the schools on which the experiment was conducted.

Stage 2 – allocation of responsibility for the implementation of dual education between the university and basic schools: scheduling of sequence of theoretical learning and practice (allocated one day a week); coordination of the list of subjects that will be completed in schools.

Stage 3 – modeling the process of dual learning: adjusting the content of work programs from the point of view of practical orientation; development of the content of individual learning tasks for students and criteria for their assessment.

Stage 4 – approbation of the process of dual learning based on the developed set of documents; identifying problems.

Under the terms of the project, students are required to attend school once a week on a particular day (except for vacation days and practice days stipulated in the curriculum). A list of academic disciplines was determined each semester. Students' research activity at school were focused on them.

From the first year of implementation of the experimental project, teachers of the department of theory and methods of teaching natural-mathematics disciplines were involved. They were preparing future teachers of primary classes for teaching science, mathematics and labor training, and accordingly acted as guidance counselors for these disciplines in this experiment. Previously, students held conferences at which guidance counselors reported the purpose, objectives of the experimental project, discussed organizational issues, methodical features of students' activities. The tasks for the first- and second-year students who studied the theoretical course "Methods of teaching natural sciences" was a gradual mastery of the methods of conducting natural science courses at a practical level. For their solution, students, when going to school, received letters from the guidance counselors with individual tasks for each day of the experiment and methodical instructions for their performance. However, as it turned out later, a significant drawback of this form of work was that not every student was able to complete these tasks. Generally, student was in one class scheduled on a certain day of the week, which did not provide a lesson of natural science.

Another variant of students' distribution suggested by the school administration is internships simultaneously in class parallels and changes in class parallels each week (at first class first, then second, third and fourth). In our opinion, such an organization is appropriate for first-year students in order to adapt and familiarize themselves with the organization of the educational process in primary school as a whole. Therefore, we believe that the next task in the design of the experiment is to carefully coordinate and achieve flexibility in combining the educational regime of school and university.

Conclusions and prospects of using the research results. As we can see, dual

education in the training of future primary school teachers combines university education and primary school teaching. This combination is a very effective type of teaching, since the student, apart from theoretical classes in the classrooms, explains all the features of the educational process directly in school by teachers who have considerable experience. This is an indispensable experience for students, because they feel in the team not just present, but its part, adopt the professional skills of their mentors, directly participate in the educational process. Consideration of the dual system of education indicates that becoming a future primary school teacher, dual education is the optimal chance to adapt and gain professional independence. Thus, at H. S. Skovoroda Kharkiv National Pedagogical University exist a certain view on the methodical system of training of future primary school teachers and the formation of their competence. Indeed, such experience in training professionals is necessary in our society to increase the level of practical training, formation and development of key competencies of future primary education professionals and to enhance the efficiency of further professional activity of future educators. The improvement of this experience continues.

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3.7. PROFESSIONAL DEVELOPMENT SCHOOL: PRE-SERVICE PRIMARY SCHOOL TEACHERS TRAINING INVOLVING DUAL EDUCATION ELEMENTS

***Abstract.** The research confirms the efficiency of pre-service primary school teachers training that includes dual education elements following the results of introducing the pilot program “Professional Development School (A Day at School)” at the primary school education faculty of H. S. Skovoroda Kharkiv National Pedagogical University. The paper discusses the experience of pre-service primary school teachers’ practical training that aims at educating primary school pupils under the pilot program “Professional Development School (A Day at School)”. Its goal is to ensure comfortable and smooth transition for pre-service primary school teachers from teaching to educating in real-life educational contexts at secondary schools being guided by experienced mentors – secondary school primary school teachers from Kharkiv as well as by the teaching staff of the primary school and professional education department of the primary school education faculty of H. S. Skovoroda Kharkiv National Pedagogical University. A brief syllabus on the Theory and Methods of Education is presented. It defines the course duration and structure (4 months, 2 modules, 10 topics, and 25 tasks), teaching methods (work in a mastermind group, micro teaching, individual work, individual classes, counseling sessions etc.) and the course outcome – gaining practical experience by case studying in real-life primary-schooling educational conditions at primary grades of secondary schools. Scientific novelty of the research is that it is the first study to offer theoretical grounds and summary of the results of the experimental research into the practical pre-service primary school teachers training that includes dual education elements under the program “Professional Development School” (based on the course of the Theory and Methods of Education).*

***Key words:** primary school teacher, dual education, professional growth, practical training, professional development school, mentoring.*

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***Problem setting.** For the development of the information and knowledge society, quality education is a vital factor of success, while a teacher is both an object and a positive change agent. Teaching profession is among the most widespread ones in the modern society and is in the focus of public attention. However, teaching and*

research community emphasizes that contemporary pedagogical education features imbalance between the demands of the Ukrainian society for highly qualified teachers and the real situation of the pedagogical education, as well as the results of education institutions activities and teachers' readiness to implement educational reforms in Ukraine. The above imbalance is, *inter alia*, caused by the disruption between pedagogical education and practical educational needs, insufficient readiness of the graduates to meet the requirements of educational reforms in the new Ukrainian school. In view of the aforesaid and the modernization trends in the national educational system, defined in the Concept of the New Ukrainian School [2], it is topical and relevant to study innovative reforms of the effective practical pre-service primary-school teachers' professional training. The paper *aims at* providing theoretical grounds and summarizing the results of the experimental research into the practical pre-service primary-school teachers' professional training in the "Professional Development School" with the elements of dual education.

Research methods included *theoretical ones*: analysis, comparison, systematization of opinions on the meaning of dual education and the phenomenon of the "Professional Development School"; studying philosophical, psychological-pedagogical and educational-guideline domestic and foreign literature on training pre-service primary-school teachers in the "Professional Development School" with the elements of dual education; the analysis of statutory documents, regulating higher and secondary education institution activities; *empirical ones*: observation of teachers' and students' activities; participation in the experimental program "Professional Development School (A Day at School)" dedicated to the professional training of pre-service primary-school teachers using the elements of dual education.

Scientific novelty of the research is that it is the first study to offer theoretical grounds and summary of the results of the experimental research into the practical pre-service primary school teachers training that includes dual education elements under the program "Professional Development School" (based on the course of the Theory and Methods of Education).

Results and discussions. Transformational processes in the economy of Ukraine have necessitated the mechanisms of education and labour market interaction to be improved; they have demanded effective students' training and graduates' employment. Attempts to solve the problems of youth training to adapt in their professional environment are being made both in Ukrainian and international research and practice fields. The search has eventually led to the interest in the German experience of dual education and studies, which was presented, in particular, owing to the representative office of Friedrich-Ebert-Stiftung in Ukraine, German-Ukrainian Agricultural Policy Dialogue (APD) and the Eastern Partnership Project "Dual Education in Dialogue" involving educational institutions of different levels. The German experience serves the grounds for the Dual Education Professional Training Concept, which indicates that the major and most urgent problem to be solved is the "insufficient level of readiness among higher institution, professional and vocational graduates to their independent professional activities in the first workplace by profession" [3]. According to the Law of Ukraine On Education, dual education is

defined as a way of studying, which implies, normally on the contractual basis, a combination of persons' academic studying at education institutions (other educational establishments) and their on-the-job training at entities, establishments and organizations to gain qualifications [1]. The term dual system (from Latin *dualis*, double) has been used in the pedagogical terminology since the mid-1960's as a new, more flexible form of organizing professional training that combines academic studies at education institutions and learning practical skills on the job [8]. The main task of implementing elements of dual mode of study is to remove the drawbacks of traditional forms and methods of professional training, bridge the gap between theory and practice, education and production as well as improve the quality of training highly qualified human resources considering employers' requirements by introducing new organizationally different forms and modes of studying.

That is the mode of study offered by the "Professional Development School (A Day at School)" (Order No. 116-S dated September 17, 2018), initiated at the primary education faculty of H. S. Skovoroda Kharkiv National Pedagogical University. In 2016–2020 under the experimental program, the primary education faculty has been professionally training pre-service primary-school teachers, combining academic university training and practical training at secondary education institution. In our view, "Professional Development School (A Day at School)" successfully joins the elements of dual education and the largely meets the requirements to the system of teachers' professional development, specified in the framework document of the Ministry of Education and Science of Ukraine entitled "The Conceptual bases of reforming secondary education "New Ukrainian School" [2]:

- Student activity orientation (the teacher is free to select respective professional development opportunities or participates in their formation);
- Experience and knowledge orientation (updated information is provided in the context of available experience and knowledge as well as considering teaching needs);
- Evaluation orientation (provides an opportunity to teachers to obtain quality feedback, favorable evaluation of both the activity and the process to improve the efficiency);
- Community orientation (the development of the expert community with stable horizontal links that provide support, in particular at the stage of introducing new ideas in educational activities) [6, p. 340–341].

The Professional Development School as a form of organizing pedagogical education has gained positive experience of its application as an innovative mode of studying while reforming the system of professional development of pre-service teachers and teaching practitioners in the USA. According to the definition of the National Council for Accreditation of Teacher Education, Professional Development Schools are innovative education institutions, organized as partnerships of university pedagogical professional training programs and secondary schools with such goals as future teachers' training; teaching staff professional development at schools and universities; research activities, oriented on improving academic theory and practice; raising the level of teaching the pupils of these schools. The general concept of

Professional Development Schools is the collaboration of schools and higher education institutions to improve the quality of teaching school students via facilitating teacher training. T. Koshmanova indicates that Professional Development Schools allow for functional combination of academic and practical training of pre-service teachers, enriching experienced teachers' expertise, carrying out scientific research while collaborating with university teachers, which provides grounds for the creative use of this experience in the system of Ukrainian professional pedagogical education [4, p. 34].

The rise of Professional Development Schools is related to the initiatives of such US national pedagogical organizations as the Holmes Group (later the Holmes Partnership); Carnegie Forum on Education and the Economy, the National Network for Education Reform, American Federation of Teachers, National Education Association, Ford Foundation etc.

The Professional Development School Concept, developed by the Holmes Group (1990), provides for a new structure of training teachers to develop young graduates, continuous education and further professional development of experienced teachers and to carry out scientific research into studying educational activities. The areas of teacher training, their professional development and the very organization of secondary school studies include the development of suggestions for pedagogical training, teaching and learning, schooling organization, building curriculum based on the principles of equality, objectivity and justice in education, research and establishing professional trade unions. Professional Development Schools are education institutions, which implement an alternative, integrated model of pedagogical education of pre-service teachers and continuous professional development of educators-practitioners along with improving the educational process of the higher pedagogical and secondary schooling. Teacher Professional Development Schools achieve the dynamic unity of stable (basic fundamental knowledge of pedagogy, psychology and philosophy of education) as well as optional (innovations, creativity, student's research specialization, as well as personal interests and preferences) components of professional training. T. Koshmanova states that the dynamic unity of compulsory and optional components of professional training is achieved in teachers' professional development schools, which are considered to be the basic mechanisms ensuring collaboration and partnership between school and university teachers; the "educational clinic" – base where pre-service teachers gain laboratory, practical and on the job experience, professional adaptation of newly graduated teachers under mentoring conditions, and the site for educational research by expert educators. Innovative activities of the American pedagogical education have been oriented on practical and active teacher training, provision of partner university-school relations [4, p. 16–17].

According to the data of the American Association of Colleges for Teacher Education (AACTE), in 1998 the total number of Professional Development Schools across the country was over 1000 in 47 states. Only recently there have emerged the Coalition of the Kansas Professional Development Schools, the Association of Pennsylvania Professional Development Schools (2006), the US National Association

of Professional Development Schools (2005), the Network of Professional Development Schools of Maryland etc. [6]. An important step on the way to establish Professional Development Schools as a special institute in the US continuous pedagogical education system was the development of the Professional Development Schools Standards by the National Council for Accreditation of Teacher Education, Professional Development Schools [5].

It was found out that in professional development schools, even at the early stage of development special management bodies are set up to coordinate the activities of the partnership members: the school-university partnership office, an advisory council, a coordination council (the committee for pre-graduation paper preparation, the committee for educational and research work, the committee for implementing modern educational technologies, temporary committees for settling current issues), school councils involving school and university representatives [5].

For the pedagogical practice advising professional development schools introduce new employees, including a “clinical assistant”, a “school practice manager”, a “curator of observation practice”, a “methodology advisor” etc., as well as a team of dedicated qualified mentors. From the higher education institution the pedagogical practice management involves the practice curator and other pedagogical department teachers, as well as the teachers from the departments and faculties that teach pre-service teachers in different courses [5].

The new organizational structure facilitates implementation of numerous first and second priority line changes in the American general teacher training system. The first line changes focus on improving educational organization goals and structures, aimed at solving the problem of quality control. The second line changes introduce new goals, structures, roles that transform traditional approaches into innovative ways to settle educational issues. The first line changes that have been successfully implemented in Professional Development Schools: the setup of educational classes based on collaboration, pre-service teachers’ reflective skills, the combination of academic studies and training practice, collaboration of pedagogical teachers and academic course teachers while providing pedagogical education. The second line changes include understanding-based teaching, the acceptance by university and secondary school teachers of the new “roles of teachers for teachers” (joint teaching of university courses, joint pedagogical mentoring and evaluation of intern students, joint holding of workshops on the intern active teaching); participation in the joint school reforming [4, p. 26].

Considering the study of the theoretical and methodological bases of dual education and the foundations of the concept and experience of introducing Professional Development Schools, it is believed possible to single out the features of dual education, met by the Professional Development School initiated at the primary school education faculty of H.S. Skovoroda Kharkiv National Pedagogical University:

for a higher education institution:

- the increase in education competitiveness on the education services market;

- the accessibility of updated information on the current state of development of the professions and trades that are trained by the education institution;
- the improvement of education quality owing to the adaptation of educational programs to employers' requirements;
- the expansion of opportunities for applied research;
- the expansion of opportunities for teaching staff further professional development;

for a student:

- a combination of academic theoretical knowledge and practical hand-on experience in several secondary education institutions;
- higher chances to be offered a permanent job after graduation;
- the availability of work experience by the time of graduation, which is required for further professional growth, as well as for the realistic vision of one's personal career development;
- gaining practical professional teaching experience while studying;

for a secondary education institution:

- the influence on professional training by providing necessary knowledge, skills and competencies;
- the delivery of qualified graduates who are ready to work at the due level with no additional expenses on the induction into ongoing processes at the secondary education institution;
- the selection (during the study period) of the best and the brightest students to employ after their graduation [3].

The structural logical diagram of the experimental program “Professional Development School (A Day at School)” is built using the logic of studying professional curriculum courses for specialization 013 Primary education:

Year 1, semester 1. General Pedagogy, Ukrainian.

Year 1, semester 2. Theory and methods of education, Basics of Natural Sciences, Crafts methods.

Year 2, semester 3. Didactics, Mathematics, Modern Ukrainian.

Year 2, semester 4. Mathematics teaching methods, Ukrainian language teaching methods, Children's literature.

Year 3, semester 5. Pedagogical skills and excellence, Modern Ukrainian, Mathematics.

The classes at the Professional Development School are held once a week over one academic year. Students are at the school the whole day. At first there is a theoretical class – a lecture at school given by a department lecturer, followed by the first methodological class. Then students observe a few lessons. After the lessons the second methodological class is held in the full-day group. The first week is devoted to students' observations of the teachers' work. Starting with the second week they begin conducting lesson and extra-curricular activity fragments [7, p. 24].

Below, we describe the experience of pre-service primary-school teachers training to educate primary schoolers under the experimental program “Professional Development School (A Day at School)” that involves dual education elements.

Initially, the Professional Development School activities were organized in Kharkiv gymnasium No. 169. The Professional Development School participants included first-year students of the primary education faculty, primary school teachers of Kharkiv gymnasium No. 169 and the teaching staff of the primary and professional education department of H. S. Skovoroda Kharkiv National Pedagogical University. Later these activities were joined by Lyceum Professional, lyceums No. 141, No. 107, gymnasia No. 17, 55, secondary schools No. 26, 56, 142, 158 and other institutions.

During the experiment the aim, objectives, tasks and forms of students' educational activity organization were improved at the Professional Development School for the course of the Theory and Methods of Education. That enabled us to choose the optimal mode of studying: the Practicum on the Theory and Methods of Education. According to the professional curriculum of specialization 013 Primary education at H. S. Skovoroda Kharkiv National Pedagogical University, the training course of the Theory and Methods of Education is taught to the first year students in the second semester. The practicum program was harmonized with the academic and working programs of the training course of the Theory and Methods of Education.

The *aim* of the Practicum of the Theory and Methods of Education taught at the Professional Development School is to ensure smooth transition for pre-service primary-school teachers from studying to professional activities in the real-life educational process at secondary education institutions. For this purpose they are guided by experienced mentors – primary school teachers of Kharkiv secondary schools and the teaching staff of the primary and professional education department of the primary education faculty of H. S. Skovoroda Kharkiv National Pedagogical University.

Tasks:

- learning about the practical implementation of major principles, methods, forms and means of educating primary school pupils by observing, studying and analyzing education activities in the primary school;
- forming students' practical abilities and skills to analyze educational situations in the pupils' groups;
- revising, summarizing and systematizing the knowledge of the Theory and Methods of Education by their situational application in practical activities as well as by studying the experience of teachers – practitioners.

SYLLABUS

Duration and structure of training: 4 months, 2 modules, 10 topics, 25 tasks.

Teaching methods: work in a mastermind group, micro teaching, individual work, individual classes, and counseling sessions.

Course outcome: gaining practical experience by case studying in real-life primary-schooling educational conditions at primary grades of secondary schools [9].

Module 1. Methodological aspects of school education.

Topic 1: The concept of educational process.

Tasks:

1. To learn about the system of school educational work.

2. To outline the diagram of school educational work.

Topic 2: The content of education.

Tasks:

3. To learn about teacher's educational work plan for the second semester of the academic year (if any).

4. To write out educational events, specified in the educational work plan, identify the value and format of the events.

Topic 3: Educational methods and forms.

Tasks:

5. To study and analyze the methods, forms, techniques and means of organizing individual educational work with primary school pupils (talented children, children with special needs etc.).

6. Micro teaching: to take part in organizing individual educational work with primary school children.

7. To attend an educational class, analyze its structure and content.

8. Micro teaching: to take part in preparing and holding an educational class.

9. To attend an educational event, analyze its structure and content.

10. Micro teaching: to take part in preparing and holding an educational event.

Topic 4: Personal development in a group.

Tasks:

11. To identify the class development stage.

12. To find out class traditions promoting class friendliness and team building.

13. Micro teaching: to take part in preparing and holding a traditional event, promoting class friendliness and team building.

Module 2. Overall cross-cutting education process system.

Topic 5: National patriotic education of primary school pupils.

Tasks:

14. To learn and analyze the methods, forms, techniques and means of organizing the national patriotic education of primary school pupils in schooling (in the content of school subjects).

15. Micro teaching: to prepare and conduct a lesson fragment, aiming at pupils' national patriotic education.

Topic 6: Moral education of primary school pupils.

Tasks:

16. To learn and analyze the methods, forms, techniques and means of organizing moral education of primary school pupils in schooling (in the content of school subjects).

17. Micro teaching: to prepare and conduct a lesson fragment, aiming at pupils' moral education.

Topic 7: Esthetic education of primary school pupils.

Tasks:

18. To learn and analyze the methods, forms, techniques and means of organizing esthetic education of primary school pupils in schooling (in the content of school subjects).

19. Micro teaching: to prepare and conduct a lesson fragment, aiming at pupils' esthetic education.

Topic 8: Environmental education of primary school pupils.

Tasks:

20. To learn and analyze the methods, forms, techniques and means of organizing environmental education of primary school pupils in schooling (in the content of school subjects).

21. Micro teaching: to prepare and conduct a lesson fragment, aiming at pupils' environmental education.

Topic 9: Labor education of primary school pupils.

Tasks:

22. To learn and analyze the methods, forms, techniques and means of organizing labor education of primary school pupils in schooling (in the content of school subjects).

23. Micro teaching: to prepare and conduct a lesson fragment, aiming at pupils' labor education.

Topic 10: Healthy lifestyle education of primary school pupils.

Tasks:

24. To learn and analyze the methods, forms, techniques and means of organizing healthy lifestyle education of primary school pupils in schooling (in the content of school subjects).

25. Micro teaching: to prepare and conduct a lesson fragment, aiming at pupils' healthy lifestyle education.

Following the results of completing the academic program of the practicum on the Theory and Methods of Education at the Professional Development School, students can be awarded 10 points (for the full program completion).

As the guidelines for the students' academic program completion of the practicum at the Professional Development School we developed a *workbook*, given to students at the inception meeting before the practical training.

Conclusion. The study of the academic theoretical and methodological bases of dual education and the basics of the concept and global experience of introducing Professional Development Schools enables to conclude that the Professional Development School, set up at the primary school education faculty of H. S. Skovoroda Kharkiv National Pedagogical University is an innovative form of practical professional training pre-service primary-school teachers, which meets the major requirements and features of dual education. The findings of the 2016–2020 experimental research show that the basic schools gain significantly due to the establishment of the Professional Development School: university scientific and research support, regular active participation of students – teachers' assistants in the educational process, teaching staff professional development etc. The university and the primary education faculty also benefit from organizing the Professional Development School: there is adaptation of students to their first place of work, relevance increases, students learn the realia of today's school and, consequently, graduates' practical readiness to independent pedagogical activities rises.

Prospects of using research findings are in further substantiation and development of the mechanisms for implementing the “Professional Development School” and facilitating such features of dual education as signing cooperation agreements between secondary education institutions and a higher education institution, students’, school and university teachers’ work consideration, provided they are involved in the “Professional Development School”; the improvement of interaction with employers as education quality external stakeholders by involving them in working on applied educational programs and syllabi under the dual mode of study etc.

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3.8. INTERACTION OF THE MANAGEMENT DEPARTMENT WITH THE ESTABLISHMENT OF THE GENERAL SECONDARY EDUCATION AS AN IMPORTANT RESOURCE MODERNIZATION OF ITS ACTIVITY

***Abstract.** The systemic transformations in the educational field of the early 21st century could not neglect such an important issue as the interaction of establishments of general secondary education (EGSE) with establishments of higher education (EHE). According to practice an important role in this process belongs to the university department. In the structure of the educational scientific pedagogical complex of the H. S. Skovoroda Kharkiv National Pedagogical University (KhNPU) there is organized the work of forty such departments, which closely cooperate with the EGSE of the city and region. The basis of our research is the experience of the work of the University Department of Scientific Foundations of the Postgraduate Education Institute and Management of Education Institute (PEIME) of KhNPU in Kharkiv Gymnasium 23 of Kharkiv City Council of Kharkiv region. The directions of such cooperation are: development of conceptual provisions, development programs, strategic plans; managing the creation of targeted programs and projects in accordance with the chosen development strategy; advising the administration of the institution on individual issues of managing the culture of the organization; assistance in conducting monitoring studies through diagnostics, examination, qualimetric measurements in order to timely adjust the process of implementation of a new model of high school management in conditions of democratization of education.*

Based on the requirements of the New Ukrainian School concept [6], the ultimate goal of the EGSE is not to provide students with knowledge of various sciences and areas of practice in society, regardless of their abilities, but to provide such educational services that are most fully consistent with their ability to constantly update their lifelong learning potential through mobility and integrity. The purpose of the article is to reveal the positive practical experience of the interaction of the university department with the EGSE as an important resource for improving the activities of the educational organization on the basis of state and public administration. The scientific novelty of the creative cooperation is that the theory and practice of the public and public administration of the EGSE has been further developed through the specification of the content and forms of interaction with the university department, and the methods and measures used in working with students, the staff and the public have provided a positive result. To achieve this goal we used a set of interrelated theoretical and empirical methods of research: analysis of scientific literature, normative documents regarding the problem under study. The basic concepts were clarified: state-public administration and student self-

government; observing the peculiarities in the relations between pupils and teachers, the administration and the teaching staff in the process of educational and extracurricular activities; conversations with members of student self-government; a systematic generalization method was used to determine conclusions and results.

Keywords: *state-public administration, public-active school, new generation gymnasium.*

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Formulation of the problem. Accelerating the integration of Ukraine into the international educational space, the need for radical changes aimed at improving the quality and competitiveness of education in the new economic and socio-cultural conditions, updating the legal framework of education cause the modernization of its structure, content, management of educational institutions. Of particular importance is the modeling of new types of educational institutions that would meet current requirements for educational activities. It is no accident that new models such as the health school, the school of the future, public-active school, family-school, professional lyceums, etc. are becoming more widespread. This is stated in the law “About Education”, which states that strategic directions of public policy in the field of education should be the creation and provision of opportunities for the implementation of various educational models, the creation of educational establishments of different types and forms of ownership [10].

Relevance of research. Analysis of pedagogical sources and practical experience show that episodic and stable forms of cooperation have existed since the end of the twentieth century. Episodic forms can be attributed the following: speeches of leading scientific and pedagogical workers of establishments of higher education (EHE) in front of the teaching staff; development of methodological recommendations at the request of the heads of the EGSE, who sought to increase the prestige of the EGSE; involvement of professors, associate professors in the educational process and research work in the EGSE; individual work with high school students; consultations on continuity in the work of the new type of EGSE and EHE. Such cooperation was not characterized by consistency and commitment. That time, the beginning of the 21st century, it was appeared the idea of stable cooperation between the EHE and the EGSE. Within this framework, university departments have played an important role as an important resource in the modernization of the EGSE activities. Education in its content, forms and methods is not an invariable phenomenon, it is constantly responding to civilization challenges and social realities, taking into account new trends and perspectives of humanity. As in other spheres of social life, it is undergoing some changes aimed at shaping the content of the educational process on the basis of innovative and technological achievements.

Relation of author’s achievements with important scientific and practical tasks. The material presented in the article is related to the research topic of the Postgraduate Education Institute and Management of Education Institute, research topic of the Department of scientific bases of management of the H. S. Skovoroda

Kharkiv National Pedagogical University “Scientific bases of management in education and its psychological support” (registration number: 0115U005819 from 23.12.2015).

Analysis of recent research and publications. Conceptual foundations of organizational modeling in the educational sphere, construction of innovative projects of educational establishments were investigated by G. Yelnikova [2], L. Kalinina [3], T. Kapustyrskya [3], S. Kirychenko [11], Ye. Pavlyutenkov [7], L. Rybalko [11], R. Chernovol-Tkachenko [11] and others. Peculiarities of modeling state-public administration, publicly active schools in their scientific works were revealed by V. Anruschenko [1], G. Yelnikova [12], O. Zaichenko [12], L. Klymenko [4], S. Korolyuk [5], V. Maslov [12], L. Paraschenko [8], O. Postovensky [9].

Emphasis previously unresolved parts of the general problem of the article. However, the role of cooperation between the EGSE and the University Department in modeling state-public administration in the EGSE in scientific research is hardly covered. The gained experience and the positive results give us a reason to open it for acquaintance and discussion with the pedagogical community and practical managers in the field of education. ***The purpose*** of the article is to summarize the experience of interaction of the university department with the EGSE as an important resource for improving the activity of educational organization on the principles of state-public administration, such as: elucidation the forms and methods of working with students, staff and the public in the process of approval of the model of the new generation gymnasium on the principles of democratization of management.

Research methods. In the process of scientific search we used the following research methods: analysis of philosophical, pedagogical, psychological literature, literature on education management, normative documents on the interaction of the management department with the EGSE during interviews, the practical activities of the EGSE of state-public administration modeling.

Presentation of the main material. Open in more detail the work of the University Department of Management Problems at the Kharkiv Gymnasium 23 of Kharkiv City Council of Kharkiv region. Gymnasium is one of the oldest educational establishments in Kharkiv. Its area is about 5 hectares. It is the former estate of the landlord of Gabai with a large orchard. In his house a four-grade primary school with 124 students was initially opened. In 1930 it was finished the construction of a three-story school that worked three shifts to involve all neighborhood children with educational services.

The great research work of the students on the research and study of the heroic deed of the 15th Guards Kharkiv-Prague Division, which participated in the liberation of Kharkiv from the Nazi invaders, contributed to open the museum in 1965. The materials about the Brave Guards are still preserved as sacred relics of the events of the Great Patriotic War, and today the young generation continues to open new pages of the biography of the brave defenders of our Motherland. During the independence of Ukraine, the pedagogical staff of the educational establishment directed its efforts to the revival of national spirituality, which became a prerequisite for the opening of the ethnographic museum “Svitlytsia”. Since 1992, EGSE has been reorganized into

the Ukrainian Lyceum of Linguistic and Economic Education, which has become part of the educational scientific and pedagogical complex of the H. S. Skovoroda Kharkiv State Pedagogical University. The educational process was expanded with the introduction of new subjects: economics, the foundations of entrepreneurship, the foundations of spiritual culture, folk studies, Latin, English and foreign literature. Since 1980, the teaching staff has been working closely with German educational establishments. In 1993 the lyceum was reorganized into a gymnasium with advanced study of German. High quality mastery of a foreign language is provided not only by school teachers, but also by specialists from Germany, who prepare students for the international language exam (“Sprachdiplom”), which qualifies for internship in the country of the native language, and in the future to enter any EHE in Germany. Having been educated in Europe, former gymnasium graduates return to Ukraine and become successful specialists in the fields of education, economy and business. During the last five years, the teachers, headed by the administration, have been introducing into practice the work of the establishment of public administration. The adoption of the model of a new generation education school is taking place in the context of establishing partnerships with the public, the development of student self-government, widening the boundaries of volunteer activity on the basis of the process of democratization of management.

Scientific support of the university department for the implementation of the selected model was carried out by a system of activities. Public relations were initiated in three directions: structural and public support (creation of bodies of public self-government – board of trustees, parental committees, bodies of student self-government, teacher associations, etc.); information and public support (organization of systematic meetings of the administration of the high school and parental public, reports of the administration to parents, interviews and public discussion of the most important management decisions); subordination-intermediate partnership (ensuring public participation in the work of the council, pedagogical council, certification committee, working and initiative groups on preparation of important documents and organizational measures) [2].

Democratization of management was realized through ensuring positive changes in the microclimate of the educational environment, achieving a high level of quality of relations and harmony between the subjects of educational activity. The administration improved the ability to delegate authority to members of the staff. The effectiveness of the approval of the public-public governance model was monitored by SWOT analysis, which facilitated the timely correction of identified problems. Decisions to upgrade the educational process were made taking into account the favorable equilibrium of the different approaches: top to bottom, bottom to top and jointly. The administration of the gymnasium and the members of the school team realized that any public structure would be effective in management activity, if it was created with teaching expediency, would fit into a complex organizational system, endowed with certain rights, scope and scope of activity. After all, professionalism in management is not achieved by the pursuit of power or the search for new organizational forms: boards, commissions, clubs, and societies. You must strive to

manage not the individual elements, but the links between them. It is necessary to create a system of governance where the power is distributed according to the degree of competence. This means that the management team should focus on identifying problems and constructively addressing them by making scientifically sound decisions. Then the winners are not the administration or the public, but the team that selects relevant information for the purpose of competent resolution and elimination of the problem.

The context of the above activity of the university department was aimed at the realization of the mission of the EGSE: “Education of a person who is capable of generating new ideas, making non-standard decisions, integrating into the world educational space, worthy representation of Ukraine abroad, being ready to solve complex economic, social and political issues in the state”. In this connection, it is envisaged to introduce into the educational process courses aimed at the development of civic activity of high school students; study of the experience of public-active schools in Ukraine and abroad (via the Internet or by visiting these schools); examining community needs for high school education services; introduction of modern technologies (project, acmeological, personally oriented) into administrative activity of the administration and pedagogical activity of teachers.

The important role had following organizational and pedagogical activities: the express information “New Methodical Editions”, the panorama of methodical ideas, findings “Relay of experience”, the kaleidoscope “Innovation in education of Ukraine”, the mosaic “Messages from lessons”, planning consultations, algorithm development, attractions.

Enlargement of the boundaries of the educational environment was facilitated by the introduction of the author’s curricula and educational programs, individual plans of work with gifted high school students. Educational innovations have been actively introduced to prepare a competitive graduate able to integrate into the European space. In the process of cooperation, the Regulations of the Council of the New Generation Gymnasium, the Qualimetric Model for Assessing its Activity, and Target Projects (“Management Day: Control Dialogues” (administration reports to parents, students, teachers); with foreign partners from Germany). The Euroclub has been fruitfully working within the framework of the Gymnasium and World project. The motto of Euroclub is “Our future is bright and peaceful. Make it so voluntary”. Its participants promote the ideas of European unity in gardens of pluralism and democracy; collect and disseminate information on the European Union among young people and young people; form a European consciousness among students; organize meetings, competitions, exhibitions on the topic of European integration; prepare young people for life and work; cooperate with other Euroclubs of Ukraine and Europe; – exchanges gymnasium students. The introduction of student self-government was facilitated by the activities of the youth-youth organization “Unix”, which provided ample opportunities for the development of social activity of each gymnasium student, created the prerequisites for personal participation in the development of the educational system, gave the right to feel the master of their gymnasium, expanded the boundaries to promote the principles of a democratic

culture of communication. The staff of the University Department of Scientific Foundations of Management gave reasonable recommendations to the members of the student self-government asset in the process of developing legal documents regarding their activities. “Unix” is led by a president, who is elected by a secret ballot of students. Nominations that seek to run for president are presented with their own programs that are widely discussed at the general meeting of the student body. The gymnasium student council has its own heraldry and the name “Leader”. The elected President acquires the authority of the Chairman of the Council.

Representatives of the university department provide scientific and methodological support for various activities of self-government in the gymnasium. Trainings are conducted, situations of managerial decision-making are modeled, and specific tips are given for organizing the educational process. Various types of joint activities contribute to the development of competence, social interaction, develop the ability to take on responsibilities and fulfill them, to obey the collective discipline and at the same time to assert their rights in terms of tolerance and prudence, to relate personal interests with group and public. Scientific-teaching and teaching staff, headed by the head of the department, realize that the results of self-government of gymnasium students are much more difficult to evaluate than the results of their education. This work does not require tests that give an instant (often formal) result, but observation, an experiment that takes time, skill and endurance. These results are often manifested in the adulthood of graduates. By means of qualimetry, certain student managerial competencies are assessed and determined for effectiveness. The members of the department take part in round tables, trainings, scientific-theoretical seminars, preparation and issue of almanacs, competition “Gymnasium student of the year”, action “Formula of care”; the work of the Club “Intellectual”, the election of the president of the gymnasium, the dedication of gymnasium students and more. Volunteer work is carried out within the framework of solving social problems through participation in actions “Hurry to do well-fair” (assistance to single people), “Warm up lonely old age” (to International Day of the Elderly), “Save memory” (to the Day of Defenders of the Fatherland), Deutsche Leben (working in translators’ groups during excursions in Kharkiv) and others.

To sum up, it should be noted that the result of the cooperation between the University Department of Scientific Foundations of Management and Kharkiv Gymnasium 23 is the consistent implementation of the developed educational project “New Generation Education Establishment”. This is the development of local regulatory documents; defining the mission, purpose, objectives; a list of sequential actions, the identification of executors and the limits of their responsibility; finding the necessary resources; monitoring of the implementation of the planned measures; establishing a new system of human relations and communications between different subjects of the educational process and the external environment.

The renewal of management activities in the gymnasium is carried out within the framework of the development of PR policy (public relations), which helps to democratize the management of the gymnasium and to improve the overall results of its work. Today it is safe to say that Kharkiv Gymnasium 23 is a successful

educational establishment with a positive image of its own, popular with parents and the public. In the 2019–2020 academic year, Kharkiv Gymnasium 23 confidently certified its right to a new generation of education. Leadership on the basis of state-public administration is carried out by Golubnicha Iryna Alekseevna, who received a master's degree with honors in the specialty "Management of an educational establishment" at IKPPMO KhNPU. Her life is guided by the motto: "Getting together is the beginning, staying together is progress, working together is success". Annually the winners of different stages of the All-Ukrainian Olympiad in German are about 20 people. 3 or 4 students are winners of the fourth level, three students are presidential graduates, six students graduate of the "Gifted" program of Kharkiv mayor. The gymnasium teams are the winners of the All-Ukrainian Tournament of Young Historians, Jurists, Economists. The teaching staff of the gymnasium together with the university department carry out serious work in preparation for the defense of research works of gymnasium students. The results are eleven winners of the "Kharkiv center of research and experimental activities "Teachers House" of the Kharkiv regional council". All this testifies that the joint cooperation of the University Department of Scientific Foundations of Management and Administration of Kharkiv Gymnasium 23 is an important resource that contributes to the productive functioning and creative development of the educational establishment.

Conclusions. Based on the generalization of the experience of interaction of the university department with the EGSE, we propose to create in the system of state and public administration on an innovative basis the university departments of disciplinary content, to introduce the methodology and technology of developing qualitative models for assessing the quality level of different directions of the educational process in order to organize its modernization search for teachers and students, to disseminate publicly the educational results of collaboration university Department and EGSE.

Prospects for the use of research results. The experience we have learned does not exhaust the full range of interests of the administration, the teaching staff of the EGSE in the implementation of democratic principles of governance in the context of cooperation with university departments. It would be advisable to introduce democratic policy design in an intellectually rich educational environment.

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3.9. COOPERATION OF INSTITUTIONS OF GENERAL SECONDARY EDUCATION AND LOCAL SELF-GOVERNMENT BODIES ON IMPLEMENTATION OF THE CONCEPT OF THE NEW UKRAINIAN SCHOOL

Abstract. *The relevance of the study is caused by the state-public nature of management of education, on the one hand, and by the need in activation of work of all subjects of educational process in order to achieve the purpose and tasks of education, on the other hand. The aim of the article is to reveal the directions of activities of local self-government bodies on implementation of the Concept of the New Ukrainian School in institutions of general secondary education. The scientific*

novelty is that the author has been the first to reveal the directions, forms and methods of cooperation of local self-government bodies and general secondary educational institutions, concerning the implementation of the Concept of the New Ukrainian School. A complex of general-scientific methods has been used for the research. These methods are theoretical (study, analysis, systematization, generalization of scientific sources, induction and deduction) and empirical (pedagogical observation for determining the forms, methods and possible difficulties in cooperation of local-self-government bodies and general secondary educational institutions, study and generalization of pedagogical experience in cooperation of local-self-government bodies and general secondary educational institutions for determining the directions of their interaction in education).

The author has revealed the main directions of cooperation of local self-government bodies and general secondary educational institutions within the implementation of the Concept of the New Ukrainian School. These directions are management of the system of education, educational-upbringing activities, teachers' scientific-methodical training, material and technical support of general secondary educational institutions. When managing the educational system, the local self-government bodies ensure the implementation of the state policy in the sphere of education and the Concept of the New Ukrainian school in particular, monitor compliance of educational activities with state regulatory documents, coordinate the activities of general secondary educational institutions and conduct monitoring studies on the quality of educational services in terms of implementation of the Concept of the New Ukrainian School. The educational-upbringing activities of the local self-government bodies and general secondary educational institutions include work with gifted and talented children, inclusive activity, creation of the conditions for development of student self-government in general secondary educational institutions, holding the city mass events, creation of the conditions for development of all children's interests, abilities and inclinations. Teachers' scientific-methodical training includes providing of primary school teachers' course retraining in connection with the implementation of the Concept of the New Ukrainian School, training and raising the level of professional competence of subject teachers and laboratory technicians, providing of advanced training of pedagogical staff who work with children with special educational needs. The material and technical support of general secondary educational institutions means ensuring the modernization of the material and technical base of primary classes according to the requirements of the Concept of the New Ukrainian School, purchase of laboratory and demonstration equipment for Nature Studies and Mathematics classrooms, providing general secondary educational institutions with modern interactive complexes, providing schools with Internet access and introduction of distance learning platform, etc. The prospects for further research have been outlined. They are the detailed analysis of the social and publishing activities of local self-government bodies in their interconnection with general secondary educational institutions.

Key words: *local self-government, local self-government bodies, the New Ukrainian School, general secondary educational institutions, directions, implementation.*

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The problem statement. The state-public nature of formation of modern educational system, the tendencies of development of Ukrainian society and introduction of the Concept of the New Ukrainian School require improvement of quality of schoolchildren's education and teachers' training, according to the requirements of the Concept of the New Ukrainian School, and activation of work of all subjects of educational process in order to provide human comprehensive development, satisfaction of needs of a person, government and society.

The relevance of the study. The Concept of the New Ukrainian School [16] and the Concept "The National Doctrine of Educational Development in the 21st Century" [9] proclaim flexibility and democratic management of education, increasing the role of local self-government bodies in education and activation of work of boards of trustees, parents, mass media, public organizations and funds in educational, economical and scientific-methodical activities of general secondary educational institutions, predicting their development and assessing the quality of educational service.

Connection of author's achievements with important scientific and practical tasks. Local self-government bodies are of great importance in educational process, as they perform many functions and exercise powers in the sphere of education, implementing the Concept of the New Ukrainian School, in particular. Taking this into account, the description of the directions of activities of local self-government bodies regarding the introduction of the Concept of the New Ukrainian School at general secondary educational institutions, as well as the revelation of forms and methods of these activities seem to be of particular significance.

The analysis of the recent research and publications. The analysis of psychological-pedagogical sources and documents (plans and programs of activities) of the local self-government bodies has shown that the problem of their work in the sphere of education is often connected with the questions of management (N. Volkova [2], V. Gurkovskyi [3], O. Zvizdai [5], O. Kurylo [7], L. Murkovych [8], T. Polishkevych [13], N. Rashitova [15], Yu. Sharov [19]). Furthermore, a number of researchers (G. Yelnykova [11], Koroliuk S. [6], O. Onats [10]) have revealed the work of public-active schools that base their activities on close interaction with the society. Besides, P. Verbytska [1] and O. Sadova [17] have depicted educational, upbringing and methodical activities of local self-government bodies in connection with general secondary educational institutions.

Revelation of previously unresolved parts of the common problem, which the article is dedicated to. However, the problem of cooperation of local self-government bodies and general secondary educational institutions on implementation of the Concept of the New Ukrainian School has not been carefully considered.

The aim of the article is to reveal the directions of activities of local self-government bodies on implementation of the Concept of the New Ukrainian School in institutions of general secondary education. *Research methods.* A complex of general-scientific methods has been used for the research. These methods are theoretical (study, analysis, systematization, generalization of scientific sources for revealing the essence and peculiarities of cooperation of local self-government bodies and general secondary educational institutions; induction and deduction for the study of experience of local self-government bodies in the sphere of education) and empirical (purposeful pedagogical observation for determining the forms, methods and possible difficulties in cooperation of local-self-government bodies and general secondary educational institutions; study and generalization of pedagogical experience in cooperation of local self-government bodies and general secondary educational institutions for determining the directions of their interaction in education).

The main material. The cooperation of local self-government bodies and general secondary educational institutions is establishment and development of mutually beneficial relations among local authorities, schools, schoolchildren and parents to solve significant problems together. The interaction between local self-government bodies and general secondary educational institutions is based on the principles of mutual benefit, transparency, volunteering, two-way communication, honesty, respect and equality. The development of local communities through education is a process in which local authorities, agencies and educational institutions work together at creation and implementation of projects aimed at improving educational services and quality of activity of educational network, in general [7, p. 281].

According to the local self-government powers determined by current legislation (Laws of Ukraine “On Local Self-Government”, “On Cooperation of Local Communities”, “On Education”, “On General Secondary Education”, “On Extracurricular Education”), the key directions of activities of local self-government bodies in the sphere of education are: formation of a network of educational institutions in accordance with local needs, improving the effectiveness of their funding and financial support, monitoring the quality of their work, proper personnel policy etc. These directions are implemented in appropriate comprehensive programs of development of education at the local level [7]. At the same time, within the implementation of the Concept of the New Ukrainian School, the main directions of cooperation of local self-government bodies and general secondary educational institutions are [11; 12; 14]: management of the system of education, educational-upbringing activities, teachers’ scientific-methodical training, material and technical support of general secondary educational institutions. When managing the educational system, the local self-government bodies ensure the implementation of the state policy in the sphere of education and the Concept of the New Ukrainian school in particular, monitor compliance of school activities with state regulatory documents which regulate the activities of the educational system, introduce innovative activities, coordinate the activities of general secondary educational

institutions and conduct monitoring studies on the quality of educational services in terms of implementation of the Concept of the New Ukrainian School [1; 2; 3; 11; 12; 14].

The educational-upbringing activities of the local self-government bodies and general secondary educational institutions on implementation of the Concept of the New Ukrainian School include [11; 12; 14]: work with gifted and talented children, inclusive activity, creation of the conditions for development of student self-government in general secondary educational institutions, holding the city mass events, creation of the conditions for development of all children's interests, abilities and inclinations. For instance, work with gifted and talented children means updating and maintaining a database of diagnostic techniques aimed at identify gifted children and youth by age; ensuring the holding of the First stage of Ukrainian Subject Olympiads for schoolchildren, competitions-defenses of scientific-research works of students-members of Minor Academy of Sciences of Ukraine; organization of schoolchildren's transportation and accompaniment to the venue of the regional and Ukrainian stages of the Olympiads, intellectual tournaments and competitions; creation of conditions for development of gifted and talented children and youth (extending connections with higher educational institutions to attract their scientific potential for work with gifted and talented children, providing them with targeted support, for example, due to money rewards to the winners of the regional and Ukrainian stages of the Olympiads and subject tournaments, competitions-defenses of scientific-research works of students-members of Minor Academy of Sciences of Ukraine).

Inclusive activity means expanding a network of educational institutions with inclusive classes; creation of inclusive educational environment, universal design and reasonable fixtures in educational institutions (architectural accessibility of the premises, enhanced lighting of classrooms, special equipment etc.); providing social, medical and psychological support for disabled children who learn in inclusive classes; monitoring the state of implementation of inclusive education and schoolchildren's academic achievements in the conditions of inclusive education in order to correct individual curricula, training programs and methodics, that are adapted to children's abilities; providing systematic organizational, methodical, consultative and explanatory work among headmasters and teachers of educational institutions, parents and the public, concerning the right to education of children with special educational needs; purchase of visual-didactic materials of correctional and developmental environment; ensuring continuity in introduction of inclusive education at general secondary educational institutions.

Creation of the conditions for development of student self-government in general secondary educational institutions means the use of variability in student self-government and includes the work of student councils, parliament, student committees, the children's republic etc., organization of work of active schoolchildren and attracting them to the implementation of the Concept of the New Ukrainian School. Holding the city mass events includes holding the City Festival "Believe in Yourself" for children with special needs, city patriotic and sports game

“Cossack paths”; creation of the conditions for schoolchildren’s participation in the regional stage of Ukrainian military-patriotic game “Falcon” (“Dzhura”), which includes organization of schoolchildren’s transportation and accompaniment to the venue of the regional competitions, providing schoolchildren with special clothes (ceremonial and sports uniform) and equipment; conducting intellectual competitions (tournaments, Internet-Olympiads) in Nature Studies and Mathematics.

Creation of the conditions for development of all children’s interests, abilities and inclinations means organizing and conducting city creative events, providing the targeted support to the winners of the city events, ensuring the participation of winners of the city events in regional and Ukrainian stages of the events (transportation, accompaniment and financial support of the winners of the regional and Ukrainian events).

Teachers’ scientific-methodical training in implementation of the Concept of the New Ukrainian School includes [11; 12; 14]:

- providing of primary school teachers’ course retraining in connection with the implementation of the Concept of the New Ukrainian School, conducting city methodical events dedicated to the implementation of the State Standard of Primary eEducation;

- training and raising the level of professional competence of subject teachers and laboratory technicians at special teachers’ events (seminars, training, practical classes, conferences etc.);

- development of recommendations for psychological-pedagogical support of gifted and talented children and youth, organizing and conducting the events (seminars, scientific-practical conferences, trainings etc.) in order to organize the work of pedagogical staff of educational institutions with gifted and talented children;

- providing of advanced training of pedagogical staff who work with children with special educational needs; holding the events (seminars, meetings, etc.), dedicated to the problems of education of disabled children, for school teachers.

The material and technical support of general secondary educational institutions means ensuring the modernization of the material and technical base of primary classes according to the requirements of the Concept of the New Ukrainian School (providing with furniture, technological equipment, small-sized equipment etc.); purchase of laboratory and demonstration equipment for Nature Studies and Mathematics classrooms; providing general secondary educational institutions with modern interactive complexes and system and application software products (computer classrooms, interactive blackboards, multimedia projectors, multifunction device etc.); providing all schools with Internet access using advanced connection technologies for high quality access to educational resources; creation of the conditions for introduction of distance learning platform; educational and methodical support of educational process (purchase of training software) etc. Taking into account the direction of cooperation of local self-government bodies and general secondary educational institutions, the forms and methods of this cooperation can be revealed. They are: the support of activities of public-active schools aimed at formation of schoolchildren’s knowledge and abilities to live an active life in society,

development of children's civic consciousness and active civic position; ensuring the implementation of projects and programs in civic education; support of activities of regional youth school organizations; organization and facilitation of the work of museums; holding children's festivals, regional contests dedicated to various cultural and educational problems, schoolchildren's competitions in subjects, tournaments, competitions (tourism and local history, sporting, intellectual), games (patriotic-sporting, intellectual, sports), meetings, exhibitions, excursions, seminars-practical classes, production and distribution of information materials about native land, education and local self-government bodies [4; 6; 12; 14; 18].

On the whole, local self-government bodies in their work involve and coordinate the activities of all participants of the educational process (students, parents, teachers, auxiliary and management staff of educational institution). It surely promotes their close interaction, enhances the role of educational institutions in the life of the local community, contributes to the development and strengthening of school self-government and better implementation of educational tasks. As for the difficulties of such cooperation, it should be admitted that sometimes parents are insufficiently involved into cooperation of local self-government bodies and general secondary educational institutions.

Conclusions. So, cooperation of general secondary educational institutions and local self-government bodies means development of their mutually beneficial relationships for joint solution of significant problems. Within the implementation of the Concept of the New Ukrainian School, the main direction of cooperation of local self-government bodies and general secondary educational institutions are management of the system of education, educational-upbringing activities, teachers' scientific-methodical training, material and technical support of general secondary educational institutions. ***The prospects for the use of research results.*** The prospects for further research may be outlined. They are the detailed analysis of the social and publishing activities of local self-government bodies in their interconnection with general secondary educational institutions.

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3.10. PROBLEM OF PARENTS-SCHOOL COOPERATION IN THE LEARNING PROCESS WITHIN THE CONTEXT OF REQUIREMENTS OF THE NEW UKRAINIAN SCHOOL

***Abstract.** The article aims at substantiating efficient ways of cooperation between parents and the school in the educational process. This is caused by the implementation of basic provisions of the New Ukrainian School concept, based upon pedagogy of partnership. Best foreign and Ukrainian practices on the given problem were analyzed using general scientific methods (analysis, synthesis, comparison, systematization, summary of academic literature, statistical data from Program for International Student Assessment (PISA)). It was established, that academic performance of children significantly depends on support of their parents and their involvement in the children's education. Experience of the activities of National Parent Teacher Association in the USA and community schools in Ukraine shows that if relationships of trust are established, parents can become important partners in the educational process: they may help to gain additional information on the children, to organize educational environment, to produce learning materials, to conduct classes etc. It was determined, that efficient ways to engage parents in the education of their children include: 1) regular communication between parents and teacher to discuss students' progress, ensure parents' awareness of the necessity to support their children's education; 2) engagement of parents in the classroom teaching as volunteers and/or experts; 3) organization of seminars for the parents to provide them with the necessary tools to support their children's learning at home. Conclusions drawn in the article do not exhaust all the aspects of the problem under consideration. Promising avenues of further research include diagnostics of the level of engagement of the Ukrainian parents in the learning process of their children.*

***Keywords:** parents, students, teachers, New Ukrainian School, learning process, cooperation, pedagogy of partnership.*

Problem statement. Currently, one of the key tasks of the secondary school reform in Ukraine is to establish mutual relations between all participants of the learning process – students, teachers and parents – based on principles of the pedagogy of partnership, namely: respect to the individual; positive attitude; trust in relations; dialog – cooperation – mutual respect; shared leadership (pro-activity, right to take choices and responsibility for it, horizontal communications); social partnership (equality of the parties, voluntary engagement, binding obligations). In the view of authors of the New Ukrainian School concept (2016) this will benefit main goal of the new Ukrainian school – to help reveal and develop skills, talents and potential of each child [1]. Scientific and methodological literature on training teachers for the work in the New Ukrainian School focuses primarily on two main avenues of successful cooperation between school and parents in order to foster partnership: 1) permanent, clear, bilateral communication: 2) different modes of parent engagement in the educational process [2]. If different modes of communication with the parents (formal and informal; private and group communication; personal encounters between teachers and parents or other means of communication: phone calls, emails, social media etc.) have already become traditional in the Ukrainian schools, engagement of parents in the educational process still often remains problematic.

Relevance of the Study. Connection of the Author's Contribution to the Important Scientific and Practical Tasks. Vast majority of researchers [3; 4] underscore positive relation between academic performance of children and engagement of parents in the educational process. Results of PISA (Program for International Student Assessment), conducted under the aegis of OECD (Organization for Economic Cooperation and Development) every three years since 2000, which took place in Ukraine for the first time in 2018, also support this conclusion. This assessment is not limited to testing 15-years old students in order to determine their reading, mathematical and natural scientific literacy. PISA pays significant attention to the factors influencing academic performance of the students in different countries. For this reasons, its participants fill out a questionnaire, reflecting different aspects of their life, including care and support they receive from their parents. For example, according to the national report, Ukrainian students, whose parents do not support them in their studies, in average receive 10 points less in subject areas than their peers, whose parents are engaged in the education of their children [5, p. 252]. Results of the study also show that all parents are able to make efforts to improve academic performance of their children if they are aware of what they are supposed to do [6]. For this purpose, active cooperation is necessary between teachers and parents, acting as voluntary and involved associates, equal participants of education process accountable for its results.

Recent Studies and Publications. Unsolved parts of the general problem, addressed by the present article. Analysis of scholarship on the defined problem allows us to state that cooperation between parents and school has been treated in the

studies of numerous foreign (P. Bauch, E. Goldring, 1998 [3]; A. Henderson, K. Mapp, 2002 [4]; J. Goodall, 2018 [7]; Y. Takeva, 2018 [8]) and Ukrainian (N. Buhaiets, I. Trubavina, (2001) [9]); L. Hutsuliak, 2015 [10]; S. Dovbenko, Yu. Moskalenko, 2017 [11] etc.) researchers. Pedagogical cooperation with the parents within the framework of implementation of the pedagogy of partnership was studied by N. Kichuk (2018) [12]; H. Rozlutska, A. Drach, L. Kostyk (2013) [13] etc. Psychological aspects of the pedagogy of partnership were covered in the study by S. Yalanska (2017) [14]. However, issues of efficient ways, forms, methods, pedagogical conditions of the engagement of parents in the educational process of the secondary education institutions have not been appropriately covered in the academic literature.

Purpose of Article. To define and substantiate efficient ways to engage parents in the education of their children within the context of requirements of the New Ukrainian School. **Research Methods.** This study employs a set of general scientific methods: analysis, synthesis, comparison, systematization, summary that ensured retrieving, processing and interpretation of the academic literature and statistical data on the problem of examination.

Main material. While currently parents act mainly as benefactors in Ukraine, they can perform another, no less important role – to act as partners of the school in the education of their children, ensuring maximum support for them in satisfying their educational needs [15]. This is proved by the successful experience of the National Parent Teacher Association (PTA), which is the oldest and most successful children advocacy organization in the USA. Mission of PTA is to realize potential of each child. Today it encompasses four million parents, teachers, grandparents, educators, foster parents and other caring grownups, who share commitment to improve education, health and security of all children. Using recent studies and cooperating with national experts, in 2007 PTA updated National Standards for Family-School Partnerships, developed in 1997. These standards define what parents, schools and communities can do together to support success of the students. Particularly, standard on supporting students' academic performance serves two goals. The first is sharing information about students' progress. Parents should be kept fully informed of how their children are doing in school, as well as how the entire school is progressing. The second goal of this standard is to support learning by engaging families. Families should have opportunities to learn how to be active participants in their children's learning at home and at school [16]. For these purposes, it is recommended to engage families in the classroom teaching, for example, to provide resources for future learning projects or to share their experience, knowledge and skills with the children. At the same time, the standard underscores, that in order to develop skills necessary to improve learning at home, many parents might need support from the school personnel [17].

Proposed ways of parents' engagement in the educational process of their children were also partially implemented in the activities of community schools (CS). We have to stress, that community schools or civic centers originated in different countries as a response to the necessity of the local communities to be more involved

in solving their problems, implementation of the lifelong learning concept and development of the communities. CS is a normal school, that possesses: common believes on education as a lifelong process and has to be available for every member of the community without regard to his/her age; common believes on expanding traditional role of the school and vision of its accessibility seven days a week, participation of other community members in management of the school, availability of school resources for all community members; common vote in determining needs and resources of the community; opportunity for parents to be involved in decision-making process on the quality of their children's education and in school life; recognition of the role of all community members in education and development of the community, life improvement of each of its members.

Within the framework of the Community Development in Ukraine through Community School Program, organized by the Step by Step Foundation with the support of Charles Stewart Mott Foundation, on-line database of the community schools was developed. It provides quick access to the existing resources of the community schools not only in Ukraine, but also in other countries, where such schools operate as centers for the community development. On-line database of the community schools is a resource, created for systematization and exchange of information and documents, for coordination and information support of the joint activities of community schools with other actors in the sphere of the community education development [18].

Within the framework of the international project "Partnership on Evaluation of the Community Schools Activities", prominent organizations involved in development of the community schools and dissemination of the philosophy of community education in their respective countries, formulated International Quality Standards for Community Schools. These standards, grounded in national and global best practices of the community schools, encompass following spheres: leadership, partnership, social inclusion, services, volunteering, lifelong learning, community development, parents engagement, school culture. It should be noted, that these standards are used for self-assessment, not control. They can be used both by active community schools in order to improve their activity, and by the schools that wish to become community schools. An important element of the self-assessment process is creation of the school development plan with the participation of representatives of both school and local community [19]. With regard to the defined problem, it is necessary to point out, that community schools see parents as important, necessary and valuable partners in the learning process. For them, partnership and open communication with the parents are essential and critical elements of ensuring education quality.

Pedagogues of a community schools do not think that parents intervene with the learning process or undermine their competence. Even when parents do not have enough time, they have the biggest impact on development and achievements of their children, as the more they are engaged in their children's life, the better will be their academic performance. For example, in the general secondary school No. 103 in the city of Kyiv, within framework of the project "School of development" parents of

students conduct trainings for the high school students: “Goals in life”, “Time management”, “How to choose profession”, “Financial literacy”, “Prospects for youth”; active grandparents, united in the “Club of Grandfathers and Grandmothers”, participate in activities of the school clubs, school festivals etc. [18]. We should underscore, that Quality Standard for Community Schools on parents engagement delineates several important parameters, taken into account by the community schools while building partnership with the parents:

1. Communication between family and school is constant, bilateral and meaningful.
2. Knowledge and skills of the parents are acknowledged and valued.
3. Parents play active role in their children’s learning.
4. Parents’ volunteer support is welcomed and encouraged.
5. Parents are recognized as equal partners in solving problems concerning their children.
6. Parents act as advocates of high-quality education for their children [19].

Among the main obstacles to the engagement of parents in the learning process, scholars [2; 8; 20] name following:

1. Lack of trust between parents and teachers.
2. Passivity of parents due to loss of interest in learning and upbringing of their children.
3. Unwillingness of some teacher to cooperate for several reasons: a) lack of skills for teamwork with other adults due to the habit of individual work; b) lack of time as assistants need initial preparation: joint planning, explaining teacher’s expectations, listening to assistant’s ideas.
4. Dominating perception among the teachers of parents as excessively busy and, therefore, taking on themselves majority of tasks on education and upbringing of children.

In our opinion, partnership between parents and school in the learning process will benefit from:

- informing parents on the expected learning results of the students on each stage;
- providing parents with the learning programs and materials that show ways to organize learning process at home;
- establishing procedures allowing parents to track their children’s learning progress and to communicate with the teachers;
- designing home tasks in the way that requires students to discuss them with their parents;
- encouraging parents to assist their children in formulating learning goals for each academic year;
- encouraging parents to participate in reviewing students’ portfolios;
- recommending books to parents that they can read themselves or encourage their children to read etc.

Conclusions. Analysis of best foreign (National Parent Teacher Association) and national (Community Schools) educational practices shows that, if trust is

established, parents can become important partners of the school in the learning process: they may help to gain additional information on their children, to organize educational environment, to produce learning material, to conduct classes etc. Among the most efficient ways to engage parents in the learning process of their children, the following were identified: 1) ensuring regular communication between parents and teacher to discuss students' progress, ensure parents' awareness of the necessity to support their children's education; 2) involvement of parents into the classroom teaching as volunteers and/or experts; 3) organization of seminars for the parents in order to provide them with tools to support their children's learning at home. Identified ways correlate with the fundamental provisions of the New Ukrainian School conception, which was initiated in 2016. **Prospects of application of the research results.** Conclusions drawn in the article do not exhaust all the aspects of the problem under consideration. Promising avenues of further research include diagnostics of the level of engagement of the Ukrainian parents in the learning process of their children.

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3.11. GENDER ACCENTS OF PSYCHOLOGICAL PREPARATION OF FUTURE TEACHERS OF PRIMARY EDUCATION FOR WORK IN NUS

Abstract. *The reform of the NUS requires the search for innovative approaches to creating a primary school education environment free from the hidden or overt manifestations of gender-based or any other kinds of gender-based discrimination against the child. Today’s requirement is an educational environment that affirms a person-centered approach, in which boys and girls have equal rights and opportunities to pursue education and choose ways and forms of self-fulfillment at the level of their unique personality without any gender restrictions.*

The purpose of the article is to provide theoretical substantiation of significance and approbation of practical ways of implementation of gender sensitive approach and integration of gender knowledge in the content of disciplines of psychological cycle of preparation of future primary school teachers.

The scientific novelty of the research is to deepen the scientific understanding of the ways of implementing a gender sensitive approach in the content of higher education; development of authoring programs of the normative educational disciplines of the psychological cycle for the specialty “primary education” based on the integration of gender knowledge into their content modules.

Methods of comparative and systematic analysis were used to achieve the goal in order to compare views on the problem under study, to define the conceptual and categorical apparatus, to substantiate theoretical and methodological foundations and psychological and pedagogical conditions of the research, as well as methods of observation, self-assessment, expert assessments, etc.

Results. It has been established that the subjects of the psychological cycle of preparation of future primary school teachers have powerful opportunities for the development of gender sensitivity of students. When teaching psychological disciplines, it is advisable to integrate gender and psychological knowledge, to apply interactive gender-oriented technologies, which promote the principles of dignity and equality, respect and mutual respect between the sexes, creation of a gender-sensitive school environment and educational environment in NUS.

Conclusions. The implementation of a gender sensitive approach to the content of psychological disciplines improves the quality of preparation of a future primary school teacher to work in NUS. When developing the programs of the disciplines “Psychology: General and Age Psychology” and “Psychology: Pedagogical Psychology. Fundamentals of Psychodiagnostics” gender knowledge is organically integrated into the content of lectures, seminars and labs within the topics of all content modules. The advantage of the proposed approach is a stable cross-curricular linkage, an opportunity to analyze gender issues over three academic semesters, as opposed to one semester devoted to gender specific training. This has created favorable psychological and pedagogical conditions for the preparation of a modern educator, free from gender bias and stereotypes, capable of self-actualization and self-organization without any restrictions on gender, capable in the future to create non-discriminatory environment and gender-sensitive educational environment for comprehensive development and personal formation of junior pupils.

Prospects for further research. The analysis of practical ways of implementation of gender sensitive approach and integration of gender knowledge into the content of teaching the disciplines of the psychological cycle does not claim to be comprehensive and is an attempt to outline possible directions of future scientific searches for psychological and pedagogical conditions in creating non-discriminatory educational environment and favourable conditions for gender socialization of a child in the educational environment of NUS.

Key words: New Ukrainian school, male teacher/female teacher, students, psychological disciplines, gender competence, gender sensitivity, primary education, junior pupils.

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Formulation of the problem. In the context of implementation of the Concept of the New Ukrainian School (NUS) there is a need for deep transformation of the modern education system in general and its initial link in particular, analysis of its core goals, functions, qualitative updating of content, revision of technologies of educational influences in order to create optimal conditions for formation and

development of self-standing identity of girls and boys without discrimination based on sex. The child-centered educational paradigm is refined in the requirements for the preparation of future primary school teachers with advanced professional competences, high levels of gender and psychological culture, with professional and meaningful qualities, among which gender competence and gender sensibility play an important role.

Relevance of research. The reform of the NUS requires the search for innovative approaches to creating an educational environment free from the hidden or overt manifestations of gender or other kinds of discrimination, of all types of gender-based violence. Today's requirement is an educational environment that affirms a person-centered approach where educators, both boys and girls, are the main priority, the subject of culture and life, and have equal rights and opportunities in education and choosing ways and forms of self-realization at the level of their unique personality without any gender restrictions. The above determines the relevance of the problem of implementation of gender sensitive approach in the content of psychological disciplines of preparation of future primary school teachers for work in NUS.

Relation of copyright work with important scientific and practical tasks. The conducted research is based on the requests of the society to the primary schools and is carried out in the context of the requirements of the Concept of the New Ukrainian School [14], the State Standard of Primary Education [2]. The methodology of the gender approach opens up new research benchmarks that reflect the psycho-pedagogical and social dimensions of the risks of gender discrimination of students in the modern education system as a whole and the primary in particular [3; 8; 13], gives an opportunity to find indicators of their manifestations for timely intervention and future prevention [4; 5; 12]. Proposed ways of integrating knowledge of gender theory into the content of different topics of psychological disciplines are a practical tool for forming the gender competence of a new generation of male specialists and female specialists in primary education.

Analysis of recent studies and publications. The scientific achievements of the Ukrainian academic community reveal the theoretical and methodological foundations of gender education and upbringing, analyze the gender standards of modern education, highlight the integration of the gender approach into its various parts, outline the criteria of gender-sensitive, gender-fair and non-discriminatory educational environment.

V. Kravets, O. Kikinezhdi, I. Shulha [13, p. 19] introduce the concept of "gender-fair environment" into the scientific circulation and treat it as non-discriminatory, health-saving and creative-development based on the principles of social justice, gender equality, child-centrism, egalitarianism and parity, full development of a person is ensured, regardless of his/her gender, age, capacity, race, culture, religion, ethnicity, etc.; it contains three components (spatial-subject, psycho-didactic, social) in its structure. The formation of a gender-fair environment is based on the principles of "partnership pedagogy" and the gender "matrix" of the humanistic pedagogical heritage, the integration of competent, person-centered and

gender-based approaches. In the context of our study, particular attention is drawn to works that focus on the institutionalization of the gender approach in higher education and the importance of forming the gender culture of future educators [3; 10; 17]. As O. Kikinezhdi emphasizes, the formation of gender culture of personality implies an increase of gender competence as a special system of gender knowledge and practices, relevant to the principles of gender parity, overcoming and softening of gender stereotypes, realization of ideology of self-definition in the context of present-day Europe-integration and globalizing processes. The scientist emphasizes that the initial provisions of the personal-egalitarian approach, as a basic strategy of socialization and education, cover the realization of the idea of gender equality and their interchangeability; individuation by gender of biological roles; affirmation of an egalitarian worldview: gender competence as awareness of norms of sexual behavior, gender responsiveness as creation of conditions for full development of representatives of different sex despite gender stereotypes and prejudices, ability to solve problems of learning and nurturing of gender of human rights and freedoms [9, p. 19].

O. Bondarchuk and O. Nezhynska interpret gender competence as a social and psychological characteristic of a person, which allows him or her to be effective in situations of interpersonal interaction with persons of different sex. Gender competence of a person implies the presence of: 1) knowledge about existing situations of gender inequality, factors and conditions which determine them; 2) ability to notice and adequately assess situations of gender inequality in different spheres of life; 3) the ability not to identify gender-discriminatory practices in their behavior; 4) ability to resolve gender issues and conflicts in case of their occurrence [1, p. 16].

S. Kotova-Oliynyk defines such components of gender competence of pedagogical staff as: knowledge, abilities, skills, as well as the motivational sphere and corresponding activity. This phenomenon implies: 1) knowledge of current tendencies and problems of gender development of society, legislation regulating issues of gender equality, provisions and essence of gender approach, basics of gender theory (concept of gender, gender stereotypes and mechanisms of their action, gender roles and gender identity and their place in the educational process), features of gender socialization, principles of gender education, forms and methods of gender education, issues of gender competence and gender culture of educators, awareness of the role of the school as development centre of gender culture of children and youth; 2) the ability to monitor gender stereotypes and discriminatory attitudes about gender in their behavior, in educational, artistic and entertaining literature, in the media; recognize gender issues, disseminate gender knowledge through the use of adequate methods, tools, etc.; 3) skills of gender analysis, organization of activities on gender problems; 4) the orientation of the individual, manifested in the relevant needs, motives, goals, as the need to protect equal rights and opportunities for women and men, active life position, motivation to achieve, tolerance; 5) activities aimed at promoting the idea of gender equality, provided that the person is subject to active action, will be able to self-actualize, be free from stereotypical views, respond to

gender discrimination, be capable of independent decision-making, etc. [11]. A thorough analysis of the scientific works of Ukrainian scholars suggests that modern teaching is still a global carrier of patriarchal ideas and gender-typed attitudes toward gender roles and place of women and men in various spheres of life of Ukrainian society [3; 8; 12]. Male and female teachers often reproduce and deepen gender stereotypes in their behavioral practices, rooting them in the minds of new generations that pass through the system of all levels of education, including the primary one. The gender biases and gender stereotypes, which they have, can lead to gender discrimination, which will be reflected in unequal attitudes toward intellectual ability, development of gifts, emotional and willpower sphere, girls' and boys' behavioral practices.

Selection of previously unresolved parts of the general problem, addressed by the article. Despite the wide range of research, the current normative base on gender equality in general and gender mainstreaming in national education in particular, there is a slow transition from substantiation of conceptual tasks to the practical implementation of gender approach as a new paradigm in the Ukrainian education system. The problem of implementation of gender issues into the primary education has not been solved yet. The ways of implementation of the gender approach in the content of psychological disciplines are not specified at the stage of preparation of future primary school teachers.

The purpose of the article is to provide theoretical substantiation of significance and approbation of practical ways of implementation of gender sensitive approach and integration of gender knowledge in the content of disciplines of psychological cycle of preparation of future primary school teachers. ***The scientific novelty*** of the research is to deepen the scientific understanding of the ways of implementing a gender sensitive approach in the content of higher education; development of authoring programs of the normative educational disciplines of the psychological cycle for the specialty "primary education" based on the integration of gender knowledge into their content modules. ***Research methods.*** Methods of comparative and systematic analysis were used to achieve the goal in order to compare views on the problem under study, define the conceptual and categorical apparatus, to substantiate theoretical and methodological foundations and psychological and pedagogical conditions of the research, as well as methods of observation, self-assessment, expert assessments, etc.

Outline of the main material. The modernization of the content of education in accordance with the Concept of the New Ukrainian School [14] is reflected in the fundamentally new standards of primary education, which are based on competent and personally oriented approaches to learning and take into account the age-specific features of the child's psychophysical development at the early school age. Particularly high are the requirements for the content of the first teacher's professional training, since the primary level of education plays a special role in the cultivation of a personality who would be able to protect human values in adulthood, create his or her own actions and deeds as humane, value himself or herself and others as equal personalities.

A primary school teacher is a key figure in primary education reform. In the classroom, he/she should be ready to determine the individual trajectories of education, upbringing and development of his/her pupils, carry out designing and modeling of the educational environment, which would correspond to the age, psychophysiological characteristics of the junior schoolboys/schoolgirls and contribute to the fullest development of the intellectual personality potential of every child. With the purpose of activity of formation and transformation of personality, the teacher is called to manage the process of intellectual, social, emotional, physical, aesthetic development and formation of the spiritual world of the child, predict correctly his or her actions as a subject of cognition, communication and work, involve in pedagogical interaction of children's families, evaluate the results of their own pedagogical activity in the context of educational innovations, to monitor the development of students [14; 15]. The state standard of primary education is based on the humanistic principles of childhood value, joy of learning, personality development, health and safety of the child [2]. It focuses on the psychological parameters of becoming a child and creating optimal psychological and pedagogical conditions for its comprehensive development at the first level of comprehensive secondary education. This is followed literally by each of the principles:

1. Presumption of a child's talent. Ensuring equal access to education, prohibiting all forms of discrimination. The selection of children on the basis of pre-screening at individual, group and institutional levels will not be allowed.

2. The value of childhood. Compliance of educational requirements with the age characteristics of the child, recognition of the child's rights to study through activities, including games.

3. The joy of cognition. Organization of an educational process that will bring joy to the child, limit the amount of homework to increase the time for motor activity and creativity of the child. Widespread use in the educational process of research and project activities.

4. Personality development. Instead of "learned helplessness" – fostering independence and independent thinking. Teacher support will develop children's self-esteem and confidence.

5. Health. Creating a healthy lifestyle and creating the conditions for physical and psycho-emotional development, which is extremely important for young children.

6. Security. Creating an atmosphere of trust and mutual respect. Turning the school into a safe place where there is no violence and harassment.

The principles outlined agree on the strategy of organizing a gender-equitable (V. Kravets, O. Kikinezhdi, I. Shulha [13]), gender sensitive (T. Doronin [2]; O. Malakhov [5]) environment for children and young people which a gender-competent teacher is able to organize (O. Kiz, O. Kikinezhdi [10]; S. Kotova-Oliynyk [11]). The modern educator should be aware that he is faced with the requirement to create conditions for gender socialization of modern girls and boys of primary school age, satisfy their need for self-affirmation in educational and cognitive activity, ensure equal opportunities and rights for each male student/female student for the

development of creative gifts forming a sense of dignity, self-esteem and respect for others, responsibility, education of the spirit. As O. Kikinezhdi points out, the younger school age is the most sensitive in the context of forming egalitarian gender perceptions in connection with the development of the new social role of the schoolchildren, which is characterized by the flexibility of sexual behavior, which brings it closer to androgynous one. [8].

Successful gender socialization of younger students will be facilitated by different areas of work with children: supplementation of areas of self-realization (encouragement of activity, which is not primarily gender, but interests the individual); the use of social, natural and substantive means to enrich children's activities; organizing experiences of equal cooperation between girls and boys in joint activities; lifting traditional cultural prohibitions on boys' emotional self-expression and encouraging them to express feelings; prevention of girls' acquired helplessness and gaining experience of self-promotion, independence and self-empowerment; creation of conditions for training of gender sensitivity, empathic understanding and development of gender tolerance; unlocking the potential of partnerships between girls and boys; studying the variability of mastery of the sex-role repertoire of behavior; active involvement of parents of both sexes or their substitute in the upbringing of children [12, p. 134–135; 7, p. 99].

Constructive interaction of genders “equally” implies the development of children's ability to see in a “different” sex a person with a different outlook, culture, feelings and respect. In such conditions, all conditions for maximum self-realization and disclosure of girls' and boys' abilities in the process of pedagogical and parent-child interaction are provided [9, p. 18]. The effectiveness of the educational process will depend to a large extent on the level of psychological culture of the primary school teacher and his theoretical and practical psychological training. At the Ternopil National Volodymyr Hnatyuk Pedagogical University, preparation of bachelors of the specialty “Primary education” with specialization “Pre-school education” is carried out according to the curriculum, which provides 11 ECTS credits for the study of disciplines of the psychological cycle, 5 of which – for the subject “Psychology: General and age psychology” (2nd semester) and 6 – for the subject “Psychology: Pedagogical psychology. Fundamentals of Psychodiagnostics” (III semester). In addition, three credits are provided for writing a coursework in psychology in the fifth semester [7, p. 100].

Although students are taught gender mainstreaming courses (“Gender Pedagogy”, “Psychology of Family Life”), which provide better acquaintance with gender theory and the formation of “gender perspective”, nevertheless, subjects of the psychological cycle offer powerful opportunities of developing gender competence and gender sensitivity of students, promote awareness of the right of every individual to a worthy place in society, prepare for active participation in the social, cultural, economic, political life of the country. Our experience confirms that gender issues can be organically incorporated into the study of virtually every psychological topic. In addition, there are opportunities to highlight in the structure of training courses and

individual topics. We also did not miss the opportunity to integrate gender into students' project, research work, and writing courseworks in psychology.

The content module "General Psychology" reveals the theoretical foundations necessary for understanding mental phenomena, reflecting their basic structural characteristics, revealing the features of their development. Psychological tasks are selected for each topic, among which we distinguish problematic issues (their content is the questions of theory and methodology), diagnostic (their content is the laws of formation and functioning of the mental phenomenon) and applied (their content is the psychological analysis of specific life facts). The psychological value of such tasks is that students learn to identify psychological causes of actions, deeds, determine the conditions of personality development, establish relationships between mental phenomena and their external manifestations. For example, in the study of the topic "Activity" students are emphasized that there are no sexually appropriate types of human activity, and the development of any type of classes depends not on the sex of the person, but on his or her individual interests, abilities, motivation of activity. Both girls and boys, and in adulthood, women and men, have equal opportunities in mastering work skills, gaining a profession, professional development and career advancement, equal chances of self-realization in any sphere of socio-political life. As we discuss the topic "Communication", we consider it appropriate to emphasize the need to use gender-sensitive speech – oral or written expression, devoid of androcentrism, sexism and any other discriminatory forms and meanings. In this aspect, we interpret the meaning of the terms "linguistic androcentrism" (a reflection of the "normativity" of the masculine and "secondaryness" of the feminine through the use of forms of masculine gender to refer to a group of persons of both sexes) and "linguistic sexism" (expression of tendentious and degrading views and beliefs in the language) which humiliate, remove, underestimate and stereotype a person based on gender) [16].

While studying the topic "Psychology of interpersonal relationships", we analyze gender bias – social settings with negative and distorted content, biased thoughts towards representatives of one or another gender, which reflect widespread norms of gender-specific behavior. In doing so, we distinguish three components of gender bias: cognitive – groundless tendencies, irrational thoughts about men/women in general, or their ability to be successful in one or other in other areas of life; affective – rejection, humiliation, underestimation, antipathy, negative feelings towards representatives of a particular gender; behavioral – real discriminatory practices, behavioral manifestations and specific actions with a negative orientation towards a person or group of people [16, p. 82].

While studying the theme "Personality" in the context of self-conception, we analyze the issues of gender identity and psychological mechanisms of its formation, gender consciousness and self-consciousness of the individual, study gender roles and types of gender behavior (masculine, feminine, androgynous, sexually undifferentiated), we consider the sources of activity of the individual according to the approaches of foreign and domestic scientists.

Laboratory classes in general psychology contain tasks related to engaging students in psychological experimentation, in particular, acquaintance with and use of psychodiagnostic techniques to study the features of the development of cognitive mental processes, individual typological features, interpersonal relationships. Selected diagnostic tools make it possible to refute the myths about significant differences in all psychological parameters between representatives of female and male sex. The students are convinced that, in fact, in the middle of the sample of girls and samples of boys, in fact, there may be more differences than between their sex groups.

Within the content module “Age Psychology” special emphasis is placed on topics that are required by the specifics of the specialty. The main part of the lessons is devoted to the junior schoolboy or schoolgirl: age peculiarities of development of cognitive (attention, feeling, perception, memory, thinking, imagination, speech) and emotional-volitional (emotions, feelings, will) spheres, individual-typological characteristics (temperament, character, ability), psychological assessment of educational activities (learning motives, learning activities and tasks, self-control and self-esteem actions), disclosure of the overall perspective of changing the personality of the child during pre-school and throughout school childhood [6, p. 101].

We characterize the age-related aspects of gender socialization and the acquisition of gender identity by pre-school and early-school girls and boys. In the context of the topic, we reveal the psychological mechanisms of development of children of a certain type of gender behaviour: direction (organization of “female” and “male” environmental microenvironment of children), modeling (development of certain models of gender behaviour by the children imposed by society), encouragement (reward to the child for compliance of certain types of gender behaviour), as well as the specificity of impact of all the agents of gender socialization (parental family, pre-school, general secondary and extracurricular education, media, peers, etc.) [12, p. 38].

We give a psychological assessment of the physiological and psychological aspects and levels of school adaptation at the lectures and practical classes, we analyze the role of the indicator of intellectual, emotional development and the formation of communication skills in the adaptation of the child to school. In doing so, we study the psychological, pedagogical and physiological levels of school maladaptation, peculiarities of the educational and extracurricular activity of a maladapted child, discover the causes of this phenomenon, and develop recommendations for teachers and parents on the prevention and correction of junior schoolboys’ and schoolgirls’ maladaptation.

For each topic of age psychology, students are offered problematic psychological and pedagogical situations and tasks of different types: to identify and substantiate the age patterns of development of a psychological phenomenon of girls and boys; to determine the stage of the child’s age development by his or her actions; understanding the motives of a child of a certain age and gender; pedagogical vision of the effect of educational influence and prevention of pedagogical mistakes caused by gender bias and stereotypes, etc. This creates the ability to use knowledge of

psychology to create favourable conditions for active collaboration of boys and girls in the areas of their actual and immediate development and meet the cognitive needs of students in accordance with their personal needs in the process of life and creativity without discrimination on the basis of sex.

The peculiarities of socialization in the classroom and school, as a whole, the emotionally positive background of learning influence the formation of prosocial qualities and the empathetic attitude towards others of both girls and boys. Therefore, the positive perception of the child of the educational process is important for the formation of personality, the presence of desire to learn, which is not least due to the comfort of relations with classmates of the same and other sex, friends, teachers. An indicator of the value of the educational environment is the perception of the child as “safe”, “ignorant”, “friendly”, “his” or “her”. It is important to believe in a child, express love for him or her, respect him or her, protect him or her from evil, respect his or her freedom. This will be the pledge and condition for formation of strong “I” of a child, his or her love for the world and people [7].

Some lectures and practical classes of the content module “Pedagogical Psychology” are devoted to the analysis of pedagogical activity and personality of the teacher. Within these topics, we consider it appropriate to expose students to destructive behaviour and specific actions that discriminate educators against the education of a particular gender. We illustrate them with the “glass ceiling” phenomena, which means vertical gender segregation in the form of invisible and formally undefined barriers that limit women’s career advancement in the educational field; “sticky floor”, which refers to the longer detention of women in starting positions in the service hierarchy in the initial stages of their careers and their slow progression to the next steps of the career ladder; “glass walls”, which mean horizontal gender segregation in the form of concentration of women in the educational sector as less profitable, which does not provide sufficient access to financial and economic resources, authority structures, vertical career growth [16, p. 82–83].

While studying pedagogical psychology, it is important to pay attention not only to the manifestations of open discrimination at school, but also to the existence of a “hidden curriculum”, which means the organization of the educational institution itself, gender relations between colleagues at work, gender stratification of the teaching profession, teaching content and style. These dimensions of the invisible curriculum not only reflect gender stereotypes, but also support gender inequality [12, p. 74]. The element of the “hidden curriculum” is the content of the subjects that children learn in primary grades, the content of the textbooks themselves, methodical developments, handouts and visual materials.

While working out the content module “Fundamentals of Psychodiagnostics” we consider it expedient to acquaint future educators with the methodology of conducting gender examination of educational content, including illustrative and text material of textbooks for various primary school subjects, in the course of some practical lessons [5; 12, p. 76–77].

The approbation of the methodology of conducting gender examination of the lesson, which includes the identification of non-verbal, verbal and behavioral indicators of gender bias on the part of teachers in relation to younger students of a particular gender, evoked a great interest among students. With the help of O. Vyniarchuk's blanks of observation, developed under our guidance, students learn to capture and analyze the statements, actions, facial expressions, vocal facial expressions, gestures, postures of teachers regarding assessment situations, punishments/encouragement of young girls and boys in primary school age. Indicators are 10 diagnostic features: linguistic androcentrism and sexism, the use of feminines and masculisms, the requirement of gender-responsive behavior, the creation of conditions for intercourse, gender segregation and polarization, the number of girls/boys summoned to the board or called to reply at a place [4; 5; 17].

In addition to the main ones, additional indicators of gender bias in student attitudes were selected: expressing positive/negative emotions in a non-verbal form (using facial expressions, gestures, poses, visual contact, pantomime, etc.), expressions in a verbal form of negative/positive emotions, expression in the behavior of positive-negative attitude (the answer at the board or at the place, the answer at the place without the raised hand, the reaction to the raised hand, involvement in the preparation of methodological materials, etc.). It is important to find out: whether teachers treat students of different sex the same or in a different way; if they treat them in different ways, what is the extent to which these differences are manifested and what the consequences may be.

An important task for the future primary school teacher will be to care for the psychological well-being of children, which provides attention to the inner world of the child: to his or her feelings and experiences, hobbies and interests, abilities and knowledge, attitudes towards himself or herself, peers and adults, the surrounding world, family and social events, to life in general. The child should be surrounded by sufficient liking and emotional support. The teacher should create a child-friendly and comfortable environment on a daily basis, prevent conflicts, arouse genuine interest in what is happening, establish co-operation and friendly relationships between boys and girls in the pupil environment, and make every effort to make the school life joyful, full of life sense. It is important for students to cultivate a sensitive and protective attitude towards the child, his/her value and semantic development [7].

The function of the primary school teacher is not to impart ready knowledge to students, but to learn how to acquire and use it, forming in themselves persistence, purposefulness, desire and ability to learn independently. The joint work of the teacher and the student becomes a search for truth, life values and meanings in the context of educational dialogue, cooperation and mutual understanding. The teacher acts as a mediator between the child's capabilities and the material that enhances them [18]. The modern teacher turns from the relay into the researcher, the organizer of cooperation, the consultant, the assistant, the coach, the tutor, the facilitator. A teacher of a higher education institution should be an example of such a mentor for a student.

According to modern scholars N. Kysla, A. Ryzhkova, I. Trubavina, the “teacher as a facilitator is the organizer of the group work: he directs it to the goal; provides the means and creates a special comfortable atmosphere for the group to find a solution; manages the process of discussion, engages participants and structures the work of the group, coordinates topics and issues, necessary solutions, organizes the appropriate format of work, creates a creative, integral atmosphere for exchanging opinions and making decisions” [6, p. 71–71].

Therefore, in accordance with current educational requirements, future male and female specialists should improve and grow personally and professionally, seek alternative education and acquire the latest interactive technologies in pedagogical activity [10; 17]. In view of the above, we see teaching the disciplines of the psychological cycle and writing courseworks in psychology as an important resource for the preparation of the future primary school teacher for the formation of key, general and subject competences of students of junior school age, determination of individual development of their trajectories, abilities and end-to-end skills in accordance with age-specific peculiarities and needs, creating a non-discriminatory and gender sensitive educational environment in primary schools.

Conclusions. The analysis of scientific works of Ukrainian scientists on problems of gender education and upbringing, gender standards of modern education, integration of gender approach into its various parts, criteria of gender-sensitive, gender-fair, non-discriminatory educational environment provided an opportunity to substantiate theoretically the importance to form for future male and female primary school teachers gender competence and gender sensibility in the course of studying the disciplines of the psychological cycle.

The implementation of a gender-sensitive approach and the integration of gender knowledge into the content of psychological disciplines enhances the quality of psychological and pedagogical preparation of a future primary school teacher for his or her professional activity. In the development of the author’s programs of the normative training courses “Psychology: General and Age Psychology” and “Psychology: Pedagogical Psychology. Fundamentals of Psychodiagnostics” gender knowledge is organically integrated into the content of lectures, seminars and labs within the topics of all content modules. The advantage of the proposed approach is a strong cross-curricular link, an opportunity to comprehensively analyze gender issues over three semesters, as opposed to one semester, dedicated to gender specialization. This has created favourable psychological and pedagogical conditions for the preparation of a modern educator, free from gender bias and stereotypes, capable of self-actualization and self-organization without any restrictions on gender, capable in the future to create non-discriminatory and gender-sensible educational environment for junior schoolchildren’s comprehensive development and personality formation.

Prospects for the use of research results. The analysis of the ways of integrating gender knowledge into the content of the disciplines of the psychological cycle does not claim to be comprehensive and is an attempt to outline possible directions of future scientific search for psychological and pedagogical conditions of formation of gender competence and gender sensitivity of the teacher of the new

Ukrainian school. The prospects for further research are seen in the analysis of methodological framework, style of pedagogical activity and communication style of teachers of higher education institutions for the identification of elements of gender bias, gender stereotyping, exposed or hidden discriminatory behaviors towards either male or female students. Gender mainstreaming in education will be an important element in the implementation of the state policy of gender equality and non-discrimination, ensuring equal legal status and equal opportunities for its achievement by today's girls and boys of primary school age, and in the future - by women and men, equal participation in all spheres of activity of society and the state.

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3.12. PRACTICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN UKRAINE

***Abstract.** The article confirms that the practical training of future primary school teachers depends on the level of the development of vocational education and primary education systems. It has been noted that nowadays there is a need in reforming the practical training of future primary school teachers in Ukraine on the*

basis of competent, activity orientated and acmeological approaches, taking into account changes in the normative legal documents on education and new achievements in science. It is shown that the content of vocational training of future primary school teachers is focused on the following basic competences: vocationally-pedagogical; educationally-developmental; socio-civic; general cultural; linguistically-communicative; psychologically-facultative; information-digital. One of the principles of creating a conceptual model of students' practical training at a pedagogical higher education institution has been defined as follows: practice is a factor that influences a professional's personality development, forms the basic competencies of future primary school teachers (vocationally-pedagogical, socio-civic, general cultural, linguistically-communicative, psychologically-facilitative, entrepreneurial, information-digital).

In practical training of future primary school teachers a significant role is given to different types of pedagogical practice (introductory, propaedeutic, pedagogic at school, summer pedagogic practice at healthcare institutions, undergraduate training, research, assistant practice). The principles of organization of pedagogical practice at the higher education institution have been revealed: taking into account the realities of the educational space; personal orientation; individualization of the pedagogical practice; variability of organization, content and forms of the pedagogical practice; continuity; research focus; combination of pedagogical practice with the defense of the graduation work (diploma thesis); coordinating the efforts of the subjects of pedagogical practice management and self-management.

Key words: primary school teachers, training, pedagogical practice, principles of organization of pedagogical practice

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Urgency of the problem. Modern restructuring of the educational system in Ukraine has determined priority directions – the transition to the information stage of scientifically-technological progress, accelerated implementation of socio-political and economically-technological innovations, which form rather high standards of the quality of a person's intellectual abilities, communication skills, professional capacities. Consequently, the modern society places high demands on the personality's social and professional mobility, the quality and level of education, intellectual, moral and volitional manifestations. With the implementation of the Concept of the New Ukrainian School [7], the educational community has received creative modernized challenges which alter the teacher's social and professional mission. Nowadays the teacher must be capable of continuous intellectual, cultural and spiritual development through formal and non-formal education. The study of legislative and regulatory documents on educational policy, the analysis of practical experience of higher education institutions in recent years, encourage to modernize the training of specialists on the basis of competent, activity orientated and acmeological approaches. Regulations on the students' practice at higher education

institutions in Ukraine [11, p. 16–30] and Article 51 of the Law of Ukraine “On Higher Education” clearly adjust that the recipients of education obtain the practical training at enterprises, institutions and organizations in accordance with concluded agreements [2]. Therefore, at higher education institutions the practice during which the development of a professional and the formation of professional competences is becoming increasingly important.

Analysis of recent studies and publications. The problems of practical training of future teachers in Ukraine and abroad have been mainly studied taking into consideration such aspects: practical training of teachers (O. Abdulina, K. Durai-Novakova, V. Kraievskiyi, O. Lavrinenko, A. Petrov, V. Rozov and others), including training of primary school teachers (U. Kireeva, V. Smorchkov); organization of pedagogical practice of primary school teachers (L. Borikov, M. Zhydkoblinov, H. Kit, H. Kodzhaspirov, M. Kozii, P. Reshetnikov). Their works emphasize that pedagogical practice is the link between students’ theoretical learning and their future professional activity; the role and significance of pedagogical practice in the professional development of future teachers are revealed. Methodical aspects of organizing the pedagogical practice and improving its content-methodological support have been viewed in the scientific researches of S. Kara, L. Katsova, N. Kazakova, A. Kashchuk, H. Kit, N. Kypychenko, L. Mashkina, S. Martynenko, N. Machynska, N. Onyshchenko, L. Khomych, V. Yurchenko and others. ***Aim of the study*** is to determine the role and reveal the peculiarities of organizing the pedagogical practice in the system of practical training of future primary school teachers at higher education institutions in Ukraine.

Presentation of the main material. The content of the vocational training of primary school teachers of the general secondary education institution in Ukraine implies forming the following *basic competences* [10]: *vocationally-pedagogical competence* (awareness of the latest science-based knowledge in pedagogy, psychology, methods, innovations for creating educationally-developmental environment; the capacity for productive vocational activity on the basis of advanced pedagogical reflection), *socio-civic competence* (understanding of the essence of the civil society; knowledge of human rights and freedoms and opportunities for their participation in solving them); *general cultural competence* (the ability to understand art works, to form their own artistic tastes, to express ideas, experiences and feelings independently through art); *linguistically-communicative competence* (mastery of systemic knowledge about norms and types of pedagogical communication in the process of organizing collective and individual activities; ability to listen, defend your own viewpoint; development of professional communication culture); *psychologically-facultative competence* (awareness of the values of a child’s physical, mental and moral health – the ability to promote the creative development of junior pupils and their individualization); *entrepreneurial competence* (mastering the ability to generate new ideas and initiatives, implement them for increasing their status and welfare, for the development of the society and the state); *information-digital competence* (the ability to navigate through the information space, receive information and operate it in accordance with own needs and requirements of the

modern hi-tech information society).

In order to form the aforementioned competences, future primary school teachers need to reform their students' practical training on the basis of the competent, activity orientated and acmeological approaches. In the practical training of future primary school teachers, pedagogical practice is an important component when mastering the skills of future vocational activity, behaviour and ability to solve pedagogical problems occur in the conditions of real practical activity at education institutions. According to the reference dictionaries [1, p. 268; 8, p. 462] the concept "practice" is summed up as performance, action, activity; a way to study the educational process through the direct participation of trainees.

The theoretical analysis of scientific and pedagogical literature let us determine that scientists differently define the concept "*pedagogical practice*":

- a component of the educational process which contributes to forming the future specialist's creative attitude towards pedagogical activity and determines the degree of the professional suitability and the level of pedagogical orientation [12, p. 6];

- a component of vocational training, a form of acquisition and reinforcement of theoretically-methodological, methodical, psychologically-pedagogical, philosophical, valeological and other knowledge, skills and abilities [3, p. 10; 9, p. 28];

- a component of vocational training of future primary school teachers, aimed at forming the professional competence in specially created conditions [4, p. 16; 5, p. 13].

In the research process the scientific works on the problems of practical training of students (L. Zadorozhna, L. Katsova, L. Manchulenko, S. Kara, N. Kypychenko and others) have been studied and the role of pedagogical practice in the professional development of future primary school teachers has been determined: it adapts students to vocational activity; enables verifying their vocational readiness for pedagogical mastery; it contributes to the formation of future teachers' professional interest; forms the professional competence of future primary school teachers; forms communication skills of future primary school teachers and so on.

The theoretical analysis of psychological literature (L. Vyhotskyi, O. Leontiev, L. Podoliak, V. Yurchenko and others) has made it clear that pedagogical practice is an important moment in forming the self-esteem of professionally important qualities, awareness of the personality as a future teacher. Understanding this is the impetus for self-improvement, development of abilities, improvement of the capacities necessary for future pedagogical activity. Pedagogical practice promotes future teachers' reflection, creates optimal conditions for vocational practical training of students in the field of professional skills [6, p. 53]. *The purpose of pedagogical practice* is to form competitive, highly intelligent, innovative specialists, capable of constructing their own trajectories of professional development, ready for variational behaviour in the pedagogical activity.

It has been determined that during pedagogical practice, students have the opportunity to train for different kinds of vocational activity by trying out the forms

and methods of work, with which they have been acquainted during their studies. They can determine or choose the right field of their activity, find out the degree of personal qualities correlation with the profession of a teacher. In this period their identification with a new social role takes place. Becoming participants in a new type of activity, students begin practical learning of the functional content of their professional and pedagogical activity: observe, analyze, plan their educational work with pupils; clearly define the goals and objectives of the glorious teaching activity; use the forms and methods of organizing creative, social, role-playing activities of the pupils' team; organize pupils for mutual educational activities, taking into account their age and individual characteristics, etc. Pedagogical practice prepares students for independent fulfilling professional-pedagogical functions directly in the conditions of real pedagogical process, for fulfilling a new range of professional functions and implementing the educational process with schoolchildren.

Thus, pedagogical practice performs different *functions*:

- *educational* (reinforcement and deepening of theoretical knowledge, formation of pedagogical and self-education skills);
- *developmental* (development of future teachers' cognitive and creative activity, their pedagogical thinking, formation of research skills);
- *pedagogic* (formation of an active life position, development of future teachers' professional and pedagogical qualities, interest and love for pedagogical profession, love to children);
- *diagnostic* (verifying the level of training and determination of students' suitability for pedagogical activity);
- *corrective* (in the process of pedagogical practice the theoretical knowledge is expanded and deepened, students' personal qualities are developed and improved);
- *adaptive* (a student gets acquainted with various types of education institutions and organization of work there, gets used to the rhythm of the pedagogical process, focuses on the system of new relations and links);
- *integrative* (first of all, the simplest skills and pedagogical activities develop, then they are supplemented, complicated, improved, gaining gradually a certain completeness. Students perform different types and forms of educational activity (they conduct lessons and classes of different types), at the same time this requires integration of all knowledge in pedagogy, psychology, physiology, professional methods);
- *constructive-organizational* (formation of the organizational abilities necessary for managing the educational process);
- *communicative* (expressed in the style of a student's relationship with teachers, pupils and parents);
- *psychotherapeutic* (students, in contact with pupils, learn to create a safe, cosy and comfortable environment in the classroom; learn to feel when the children are anxious, when they are suffering, when they are aggressive, and when they feel lonely, to show genuine interest in the child's feelings, to help them successfully assert themselves; provide a positive emotional state).

In Ukraine, the problem of organizing pedagogical practice of students is

considered by each higher education institution independently. However, it is possible to identify *general trends in its organization and conduct*. Firstly, pedagogical practice, as a component of the general content of education, is focused on the modern requirements for the teaching profession and approximated to the real conditions of the professional activity. Secondly, the main link in pedagogical practice is the process of exteriorization of knowledge with appropriate approbation of the skills and abilities to perform pedagogical activities. Thirdly, pedagogical practice should train future teachers for entry into the system of varied and differentiated education, for appropriate rapid adaptation and switching from one activity to another, from one degree and level of interaction to another. At the Faculty of Primary Education and Philology of Khmelnytskyi Humanitarian-Pedagogical Academy the pedagogical practice plays a prominent role. Students, who study at the first (bachelor's degree) and second (master's degree) levels of higher education in the field of knowledge 01 Specialty education 013 Primary education, during the whole period of study to have different types of practical training (see tables. 1, 2).

Table 1

Types of students' practice at the first (bachelor's) level of higher education in the field of knowledge 01 Specialty education 013 Primary education

Type of Practice	Semester	Weeks	Credits
Introductory Practice	3	2	3
Propaedeutic Practice	4	2	3
Extra Specialized Practice (inclusive education)	5	2	3
Teaching practice (trial lessons at school)	6,7	3	4,5
Summer Pedagogical Practice at Healthcare Institutions (instructional, methodical and extra-curricular)	6	3	4,5
Undergraduate Practice	8	4	6
Total		16	24

Table 2

Types of students' practice at the second (master's) level of higher education in the field of knowledge 01 Specialty education 013 Primary education

Type of Practice	Semester	Weeks	Credits
School practice	2	2	3
Assistant Practice	3	3	4,5
Total		5	8,5

The organization and conduct of pedagogical practice for future primary school teachers are based on *the principles of the organization of pedagogical practice*, the adherence to which ensures its effectiveness, since they reflect the regularities of the educational process, direct the activities of the teacher and students. They include:

1) *Taking into consideration the needs of the educational space and the region, the specific training of primary school teachers at higher education institutions.*

2) *Directing pedagogical practice at personality development of students.*

3) *Variability of the content, forms and methods of pedagogical practice.* The

content of pedagogical practice is a system of tasks for students on the problems of school life, which includes various types of pedagogical activities that the student must acquire, systematically perform practical and research tasks of practice leaders, taking an active part in educational work with children, revealing independence and initiative. The content of pedagogical practice develops in two directions, subordinated to the logic of the real educational process at school (the student performs real pedagogical functions) and to the logic of the subject, which is studied at the higher education institution. During the internship, students get the opportunity to integrate knowledge from different basic disciplines into a single system of professional knowledge, skills and capacities, to develop pedagogical capacities, to improve the formed elementary methodical skills, learn to observe and analyze lessons and pedagogical classes, use creatively the school teachers' experience. In the process of pedagogical practice, future primary school teachers master the ability to conduct lessons, using effective teaching methods and techniques as a system of purposeful actions for organizing cognitive and practical activities of students. Improvement of pedagogical practice is seen in the optimal combination of individual, group, frontal forms of the educational work with students; consideration of the personal factor in training; initial involvement of students in accessible forms of the research work (instructional training and practice, speech-meetings, group discussion and analysis of the teacher's work, group and individual consultations, individual conversations, lessons and extracurricular classes, discussions and analysis of groupmates' lessons and classes, self-analysis of the lessons and classes, solving pedagogical problems, role-playing and business games, instructional and methodological meetings, introductory lectures, practical classes, seminars, conferences). A significant dominant of organizing the practice is the reorientation of students' activities from didactic to developing and problem-solving methods of working with junior pupils, which will enable moving away from the executive model of the specialist aimed at mastering the pedagogical profession only at the reproductive level, to the creative personality, that is the reorientation at creativity by creation a certain emotional mood, which at the same time contributes to the process of forming the skills necessary for building the programme of their pedagogical activities, taking into account the knowledge of the regularities of the pedagogical process and a child's development.

4) *Consequences and continuity* of pedagogical practice (for all academic years students study in one or another form to participate in the life of the school, children, while carrying out educational work with junior pupils, with the content of pedagogical practice complicated at each level of higher education; to prevent a sharp divide in teaching forms and methods, in the methodology of organizing knowledge control in the transition from one degree to another).

5) *Research orientation* of pedagogical practice (involves the formation of students' new pedagogical knowledge and research skills).

6) *Combining pedagogical practice with the implementation of coursework (diploma paper) at a higher education institution* (the tasks of pedagogical practice are overlapping, coincide with the tasks of coursework and diploma work).

7) *Coordination of the subjects' efforts of management and self-management in pedagogical practice* (to organize the practice on a contractual basis with the education institutions, close cooperation with the higher education institution, which enables continuous discussion, reflection, exchange of ideas and experience, commitment of partners to primary school teachers as a major mission). Accordingly, the practice guidance is built on dialogical bases which determine the nature of communication at all levels of practice: student-student, student-pupil, student-teacher, student-practice supervisor, student-representatives of the school administration.

Conclusions. Pedagogical practice is an significant component of the vocational training of future teachers, aimed at consolidating and implementing the acquired subject, psycho-pedagogical, methodological knowledge, abilities and capacities, necessary for future professional activity at educational and extracurricular institutions. Pedagogical practice promotes the future teacher's creative development and self-development, forms the professionally important qualities and readiness for innovative pedagogical activity. Organization of pedagogical practice is a versatile, complex and quite difficult process of forming future primary school teachers' pedagogical skills at the initial stage of their vocational training. The content, organization and conduct of students' pedagogical practice are based on the principles of organization of pedagogical practice, the implementation of which ensures its effectiveness and reflect the regularities of the educational process, direct the activities of the teacher and students in higher education.

The perspective directions of the problem development. However, the results of the study do not cover all aspects of the research issues. The perspective directions of the problem development are the study and disclosure of organizational and methodological foundations of pedagogical practice of future primary school teachers: defining the goal as a sequence of tasks of self-actualization, self-organization, self-realization, self-analysis and self-assessment of the activity; the content and operational actions of the subjects of practice at the propaedeutic, organizationally-research, vocationally-oriented, scientifically-research stages; development of the components of students' readiness for professional activity; implementation of modern training technologies; the expected results.

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3.13. STUDY OF PEDAGOGICAL RESEARCH METHODOLOGY IN MODERN INSTITUTION OF HIGHER PEDAGOGICAL EDUCATION

***Abstract.** One of the most principal and always relevant educational tasks of national importance is the organization of scientific and research work, which involves the formation of interest in the development of science, predetermines the development of theoretical substantiation and methodological determination of*

scientific research. Meanwhile, one of the main criteria for assessing the prospect and significance of particular research is the initial theoretical standpoints of a researcher, which largely determine the choice of research strategies and methods, the nature and outcome of scientific research. In the current circumstances for the development of science, pedagogical research requires in-depth methodological training from the executors. With the view to examining the methodology of pedagogical research at H. S. Skovoroda Kharkiv National Pedagogical University, the study programme for training specialists of the third (educational and scientific) level of higher education presupposes the study of the discipline “Scientific Approaches in Pedagogical Research”. The programme comprises two modules. Content module № 1 “General scientific approaches” presupposes the study of methodological approaches in pedagogical research, with specific topics to study systemic and holistic, synergetic, culturological, axiological, humanistic, resource-based, personality-oriented and activity-based approaches. Module № 2 “Scientific Approaches to Research in Various Topics” provides PhD students with learning of historico-pedagogical, competency-based, personalized, acmeological, comparative, historiographical, deontological, technology-based and environment-based approaches. The tasks of the discipline include the formation of conceptual knowledge about the principles of construction, prerequisites, basic regularities of development, forms and methods of scientific and pedagogical research; professional and general skills necessary for thorough scientific research, a value attitude to the culture of scientific cognition, the ability to study the main directions of pedagogical research, to ensure its objectivity, effectiveness, integrity, systematic process and effectiveness. The analysis of the discipline content “Scientific Approaches in Pedagogical Research” at H. S. Skovoroda Kharkiv National Pedagogical University has made it possible to assert that the programme ensures compliance with the philosophical, general scientific and pedagogical requirements for the writing of scientific research. Among the prospective areas of research, the authors suppose the testing and experimental verification of the developed programme.

Keywords: *approach, methodology, pedagogical, science, research.*

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Problem Statement. The methodology of scientific research in pedagogy is a major problem for the choice of content and technology of innovation in science which a researcher wants to introduce, the basis for the hypothesis and experiment. Therefore, mastering the methodology of scientific research is a means of enhancing the quality of scientific research and training of young scientists. To improve the quality of higher education under the “Regulations on Accreditation of Study Programmes in Higher Education” (2019), the National Agency for Higher Education Quality Assurance has actively started the process of accreditation of study programmes. This is particularly true for the preparation of PhD students, who are able to carry out high-level research work based on scientific methodology. However, in pedagogical theory, there are many different works on the methodology that are not systematic and up-to-date. There is still the question of how to understand and

Topicality. One of the most principal and always relevant educational tasks of national importance is the organization of scientific and research work, which involves the formation of interest in the development of science, predetermines the development of theoretical substantiation and methodological determination of scientific research. Meanwhile, one of the main criteria for assessing the prospect and significance of a particular study is the initial theoretical standpoints of a researcher, which largely determine the choice of research strategies and methods, the nature and outcome of scientific research. The development of information technology has led to the emergence of scientific development at the international level, so recently the need for quality research has increased. The task of the institution of higher pedagogical education in the XXI century is create conditions so that PhD students can determine efficiency, integrity, system, and effectiveness of scientific research, the development of their in-depth methodological training. S. Honcharenko [3], O. Tryfonova [15], V. Tusheva [17] and others are engaged in issues of methodology of science. Selected methodological approaches are investigated by M. Vasilieva [2], N. Dichek [4], O. Ionova [10], V. Kurylo [9], V. Ovcharuk [7], O. Sukhomlynska [13], A. Tymchenko, E. Zadoia [14] and others. Y. Boychuk [10], T. Dmytrenko [5], N. Ipolitova [6], V. Kraievskiy, O. Berezhnova [8] and others devoted their works to the methodology of pedagogical science. However, the issues of the methodology of pedagogical research as the discipline in the institution of higher pedagogical education are out of the researchers' focus. **The aim** of the article is to clarify the essence and importance of methodological approaches in scientific and pedagogical research and substantiation of the content of the academic discipline "Scientific approaches in pedagogical research" for PhD students at H. S. Skovoroda Kharkiv National Pedagogical University. In the research process theoretical methods (analysis, synthesis, systematization of scientists' views on the phenomenon of scientific methodology, methodological approaches, comparison of different views on a selected topic, analysis of pedagogical documentation, education programmes, in particular, were employed to determine the status of work on this problem in institutions of higher pedagogical education).

Materials and Methods. Methodology – (from Greek *metodos* – a way of cognition, research, a method and *logos* – science, knowledge) – the study of the rules of mindset in creating the theory of science. The concept of "methodology of science" is considered in two aspects: methodology as a science (a discipline) and methodology as a component of specialized science. Methodology of science is one of the main sections of methodology, a complex and structured independent theoretical discipline that studies the whole complex of phenomena related to the instrumental sphere of science and scientific activity, their comprehension and functioning. Methodology as part of epistemology studies the process of scientific activity, its organization [17, p. 85]. Methodology as a science of the set of the most general worldview principles and their application to solving complex theoretical and practical problems should form the certain position of a researcher. In pedagogical research this position presupposes the following:

- to define the aim of the research, taking into account the development of the theory of science, the needs of the practice, social relevance and real opportunities of a scientific team or scientist;
- to study pedagogical processes, phenomena in their development, self-development, in a certain environment, in the interaction of external and internal factors of impact, etc.;
- to consider the issues of education and upbringing from the standpoints of different human sciences: sociology, psychology, anthropology, physiology, genetics to employ scientific information about a human being for development of optimal pedagogical systems, technologies, conditions for personal development;
- to focus on systemic consideration of structure, interrelation of pedagogical elements and phenomena, their subordination, dynamics of development, tendencies, essence and specificity, factors and conditions;
- to identify and solve contradictions in the process of education and upbringing, personal development;
- to determine appropriate research methods for a certain topic;
- to reveal the link between theory and practice, the development of its implementation ways, focus on new scientific concepts, new pedagogical mindset.

The methodology provides guidance in the approaches, principles, and grounds of cognition, gives an idea of the object and subject of study as dynamic systems, social and historical determination of phenomena and processes in the logic of their study, the ratio of quantitative and qualitative data, objective and subjective features, etc. The study program for training of Doctors of Philosophy at H. S. Skovoroda Kharkiv National Pedagogical University presupposes the study of the discipline “Scientific Approaches in Pedagogical Research”. Its study takes 120 hours, the content is presented by two interconnected modules. The discipline aims to form a person’s ability to solve complex problems of scientific approaches in pedagogical science, which involves in-depth reconsideration of available and development of new holistic knowledge of scientific methodology. The tasks of the discipline presuppose the formation of conceptual knowledge of PhD students on the scientific approaches in the methodology of scientific and pedagogical research; skills to plan, implement and correct a consistent process of thorough scientific and pedagogical research with a logical adherence to relevant scientific approaches; free communication on issues related to the selection and justification of scientific approaches in pedagogical research; commitment to continuous self-development and self-improvement in professional, scientific and pedagogical activity.

According to the results of training, PhD students are capable to reproduce conceptual expertise on scientific approaches in the methodology of scientific and pedagogical research; to plan, implement and correct a consistent process of thorough scientific and pedagogical research with a logical adherence to the relevant scientific approaches; to communicate freely on issues concerning the selection and justification of scientific approaches in pedagogical research; to disseminate and implement research culture in further scientific and practical activities, academic and professional virtue in order to obtain objectively true scientific knowledge. In modern pedagogical science there is a large number of methodological approaches that

represent different areas of research and reflect the specificity of certain scientific and research activities in the field of pedagogy. Generalization and theoretical substantiation of the content of the most applied methodological approaches in pedagogical studies are provided in Table 1 [1; 3; 5; 6; 8; 16].

Table 1

The essence and content of pedagogical approaches

<i>Methodological approaches</i>	<i>Content of approaches</i>
Personality-oriented (definition of a personality as a product of social development, moral and intellectual freedom, the bearer of the right to respect and culture)/theory of personality	Manifestation of the natural process of self-determination, self-realization, self-affirmation, self-development of abilities
Activity-based (organization of the personality activity)/pedagogical psychology	Activity in cognition, communication, work, personal development
Systemic (relatively independent components are considered not in isolation, but in the interconnections of system elements)/general theory of systems	The set of such interconnected components: the aim of education, the subjects of the pedagogical process (a teacher and students), the content of education, forms and methods of the pedagogical process, means of training and education (material base)
Axiological (“value orientation”, “value consciousness”)	Focus on universal human, civil, national and professional values which determine a person’s attitude to the world, to their activity, to self
Synergistic (co-operative) that leads to changes that ensure the emergence of a new quality/theory of dissipative systems	Creating a system of self-organization, self-development and ensuring its active interaction with the external environment
Competency-based (acquiring not only knowledge, skills, but also experience of emotional and value attitude to the environment) has operational and technological, cognitive, motivational, axiological, reflexive components/strategy of modernization of educational content	Independent cognitive activity, assimilation of ways of acquiring integrative knowledge from different sources of information and their realization in the civil, cultural and aesthetic, social and labour, domestic spheres, at leisure
Acmeological (value of study)/humanistic pedagogy	To study pedagogical phenomena by addressing human value needs: life, health, education, work, peace, beauty, love
Structural and historical (search for not only the problems of the theory to explain the world phenomena, but also the evolution of methods and ways of achieving the result)/theory of functional analysis	Investigation of the interrelationship and relationship between a structure and its history
Resource-based (search and development for the potential of the subject of study, predicting the learning outcomes)/management theory	Identification of a set of external conditions and means for realization of internal individual inclinations, personal resources, providing of study comfort, effective dynamics of work capacity, well-being
Module-based (search for principles and patterns of model construction in terms of mastering by the subjects of study the system of competences and the system of norms that will enable the formation of a personality and realization themselves in life)/theory of proactive learning	Structure of the content of training, clear sequence of all components of the didactic system, effective management of the educational process, ensuring the variability of structural, organizational and methodological elements

The features of the approaches are the following effective principles: a) the principle of historicism aims at the ability to accurately identify the time and place of emergence of a pedagogical phenomenon, conception or system, where pedagogical facts (ideas, phenomena) relate and correspond to the social and historical period; b) reproduction of phenomena (ideas) in close link with national culture, without which scientific analysis of the problem is impossible; c) authenticity, that is, the clarity and veracity of the visions, ideas, facts; d) the rich content or rationale for the laws, a clear and complete description of invisible (synergistic) relationships; e) scientific – logical combination of components of the phenomenon, their analysis and justification, correspondence to archival materials; f) integrity, where the phenomenon is regarded as a holistic system, united in its constituent parts; g) nationality, that is, unity of universal human and national, where the national orientation is revealed in respect for the mother tongue, culture, customs and traditions of the nation, patriotism; h) versatility – a dimension of a unified system that is characterized by diversity and complements this system [14].

Analyzing the multidimensional nature of methodological approaches in pedagogical research, their role and importance in writing dissertations, the developers of the work programme “Scientific Approaches in Pedagogical Research” envisaged the content of the discipline, which corresponds to the logic of preparation of PhD students. Thus, content module № 1 “General scientific approaches” provides the study of the following topics of the discipline:

1) “Methodological approaches in pedagogical research” (the essence of methodological approaches and their importance in scientific and pedagogical research; methodological principles of scientific and pedagogical research) [3; 5; 9; 15];

2) “Systemic and holistic approach” (the systemic and holistic approach as a way of scientific cognition that underlies systemic research; the systemic and holistic approach realization features; personality as a system; structural components of the pedagogical system; the systemic and holistic approach to the study of pedagogical issues) [10, p. 22];

3) “Synergistic approach” (the essence of the synergistic approach; fluctuation (deviation) and bifurcation (disambiguation); self-organization of a personality and pedagogical system; the synergistic approach to research of pedagogical issues) [10, p. 26];

4) “Culturological approach” (the essence of the culturological approach; the aim of pedagogy in terms of culture; the principle of cultural conformity; the process of development of a human being and their “acculturation”; the content of basic cultural identity; the functions of the culturological approach; the culturological approach to the study of pedagogical issues) [10, p. 81];

5) “Axiological approach” (the essence of the axiological approach; the essence of personality values; main groups of values; axiological approach to the study of pedagogical issues) [10, p. 126];

6) “Humanistic approach” (the anthropological approach as a philosophical, epistemological, theoretical and practical orientation of research aimed at a human as

the main purpose and value; use of the anthropological approach in pedagogical science; the anthropological approach to the study of pedagogical issues) [10, p. 146];

7) “Resource-based approach” (the essence of the resource-based approach; types of resources; the resource-based approach to the study of pedagogical issues) [10, p. 166];

8) “Personality-oriented and activity-based approach” (the essence of the personality-oriented and activity-based approach; a personality in terms of psychological and pedagogical science; personality-centered learning; the principle of personality-oriented approach in the organization of educational process; the personality-oriented and activity-based approach to the study of pedagogical issues) [10, p. 216].

Module № 2 “Scientific Approaches to Research in Various Topics” provides PhD students with the following topics:

1) “Historico-pedagogical approach” (the historico-pedagogical approach as an approach that provides an opportunity to consider the phenomena that are studied in development, dynamics, to identify trends in their development, to characterize the social and economic factors that predetermined the development of the investigated phenomena in different historical epochs; the source base of historico-pedagogical research; the historico-pedagogical approach to the study of pedagogical issues) [14];

2) “Competency-based approach” (the essence of the competency-based approach; the competency-based approach in education; key competences of the individual; the competency-based approach to the study of pedagogical issues) [7, p. 34];

3) “Personalized approach” (the essence of the personalized approach; personalization in psychology and pedagogy; specific features of the personalized approach implementation; prerequisites for successful personalization of a teacher’s personality; principles of personalized learning and advice for their application in practice; the personalized approach to the study of pedagogical issues) [13, p. 12];

4) “Acmeological approach” (the essence of the terms “acmeology” and “acmeological approach”; the main regulations of the acmeological approach; biographical method, patterns of creative potentials self-realization; acmeological monitoring (essence and functions); the acmeological approach to the study of pedagogical issues) [10, p. 260];

5) “Comparative approach” (the essence of the pedagogical comparative studies and comparative approach; specific features of organization of comparative and pedagogical research; prospects of pedagogical comparative studies development) [11, p. 21];

6) “Historiographical approach” (the essence of the historiographical approach; sources of research; the historiographical approach to the study of pedagogical issues) [10, p. 13];

7) “Deontological approach” (the essence of deontology and deontological approach; professional duty of a personality; structure of deontological outlook; pedagogical deontology) [2; 10, p. 278];

8) “Technological approach to scientific research in the pedagogical field” (pedagogical technology in different contexts (scientific, procedural and effective, systemic); implementation of pedagogical technology; criteria for technological pedagogical research; basic modern teaching technologies) [10, p. 307];

9) “Environment-based approach” (the essence of the concept “environment”; the educational environment and its structural components; active components of the environment; indicators characterizing the quality of the educational environment of the education institution; the environment-based approach to the study of pedagogical issues) [8, p. 257].

Conclusion. Thus, the study has clarified the essence of the concept of methodology of scientific and pedagogical research as a set of ideas that determine the overall scientific vision of a scholar, the principles that make up the basis of the strategy of research activity, as well as methods, techniques, procedures that provide the implementation of the chosen strategy in practice. The methodology involves the possibility of conscious selection or justification of a researcher’s own development of new methods and techniques of conducting research work. Assessing the chosen methodological orientation, a scholar should take into account the preference that scientists give to this or that approach at a certain stage of pedagogy development. The content of the discipline “Scientific Approaches in Pedagogical Research” at H. S. Skovoroda Kharkiv National Pedagogical University meets the philosophical, general scientific and pedagogical requirements for the writing of scientific research and confirms its timeliness and relevance. A prospective area of research is the testing and verification of the developed discipline.

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3.14. METHODOLOGY OF LECTURING THE COURSE “THEORETICAL GROUND OF DIDACTIC RESEARCH” FOR HIGHER SCHOOL STUDENTS OF THIRD EDUCATIONALLY-SCIENTIFIC LEVEL

***Abstract.** The article describes the characteristics of the methodology of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level. The urgency of the problem is caused by contradictions, such as: between the requirements for future doctors of philosophy professional training as organizers of the didactic research process and insufficient scientific and methodological support for its implementation; the necessity to pursue professional activity in the new conditions of integration into the scientific educational space according to the Concept of the New Ukrainian School and the lack of proper methodological training of students. The purpose of the article is to determine the content of the methodology of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level. The scientific novelty of the research is that authors’ methodology of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level was created and determined.*

The authors used the following research methods: analysis, generalization, systematization of scientifically-pedagogical, methodological works of scientists from scientifically-vocational training for higher school students of the third educationally-scientific level. The methodology of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level will help increase the efficiency of the professional training. Studying the theoretical aspects of the course and fulfilling the practical tasks, will allow students to master the knowledge about the peculiarities of the scientific research organization of in the didactics field; will help to form the professionally significant personal qualities skills necessary for self-studying planning, organization and conducting of didactic research.

***Keywords:** methodology, higher school students of the third educationally-scientific level, scientifically-professional training, didactic research, theoretical ground.*

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The problem formation. The Ukrainian Law on Higher Education defines new requirements for the of highly qualified scientifically-pedagogical staff training for the New Ukrainian School. The successful resolution of urgent tasks, which will determine complete redirection of the education vector, correction of goals, objects and content depends on level of training of teachers learning process. Nowadays the teacher should be guided well in the features of the educational process, be able to analyse smart and objective the learning process, be familiar with alternative theories of creating educational process domestic and foreign didactic. At the same time the teacher must be knowledgeable in methodology and technology of conducting own didactic research.

The research relevance on the methodology of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level intensifying contradictions, such as: between the requirements for future doctors of philosophy professional training as organizers of the didactic research process and insufficient scientific and methodological support for its implementation; the necessity to pursue professional activity in the new conditions of integration into the scientific educational space according to the Concept of the New Ukrainian School and the lack of proper methodological training of students.

Author’s research connection with important scientific and practical tasks is that improving methodology of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level contributes the efficiency of the professional training.

Analysis of recent research and publications. Methodological issues of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level are presented in the works of L. Vahovskyi [1], C. Honcharenko [2], S. Zolotukhina [3; 4], O. Keane [5], A. Piekhota [11], S. Sysoieva [13], N. Tkachova [16], I. Trubavina [17; 18], G. Tsekhmistrova [19] and other scientists.

The article id dedicated to previously unresolved aspects of the general problem. The problem of methodological support of higher school students of the third educationally-scientific level scientifically-vocational training has not received enough practical development. Professionals did not pay enough attention to the questions of methodology of lecturing the courses aimed at forming competitors’ skills to solve complex research problems in didactics.

The purpose of the article is to create and determine the author’s methodology of lecturing the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level. ***Methods of research:*** analysis, generalization, systematization of scientifically-pedagogical, methodological scientific works about scientifically-professional training for higher school students of the third educationally-scientific level. ***The scientific novelty*** of the research is that authors’ methodology of lecturing the course “Theoretical ground of didactic

research” for higher school students of the third educationally-scientific level was created and determined.

Presentation basic material. The program of the selective course “Theoretical ground of didactic research” is made according to curriculum of training students for the Doctor of Philosophy degree, branch of knowledge – 01 Education, specialty – 011 Sciences of education. The course is taught over two semesters and is created for 150 hours: 16 lectures, 34 seminars, 120 hours of self-studying. The results of the course as a control of the students acquired knowledge is organised in the form of test. The aim of the course “Theoretical ground of didactic research” is forming student’s skills to solve complex research problems in didactics, providing a deep reconsidering of existed and newly integrated knowledge in theory, methodology and methods of providing didactic research.

The main task of the course “Theoretical ground of didactic research” is forming the competencies:

- conceptual and methodological knowledge of the didactic research basics;
- the skills to carry out the research work necessary to solve current didactic problems;
- the skills to critically analyse, evaluate and synthesize new ideas in the field of didactics.
- the skills for continuous self-development and self-improvement.

Results of studying the course discipline “Theoretical ground of didactic research” should be the skill to:

- demonstrate knowledge in conceptually bases, methodologies and methods of didactic research, improved skills to implement research necessary to solve urgent problems of teaching;
- commit a research, analysis and synthesis of information from various sources to solve scientific research challenges and establish causal relationships between events, facts and phenomena of educational process;
- show the commitment for continuous self-development.

The methodology of lecturing a certain course determines the choice of methods, forms, technologies of work. Considering that this course aims to train higher school students of the third educationally-scientific level requires a commitment to exercise reasonable scientific research, arises the question about the criteria of selection methods of learning forms. Based on the purpose and aim of course, its content, the following scientific and pedagogical appeals to methods and forms selection of mastering course topics self-centred, competence, activity, axiological approaches problem have been selected. It is the hierarchy of approaches that belong to the pedagogical (in the system of philosophical, generally scientific, specifically scientific and pedagogical approaches), which determine the methodology of lecturing.

The created guidelines of the course “Theoretical ground of didactic research” contain a description of the tasks for seminars, for self-studying of students, a list of literature for processing, including online sources.

The program of the course “Theoretical ground of didactic research” consists of four modules:

Module 1. Methodology of didactic research (Topics “The concept of methodology didactics and its level”, “The concept of teaching research culture”).

Module 2. Theoretical ground of didactic research. (Topics “Didactic research features: a historical aspect”, “Modern didactic theories. Formal, informal and non-formal education. The dual education).

Module 3. Requirements to scientifically-educational workers (Topics “Ethical requirements for researchers”, “The concept of copyright. The rights and responsibilities of scientific workers”).

Module 4. Organizing and conducting experimental didactic research (Topics “Work with information. Defining relevance and degree of elaboration of didactic Problems”, “Identifying scientific apparatus of didactic study based on selected paradigms and approaches”, “Stages of organizing and conducting experimental didactic research. Approaches to assessing the efficiency and credibility of didactic research”).

Within lecturing the course much attention was paid to the preparation and holding of lectures. The lectures are oriented students on the main problems of the discipline by the lecturers; allow analysing modern scientific researches in the field of didactics. The lecture material is aimed at updating the skills to analyse, synthesize, compare, and classify the information received. During lectures on “Theoretical ground of didactic research”, the regularities of cognitive and emotionally-volitional processes are considered.

A wide variety of teaching methods are used to enhance the students’ cognitive activity.

In the process of lecturing the course “Theoretical ground of didactic research” the following methods are used: with a source of knowledge – verbal, visual and practical methods; with the nature of cognitive activity: explanatory, reproductive, problematic presentation, heuristic, researchable; with a logic of transfer and perception of educational information: inductive, deductive, analytical, synthetic; in terms of audience engagement: but active, interactive learning methods.

The most frequently used during lectures were: explanatory and illustrative method, the essence of which is precisely the explanation, rationale and logical presentation of the material and is accompanied, if necessary, by the support of the means of clarity, the method of problematic presentation, which is aimed at activating the cognitive activity, enhancing the cognitive activity interest, self-consciousness, and initiative creative search. For example, a logical and systematic material presenting with a thorough explanation is used in lectures on topics: “Didactic research as a process and result of scientific activity”, “Concept of didactic research culture”, “Features of didactic research development: historical aspect”, “Concepts of scientific and scientific and pedagogical workers. Legal, regulatory principles”, “Scientific apparatus of research, its components”, “Stages of organization and conducting didactic experimental research”. The material of the lecture “Modern Theories of Learning” is constructed in according to the requirements of problematic

presentation. Problematic issues are related to the experience and the interests of the students. For example: “Why in a wide variety of training concepts universal selected is not first?”

While conducting lectures the particular importance enriches the use of such cognition methods of as: analytical, aimed at determining the internal tendencies and opportunities of the problem, as synthetic as the unification of previously isolated parts of the parties (features, properties, relationships) into a single whole and inductive, which is aimed at learning general through research unit, deductive method by which on the basis of general knowledge becomes partial unit. The presentation of lectures on the topics “Methodological ground of the learning process”, “Stages of organization and conducting experimental didactic research” is presented using the analytical method. And the questions of lectures “The concept of didactic research culture”, “Features of the development of didactic research: historical aspect” should be presented using inductive methods.

Effective method is in conversations and discussions are an involving the audience as much as possible in the dialogue, discussing the main issues and, as a consequence, it ensures high activity. With the help of specially selected questions the lecturer creates conditions for formulation of own position, emerge of different judgments. The lectures allow one to broaden the thinking, update the knowledge, refine and deepen the understanding of a particular scientific issue. At the beginning and throughout the lecture, questions are asked to clarify thoughts, the level of the problem awareness, and the degree of commitment to perceive the material. Conversations are used during lectures: “Didactic research as a process and result of scientific activity”, “Scientific apparatus of research, and its components”. The Lecture the Concept of Copyright” includes discussion elements.

Important components of learning of the course “The theoretical ground of didactic research” are seminars. These combine theory with practice, allow illustrating in more detail certain questions of the lecture course, enabling the students to study deeper and more thorough some aspects of the study scientific problem under. Seminars promote acts of visualization of cognitive activity, formation of judgment independence of, ability to defend own thoughts, to argue them based on scientific facts. They contribute to the acquisition of fundamental knowledge; help to develop logical thinking, to form beliefs, to master a culture of tolerance.

At the same time, seminars are focused on the students’ practical work; they have the opportunity based on analysis of individual theoretical ground of the course to form the skills of their practical application, through the individual performing. For example, seminars on the topic “The concept of didactics methodology and its levels. Scientific approaches and paradigms and their place and role in didactic research” are aimed at practical acquaintance with scientific approaches and their possibilities in didactic research, which the students are invited to familiarize and analyse the abstract and the didactic for the selection of leading approaches; to carry out an analysis of the normative base of education for determining leading approaches in the theory of learning; differentiate possibilities and theoretical approaches for their own

research. For the topic “The concept of didactic research culture” students offered ground the role of culture in teaching didactic scientists’ activity; familiarise the basic forms of didactic research summarizing; to carry out an analysis of the essence and content of the concepts “scientific language”, “scientific style”; define the rules and bibliography. The topic “Features of didactic research: a historical aspect” involves students to conduct theoretical analysis of opportunities for application of didactic theories in own research. In order to study the topic “Modern theories of learning”, the students are invited to discover ways and features of applying formal, informal and non-formal education. A deeper awareness of the peculiarities of the problem is facilitated by a discussion on topic “Dual education – pros and contras”, which involves forming one’s own position on the problem, understanding individual ideas in terms of truth, falsity or contestability.

At seminars on the topic “Ethical requirements for researchers” is discussing a code of scientists’ ethics and grounding necessities of ethical requirements for a research. Seminars on “The concept of copyright” aims to discuss rights and responsibilities among researchers, opening the way of copyright in didactics implementation and protection. In the process of conducting a seminar on the topic “Working with information. Determination of relevance and degree of didactic problem development. Search and selection of information in historical perspective and modern studies in didactics” students learn how to analyse abstracts, define the relevance and extent of the problem, develop ways of forming urgency of the didactic problem. Practical skills are formed when determining the methods of working with information by abstracts and expressing their recommendations for finding information on the topic and its processing, ground and relevance of the didactic research problem, ground the source of the research and methods for finding information, determining the degree of elaboration of their didactic research problem based on the usage of different approaches. For a deeper, more thorough and detailed discussion of the problem, a professional discussion is held on the relevance and elaboration of the didactic problem. The topic “Definition of the scientific apparatus of didactic research based on selected paradigms and approaches” is quite important for higher school students of the third educationally-scientific level. Seminars on the subject allow students to learn and analyse abstract and for the purpose of studying the scientific apparatus definition, ground own research apparatus based on scientific approach.

Of particular practical importance for young scientists is the topic “Stages of organizing and conducting didactics experimental research. Approaches to assessing the efficiency and credibility of didactic research. “Seminars allow students to learn how to differentiate stages and bases of experimental research, and the content of each stage, to carry out a comparative analysis of various approaches to assess efficiency and plausibility of didactic research, to determine the scope of didactic study application to determine qualitative and quantitative evaluation of the research results.

The main tasks of self-studying for higher school students of the third educationally-scientific level in the course “Theoretical ground of didactic research”

are the expansion and deepening of knowledge in particular topics of the course, the using theoretical knowledge to solve applied problems, self-development, and self-education. Students' self-studying includes tasks that require finding the answers to the question, the basic concepts comprehending, and the skills to compare, analyse, generalise, and summarize the read text. So for the module "Methodology of didactic research" the following tasks were developed: to compose a dictionary of topical basic concepts; to ground the choice of scientific approaches implemented in own research; and based on analysis of didactics theses abstracts to evaluate them in terms of didactic culture (execution and design, presenting results in tables, graphs, diagrams). Self-studying on the module "Theoretical ground of didactic research" involves the following tasks: to compose a dictionary of basic topical concepts; to compile a table to present in which the purpose, tasks, advantages and disadvantages of formal, non-formal, informal, dual education, features of their implementation in foreign countries (optional: countries of the East, Western European countries, England, the USA); to get acquainted with the logical-graphical structuring, to present the process of circuit construction in the form of a developed algorithm.

The main tasks for the module "Requirements for scientifically-pedagogical staff" are: to compose a dictionary of basic topical concepts, to develop a model of a scientifically-pedagogical worker, and to put the scientist's honour code. Self-studying on the module "Organizing and conducting didactic experimental research" is to perform the following tasks: to choose methodologies of didactic research results evaluation, including the forming the phenomenon; to develop an algorithm for substantiation of the chosen topic; to make variants of the research plan on the chosen topic depending on the research subject, participants of the experiment; to develop an indicative program of the experiment; to identify criteria, indicators, levels of forming the investigated quality; to get acquainted with the didactics abstracts' structure, to analyse it from the point of: relevance of the scientific apparatus to the research topic, content component, methodology of conducting the experiment, methodology of measuring the researched phenomenon, forming conclusions; to prepare review of an the abstract; make survey (students, teachers, lecturers) in the research context.

Monitoring and evaluation of learning results is carried out in according to the Regulations on the educational process organization at the H. S. Skovoroda Kharkiv National Pedagogical University. The following control methods are used: oral examination, interview and, checking self-studying and practical work. Forms of control are: current control (interview – discussion of basic questions for seminars, which is held every seminar, oral examination – review of self-studying tasks on the topic that is held at the beginning of seminars, test writing tasks – tasks of self-studying, tasks of practical work according to the topic of the seminar, which is held during the seminar class); final control (test) – oral examination.

Conclusions and results. Created methodology of lecturing the course "Theoretical ground of didactic research" for higher school students of the third educationally-scientific level will increase the efficiency of the training. Lectures and seminars aimed on mastering the fundamental knowledge and enable students to

analyse contemporary didactics research, based on scientific evidence to ground, promote cognitive activity, forming independent judgments. A wide arsenal of teaching methods used in creating the course: by source of knowledge (verbal, visual, practical); by the nature of cognitive activity (explanatory, reproductive, problematic presentation, heuristic, search, research); by the logic of transmission and perception of educational information (inductive, deductive, analytical, synthetic); the degree of audience activity (active, interactive) allow students possess knowledge about the features of the didactics research organization; contribute forming professionally significant personal qualities and skills necessary for independent planning, organizing and conducting didactic research. *Prospects for further research* are: development of methodological sources for the course “Theoretical ground of didactic research” for higher school students of the third educationally-scientific level.

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3.15. PROJECT OF ETHICS CODE OF SCIENTIFIC COMMUNITY OF HIGHER EDUCATION INSTITUTION AS A MEANS OF REGULATING RELATIONS IN SCIENTIFIC ACTIVITIES

***Abstract.** The urgency of developing a program of scholars' ethics code of higher education institution is connected to the reforming of higher education, changes in pedagogical education and general secondary education, European integration, increasing the requirements for higher education, the emergence of the National Agency for the Quality of Higher Education. These requirements are used to assess the quality of not only education, but also the organization of education. The organization of education includes the culture of the educational environment and the scholars' ethics code. As the new requirements affect not only teachers but also students, the ethics code of the scientific community of the higher education institution is a relevant element of the introduction of a new culture in the education institution. The development of such a code is the purpose of the article. Methods of scientific and pedagogical research used to achieve this goal were analysis, synthesis, modeling, generalization. For the first time, a program of the ethics code has been proposed, based on the consideration of the foreign experience, national mentality and legislation, moral values of different levels, which determine the norms and standards of behavior of all members of the scientific community. That is the scientific novelty of the article. Its results are clearly formulated requirements for values, norms and standards of behavior, scholars' qualities, rules for the consideration of possible conflicts, which become an unspoken rule of the conduct in the educational institution and regulate the atmosphere and relationships in the collective. Prospects for the further research are to determine the features of the application of the ethics code in higher education institutions.*

***Keywords:** ethics code, scientific community, higher education institution, moral values, conflict of interests, ethics committee.*

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The issues of improving the quality of scientific researches and enhancing prestige of higher education and pedagogical education are currently central in the context of developing ways of Ukraine's accession to the European community of scholars and in order to establish a law-governed, high-tech, democratic, social state. The scholar's Ethics Code is a worldwide practice of providing a model of standards of ethical conduct that enhances the confidence and authority of the scientific community, science as a whole, the university in the society, and is a means of legitimate external public control over scientists' actions. At the same time, the scholar's ethics is a means of realizing the principle of educational training when senior scholars educate the younger ones by giving their own example, demonstrating their scientific behavior in a pedagogical institution of higher education. It should be noted that an ethical problem arises when the actions of an individual or organization may cause harm or benefit to others. And there are many such problems in the institution of higher pedagogical education: relations of academic leaders with junior scholars, academic integrity, ethics of communication, behavior, image of the institution, relations with foreign educational recipients and colleagues, conflicts of interests, etc.

The analysis of the research on the problem shows that ethics codes are an effective means of regulating behavior in the society for public servants, local government officials, lawyers, social workers, social educators and psychologists, teachers, etc. [1–7, 9, 10]. At the same time, an ethics code, which should be in force in the institution, is required for accreditation of the modern IHE. At present, there are no studies that show the theoretical foundations of such a code, in particular, and its content for a pedagogical institution of higher education. Therefore, the purpose of the article is to develop a program of the ethics code for a pedagogical institution of higher education, and the tasks are to determine its theoretical foundations and develop its content.

The main research methods we used in the article are theoretical analysis of sources, generalization, synthesis, modeling, comparative analysis, design. The regulatory documents were used for the study are the Constitution of Ukraine, the Laws of Ukraine “On Education”, “On Higher Education” “On Information”, “On Access to Public Information”, “On Rules of Ethical Conduct”; the anti-corruption laws (The Law of Ukraine “On Prevention of Corruption”, “On Principles of Preventing and Combating Corruption”); the Resolution of the Cabinet of Ministers of Ukraine “On Rules of Ethical Conduct of Civil Servants”; a set of the international documents on ethical principles of higher education in Europe (The Education International Declaration of Professional Ethics, the Grand Charter of European Universities, the Bucharest Declaration of Ethical Values); a package of model initiatives on the implementation of standards of public ethics at local and regional levels (2004, Nordviykerhaut), the Ethics Code of the Scholar of Ukraine. We have also taken into account the universal human values and Ukrainians' values.

We have determined that the main approaches to the development of the program of ethics code of the pedagogical institution of higher education are competence, axiological (values), activity, educational, systemic, social and

educational, as they reflect its intended purpose for the work of scholars in the pedagogical institution of higher education. We have found that the ethics code (hereinafter Code) is a list of uniform norms of proper, appropriate behavior, which contributes to the prevention of unethical conduct, for the academic community of the university (Ph.D candidates, candidates for a doctor's degree, professors, students, administration of the institution of higher education) which must be used as a guide during the discharge of their duties and the realization of their rights. The Code regulates consciousness, behavior and professional activity of members of the scientific community of the pedagogical institution of higher education. Its object is ethical aspects of the practical implementation of the scientific activity. The subject of the ethics code is ethical values, principles, rules and standards of behavior, attitude to the scientific activity, conditions for its implementation in the field of science. The purpose of the Code is to streamline and improve the professional scientific activity of the scientific community of the pedagogical institution of higher education, to enhance the quality of educational services, to create conditions for the fullest realization of human rights in the scientific field on the basis of the ethics. These are the objectives of the Code: 1. Increasing personal responsibility for the proper fulfillment of the professional responsibilities of members of the scientific community of the pedagogical institution of higher education. 2. Ensuring clarity in the scholars' work, empowering the influence of the public and staff on the quality of the scholars' activities. The peculiarity of the Ethics Code of the scientific community is that it has a binding character in the labor collective and ensures the effective activity of its members in the interests of science, society and the collective of the pedagogical institution of higher education, improves relations in the labor collective and scientific activities, promotes the development of democracy, creates conditions for protection and the enforcement of rights and freedoms, the high-level fulfillment of the responsibilities of the scholars of the institution. The result of the Code is to create scholars' confidence in the future, to prevent the abuse of power, status, position, to ensure that the collective treats scholars as subjects of scientific activities; combating corruption, conflict of interests, betraying national interests and interests of the collective, breaking of norms of behavior, arrogance, negligence, inattention, irresponsibility, negligence, academic dishonesty, plagiarism, fraud and more.

In view of the purpose of the code, its theoretical foundations (scientific approaches to its development), we have developed the following glossary (terminology dictionary) for ease of use. The scientific community is the faculty, the administration of the pedagogical institution of higher education and its structural subdivisions, scholars, pedagogical staff, Ph.D candidates and candidates for a doctor's degree, students engaged in scientific activities. The ethics of a scholar's behavior is the morality of the professional scientific work that defines all aspects of their activity: 1) values and principles; 2) standards and norms of behavior; 3) the external environment (conditions in which the activity is carried out). Ethical values include moral requirements and evaluation of existing phenomena or those that have

occurred, in terms of their moral significance. Values of the scientific activity are reflected in ethical principles and norms.

Ethical principles are the basic provisions of the professional morality in science which reflect the values and give the general direction of the professional scientific activity, are the basis for partial norms of the official behavior, characterize a certain holistic line of the human behavior, become part of its moral character and make the behavior of the person prudent, morally rational. The purpose of ethical principles is to provide a direction and line of behavior in different situations and to be the basis for sound ethical decision making. Ethical norms is a system of ethical requirements that determine the responsibilities of members of the scientific community of H. S. Skovoroda Kharkiv National Pedagogical University regarding colleagues, the collective, society; specific patterns that orient behavior and make it possible to evaluate it. Ethical standards is a system of generally accepted requirements for human activity and behavior in the professional life, aimed at bringing benefits to the society and university.

Scholar's professional morality is a system of generally accepted rules, norms of behavior and relations in the society and collective of H. S. Skovoroda Kharkiv National Pedagogical University that allow to regulate and evaluate the actions of members of the scientific community, determine a person's attitude to the profession, professional duties of the work collective, society at large.

Moral requirements are duties, moral obligations that the scientific community places on each member of the collective. Moral qualities are typical traits of a person's behavior without specifying what actions a person should do and what not.

Academic integrity is a set of ethical principles and rules defined in law that should be a guide for participants of the educational process during the training, teaching and conducting scientific (creative) activities in order to ensure confidence in training outcomes and/or scientific (creative) achievements. Scholar's reputation is a set of qualities and evaluations according to which a scholar is evaluated by colleagues, public organizations and others. Dignity is a moral attitude of a person to himself/herself and society, to the staff of KhNPU.

Conflict of interest is a situation in which a person performing his or her duties has a private interest, which does not necessarily lead to an unjustified decision making or committing an unlawful act, but is capable of leading to it. Real conflict of interest is a contradiction between a person's private interest and his or her functional authority, which affects the objectivity or impartiality of decision-making, or the act or omission to act during the exercise of those powers. Potential conflict of interest is the presence of a private interest in the area of a person's exercise of functional authority, which may affect the objectivity or impartiality of decision-making, or the act or omission of actions during the exercise of those powers. Private interest is any financial or non-financial interest of a person, including the one caused by personal, family, friendly or other non-official relations with individuals or legal entities, including the interest arising out of membership or activity in public, political, religious or other organizations. Private interest is not limited to financial or material interests or those which give the official a direct personal gain, including unlawful

one. It can be related to the legitimate actions of a scholar as a private person, the scholar's affiliation to public organizations, his family interests, provided that such interests are likely to cause, in a certain degree, the real influence on that person's improper performance of his/her duties.

Improper gratification is gifts, funds, services, payment for trips, entertainment, recreation, other financial or non-financial rewards, which are not provided for by the current legislation of Ukraine, for the performance of the official duties by a member of the scientific community. Gift is money or other property, benefits, fringe benefits, services, nominal assets that are provided for free or at a price that is below the minimum market price.

Taking into account the world experience and recommendations we have offered the following structure of the ethics code of the scientific community of a pedagogical institution of higher education: ethical values, ethical principles of the activities of the scientific community, ethical rules of the official behavior of the scientific community of H. S. Skovoroda Kharkiv National Pedagogical University, norms of ethical behavior in the educational process, rules of ethical conduct for the members of the scientific community, rules of ethical conduct with representatives of other scientific communities, ethical standards of the scientific community of the pedagogical institution of higher education in the international scientific activity, political (public) activities of the members of the scientific community of the pedagogical institution of higher education, ethics of the exercise of the rights and powers of the members of the scientific community, anti-corruption policy of the scientific community, the commission on ethics of the scientific community, responsibility for violations of the ethics code of the scientific community. There is detailed explanation:

1. Ethical values of the scientific community:

- 1.1. Absolute value are good as the opposite of evil, which is understood as a violation of order and measure, coherence with other subordinates, self-focus, self-affirmation at the expense of others; justice, human rights, freedom, impatience to evil, wisdom, honesty, nobility.

- 1.2. Basic national values are Ukrainian idea, pursuit of freedom, opposition to anti-Ukrainian ideology, patriotism, national dignity, state independence, respect and trust in power, resistance to life trials, adherence to Ukrainian traditions and customs.

- 1.3. Values of personal life are personal dignity, will, wisdom, intellect, common sense, moderation, inner freedom and initiative, benevolence, mental ballast.

- 1.4. Professional values are ethical responsibility, service to the society, scientific community, respect for others, desire for self-improvement, reliability, focus on self-development.

2. Ethical principles of the activities of the scientific community:

- 2.1. Ethical aspects of general principles of scholars' activities are legality; publicity; collegiality; selectivity; democracy.

- 2.2. Ethical principles of the scientific activity related to its specificity are the combination of personal interests in science with the requirements and topics of the

scientific activity in Ukraine and the pedagogical institution of higher education; legal, organizational and financial autonomy within the limits of the powers determined by the legislation in science; accountability and responsibility to the scientific community of the pedagogical institution of higher education; judicial protection of the rights of a member of the scientific community.

2.3. Ethical aspects of organizational principles of the scientific activity are service of interests and pursuit of the goals of the labor collective; humanism and social justice that recognize a personality as a goal rather than a means of the scientific activity; priority of the rights and freedoms of each member of the scientific community; ensuring equal opportunities for all members of the scientific community; prevention of discrimination and sexual harassment; professionalism, competence, initiative, honesty, dedication to science; personal responsibility for the discipline violation and improper performance of the official duties and provisions of this Code; legal and social protection of the officials in accordance with the legislation of Ukraine; independence of the personnel policy in the scientific and labor community; political and religious impartiality of the views of members of the scientific community; objectivity in making judgments, conclusions and research findings; loyalty to all members of the scientific community; confidentiality and non-disclosure of the personal information without personal consent.

3. Ethical rules of the official behavior of the scientific community

3.1. Duties of members of the scientific community:

The subjects of the scientific community must strictly comply with the Constitution of Ukraine, the laws of Ukraine, the regulations of the Council, the internal regulations and the Statute of the institution and the requirements of this Code; to be a patriot of the pedagogical institution of higher education, the city, Ukraine, to carry out their duties in the interests of the scientific community, the labor collective, the university community, the state; to combine personal interests in science with the interests of the institution; to show high moral qualities and to carry out the activity in accordance with universal values, values of the scientific community; respect the members of the scientific community, regardless of gender, political or religious preferences; not to disclose the information that has become known due to the exercise of the authority, if such information contains state, official or trade secret, other restricted information established by the Laws of Ukraine “On Information”, “On State Secret”, “On Protection of Personal Data”.

3.2. Public behavior of members of the scientific community of the pedagogical institution of higher education.

The subjects of the scientific community should set an example of academic integrity, impartiality and justice; to prevent the actions that could damage the positive image of the university and the scientific community as a whole; refrain from actions or statements that are capable of compromising both the member and the entire scientific community; not use untrue or unverified information in public speaking; in the case of using untrue or unverified facts in public speaking, it is obligatory to admit the incorrectness of the statements publicly and to apologize; have an appearance that is in accordance with the conventional business style, is

distinguished by its formality and accuracy; to follow the principles of anti-corruption policy in the scientific activity; to prevent manipulation of the public opinion and the opinion of the collective; eliminate the consequences of their own violations of the rules of ethical conduct, including taking measures to restore scientific and public confidence.

3.3. Rules of ethical conduct with the administration, heads of structural departments, chairs and scientific departments of the pedagogical institution of higher education

The subjects of the scientific community should interact with the administration and heads of structural departments, colleagues as required and in accordance with the rules of the labor collective and the ethics code of the scientific community; to establish professional, constructive relations with individuals, institutions representing other scientific structures and communities; be correct and courteous in dealing with civil servants, officials, colleagues, the administration representatives and heads of the structural and scientific departments of the pedagogical institution of higher education; always to keep in mind the interests of the institution; to provide the necessary support and assistance to members of the scientific community, to promote its development and stabilization; to keep professional boundaries in the expression of feelings and emotions, to show empathy in solving a person's problems; to promote the common good of the institution's community; to put into practice the values and principles of the scholar's ethics; to prevent inequality, discrimination, inhumanity of actions in and against the community, to act against them, acting as its advocate; to place official duties before everything, to be committed to the position; to be able not to come under influence, remain objective, acting within the competence; strive for self-improvement; be action-oriented; to work with the emphasis on the positive in the team and person.

4. Ethical conduct norms in the educational process of the pedagogical institution of higher education.

The subjects of the scientific community must make decisions based on democracy and act impartially and carefully; show courtesy, tact and respect for all members of the scientific community and other people present at the meetings of the department, rectorate, academic council and other scientific and scientific-pedagogical meetings; not speak without the permission of the chairman; not exceed the time allotted for the speech; not interfere with meetings; not to interfere with speakers and listeners with actions that impede the speech perception of it (exclamations, applause, uprising, etc.); not take actions that may result in damage or destruction of the property of the institution or personal property present at the meeting; turn off cellphone calls during meetings; be accountable to the scientific community and the labor collective for the assignments taken on the execution; interact with other members of the scientific community on the principles of respect and advertence, regardless of age, gender, social status, party affiliation and religious preferences, etc.; avoid discrimination on any grounds, as well as sexual harassment; be attentive, listen to the opinion of the scientific community; ensure the confidentiality of information relating to the privacy, honor and dignity of members

of the scientific community and which has become known in connection with the performance of the duties; respect the rights, duties and legitimate interests of members of the scientific community, their associations and avoid acts of bureaucracy, subjectivism, voluntarism and indifference; not avoid communication with academic leaders, especially on issues that are important for the scientific community; seek to fulfill the tasks of the scientific community in a high-quality manner. In the process of the exercise of authority, the scholar must constantly demonstrate such moral qualities as honesty, consistency, principle, flexibility in relations; impartiality, objectivity; respect for all, courtesy; tact, delicacy; endurance, determination, purpose, perseverance; interest, openness, emotionality while maintaining professional boundaries; empathy, kindness, tolerance, responsiveness, tolerance; stability, prudence; justice, responsibility; humanistic orientation, carefulness, sincerity; competence. In their work members of the scientific community must adhere to academic integrity which must include references to the sources of information when using ideas, developments, statements, data; observance of the rules of the copyright law and related rights; provision of the reliable information on research methods and results, sources of information used and own pedagogical (scientific-pedagogical, creative) activity; control over the observance of academic integrity by the recipients of education; objective evaluation of learning outcomes. Violation of the academic integrity is considered to be academic plagiarism which is the publication (in part or in full) of scientific (creative) results obtained by other scholars and/or reproduction of published texts (published works of art) by other authors without indication of the authorship; self-plagiarism which is the publication (in part or in full) of one's own previously published scientific results as new scientific results; fabrication which is the inventing of data or facts used in the educational process or research; falsification which is conscious alteration or modification of already available data relating to the educational process or research; bribery which is providing (receiving) a bribe by a participant in an educational process or offering to provide (receive) funds, property, services, benefits or any other financial or non-financial rewards for the purpose of obtaining an improper advantage in the educational process.

5. Rules of ethical conduct between members of the scientific community of the pedagogical institution of higher education.

Personal scientific views and beliefs of a member of the scientific community should not outweigh the interests of the scientific community as a whole. All members of the scientific community must pursue and be guided by the national interests and interests of the educational institution which they belong to. Scholars should behave in such a way that everyone believes in the honesty, impartiality and effectiveness of science. They should not discriminate against people by providing benefits or privileges to the third parties; accept gifts and benefits for themselves and their family in circumstances that may be construed as affecting the performance of the official duties; make promises regarding the performance of the official duties, promote the affairs of individuals and decisions in their favor for the remuneration.

The exercise of the rights and responsibilities of scholars must be fostered through a culture of peace and tolerance, non-violent behavior, democratic communication. All members of the scientific community must adhere to a democratic style of communication characterized by dialogue, communication on interests rather than positions, active listening, empathy, focus on the person and the problem, use of friendly, formal and social distance in the communication, ability to warn and overcome communicative barriers, use different ways to influence the interlocutor – active, passive, their combination. Only non-obscene language should be used in communication, language and look should not provoke conflicts, reproaches, hard feelings.

The relations between the research adviser (consultant) and the graduate student (student, doctoral student) should include the following standards of behavior for each of their participants: being friendly, attentive in the work, to listen, convey information, properly exert influence; to be honest; to encourage the individual to self-determination, to activate and stimulate his/her potential; to be an example of ethical conduct, a carrier of high moral qualities; not to make promises on behalf of other employees; to act within the own competence; to be personally responsible for the own actions; not to charge for activities that are the functional responsibilities; to defend the dignity, honor and rights of the colleagues; to adhere to the ideas of equality in work and protect the equality of women and men in the family; to perform the duties in the best way; to encourage younger comrades to make decisions independently or jointly; to show trust in people, but to take into account all positions, views, opinions; take into account the distribution of responsibilities, gender, age, individual characteristics; to establish relations based on dialogue, on an equal footing; have a cheerful mood, be able to be interested in prospects, persuade; not to substitute work for crafts, not to bring art to profit, to love the profession; to remind a person of his/her capabilities, potential and not of his/her disadvantages; rely on the positive in a person; to approve and warn using as little condemnation and criticism as possible, persuading rather than prohibiting; to teach academic virtue and to manifest it on a daily basis; to cooperate actively with other people who influence the success of the colleagues' scientific activity.

6. Rules of ethical conduct with representatives of other scientific communities

The subjects of the scientific community should build relations with representatives of other scientific communities on the basis of equality and common interests, interests of science and the Ukrainian state; to show tolerance and respect for the views, beliefs and interests of members belonging to other scientific communities; to carry out their work in accordance with the principles of free collective discussion, respect for pluralism of views and opinions; to care for the interests of the scientific community and make efforts to develop its positive reputation constantly; not to allow others to disgrace the name of the scientific community of H. S. Skovoroda Kharkiv National Pedagogical University; to avoid conflicts, to overcome contradictions in positions through discussions and compromises.

7. Ethical standards of the scientific community of the pedagogical institution of higher education in the international scientific activity.

Ethical responsibilities of members of the scientific community:

7.1. Representatives of the scientific community are required to follow the list of representative powers disclosed in the relevant laws to determine the legal status of people with a foreign nationality.

7.2. During the meeting with foreign nationals and during their stay in foreign states as part of official delegations, the subjects of the scientific community should act with the knowledge that they represent Ukraine, the Ukrainian scientific community, the scientific community of the institution and avoid actions that may discredit the state and the collective.

7.3. They are obliged to protect the independence and sovereignty, honor and interests of the citizens of Ukraine and the institution in the relations with the authorities of other states.

7.4. All actions should be aimed at enhancing the positive reputation of the pedagogical institution of higher education in the minds of representatives of foreign countries and the international community as a whole.

8. Political (public) activities of members of the scientific community.

Representatives of the scientific community may participate in political or other public activities only outside their official duties and after hours in accordance with the laws of Ukraine. The scholar must adhere to political neutrality in decision-making, in carrying out scientific activities, which excludes the possibility of any influence of the decisions of political parties or other public organizations on the fulfillment of the official duties. It is forbidden for the representatives of the scientific community to use their official status in the interests of political parties, other public organizations, as well as express their attitude to political parties and other public organizations if this is not part of their official duties; to compel others to participate in the activities of political parties and public organizations; to use their official status for election campaigning for their own benefit or for the benefit of other candidates, political parties, election blocs; to take part in strikes and take other actions that impede the proper functioning of the institution.

9. Ethics of exercising the rights and powers of members of the scientific community

Members of the scientific community have the right to respect, personal dignity, fair and respectful treatment of themselves by other members of the scientific community. They must take care of their positive reputation and behavior in accordance with their status, adhere to a high scientific culture, culture of communication; avoid situations of tarnishing of the reputation, violations of the law, ethical values and principles of work; recognize and avoid manipulation and abuse of their position and name; comply with the procedure within the limits established by the law of the state and the university, receive information on the materials of their private matter and familiarize with other documents related to the work, receive appropriate explanations and give personal explanations to the heads of H. S. Skovoroda Kharkiv National Pedagogical University and its departments;

require a due process of inquiry to refute allegations or suspicions of him/her; to defend their legitimate rights and interests in public authorities, local self-government bodies and in the judiciary.

10. Anticorruption policy of the scientific community.

10.1. Prevention of corruption

It is forbidden to use the authority or status and related opportunities for the purpose of obtaining some improper advantage, including the use of any property of H. S. Skovoroda Kharkiv National Pedagogical University or funds in the private interest. Members of the scientific community must strictly adhere to the restrictions and prohibitions provided by the anti-corruption legislation of Ukraine; not to use their official position for any personal or useful purposes; use official letterheads only for official requests and documents required for work; demonstrate intolerance to any manifestation of corruption; set an example of integrity, impartiality and justice through personal conduct.

10.2. Conflict of interest management.

The subjects of the scientific community must not allow the influence of personal interests, interests of other people on the performance of their duties; not take actions or make decisions in the conditions of real conflict of interest; prevent conflicts of interest and, in the event of a conflict of interest, take measures to resolve it; scholars and their directors may not directly or indirectly induce subordinates to take decisions, commit actions or omissions contrary to the law for the benefit of their private interest or the private interests of the third parties.

10.3. Receiving gifts and rewards

It is forbidden to request, solicit, receive gifts directly or through other persons for themselves or close members of the scientific community from legal or natural persons for actions related to the performance of their duties. Subjects of the scientific community should not accept proposals for illegal services. Members of the scientific community are allowed to receive gifts in the form of business gifts (souvenirs) and other hospitality (coffee or dinner invitations), which are widely used to establish good business relations and strengthen working relations, but within the monetary limits set by the current Ukrainian law, not allowing such gifts to be received from one or a group of persons on a regular basis; gifts from loved ones; gifts in the form of public discounts on goods, services. However, under any circumstances, the receipt of any of the three categories of gifts listed above should not be of a permanent nature and affect the objectivity or impartiality of the person's decision-making or the act or omission of actions in the performance of his or her powers.

11. Ethics Commission of the scientific community.

The permanent Ethics Commission deals with the violation of the requirements of the Ethics Code of the scientific community. It is a permanent independent collegiate body that composed of members of the university's scientific community deals with issues related to violations or non-compliance with the requirements of the Ethics Code. In its activities the Commission complies with the legislation in force in Ukraine, the Charter of the university, the employment contract and other regulations

of the University. The members of the Commission are elected by all members of the scientific community at the conference of the labor collective on the proposal of the Academic Council. The commission consists of 10 persons: chairman (elected by open voting among the representatives of the scientific community of the university and has the highest moral and ethical rating among the representatives), 3 assistants (elected by the scientific community of the university and are specialists in the field of moral, ethical and legal codes), secretary (elected by the university community to maintain the Commission documentation), 2 representatives from the young members of the scientific community and 3 invited members who are experts in the field of science where there are misunderstandings. Each member of the Commission is elected for a term of three years. The meetings of the Commission are held once every six months. If it is necessary, the Commission may organize an extraordinary meeting of the scientific community. It is necessary for an extraordinary meeting of the Commission to file a formal complaint against the rector of the university or the chairman of the Commission. The Commission must meet within ten days after filing the complaint. The complainant must be present at the Commission meeting. The decision is made by open voting and determining the majority of votes. The results of the meeting shall be recorded in the minutes of the meeting which shall be signed by the chairman and the secretary and may be released to the public as necessary. The protocol reflects the decision that has been made and the punishment determined (reprimand, disciplinary punishment, etc.). Issues related to the violation of the Ethics Code of the scientific community shall be considered on the basis of an appeal by a scholar or a group of scholars, on the submission of the rector, vice-rectors, deans, heads of departments. The person applying to the Commission must provide evidence and appeal the facts. In case of submission of an unjustified complaint affecting honor, dignity, business reputation, the scholar has the right to defend his/her rights in all ways not prohibited by the law.

12. Responsibility for the violation of the Ethics Code.

As a result of the consideration at the meeting, in case of violation of the Ethics Code of the scientific community, the Ethics Commission has the right to apply one or more simultaneous measures of influence to the subject of the scientific community. They are warning with inclusion in the minutes of the meeting; a recommendation to take appropriate measures to prevent further violations of the rules and regulations of the ethics of the scientific community; informing about the unsuspecting behavior of the subject of the scientific community and the measures taken to influence it by posting in the media and on the official website of the University; submitting to the commission proposals for applying sanctions in the form of deprivation of the right to speak at one plenary meeting to a subject of the scientific community that has violated ethics norms; in the event of finding signs of a crime or an administrative offense as the results of the consideration of issues concerning violations of the Ethics Code of the scientific community, the Commission shall forward the case files to the law enforcement agencies.

The Ethics Code of the scientific community is approved at the meeting of the labor collective. The Code enters into force upon its adoption, approval and

promulgation on the official website of the pedagogical institution of higher education. All members of the scientific community should get to know the Code when beginning work or entering a postgraduate or doctoral program. Ignorance of the provisions and requirements of the Code is not an excuse and does not absolve members of the scientific community from the responsibility for the violations and non-compliance. Changes and additions to the Code can be made at the general meeting of the scientific community of the university and at the request of the rector, vice-rectors, dean, heads of departments and individual members of the scientific community of the institution.

Based on the above, we can conclude that the Ethics Code is a list of uniform norms of correct, proper, appropriate behavior for the academic community of the university (Ph.D candidates, candidates for a doctor's degree, professors, students, administration of the institution of higher education), which all the members are obliged to follow at the time of the performance of their duties and the exercise of rights and which contribute to the prevention of unethical behavior. The purpose of the Code is to streamline and improve the professional scientific activity of the scientific community of the pedagogical institution of higher education, to enhance the quality of educational services, to create conditions for the fullest realization of human rights in the scientific field. The main approaches to the development of the program of ethics code of the pedagogical institution of higher education are competence, axiological (values), activity, educational, systemic, social and educational, as they reflect its intended purpose for the work of scholars in the pedagogical institution of higher education. The contents of the Code are norms and rules of conduct of a member of the scientific community in all aspects of scientific activity: political, religious, international, with colleagues, with junior scholars, in oral and written communication, etc. The prospects for the further research are to determine the specifics of implementing the ethics code in the preparation of a future teacher.

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3.16. SELF-ANALYSIS OF THE CONTENTS OF VARIABLE ACADEMIC DISCIPLINE “THEORY AND METHOD OF EDUCATION” FOR APPLICANTS OF SECONDARY (MASTER’S) LEVEL OF HIGHER EDUCATION OF NON-PEDAGOGICAL SPECIALITIES

***Abstract.** The relevance and appropriateness of the teaching variable academic discipline “Theory and methodology of education” for applicants of second (master’s) level of higher education in the specialty 011 Education, teacher of science 01 Education/pedagogy for basic non-teaching specialty due to the fact that future teachers do not have pedagogical education and are not ready for innovative educational activities. Purpose of the discipline is to create conditions for development of abilities of the candidates to solve complex problems in the organization of interaction and pedagogical impact in the educational environment, that implies a profound rethinking of existing and creation of new systemic knowledge of the theory and methodology of training, improvement of skills of educational work in institutions of higher education.*

The academic discipline is developed on the basis of the substantive provisions of the competence, andragogika, acmeological, system, personal-activity, innovative methodological approaches. Considered essential position of the concept of the New Ukrainian school, as the educational process in the establishments of higher education is an integral part of the educational process in general and should focus on universal values (honesty, respect for human rights, freedom, democracy, patriotism, etc); pedagogy of partnership is the basis of interpersonal relations in the pedagogical collective and the current direction of the theory and methodology of training; the teacher has the right to identify the author’s approach to teaching, implement the ideas of humanism and peace-building. Scientific novelty of the content theory and methodology of training in establishments of higher education is the author’s approach to the solution of pedagogical problems (to the discussion

themes proposed, the current trends of academic mobility, the development of innovative thinking applicants). The practical significance consists of the tasks for seminars and independent work of candidates. Valuable is that the authors analyze the content of the discipline and scheduled further changes in its teaching.

Key words: *educational program, a variable academic discipline, the process of education, methods of education, studies, graduate, establishment of higher education, quality of higher education.*

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Formulation of the problem. Training of candidates of second (master's) level of higher education in the specialty 011 Education, teacher of science 01 Education/pedagogy for basic non-teaching specialty (doctor, engineer, sculptor and others) due to the requirements of the education sector to the personality of the teacher of establishment of higher education (EHE). The modern teacher must not only be expert in professional field, but also a teacher (to be able to solve pedagogical situations, to use innovative methods and technologies in teaching, to apply ICT), psychologist ("feel", understand and know the needs of the participants in the educational process, to help identify their individual characteristics on a creative level, constantly improve their personal and professional qualities and promote self-development seekers), educators (to demonstrate the ability of the interpersonal relationships among the students to contribute to a friendly atmosphere and partnership relations in the educational environment) [3]. The problem of psychopedagogical training of teachers of non-teaching (medical, technical, military) call is based on the contradictions between the production requirements of high qualification teachers of the secondary cooling zone, to reforming higher education in Ukraine, and insufficiently high level of their knowledge and skills in psychology, pedagogy, especially on the theory and methodology of training; the needs of teachers of the secondary cooling zone in continuous professional self-improvement and the lack of updating of psychological and pedagogical knowledge and skills of the teaching staff of the EHE; the necessity of solving pedagogical situations, including conflict situations, are constantly arising in an educational environment, and a lack of training of teachers of non-teaching EHE on the theory and methodology of education.

Relevance of research. In the wake of current events related to the instability of the production sphere and deterioration of the material state of the population, uncertain results of educational reforms, "blind" copying of foreign experience, the universal values of good and peace, coherence and understanding are being leveled. Worse is that the level of education of young people is decreasing, aggression and disdain for another person is often revealed. Unfortunately, pedagogical teams also lack tolerance, education, and academic integrity on the part of all participants in the educational process. Therefore, variable discipline "Theory and Methods of Education" is appropriate in teaching, because its content is aimed at eliminating gaps

and mastering the foundations of the theory of education and modern methods of education of young people.

Relation of author's achievement with important scientific and practical tasks. In order to improve the content of the educational and professional program for the preparation of applicants for the second (master's) level of higher education in the specialty 011 Educational, pedagogical sciences of the field of knowledge 01 Such a proposal is due to the lack of pedagogical education in the teaching staff of EHE. The variable discipline "Theory and Methods of Education" deepens the content of the above-mentioned educational and professional program, covers the disclosure of gender and intercultural trends of youth education, promotes the formation of the methodological competence of the teacher in educational work in EHE. In addition, the interactive methods and forms of education, self-education methods offered for consideration are practically important for solving many personal and professional problems.

Analysis of recent research and publications. The results of the research and publications analysis showed that:

1) Master's degree in pedagogy of higher education at EHE is a production necessity for the teaching staff of EHE who have no teaching education. For example, V. Bobrytska [1] states that the development of meaningful and scientific-organizational approaches to improving the preparation of masters in the field of education has prompted the requests of the state, social and public challenges, need of the educational community. It should be added that open borders for the mobility of educators made it possible to understand and evaluate the changes taking place in education, the significance of new approaches in teaching, the attitude of the participants in the educational process, the role of innovative educational processes in the professional activity of the teacher;

2) the andragogical approach as one of the modern methodological approaches in higher education should ensure "the creation of such a model of learning, which is focused on creativity, self-motivation, self-development of the future teacher of higher education in the conditions of magistracy" [5, p. 336].

3) the content of the educational and professional program must meet the modern requirements for the formation of professional competence of a specialist in any field. According to N. Myronchuk [2], in a magistracy the future teacher should acquire professional and methodical knowledge and skills to teach disciplines, to take into account the laws of psychological and pedagogical sciences, to know didactics and to put it into practice, to develop their own scientific interests. Note that the free choice disciplines make up at least 25% of the total ECTS credits. In our view, this is a positive situation for both the applicant and the teacher. The rights of the applicant who satisfies his/her professional needs and interests are realized, as well as the teacher – to present the results of scientific search and innovative teaching methods.

Emphasis previously unresolved parts of the general problem of the article. We have partly implemented the content of the variable discipline "Theory and methodology of education" for applicants of the third (educational and scientific) level of higher education in the specialty 011 Science about Education at the

H. S. Skovoroda Kharkiv National Pedagogical University [14]. However, there have been some changes in the educational environment; new guidelines have emerged, due to the development and implementation of the New Ukrainian School concept [4; 9; 11]. Despite the fact that the content of the concept is written for teachers and students, its main positions are the benchmarks for the educational process in EHE. In the process of developing the variable discipline “Theory and Method of Education” for the students of the second (master’s) level of higher education in the specialty 011 Educational, pedagogical sciences of the field of knowledge 01 Education/pedagogy by the main non-teaching specialty, we have considered the essential positions of the New Ukrainian School concept and outlined that:

- the educational process in EHE is an integral part of the educational process as a whole and should be guided by universal values (honesty, respect for man, freedom, democracy, patriotism, etc.);
- partnership teaching is the basis of interpersonal relationships in the teaching staff and the current direction of the theory and methodology of youth education;
- the teacher has the right to identify the author’s approach to teaching subjects, to implement the ideas of humanism and peace-building.

The purpose of the article. Analyze the content of the variable discipline “Theory and methodology of education” for applicants of the second (master’s) level of higher education in the specialty 011 Educational, pedagogical sciences of the field of knowledge 01 Education/pedagogy by the main non-teaching specialty. ***Research methods.*** Analysis of psychological and pedagogical literature and own pedagogical experience of teaching theory and methodology of education, study of normative base of higher education and requirements for quality of higher education in Ukraine, generalization of information about methodological approaches, self-observation, self-analysis, self-project.

The main material. In our understanding, self-analysis is not a description of the content of the discipline, but the identification of strengths and weaknesses, challenges, making predictive decisions based on supporting documents (normative documents that ensure the quality of higher education, accreditation criteria, qualitative and quantitative data, etc.) [9]. The purpose of the variable discipline “Theory and Method of Education” is to create conditions for the development of the ability of applicants for the second (master) level of higher education in the specialty 011 Educational, pedagogical sciences of knowledge 01 Education/pedagogy in the main non-pedagogical specialty solve complex problems and pedagogical impact in the educational environment, which involves a deep rethinking of existing and the creation of new systematic knowledge of the theory and methodology of education, improving the skills of education work in higher education institutions. Tasks are formation of professional and pedagogical competencies of applicants: ability to choose a communication strategy, in particular in a foreign language environment, to work in a team (ZC9); ability to apply knowledge of theory and methods of education in solving difficult pedagogical situations (FC3); self-regulation skills and healthy living in the home and workplace (FC20). The teaching of this discipline and its tasks

will provide PRN, namely: to know, understand and use various aspects of educational work with students, innovative teaching methods (PRN11); to know, understand and use conflict resolution and prevention strategies (PRN19); to self-regulate and lead a healthy lifestyle in everyday life and at work (PRN29) [3]. During the development of the content of the variable discipline “Theory and methods of education” we were guided by such methodological approaches as: competence (formation of professional and pedagogical competences), andragogic (taking into account age peculiarities and experience of applicants), acmeological (promoting the profession, promotion of new professions) systemic (perception and implementation of educational work as a system), personality-activity (self-realization and development of personality in educational activity), innovative (development and implementation) new methods of education) [3; 5; 6; 7; 8].

The total amount of discipline in the program is 5 credits or 150 hours, of which 50 hours of class (lectures – 20 hours, seminars – 30 hours) and 100 hours of independent work. In general, the content of the discipline is realized during lectures, seminars, independent work.

We offer topics such as:

1. The essence and features of the process of education.
2. The content of education.
3. Gender education.
4. Intercultural education.
5. Management of the process of education, self-management.
6. Methods, forms and means of education.
7. Partnership pedagogy, technology of cooperation.
8. Self-education techniques.

On the positive side, lectures on the theory and methods of upbringing offer topical issues of today, such as: discussing the tendencies of upbringing of modern youth, orientation towards independent decision making based on the choice of behavior model; substantiation of substantive components of the process of education, in particular spiritual and intellectual education of the individual; the promotion of equal rights between men and women in education, professional activity, management of educational state institutions; intensification of intercultural education in a foreign language environment; recognition of the role and practical importance of self-government in the educational process; recognition of the copyright of the teacher to develop and implement innovative methods, forms and means of education; implementation of the idea of the New Ukrainian School in Higher Education on the example of partnership and cooperation pedagogy; acmeological personality growth due to self-education techniques [8–9]. It would be appropriate to introduce a lecture on “ICT and the process of educating young people: advantages and disadvantages”. In our view, this would create a debate over the educational function of ICT.

We will describe the methodology for organizing seminars.

Seminar 1. General characteristics of the education process, its laws and principles.

1. Education as a pedagogical category and art teacher.
2. The goals of education in the program of formation and development of human personality A. S. Makarenko. The purpose of youth education at the modern stage of development of Ukraine.
3. Features of the educational process.
4. Stages of the education process.
5. The concept of patterns of education. Characteristics of the principles of education.

Questions for self-control

1. Give examples of the difference between education as a pedagogical process and the educational situation.
2. Explain, on which factors depends the efficiency and mobility of the educational process.
3. Relate the essential provisions of the theory of education, methods of education, innovative technologies.
4. Prove that education should be a system of pedagogical influence on the participants of the educational process.

Terms of Reference

Develop a conceptual and categorical apparatus for the topic of the study “Pedagogical conditions of intercultural education of future doctors in higher medical institutions”.

Seminar 2. Characteristics of types of education: spiritual, intellectual, moral, aesthetic, physical, civic.

1. Spiritual and intellectual education.
2. Moral education.
3. Aesthetic education.
4. Physical education.
5. Civic education.

Questions for self-control

1. Discover the purpose, objectives, content, ways of realizing spiritual and intellectual education.
2. Discover the purpose, objectives, content, ways of realizing moral education.
3. Justify the need for aesthetic taste in youth.
4. Provide facts that convince you to exercise.

Terms of Reference

Develop a deontological code of academic honor for the teacher.

Seminar 3. Gender stereotypes in education. The status of a female employee in a civilized society.

1. Gender approach in education.
2. Taking into account gender differences in the education of women and men.
3. Gender stereotypes in education and ways to eliminate them.
4. The status of a female employee in a civilized society.

5. The status of the man in the family.

Questions for self-control

1. Discover the essential elements of the gender perspective in education.

2. Prove the need for gender differences in the education of women and men.

3. Give examples of gender stereotypes in education and ways to address them.

4. Using the biographical method, give an example of a female leader in a professional activity, describe the stages of its formation.

Terms of Reference

There are two leaders in the family: husband and wife. Expand family role positions.

Seminar 4. Intercultural educational environment.

1. Intensive relocation of participants in the educational environment to other countries.

2. Professional mobility of the teacher.

3. Interpersonal relations in the intercultural environment.

4. Involvement of foreign applicants in celebration of Ukrainian holidays.

5. Familiarity with the traditions and culture of another country.

Questions for self-control

1. Identify trends and reasons for moving participants in the educational environment to other countries.

2. Expand the link between professional self-realization and teacher mobility.

3. Explain what causes conflict situations in an intercultural educational environment.

4. Give an example of a holiday of another culture of nations.

Terms of Reference

You've got to work in an intercultural educational environment. Explain how you will adapt in this case.

Seminar 5. Management of the process of education, self-management as a strategic management idea.

1. Planning the process of education.

2. Organization of the educational process.

3. Monitoring the results of the upbringing process.

4. Criteria for evaluating the effectiveness of the educational process.

5. Management functions of the teacher.

Questions for self-control

1. Discover the trends of modern planning of the education process.

2. Open the link between the organization and management of the education process.

3. Explain the principles of monitoring the results of the education process.

4. What are the criteria for evaluating the effectiveness of the educational process.

Terms of Reference

Develop a plan for the academic work of the academic group for the semester.

Seminar 6. Interactive methods, forms, means of education.

1. Advantages of interactive methods, forms, means of education.
2. Innovative experience of using methods of education.
3. Effective educational methods and forms of education.
4. Active forms of organization of the educational process.
5. Selection of methods, forms, means of education.

Questions for self-control

1. Discover the advantages and disadvantages of traditional methods of education.
2. Explain the role of interactive methods, forms, means of education for personality development.
3. Determine what determines the optimal choice of methods of education.
4. What are the most effective forms of upbringing in your work with today's youth?

Terms of Reference

Based on the principles and methods of education, justify the stages of education of any personal quality, such as discipline.

Seminar 7. Educational potential of teamwork.

1. Method of education of S. T. Shatsky.
2. Methods of collective creative education (I. P. Ivanov).
3. A. S. Makarenko, V. O. Sukhomlinsky, S. T. Shatsky about the method of education of the team.
4. Requirements for the development and implementation of methods of collective creative education in educational institutions.
5. Criteria for evaluating teamwork.

Questions for self-control

1. Justify the peculiarities of educational work with the team.
2. Expand the method of uniting the team.
3. Point out the advantages and disadvantages of collective education.
4. Discover the steps of organizing a collective creative business.

Terms of Reference

Develop an educational event to unite the staff of the educational process.

Seminar 8. Criteria for assessing the effectiveness of the process of self-education. Self-education techniques.

1. The purpose, tasks, needs and content of self-education.
2. Ways of self-education.
3. Criteria for evaluating self-education outcomes.
4. Self-education techniques.
5. Effective methods of self-education.

Questions for self-control

1. Explain the reasons for personal motivation for self-education.
2. Expand the technique of self-education.
3. Point out the advantages and disadvantages of self-education.
4. Open the stages of self-education.

Terms of Reference

Write a self-education plan.

It should be noted that the content of the seminars covers the main ideas of the variable discipline “Theory and Methods of Education”, namely: orientation to the development of the educational potential of future teachers, the attitude to another person from the standpoint of humanism and partnerships, collective decision-making decisions, self-acceptance, weaknesses recognition and constant self-education, professional burnout prevention.

It should be noted that other compilers of textbooks on higher education pedagogy are considering issues regarding the preventive education of student youth [6; 7]. Considering this fact, it is necessary to supplement independent work on the purpose and tasks, features and ways of preventive education of student youth.

We propose to carry out such tasks independently.

Task 1. To reveal the factors of influence on the education of the individual. Make a glossary. To write an essay on “The causes of young man’s upbringing” in which to analyze the factors that negatively affect the upbringing of the nation, give examples of the upbringing of other countries, express his own wishes for improving the upbringing process.

Task 2. To make a structural and logical scheme that reflects the connection between the purpose and task of education, the substantive components of education (moral, spiritual, intellectual, civic, aesthetic, physical, labor, etc.). Explain the nature of these connections, and offer to extend the scheme within your knowledge of upbringing.

Task 3. To analyze the essential provisions of gender policy in Ukraine and abroad. Express your attitude to gender policy in education during the blitz.

Task 4. To get acquainted with the culture of another country (optional), the peculiarities of youth education. Give 2–3 examples of communication and interaction between peers, in the family, in their professional activities. Analyze the results of communication and interaction.

Task 5. To develop a plan for organizing the upbringing process in an educational institution (optional), implementing modern approaches to the upbringing of participants in the educational approach. Suggest changes in the educational process, prove the role of education to improve learning outcomes.

Task 6. To choose the methods, forms, means of education that influence the formation of responsibility, discipline, willpower, determination, tolerance, etc. (the quality of the individual to choose independently or offer their own). Prove their force of action on pets. To offer self-developed methods, forms, means of education (optional – in the educational process, in the family, in the pedagogical team, during self-education).

Task 6. To develop a scenario of a collective creative case (it can be an educational project, teamwork, etc.). To reveal the educational potential of teamwork, the role of the leader in creating the conditions for self-realization of participants of collective action.

Task 7. To make a plan of self-education, day mode, to propose measures that improve self-management and self-control of the individual. To offer effective methods of stimulating and influencing the self-development of the individual.

Task 8. To reveal the methodology of the upbringing process at the current stage of higher education development in Ukraine.

Independent work requires critical thinking of the applicants, expression of their professional position, ability to develop their own projects and defend them. It was desirable to divide the tasks according to the levels of mastering the educational material by the recipients, such as: reproductive, reconstructive, creative nature.

Conclusions. It is proved the relevance and expediency of teaching the variable educational discipline “Theory and Method of Education” for the students of the second (master’s) level of higher education in the specialty 011 Educational, pedagogical sciences of knowledge 01 The education/pedagogy of the main non-pedagogical specialty. The purpose of the claimed discipline is to create the conditions for developing the ability of applicants to solve complex problems of organization of interaction and pedagogical impact in the educational environment, which involves a deep rethinking of existing and creation of new systematic knowledge of the theory and methodology of upbringing, improving the skills of upbringing education. During the development of the content of the presented discipline, the essential provisions of competent, andragogical, acmeological, systemic, personal-activity, innovative methodological approaches were used. The essential concepts of the New Ukrainian School concept have been taken into account, such as: the educational process in EHE is an integral part of the educational process as a whole and should be guided by universal values (honesty, respect for man, freedom, democracy, patriotism, etc.); partnership pedagogy is the basis of interpersonal relationships in the teaching staff and the current direction of the theory and methodology of youth education; teacher has the right to identify the author’s approach to teaching subjects, to implement the ideas of humanism and peace-building. The scientific novelty of the content of the theory and methodology of education in higher education institutions is the author’s approach to solving pedagogical problems (debatable nature of the proposed topics, taking into account the current tendencies of academic mobility, forming innovative thinking of applicants). Practical importance is the task of seminars and independent work of applicants. It is valuable that the authors analyze the content of the course and outline further changes in its teaching. Teaching the theory of education and methods of education in establishments of higher education of non-pedagogical profile is promising, as the values of the humane society are undermined, the participants of the educational process lack education, and aggression and disrespect to another person is often expressed. In order to build interpersonal business relationships in professional teams, the education and tolerance of each person, understanding the situation and finding mutual understanding are paramount. The content of the variable discipline “Theory and Methods of Education” can be supplemented with new modules (module “Educational Technologies”), topics (topics “Aesthetic Education of Youth”, “Musical Education of Youth”).

Prospects for the use of research results. It would be appropriate to introduce a lecture on “ICT and the process of educating young people: advantages and disadvantages”. To supplement independent work on the purpose and tasks, features and ways of preventive education of student youth. To distribute tasks for independent work of the applicants according to the levels of mastering their educational material, as: reproductive, reconstructive, creative character.

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3.17. TRAINING AS AN EFFECTIVE WAY TO DEVELOP THE FUTURE PAEDIATRICIANS' READINESS TO WORK IN A TEAM

***Abstract.** In the context of contemporary requirements to medical specialists' training in Ukraine, axiological component, patient-centricity, the interaction between doctors of different specializations go to the foreground of the reform. This becomes of great importance for the doctors specializing in paediatrics who have to take decisions as for the co-work with colleagues, clearly assign responsibilities, act as a part of a single mechanism that is efficiently working towards a common goal, be a counsellor and a psychologist for the parents of a sick child. This article presents an in-depth discussion of social-psychological training and its adaptation to medical students' education on a present-day qualitatively new level as an active and effective educational technology. Therefore, the aim of the article is to discuss in depth social-psychological training as an effective team-building instrument, capable to help develop the participants' readiness for cooperation and teamwork. The novelty of the material lies in the authorial presentation of theoretical analysis of the target phenomenon, as well as the data, obtained from the customized "Effective Team Integration" social-psychological training organized for students of V–VI years from Dnipropetrovsk State Medical Academy, majoring in paediatrics. The presented study is based on literature review, synthesis, comparison and generalization of experimental data, pre-test and post-test analysis of the experimental work. The comparative analysis of the training results according to the "ability to organize joint activities", "ability to "psychologically correctly" assist in*

“communication”, “ability to reach understanding, cooperation of team members”, “ability to participate in the dialogue”, “ability to apply decision-making technologies” criteria let us state that the customized social-psychological training ‘Effective Team Interaction’ proved to be an active educational technology, but, as the research results have shown, for different groups and different indicators it is not equally effective. Therefore, the vectors of our further scientific queries, as we see it now, lie in the improvement of the customized training, the review of training exercises and games and their approbation in new groups of students.

Keywords: *social-psychological training, readiness for teamwork, future paediatricians, effective educational technology.*

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Problem statement. Nowadays, due to the reforms in the national health care system, significant changes that require a new quality of medical personnel training take place, primarily among paediatricians, as specialists of a new type. The “Concept of the reform in the sphere of doctors’ training in Ukraine and its alignment with the requirements of the Bologna Declaration” [1] designates human values, readiness for interaction and teamwork as the basic principles of medical staff training. Therefore, one of the tendencies in contemporary healthcare is a patient-centred approach that is based on the “joint efforts” of all the participants of a medical process.

The urgency of the problem. Very often, difficult diagnostic cases and the process of making a decision about a child’s cure require the combination of medical knowledge and professional synergism in the choice of a treatment strategy. Primarily, it is important for the doctors specializing in paediatrics when a paediatrician, like a conductor, has to take decisions as for the co-work with colleagues, clearly assign responsibilities, feel like a part of a single mechanism that is efficiently working towards a common goal, be a counsellor and a psychologist for the parents of a sick child. Group practice, as a voluntary collaboration of doctors, can be carried on different bases: the collaboration of several paediatricians, the collaboration of paediatricians with other specialists (obstetricians, gynaecologists, family doctors, dentists). Moreover, diagnostic and therapeutic solutions are implemented into practice only when the intellectual and volitional qualities of doctors, clearly cut goals based on the interaction between doctors of different specializations, i.e., knowledge, ability, and skills are combined. All this makes medical help timely and let avoid the irrational application of equipment, resources, ideas, and energy.

The connection of the authors’ achievements with some important scientific and practical tasks is that the authors’ view on a training as a system of conceptually, logically, thematically, structurally connected knowledge and the application of active learning methods was put at the base of the customized training for the paediatricians. The abilities and the skills that can be measured for the diagnostic purpose of the training’s dynamics were developed. Theoretical and practical

assumptions were tested in groups of students of V–VI years of studies. The obtained results confirmed the training to be an active and effective educational technology.

The analysis of recent research and publications. Several studies, including papers by M. R. Belbin [7], V. V. Gorbunova [10] discuss the principal characteristics of a successful teamwork and types of the participants' roles in it. S. D. Poplavs'ka [12] presents the analysis of the framework of social-psychological training for civil servants. The description of interactive technologies of teaching in higher education can be found in the works of R. S. Gurevich [3], A. V. Tokarieva [4], N. P. Volkova [2].

Previously unresolved aspects of the general problem addressed in the article. At the same time, the formed readiness to work in a team (a group of people whose joint activity is goal-driven and coordinated by synergic, professionally-oriented knowledge, skills, as well as personal qualities that include work strategy, understanding of mutual result and shared responsibility during an extended time period); cooperation, negotiation on the path to the set goal and the ability to find the solution that would lead to the desired result have not been given enough scholarly attention yet. We maintain that the development of the presented characteristics can be facilitated by new technologies of future physicians' professional training when the former will be used as means to raise the system of higher medical education on a qualitatively new level.

The methods of research: a complex of research methods was used to accomplish the goals of this study: general references, primary and secondary resources' survey, computer search of www and databases – ERIC, PsycINFO, SSCI for literature review; synthesis, comparison and generalization to compare and generalize the data according to the main research themes; customized training; pre-test, post-test to analyze participants' experiences and developed skills.

The purpose of the article is to discuss social-psychological training as the tool to facilitate future paediatricians' readiness for the teamwork, to test presented theoretical assumptions, to specify criteria and their indicators to measure the participants' skills development within the training, to report the results of experimental work. ***Scientific novelty lies*** in the authors' standpoint as for the most effective types of social-psychological trainings, the original presentation of the training's sequential actions and activities, the customized training "Effective Team Interaction".

The presentation of the basic material. Social-psychological training is considered to be a traditional team-building procedure during which the participants for a certain time period (from one to several days) are involved into an intensive purposefully-organized social interaction that focuses on the tasks of giving information about the effectiveness of teamwork, its basic principles and mechanisms, as well as about the analysis, modelling and the transformation of the team interaction itself. It is important to point out that interventions used in the training process can be grouped into four main categories, each of which is more or less reflected in specific procedures. What we speak about here is firstly, the way to educate team members by providing knowledge and expanding ideas about the team,

teamwork, team interaction, causes, conditions and mechanisms of increasing team effectiveness; secondly, the analysis of the situation of a team growth – the study of the relationships and teamwork’s peculiarities in the context of the explanatory model; thirdly, the optimization of team collaboration and teamwork – by developing and expanding the range of skills needed to apply this knowledge and, lastly, the emotional-axiological support in teamwork – stimulation of the emotional-axiological processes that underlie the phenomena of team cohesion, team spirit, and team culture.

We consider it necessary to define the term “training”, which is “a method of a purposeful change of a person, directed at personal and professional development through acquiring, analyzing and re-evaluating their individual life experience in the process of a group cooperation” [2, p. 85]; “a method of social-perceptual diagnostics and correction, based on intensification of the intentional feedback within group communication, organized on subject-subject principles” [3, p. 116] that is focused on the use of active methods of joint psychological work, involves the application of such teaching methods as discussion, role-playing in various modifications and combinations, situation modelling, retrospective analysis of real situations, etc. The goal of the training – is a transformation or a change in students’ predisposition for “the search of the newness”, for “the achievement of a proficiency level”, carrying out personal interactions with the use of special means.

The choice of training is explained by the following principles. Participating in a training, future paediatricians build up a holistic and broad structure of connections and relationships, personal components. These are both intrinsic and extrinsic components. Personal integrity in many respects determines the level of the professional competence of a future doctor. Use of training lets effectively and quickly achieve a set goal – to help develop the readiness for teamwork. With the aim to intensify students’ participation in training, optimization of the cooperation inside the group, development of personal and communicative qualities, it is important to follow these principles: active participation of each group member; feedback that must be reasonable, informative, personalized, imaginative; trustworthy and open communication, based on humanism, good will, readiness to cooperate; confidentiality as the guarantee of the communication content non-disclosure; “here and now”, based on a personal empiric level of the training situation’s perception (it is “Me” and these are “My” actions); research approach (the participants individually find important, from educational point of view, problems, parallels, discover personal resources, etc.); objectivity of behavior (in the process of a game-based approach, the participants by themselves become aware of the destructive behavioral patterns and, in future, start acting not by impulse, but led by a conscious choice of constructive communicative strategies); communication, based on partnership (development of the ability to perceive a partner, their feelings, personal distinctive features).

Among the variety of possible types, we are interested in the following training: person-centered (gives a participant a chance to learn how to be open or closed for others, to deliver a monologue or to speak dialogically, to take a role or a personal standpoint, etc.; let discover personal capabilities, look at oneself from

other's viewpoints); behavioral-oriented (directed at preparing the participants for different behavioral models, helping them understand the nature of their individual behavior and to expand the range of it); situational-oriented (aimed at mastering professionally-oriented interaction on the cognitive and behavioral levels, experiencing multiple emotions in the situation of group interaction; development of personal and group reflection, empathy, ability to diagnose and to interfere into a problem or a conflictive interpersonal interaction).

Now, we come to the discussion of training as an educational technology that implies a number of sequential actions.

1. Search for the rationale to split the content into certain parts, in other words, the selection of the principles by which later the study material will be structured. The formation of training objectives provides a purposeful presentation of the material included in the course or session programs. These objectives are based on those that have been developed at the stage of needs' analysis but are more specific according to the requirements of a target group. In line with the tasks, exercises are chosen (supplementary or main), their sequence, for example, their gradual difficulty increase. For training technologies, the principle of gradual progress in the knowledge and skills' development from simple (elementary) to difficult is important. This principle, in turn, is reflected in the methods of training. The first step – are methods of group work, such as cases, role-playing games, etc., directed at the development of specific communicative skills. The last step – are time-consuming, content-rich educational games, based on deep reflection and directed at the development of communicative competence.

2. Determination of the number and the nature of "steps", their link to the educational content. In training technologies, the number of "steps" depends on the "diagnostic steps" that let adjust the forms and methods of the whole training technology, with the consideration of the principle "from simple to difficult" (from acquiring confidence in verbal communication to "learning" business cooperation).

3. Determination of the appropriate way to convey educational information on every "step" of the process. In this case, during the training. A high level of students' participation is expected, regardless of the form or method of teaching at a particular moment of time, for example, during an active mini-lecture, a discussion, a game, training with a simulator, etc.

4. Determination of feedback mechanisms. This stage is a kind of a "didactic password" to move on to the next "step". Training includes reflection and debriefing [4, p. 84], as the most appropriate and effective in this technology ways of feedback.

5. Development of control systems, based on the comparison of an actual result with the standard. It is foreseen that self-control will be activated along with the teacher's control based on students' feedback.

Consequently, training is the system of conceptually, logically, thematically and structurally connected knowledge, during which a wide spectrum of active learning methods are used. The main outcome of the training is the formation or renovation of professional abilities and skills' system, development of the necessary

professional and personal qualities (in our case – development of readiness to work in a team).

The selection of training technology corresponds to the principles of socionormative culture of communication, subjectivity, activity, dynamism, the learning process's focus on the solution of professionally related tasks, integrity and orderliness, consistency, as during the training session the conditions for subject-subject interaction, self-analysis and reflection without destroying already existing personality constructs are created [5]; internal restrictions are removed, the new opportunities for self-realization and the development of a person's creative potential open; possible conflicts' resolution and individual team-members' interests' reconciliation take place [6]; the main professionally-important qualities of a personality are identified; mastery of the qualities characteristic for a productive team takes place [7]; internal integration of the structural components of the readiness to work in a team (cognitive, motivational, operational, personal, reflexive) occurs, the level of these components' manifestation in specific conditions (real and simulated) is determined.

All discussed above is realized with the help of special exercises. It should be noted that this process must include imagination and sensory experience of the subject. An important role is played by decision-making exercises when the perceived signals are compared with the standards that are stored in memory. As a result, the intake of the training information is put to practice with the help of different means, each of which ensures the adaptation to real conditions and requirements. Therefore, the operational side of personal qualities is developed.

The special value of the exercises is that they cannot be prepared and learned in advance. They do not have the only right solution – every time future doctors have to find it anew and every time this solution is individual. In this way, students acquire invaluable experience of liberation and spontaneity, experience the joy of creativity and the uniqueness and the variety of emotions. The result of such work is a deeper understanding of individual actions, the development of flexibility and tolerance, understanding of personal characteristics, their acceptance and the comprehension of possible consequences of their manifestation at the time of teamwork; harmonization and balance of a personality, inter-compensations, and interchangeability of professionally important personal characteristics. We think it is exactly what should be considered as personal growth of future doctors, the increase of their level of readiness for teamwork.

Solving a certain task together, the participants of the training exercises try to achieve conformity and mutual understanding, become closer to each other, start to understand: how they are perceived by others, how their personal qualities manifest [8], how partners react to their behavior.

What is important for us are the views of K. Levin [9], who argued that the most effective changes in attitude, behavior, and people's qualities occur in a group, rather than in an individual context. Therefore, to discover one's attitudes and personal characteristics, to try new forms of behavior, one must overcome their authenticity and learn to look at oneself from the point of other people's views.

The experience gained in a special training group counteracts alienation, distrust and weakness, helps solve many professional and personal problems, stimulates the strengthening of a reflective attitude of future doctors in professionally oriented activities, helps perceive oneself as a subject of team cooperation. It is important to note that with the help of reflection, the development of self-awareness occurs – which is not only self-understanding, self-orientation, but also a certain self-attitude, which is understood by the comparison between the level of personal claims and the objective results of the activity, the comparison with others, and with the standard.

In order to determine the main team roles that take place in the group, brainstorming technique with the classic distribution of the participants' roles can be used, the work in mini-groups can be organized with the follow-up presentation of the results in the group – circle with further development of a joint group role structure; a ready-made role-model can be offered, for example, according to M. Belbin [7], or a model in which the roles are attached not to the professional functions, but to a specifics of interaction, for instance, to analyze the value system we recommend to use a customized role-structure, developed by the authors, based on the characteristic features of a team and presented as a scheme for the analysis of implicit theories of a team interaction.

Effective is the work in mini-groups, a group discussion, as well as the presentation and the discussion of personal strategies of teamwork, when the group participants share their experience of achieving a set goal. Also, it is possible to use the analysis of tapes, video fragments of an actual team interaction, problem-centered cases, and much more.

Accumulation of new strategies is implemented in the format of behavioral experiments in the modelled group work environment (effective is the work based on the “aquarium” scheme, when one part of the group is the observers who, at the end of the exercise, provide their feedback) and the real teamwork with the possibility to analyse the effectiveness of the new strategies' application in the group.

Particularly effective during the training is the method of situational modelling (based on the “cases” solution that contain the main details of a particular real life professionally-oriented situation, anticipate the variants of its resolution), which can be used with the diagnostic and correctional goals, directed to the formation and the development of certain personal qualities. We consider the modelling of a problem situation, the technology of case study (situational modelling), situational exercises, etc. to be the examples of the situational modelling method. Especially important and informative become the situations of free personal choice in the absence of external control. Discussion, business, role-playing games, mini-lectures, reflective circle, work with video feedback and other technological means of team-building interventions are chosen with the consideration of the work format that includes the above-mentioned time and space limitations, weighing the effectiveness of this or that approach, as well as the appropriateness of its implementation on this or that stage, in line with the group dynamics.

The results and discussion. The above-listed concepts were put at the base of the customized training “Effective Team Interaction”, developed with V. Gorbunov, L. Karamushka [10], S. Poplavska [11] ideas in mind. During the training, students had to understand the necessity and the importance of common values, work for a joint result; to develop the ability to organize joint activity, to determine a personal role in the team, the importance of the common values on the way to general goals; to reach mutual understanding, cooperation of the team members, role flexibility; to disclose the team potential as a whole and of each participant; to master the technologies of joint decision making. Training included business games and training exercises, aimed at the increase of the trust level in the group, leaders’ identification, the development of the skills of team communication, group support in non-standard situations, making effective team decisions, setting and solving problems in competitive situations, argumentation and persuasion, active listening, resolution of conflict situations. During the training session, the students were informed about the concept of “team” (joint identification of its essential characteristics, comparison of this concept with other grouping of people), the dynamics of group transformation into a team, general principles of teamwork and effective team communication, the ways of the team-roles’ distribution in a group, effective planning of a joint activity. This information was provided as a theoretical reference, for example, “Why do we need each other or five types of positive interdependence in a team”, “Main conditions of the effective teamwork”, “Effective communication as the main precondition of successful teamwork”.

Training included exercises that ensured the development of the readiness of future paediatricians for the teamwork: “Platform”, “The Three”, “Bees, Birds and Snakes”, “The Shipwreck”, “The Shrinking Newspaper”, “The Law of Harmony”, “Funny Calculation”, “Circle-Building”, “Talking Hands”, etc. Apart from this, there were training exercises that future paediatricians performed according to the models, instructions, exercises without models and a detailed teacher’s instructions: “The Endless Chain” (that includes the development of an alternative standpoint as for the discussed problem, the forecast of the consequences of individual professional views and the solutions for individual persons), “The Emotional Strain Regulation” (aimed at developing the skills of verbal regulation of emotional tension during professional communication), “Negotiations” (that is favorable for the development of the skills of bridging contact with the team members, the creation of the supportive atmosphere, interest for the discussed issue). After the completion of a series of exercises, it was necessary to conduct the reflection: What happened? What did you notice? What did you feel? What do you think about this exercise? How could you use this in your professional activities? Students had to continue the phrase, “Honestly ...” This task helped develop the participants’ skills of self-analysis.

During the training session, there are also exercises directed towards the development of reflection (“The Red Pencil”, “Why Do We Love ...” and others), of empathy (“The Twin Animal”, “Hands’ Contact”, “Express Your Emotional Condition”), ability to cooperate, behavioral flexibility (“The Request”, “The Blind and The Blind Man’s Leader”, “Joint Jumps”); the discussion of real situations as for

the possible behavioral variations (“Breaking Stereotypes”, “The Associations’ Bag”); ideas’ exchange as for personal feelings during the session. Home task: to get ready for the video shooting (to think about the text of a presentation in front of the group participants on any topic). The time of the speech is two minutes. It was important to measure the training’s effectiveness after it finished. To do this, first of all, it was necessary to identify certain abilities and skills that could be developed during the training “Effective Team Interaction” and to diagnose them before and after the training to identify the dynamics of change. For this diagnostics, the following abilities were selected: the ability to organize a joint activity, to identify personal role in the team; ability to “psychologically correctly” provide support in communication; ability to achieve mutual understanding, cooperation of the group members; ability to conduct a dialogue and the skill to apply the technologies of mutual decisions. These abilities and skills are a part of the operational component of the readiness of future paediatricians for the teamwork.

Students of V–VI years of studies took part in the experiment. The students were studying at the Department of Paediatrics of Dnipropetrovsk State Medical Academy number two. The total number of the participants was 74 people. The first controlling sample group was made up of 34 students; the second – experimental group – was made up of 40 students. To evaluate the effectivity of the training ‘Effective Team Interaction’, before and after it, the diagnostics of the selected criteria indicators was done. The results obtained are shown in Table 1.

Table 1

The results of the training ‘Effective Team Interaction’

Indicator, scores	Diagnostic results before training		Diagnostic results after training	
	group 1	group 2	group 3	group 4
Self-evaluation of the ability to organize joint activities, determine personal role in the team (max=120)	87,25 ±5,25	91,25 ±2,56	84,88 ±4,45	91,00 ±2,00
Ability to ‘psychologically correctly’ assist in communication (max=20)	10,38 ±1,75	14,25 ±1,38	9,75 ±1,63	15,50 ±1,25
Ability to reach understanding, cooperation of team members (max=10)	7,25 ±1,44	6,25 ±1,25	7,71 ±1,04	7,13 ±0,66
Ability to participate in the dialogue (max=10)	7,25 ±0,81	6,13 ±1,16	7,57 ±0,90	6,88 ±0,91
Ability to apply decision-making technologies (max=100)	64,00 ±5,00	60,25 ±3,81	67,14 ±5,88	62,25 ±4,31

According to the data, presented in Table 1, the result of the first group as for “Self-evaluation of the ability to organize joint activities, determine the personal role in the team” indicator equals 87,25±5,25 (before the training), which describes the average level of self-evaluation with the tendency to normal. The results of the second group 91,25±2,56 (before the training) correspond to the normal level of self-

esteem. Some decrease of indicators after the training (in group 1 – by 2,75%, in group 2 – by 1,3%), in our opinion, may mean that the participants from both groups realized that the effectiveness of the teamwork requires significant efforts to develop the ability to organize group cooperation, to determine personal role in the team. As for the ability to “psychologically correctly” assist in communication, the initial results of both groups indicate the mediocre level of this ability’s development. However, in the first group after the training, the decrease in the results (by – 18%) is observed, while in the second group the results significantly improved (by 10,7%), which indicates the effectiveness of the carried out activities. The positive tendency in both groups is demonstrated by changes in indicators of “ability to reach understanding, the cooperation of team members” (in the first group – by 6,4%; in the second – by 14,1%). Students demonstrate an average level of abilities, that is, sometimes they manage to come to an agreement, a cooperation of team members, but most often, they do not. We were surprised by the results obtained for “ability to participate in the dialogue” indicator. Although by the end of the training we observed a positive dynamics of this ability’s development (in the first group – by 4,43%, in the second – 12,2%), even the final result, in our opinion, is low for future paediatricians. As for the ability to apply decision-making technologies, the initial results (64,00±5,00; 60,25±3,81), that confirm the average level of the ability’s development with the tendency to a high level, increased (by 4,9% and by 3,3% respectively), which indicates the effectiveness of the conducted training.

Conclusion. All things considered, we may conclude that the training “Effective Team Interaction” – is an active educational technology, but, as the research results have shown, for different groups and different indicators it is not equally effective. In general, the effect of the training was recorded and this lets us say that the training can be used in the professional training of future paediatricians with the aim to develop their readiness for teamwork. The *promising directions* of further research are connected with the improvement of the customized training, the review of training exercises and games and their approbation in new groups of students.

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3.18. INTEGRATED COURSE OF ART DECORATION THROUGH THE PRISM OF THE CONCEPTION OF THE NEW UKRAINIAN SCHOOL (PRIMARY EDUCATION)

***Abstract.** The development of the content component of the New Ukrainian School involves focusing on the activity aspect of the organization of education children of primary school age. Artistic and aesthetic education and upbringing through comprehension and use of cultural competencies in own life practice have become the focus of the program of the integrated course of artistic decoration. The offered course of education of children of primary school age integrates elements of fine arts, applied arts, theater history, literary creativity. The key differences of the integrated course of artistic decorating are the requirement for the teacher to create the conditions under which all children have equal opportunities to show their abilities and develop innate inclinations for artistic and productive creative activity.*

Organizationally, the productive creative activity of pupils gets into the content of each subject and becomes an effective way of learning the material, the development of mental abilities, the formation of cultural competences. The resource of using various artistic techniques will facilitate the rational combination of new pedagogical technologies with the positive achievements of the method of teaching

children of fine arts in national education. An important prospect of the proposed integrated course of artistic decoration is the content part, which ensures the involvement of schoolchildren of primary school age in the study of the cultural and artistic heritage of the Ukrainian people, the heritage of folk and applied arts of Ukraine and the world, the best examples of literature and song folk art in order to create a sense of conscious citizenship, sophisticated aesthetic preferences. Also, relevant is the resource for providing an applied nature of teaching in the elementary grades of the New Ukrainian School, which will help to form experience of working with different materials and tools, to solve the problems of professional orientation in elementary grades.

The purpose of the integrated course is to identify the individual inclinations of children in artistic and productive activities, the systematic development of abilities for artistic creativity, in the process of which formed the basic qualities of creative personality (originality of thinking, ability to use the acquired knowledge, skills and abilities in a new situation, ability to identify a problem, to amateur activity), there is a moral and spiritual growth and formation of civil consciousness of the individual.

On the basis of the analysis of educational practice, generalization of empirical material, description of the experience of using artistic techniques in the context of the educational process of NUS it is offered to consistently introduce children to different tools and materials in artistic techniques. So, in the first grade: spotting, “watercolor in wet”, stamp, printing with plant forms. In the program of the second grade are appropriate techniques: monotype, stamp, threadgraphy. In the third grade, the emphasis is on creating situations for each child to show creative interest, willingness to take risks, perseverance, the ability to complete a case, the ability to overcome the inertia of thinking, the ability to transfer knowledge and experience to new situations. In the third grade, the emphasis is on creating situations for each child to show creative interest, willingness to take risks, perseverance, the ability to complete a case, the ability to overcome the inertia of thinking, the ability to transfer knowledge and experience to new situations. For this aim, it is better to use techniques of combination of wax chalk and watercolors; splashes, watercolors combined with salt, elements of folk crafts and arts and crafts of Ukraine and peoples of the world. In the fourth grade, it is necessary to use the resource of artistic decoration to form the experience of direct judgments, hypotheses and research, to prove, to substantiate their own point of view, to overcome conflict situations.

The conditions of success of the integrated course of artistic decoration we see the creation of a positive emotional mood of the lessons, which contributes to the appearance of new, original ideas, artistic images, creative decisions. The authors propose a pedagogical retrospection of the artistic decoration of writing (chirography as a method of teaching). The method of artistic decoration of the writing is accessible to everyone, appropriate for reclaiming and correcting children’s handwriting, adjusting behavioral skills. It is also suggested to reproduce the elements of the copying method in order to improve the skills of younger teenagers to build a composition, to work in various artistic techniques. Introduction

of copying of fragments of reproductions from paintings of famous artists, posters, photographs, drawing on dots, grid will promote development of observation, rising of culture of vision of environment. It is recommended to consider the elements of the geometric method as a perspective for the formation of material for the study of the level of development of the emotional and sensual sphere of younger adolescents.

Keywords: *decoration, child, art, education, cultural competence, handwriting.*

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Problem statement. Modern society forms a request for a creative personality with a high level of artistic and aesthetic education and upbringing through reflection and use in their own practice of cultural competences. The formation of such a person implies a meaningful and methodical updating of the educational process of the cultural heritage of the peoples of the world, national achievements, the dissemination of integrated courses of artistic direction. Content integration is an important condition for the implementation of the provisions of the New Ukrainian School Concept [1].

The relevance of the research is determined by the need for change for students, parents, and teachers. The idea of innovation is permeated with all the regulations and advisory documents that determine the activities of the New Ukrainian School. In our opinion, this integrated art course for pupils in grades 1–4 of general education institutions clearly illustrates an example of a new approach in content formation and methodological completion of primary education. Cultural competence implies, from the point of view of O. Savchenko, “.. attraction to different types of artistic creativity (fine arts, music and other arts) through the discovery and development of natural abilities, creative expression of personality [2]. As you know, the younger teenager has an extremely high degree of activity, desire for action, playing. Those knowledge and experiences that he “passes” through active action are secured in his mind more securely and deeply than those he receives in the case of passive observation through verbal formulations, when there is a need for purely mechanical memorization, and the reproduction of assimilated information occurs mainly at the reproductive level. Not every child will become an artist or sculptor, but in any case a person is helped by creative activity, imagination, observation, ability to understand themselves and other people, to respond to their joys and sorrows. The inability of a person to engage in fine arts, to create beauty is almost always due to the fact that in childhood, person did not receive the proper purposeful aesthetic education. This has already been emphasized in our previous research [3].

Connection of author’s achievements with important scientific and practical tasks. The proposed integrated course of art decoration will help to develop the experience of understanding the content and form of simple media products (drawings, photos, comics, children’s magazines, cartoons, etc.) of children of primary school age, and to reproduce the elements of decoration as needed. This corresponds to the declared expected results of education of the educational recipients

in the content line “We are exploring the media” [2], and will contribute to the development of individual style, artistic taste. Using even the elements of the proposed integrated course of artistic decoration will expand the scope of value relations of all participants in the educational process, will create conditions for displaying the ability of a person to successfully socialize, develop memory, imagination, attention, thinking. The values and skills required in the further processes of the socialization of the individual are understood and relayed in the new life situation. Gaining experience in productive decorating will allow every child to communicate freely in today’s diverse, globalized world. In behavior, this is manifested through the knowledge and acceptance of national and universal values that determine the behavior of the individual.

Analysis of recent research and publications. The use of art for personality development was investigated by V. Molyako, I. Voloshuk [4, 5]. In summer 2018, the State Scientific Institution “Institute for the Modernization of Educational Content” together with the Central Institute of Postgraduate Pedagogical Education State Higher Education Institution “University of Management of Education” of the National Academy of Pedagogical Sciences of Ukraine and the Mykolaiv Regional Institute of Postgraduate Pedagogical Education conducted XII All-Ukrainian School methodological experience of artistic and aesthetic education and training “Art in the context of realization of ideas of the concept of the New Ukrainian school” [6], where were held workshops on such themes: “Specificity of using methods and techniques of teaching in elementary school in the arts subjects in the context of the implementation of the New Ukrainian School” (Marchuk Zhanna Stanislavivna), “Associative-figurative language of painting in primary school pupils’ artistic and creative activity” (O. Kuzmina), “Technologies of formation of socially-active personality of the child in the process of artistic and aesthetic activity” (V. Ragozina), “Practical application of “icebreaking” technique for the development of non-standard thinking and promotion of active learning” (O. Gurin) [6].

Purpose of the article. To reveal the substantive and methodical aspects of the integrated course of artistic decoration in the context of the conceptual provisions of the New Ukrainian School. ***Research methods:*** analysis of educational practice, generalization of empirical material, description of experience of using artistic techniques in the context of the pedagogical process of the New Ukrainian School.

Presenting of a main material. The focus of the integrated course offered is:

- creation of conditions in which all children have equal opportunities to show their abilities and to develop innate inclinations for productive creative activity;
- such an organization of the educational process, when the productive creative activity of pupils penetrates the content of each subject and becomes an effective means of learning the material, the development of mental abilities, the formation of competences;
- rational combination of new pedagogical technologies with positive achievements of teaching methods of children of fine arts in national education;
- involvement of younger schoolchildren in the study of the cultural and artistic heritage of the Ukrainian people, the heritage of folk arts and crafts, the best

examples of literary and song folk art to form a sense of conscious citizenship, sophisticated aesthetic preferences;

– providing of applied teaching that will help children to develop different materials and tools, and to solve vocational guidance in elementary grades.

The purpose of the integrated course is to identify the individual inclinations of children to artistic and productive activities, the systematic development of abilities for artistic creativity, in the process of which are formed the basic qualities of creative personality (originality of thinking, the ability to use the acquired knowledge, skills and abilities in a new situation, ability to solve problems, ability to amateur activity), proceeded a moral and spiritual growth and formation of civil consciousness of the individual.

It should be emphasized that the content of the integrated course of artistic decoration is focused on the development of mental processes in children of primary school age (imaginative environmental perception, logical and associative thinking based on the synthesis of the arts, visual and logical sense, creative imagination, creative imagination compositions, colors); improvement of sensory and skills in order to develop the functional capabilities of the sense organs (visual analyzer, tactile and kinesthetic sensations); awareness and creative mastery of the artistic heritage of Slavic and other people of the world; practicing in the use of different tools and materials, artistic techniques.

In the first class it is offered to acquaint children with different tools and materials in artistic techniques: spotting, “watercolor in wet”, stamp, printing with plant forms. In the program of the second class it is expedient to become acquainted with the following artistic techniques: monotype, stamp, threadgraphy. In the third grade, emphasis is placed on creating situations for each child to show creative interest, willingness to take risks, perseverance, the ability to finish the case, the ability to overcome the inertia of thinking, the ability to transfer knowledge and experience to new situations. For this purpose, it is better to use techniques of combination of wax chalk and watercolors; splashes, watercolors combined with salt, elements of folk crafts and arts of Ukraine and other nations. In the fourth grade, it is advisable to use the resource of artistic decoration to form the experience of direct judgments, hypotheses and research, to prove, to substantiate their own point of view, to overcome conflict situations. The conditions of success of the integrated course of artistic decoration, we see the creation of a positive emotional mood of the lessons, which contributes to the rising of new, original ideas, artistic images, creative decisions. Comfort and tranquility, tact of the teacher, equal opportunities for each child to realize their own ideas, dreams, fantasies. An important aspect is the providing of a proper material and technical base for conducting classes (tables for classes in art decoration, tablets, quality paper, brushes, paints, tools and materials for work in various artistic techniques).

Please note, that from the outset, you need to train children to obey the laws of beauty in the course of any task. Particular attention should be paid to labor hygiene, rules of workplace organization, design and storage of finished creative works, safe use of tools and materials. Respect and awareness of the importance of the work that

has been started is the first step to creative work. It is worth observing the teacher of the laws of art in the preparation and conduct of classes: non-stereotypical, pedagogical direction of each lesson, involvement of pupils in co-creation with the teacher, the presence of specific structural elements of the lesson, creative rethinking of universally recognized forms, methods and techniques of teaching experience in the organization of training.

The main form of pedagogical influence is the promotion of ultimate independence, the maximum of active creative will and the ingenuity of each child. It is important to create a lively emotional-sensory impression in the process of perceiving the surrounding reality and works of art that encourage children to create their own artistic creativity. Technical skills are considered as a means of realizing creative ideas.

Among the pedagogical constants that are intended to implement the proposed integrated course of artistic decoration, we can distinguish the following: optimistic pedagogical forecasting, detection of individual inclinations, carrying out individual work, differentiation of educational tasks according to the level of development of mental processes, features of temperament of each schoolchild; keeping clear practical orientation of all educational tasks; promoting their moral and spiritual growth.

We offer the program of the first grade. The indicative topics are given below.

1. Fun alphabet. From the history of fonts. Symbolism of alphabet letters of different peoples of the world. Writing a poster for the Autumn holiday. The artistic image of the letter as a fairy-tale creature. Decoration: lines-patterns.

2. Lace. History. Nature motives in the works of folk craftsmen of Slobozhanshchina. Samples of lace for the decoration of baby clothes.

3. The art of font composition. Types and purposes of fonts. Creating a collection of sample fonts of different kinds. Album design.

4. Engraving. Expressive features of spots, lines. Realization of the story composition-greeting card in the grater technique : Christmas night, Holy evening.

5. Costume Designers. The value of the theatrical costume. Game Dress Up your favorite toy.

6. How did the puppet theater come about? The first actors of puppet theater. Excursion to the puppet theater.

7. Theater painter. Features of creation of theatrical scenery. Drawing background scenery for the performance of the finger theater. Theatrical performance.

8. Animalistic genre in art. From the history of animation. Making cartoon pictures: a fish in an aquarium, the flower is blooming.

9. Aquarium. Fish coloring. Sea flora. Watercolor and soap stained glass technique.

10. The art of Ukrainian embroidery. Stylization, symbolism of colors Slobozhany embroidery. Drawing geometric ornament with both hands. Production of a runner for the dining table.

11. The art of Easter eggs. Symbols on Slobozhany Easter eggs. Performing Easter eggs or hand-drawing (wooden egg, applique rhinestones).
12. The first pottery. Development of pottery in Ukraine and in the world.
13. Computer graphics. Techniques of work, operations of doodles. Making greetings to a friend.
14. Autumn colors. Warm and cold colors. Lebedin chest style letterpress print.
15. Ukrainian Nativity scene. Elements of paperoplasty, production of masks for Ukrainian nativity scene.
16. The thread of fate. Expressive line capabilities. Creating a fantasy composition in the technique of threadgraphy.
17. Opishnansky painting. Coloring dishes according to templates. (introduction to the theory of arts and crafts).
18. Cutting. Cutting techniques. Production of cutting for decoration of rooms: a tree of desires.
19. Petrykivsky painting. Mastering the techniques of transitional smears: comb, grain, nut.
20. Culinary design. Cutting techniques. Assembling napkins, dining table setting.
21. Carpeting. Slobozhany khots. Production of dolls for doll house in the technique of spraying.
22. Dinosaur World. Mastering elements of computer graphics.
23. Bizarre creatures in the fantasies of artists. Meeting interesting creative people.
24. The power of the line. The art of creating comics, cartoons. Means of transmission of mood by means of graphics. Technology glitter paint on fabric (T-shirt caricature).

In accordance with the suggested topics of the integrated course, the teacher can acquaint the children with the sequence and rules of performing artistic works in techniques: from stains (gouache, watercolor, mascara), with one or both hands; application from plant forms, buttons, rhinestones, veneer, birch, straw, shells, colored sawdust, egg shell, collage, mosaic; watercolor in wet, with salt, with wax chalk, soap; threadgraphy; leaflet printing, matchbox printing, constructor elements; grater; monotype; potato stamp; finger painting; laundering of mascara; drawing with a candle, reed sticks; drawing “with a secret” in three pairs of hands; paper mache [7].

Particular emphasis in the organization of lessons should be made on the so-called free drawing. After all, free artistic and applied tasks relieve the stress and excitement caused by the child’s fear of the learning process; works done in the process of free drawing will help the teacher to study the world of childhood, to reveal in each child the level of development of attention, visual memory, observation; targeted children’s works contribute to the socialization of the individual at different levels.

In our opinion, it is necessary to restore the elements of artistic decoration of writing (chirography as a method of teaching). After all, its potential is not exhausted

by conducting graphic exercises at the initial stage of literacy training. The method of artistic decoration of the letter is accessible to everyone, every teacher can independently develop a sequence, technique of calligraphic writing, education of neatness during writing, correction of children's handwriting as a variant of correction of behavioral skills.

We consider it expedient to resume the use of individual elements of the copying method in order to improve the skills and abilities of younger teenagers to build a composition, to work in different artistic techniques. Introduction of copying of fragments of reproductions from paintings of famous artists, posters, photographs, drawing on dots, grid will promote the development of observation, nurturing the culture of vision of the world.

It is also recommended to introduce elements of the geometric method, popular in the late nineteenth century: drawing of geometric shapes by hand and using simple drawing tools, drawing geometric figures with both hands, stereo exercises, ornamental drawing [8; 9; 10]. They are indispensable in acquiring children with the basics of graphic, some mathematical concepts (techniques of threadgraphy, printing a leaf, matchbox, potato stamp, drawing with both hands geometric ornament for decoration of bookmarks, clothing, interior, dishes, stereo exercises, mosaic – paper stained-glass windows, applique on buttons made of straw, knots in the technique of spraying, decorating household objects, drawing with reed sticks, modeling from a tree. Production from separate details of boards for kitchen, shelves, stands.

The methodology of working with first-grade pupils is based on the widespread use of game forms, the integration of literary, musical, theatrical and visual arts, applied activities (decoration). Particular attention should be paid to the development of the visual system (concentration of attention, purposefulness of observations, the ability to operate ready-made images, holistic vision of the composition, eye contact).

Based on the age characteristics of younger adolescents, it is advisable to use gouache when using paints. Mascara, watercolor to use in the process of work in the techniques of “watercolor wet”, monotype, spotting, printing plant forms, threadgraphy. Graphic materials (simple pencils, erasers) are not advisable to use except for lessons when children need to make a preliminary sketch. Work is best done on separate sheets of paper of different sizes and colors. This will promote the development of creative initiative, improve the quality of children's work and the effectiveness of the lessons. It is advisable for each child to work at a separate table. It is necessary to constantly monitor the observance of the rules of hygiene and culture of work, safety during the use of scissors, needles and nails. Stimulate decorating without any outline. This method has advantages for the development of children: preserves the liveliness and immediacy of creative work; develops eye, motor skills; helps to overcome the static of the image, oversaturation with details, the wrong compositional organization (filling the plane), which is peculiar to children's artistic and creative works; fosters an image culture; encourages testing, creative pursuits.

The method of working with the second grade students is based on the wide application of practical methods of teaching, integration, interdisciplinary

communication. The educational process should be directed to the formation of practical skills of various tools and materials, which ensures the independence and individuality of thinking of younger students, identity, originality in the process of performing artistic and creative tasks.

It is advisable to gradually introduce contour drawing. Constantly develop the skills of a culture of performance and proper storage of finished creative works, to cultivate neatness, frugality. It is recommended to involve children in the decoration of the classroom.

The methodology of working with third grade pupils is based on the systematic use of problematic teaching methods, involvement of children in co-creation with the teacher in the process of preparing and conducting lessons in order to develop the independence and initiative of younger schoolchildren. With regard to materials and tools, it is advisable to provide students with informed choices. To teach children aesthetically to design their own creative works and properly store them. Involve students in the preparation of classes in the history and theory of the arts (writing abstracts, preparing short messages, organizing exhibitions).

The method of working with the fourth grade students involves the use of group and collective forms and research methods of teaching. Particular attention should be paid to the development of individual inborn tendencies to the creative activity of each child. It is advisable to use the copy method when children are asked the task of making a copy of a work by an artist in an arbitrary technique.

The proposed course is of an applied nature. And this, in turn, involves the formation of pupils' practical skills with different materials and tools. The program provides for the execution of various nature of practical artistic and creative works with the following tools: scissors, bristles, soft round brushes, stacks, nails, tweezers, awl, knife, feather, reed wand, needle, simple drawing tools, pen. Along with traditional (paper of different size, watercolor and gouache paints, chalk, coal, colored pencils, mascara, plasticine, colored paper, fabric) it is proposed to use in the work of the following materials: fruits of vegetables and fruits, seeds of wild plants, paraffin or wax, threads, soap, river sand, fish scales, pebbles of various sizes, eggshell, veneer, birch, straw, salt dough, seashells, cereals, fruits, vegetables and more. For the purpose of guidance, the program provides to acquaint children with the features of the following professions: illustrator, animist, decorator, puppet theater actor, florist, costume designer, designer, cook, sculptor, architect, potter.

In order to ensure a positive result of the educational process and the implementation of the objectives of the proposed course, the form of organizing and conducting classes should encourage children to actively creative activity, cooperation with the teacher (lesson-game, improvisation, imaginary journey, quiz, competition, admiring nature). The activity of the teacher, first of all, should be directed to the identification of the artistic temperament of each child, the organization of it by force, which is guided by a conscious creative will, the determination and further systematic development of creative abilities. The basic principle of the teacher's work is that, based on the inner nature and needs of the child, to promote the natural development of its abilities. Creative tasks must be

completed in class. Discuss and evaluate children's works in a differentiated, tactful manner, mark the smallest manifestation of amateur activity, originality of thinking, creativity.

Conclusions. Thus, the content of the integrated course of artistic decoration, an attempt was made to restore at the present level: the organization of educational work, when the integration of the visual and productive activities of pupils in the content of educational subjects, and artistic decoration becomes a way of mastering the educational material of other disciplines, the development of mental abilities, the development of mental abilities forming a wide range of competencies; systematic teaching of children methods of work with different tools and materials in all acceptable techniques for younger teenagers. It is the variety of artistic techniques that shows the power and beauty of decoration.

The use of a somewhat new quality of the copy method, which consists in accurately transferring the image of the original or the sample to paper with help of marked cells, grids, dots. It is recommended to use the elements of this method in order to improve the ability to build a composition, to convey the means, lines, colors, mood and character of the objects depicted. It is advisable to include copying of fragments from the works of artists in various artistic techniques. Depending on the age and stage of study, didactic and educational and creative tasks of the lesson, individual aesthetic preferences of children, the program provides subject drawing on cells, coloring. Elements of the geometric method: seamless contour drawing (stereo exercises), decorative drawing of symmetrical images with both hands over large planes, drawing of geometric ornaments, etc. – contribute to the fulfillment of the program requirements of the State standard of elementary general education. We focus on the restoration of exercises in painting, the use of free drawing (at the imagination, at will) for psychological and pedagogical study of children's artwork.

Prospects for the use of research results. Practical teacher has the opportunity to creatively supplement, select or adequately replace the subject matter with the pupils depending on the specific conditions: calendar, material and technical base of the educational establishment, special abilities in the field of art. An important guideline for further applied intelligence is the development of a series of tasks for the development of the emotional and sensual sphere of younger adolescents, which will contribute to the formation of the need of creative self-improvement and spiritual growth for each child. And these are the necessary conditions for becoming a creative person, worthy of his state, history of his people, cultural achievements of his ancestors. It is valuable to study and compare the pedagogical experience of educators from other countries.

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3.19. PREPARATION PLANNING OF EDUCATION PROJECTS FOR PREVENTION OF BEHAVIORAL DEVIANCE AMONG TALENTED GENERAL SECONDARY EDUCATION STUDENTS

***Abstract.** The article purpose: disclosing the directions for subjects preparation and the prevention of behavioral deviance among talented general secondary education students and measures of their implementation developed and implemented plan in 2015–2016. The scientific novelty. An element of scientific novelty is the development and implementation of a plan for basic subjects preparation and the prevention of behavioral deviance among talented general secondary education students for 2015–2016. Methods of research: methods of theoretical generalization, system analysis and synthesis, modeling.*

Results. 1. The basic directions for implementation of a plan for basic subjects preparation and the prevention of behavioral deviance among talented general secondary education students are revealed. 2. Measures have been implemented in the separate directions of the plan for basic subjects preparation and the prevention of behavioral deviance among talented general secondary education students.

Conclusions. 1. The main directions for implementation of a plan for basic subjects preparation and the prevention of behavioral deviance among talented general secondary education students: professional training (advanced training); preparation in the conditions of professional activity; preparation of volunteer students; organization of self-education. 2. Implementation of measures in the specified directions provides: increase of a readiness level for subjects to carry out the prevention of behavioral deviance among talented general secondary education students; their willingness to create an interdisciplinary team that is able to carry out systematic preventative actions in a consistent and coordinated manner, with the understanding of each of the professionals in their functional responsibilities.

Perspectives of further research. Disclosure of organization mechanisms of prevention of behavioral deviance among directly with the most talented general secondary education students, peculiarities of influence on them by the subjects of prevention.

Keywords: deviance behavior, talented student, general secondary education, plan, subject of prevention, subjects preparation and the prevention.

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A problem statement. One of the determining factors for the success of any work is its planning. Planning carefully selects actions and tools aimed at achieving a specific goal, solving a particular problem [9]. Therefore, the process of planning the preparation and the prevention of behavioral deviance among talented general secondary education students needs special attention.

The relevance of the study. The modern basic strategic priorities for the development of the education system are aimed at creating an innovative space for school education, as well as the specificity of the category of talented students, that is, their extraordinary nature [4; 6; 7]. Specialists need effective approaches that would allow them to solve narrow, specific tasks, contribute to their overall mobilization, willingness to take responsibility. Planning itself allows to develop and implement integrated approaches, promotes the development and formation of specialists in the process of preparing them for a certain type of activity, provides the ability to monitor and adjustment of the situation according to needs, etc. [1]. All this makes it urgent and necessary to develop a plan, without which training cannot be organized the preparation of subjects and the prevention of behavioral deviance among talented general secondary education student.

The connection of the author's work with important scientific and practical tasks. Planning the preparation of subjects in the prevention of behavioral deviance of talented general secondary education students is important, because the quality of such training depends on the effectiveness of preventive measures by specialists and,

accordingly, the effectiveness of their impact on the talented person who has negative behaviors.

An analysis of recent research and scientific works. The theory and practice of professional training of future social workers/social educators, in particular, to work with talented students was studied by such scholars as O. Barabash, K. Belyaev, N. Volkova, N. Garashkin, A. Kapska, E. Ledyayeva, L. Mishchik, V. Polishchuk, I. Trubavina, S. Kharchenko, K. Yakovenko and others. The planning of the activity of social teacher in the institution of general secondary education, in particular the development of plans for its preventive activity is disclosed in the works of O. Bezpalko, O. Vasylenko, S. Gavriluk, Y. Klochan, S. Palchevsky, O. Pozhidaeva, M. Shakurova and others.

Identification of previously unsettled parts of the general problem the article is devoted to. An analysis of these and other scientists' work has shown that most prevention plans in general secondary education institutions aimed at preventing and eliminating deviant behavior in students, as well as at "risk group" children, do not consider such categories as talented children who have a whole complex of social, pedagogical and psychological problems. And unresolving these problems in the future leads to the emergence of various maladaptation forms. There is no proper training of specialists to work with talented students in order to prevent them from various forms of negative behavioral abnormalities, its main directions are not defined.

The article purpose is disclosing the directions for subjects preparation and the prevention of behavioral deviance among talented general secondary education students and measures of their implementation developed and implemented plan in 2015–2016. The plan of subjects preparation and the prevention of behavioral deviance among talented general secondary education students in 2015–2016 is presented in Table 1.

Table 1

The plan of subjects preparation and the prevention of behavioral deviance among talented general secondary education students

Directions, forms, methods, measures	Deadlines	Organizers/chargeable with/location
<i>Professional training (advanced training)</i>		
Directions to advanced training courses	During the school year <i>(the specific dates for the course referrals are determined by the administration of the general secondary education institution)</i>	Administration of the general secondary education institution

Continuation of Table 1

Studying at advanced training courses	During the year according to experts	Lugansk Regional Institute of Postgraduate Education State Institution "Lugansk National Taras Shevchenko University" State Educational Institution "Donbass State Pedagogical University"
<i>Preparation in the conditions of professional activity</i>		
Practical work "Some features of preventive work with talented students"	October – November 2015	Based on experimental institutions of general secondary education
Seminar "Disadaptive behavior of talented young learners"	November 2016	
Pedagogical Consultation on the Behavioral Deviations of Talented High School Students	December 2015 – January 2016	
Round-table conferences "The essence and content of prevention activities with talented high school students"	February – March 2016	
Training seminar on preparing subjects for planning and creating intersectoral interactions at the institutions of secondary education	April – May 2016.	Based on experimental institutions of general secondary education
<i>Volunteers' training</i>		
Getting information in the study of certain subjects	During the school year (<i>for work-related training programs and informal volunteer meeting to gain experience</i>)	Based on State Institution "Lugansk National Taras Shevchenko University"
Non-formal education		
<i>Organization of self-education</i>		
Methodical consultations	At the request of the subjects	Based on experimental general secondary education institutions as well as other institutions selected by the subject independently in the self-education process
Carrying out other methodological measures aimed at stimulating the self-education and self-development of the subjects		

The preparation of subjects for the prevention of behavioral deviance of talented students in this plan was carried out in the following areas: professional training (advanced training), training in the conditions of professional activity, training of student volunteers and the organization of self-education.

1. *The qualification of the general subjects* was carried out on the basis of such higher education institutions as Lugansk Regional Institute of Postgraduate Teacher Education, State Enterprise "Lugansk National Taras Shevchenko

University”, State Educational Institution “Donbass State Pedagogical University”. For the administration of social educators and practical psychologists, the administration in institution of secondary education, including deputy directors of educational and educational work, who made appropriate schedules, defining the dates and terms of their completion, were responsible for the completion of advanced training courses. The content modules of advanced training courses for social pedagogues and practical psychologists in institution of secondary education in these higher education institutions included some topics related to the problem of preventing behavioral deviations of talented students, which were considered through the framework of social-pedagogical and psychological work with them. In particular, the information about the organization of general, primary, secondary and tertiary prevention with talented students of different ages was provided during professional modules; models of social teacher interaction in the case of deviant behavior in the talented student; forms and methods of organization of corresponding activity are disclosed. The topic of the suicidal behavior of talented students is highlighted separately as one of the greatest threat to their lives and health. All other types of deviant personality behaviors are also dangerous, but more suicidal than in nature. Guidelines provided for social educators and practical psychologists on the prevention of suicidal behavior of talented students in general secondary education institutions were built on N. Maximova’s position on the prevention of suicidal behavior [2], taking into account the State Standard for Social Services [5] and “phased change” models” by D. Prochaska & C. DiClemente [10].

2. *Preparation in the conditions of professional activity.* In order to increase the competence of the teaching staff, classes were held in the form of speeches at pedagogical councils, discussions, lectures, workshops, round tables, debates, presentations, conferences, pedagogical consultations on the problem of preventing the behavioral deviations of talented students and organizing their systematic prevention. Such measures enabled the subjects to obtain comprehensive information about the problem, to share their own experience, to form the necessary competencies for the identified problem. In October – November 2015, a practice work “Some features of preventive work with talented students” was held with the pedagogical staff of institutions of general secondary education. The topics of the practice work are presented in Table 2.

Table 2

**Thematic plan of the practice work
for the pedagogical staff of general secondary education institutions
“Some features of preventive work with talented students”**

№ p/n	Form of carrying out	Thematic content
11	Report	Problems and socio-psychological features of talented students that can provoke deviant behavioral manifestations
22	Mini-lecture, analysis of situations	Content, forms and methods of preventive work on prevention of disadaptation of talented students
33	Master class	Demonstration of preventive fragments measures with talented students

44	Home task	Develop a measure to prevent the behavioral deviance of talented students
55	Demonstration of preventive measures	Demonstration of a measure for the prevention of behavioral deviance of talented students

Among the pedagogical staff of general secondary education institutions, in December 2015 – January 2016, pedagogical consultations were conducted on the problem of behavioral deviations of talented secondary school students in order to: 1) exchange experience with talented middle-aged students who have behavioral problems; 2) consideration of methods that are already outdated and what to apply new; 3) maintaining continuity in working with talented students of different ages and different levels of propensity for behavioral deviations, but not to forget about improving methods and forms of work. In February – March 2016, roundtables on the essence and content of prevention activities with talented high school students were held in order to: exchange experience regarding preventive work with talented senior pupils; identifying ways to eliminate work deficiencies; adjusting the algorithm for working with talented students who have behavioral problems; selection of optimal methods of preventive work with talented students; selection of self-education as the main factor of self-realization of personality. In April – May 2016, a training seminar was held on preparing subjects for planning and creating cross-sectoral interaction at the secondary education institutions “Partnership of the General Secondary Education Institution” [3], aimed at analyzing general experience institutions of general secondary education in the field of partnership, finding out its positive and negative sides and determining the main directions of action for the development of constructive partnership of the entities. The total duration of the training was 3–3,5 hours. The main objectives of the training are: updating the problem and establishing the level of awareness of the training participants on the problem of partnership; disclosing the role of partnerships in addressing the problem of behavioral prevention of talented students in general secondary education; familiarizing the participants with the successful partnership practices in solving the problems of talented students; developing a plan of action to create an effective partnership model for the prevention of talented students’ behavior. Teachers were provided with scientific and methodological materials on the problem of prevention of behavioral deviations of talented students in general secondary education institutions. They were also initiated to independently select additional methodological materials in order to increase their competence in this problem and to support the continuous development and evolution of the system of prevention of behavioral deviations of gifted students in institutions of general secondary education, taking into account the current changes and reforms in the education system.

3. *Training of volunteer students.* Preparation of future specialists and students-volunteers of the specialty 231 “Social work” (under the programs of preparation “Social work. Social pedagogy. Practical psychology” and “Social work” was carried out on the basis of the educational-scientific institute of pedagogy and psychology and educational-scientific institute of history, of Relations and Socio-

Political Sciences of Taras Shevchenko National University of Lugansk. Students as subjects of the behavioral prevention system for talented students in general secondary education institutions actively assisted the main actors in preventative activities, acting as trainees and volunteers. During the theoretical and practical preparation of students for the bachelor's and master's degrees, some topics and questions of both theoretical and practical plan, related to the problem of prevention of behavioral deviance of talented students, are considered. Familiarity with this problem, formation of students of certain skills and skills is carried out during the study of certain topics of such disciplines as "Social pedagogy", "The theory of social work", "Technology of social and pedagogical activity", "Technology of social work", "Social work with children at risk", "Social and pedagogical prevention of deviant behavior", "Social and pedagogical prevention of offenses", "Social work with maladapted people", "Social work in the community", "Social, pedagogical and psychological work in the community" and others. Within the framework of non-formal education, volunteer students conducted a series of lessons on the use of art technologies in the prevention of behavioral deviations of talented students in order to obtain skills for performing relevant activities with talented children in general secondary education institutions. In particular, special attention was paid to mastering the methods of conducting such art technologies by students as forum theater, playback theater, peer-to-peer theater, etc.

4. Organization of self-education. The content of the organization of self-education of the main subjects of prevention of behavioral deviance of talented students in general secondary education institutions included: 1) search for basic ideas about the research problem; 2) identifying their subjects as strengths (which can be relied upon in self-education), weaknesses (which need to be addressed and sought to reduce in qualitative and quantitative terms) and opportunities for professional growth; 3) supplementing the subjects with basic knowledge according to the results of the initial diagnostics regarding their readiness to carry out the prevention of behavioral deviations of talented students in general secondary education institutions; 4) formation of professionally important skills and problems in the problem of research; 5) familiarization with the experience of colleagues in the organization of preventive work with gifted students; 6) modeling of personal system of self-education with building of perspective goals [8]. The preparation of the main subjects for the prevention of the behavioral deviations of talented students in the direction of self-education took place by stimulating the self-development and self-education of professionals and providing them with methodological assistance.

Conclusion. The planning of subjects' preparation for the prevention of behavioral deviations of talented students in general secondary education institutions and the implementation of the relevant plan included the following areas: professional training (advanced training), professional training, student volunteer training and self-education organization. Each of the directions includes a set of measures that ensure the subjects' level of readiness for the prevention of behavioral deviations of talented students in general secondary education institutions, as well as their readiness to create an interdisciplinary team capable of performing systematic

preventive actions in a consistent and coordinated manner to each of the specialists in their functional responsibilities. Prospects for further research are to uncover the mechanisms of organizing behavioral deviance prevention in institutions of general secondary education directly with the most talented students, and the specific features of their impact on the subjects of prevention.

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3.20. FUTURE TEACHERS' INTRAPERSONAL CONFLICTS IN TRAINING FOR PROFESSIONAL ACTIVITIES IN THE NEW UKRAINIAN SCHOOL

***Abstract.** The concept of the New Ukrainian School (NUS) envisages a systemic transformation the main goal of which is to achieve a new, high quality of education at all levels. The formula of the New Ukrainian School envisages a new role for the teacher, who should become an agent of changes and be motivated for a continuous process of professional growth. In this regard, one of the important elements of young teachers' training is the prevention of negative phenomena in pedagogical teams, in particular, the timely resolution of their intrapersonal conflicts in the period of adaptation to the conditions of the New Ukrainian School. The purpose of the article is to substantiate the need for corrective work on the prevention of young teacher's intrapersonal conflict in the context of modern educational paradigms, the factors of his/her professional formation in preparing the implementation of the New Ukrainian School concept. The scientific novelty is to investigate the specific links between this phenomenon and the maladaptation factors that cause it. The theoretical significance of the study lies in the broadening and deepening of the idea of interpersonal conflicts in the process of young teachers' adaptation to the conditions of NUS. Research methods. A theoretical analysis of domestic and foreign scientific sources, active social-and-psychological training (ASPT) served to achieve this goal.*

***Results.** The article deals with the issues of psychological support for the professional activity of teaching staff in the context of the concept of the New Ukrainian School (NUS). The results of young teachers' questionnaire survey are presented and their queries, needs, expectations regarding different forms and methods of psycho-correction assistance in resolving interpersonal conflict are identified. A system of methodical techniques aimed at deepening the study of the classification of young teachers' intrapersonal conflicts in the process of their adaptation to the conditions of NUS is developed. The advantages of ASPT method over other forms of group work on the implementation of the basic strategies of psychological support of educational activity are analyzed. Conclusions and prospects for further research. So, from our point of view, it is precisely ASPT method in combination with classical research opens up new opportunities in the study of issues of solving intrapersonal conflicts. Its advantage over other forms of group work is that the training is based on the material of its participants'*

spontaneous activities, which allows to study the mechanisms of internal conditionality of behavior.

Key words: *the New Ukrainian School, a teacher, psychocorrectional assistance, an intrapersonal conflict, maladaptive factors, communicative tolerance, psychological competence, active social-and-psychological training (ASPT).*

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Formulation of the problem. Adoption of the Law of Ukraine “On Education” defines new requirements for the training of highly qualified teachers of the New Ukrainian School. The main driving force in the effective changes of the educational process of the educational establishment of the New Ukrainian School is the teacher’s personality and his/her willingness to perceive the new and to act in a new way. The New Ukrainian School needs a new teacher who can become an agent of changes. It is quite understandable that these principles must be brought to life by young professionals, as it is upon them that the spiritual health of future generations and the future of Ukraine depend. The requirements for vocational training and activity of elementary school teachers are changing significantly in the context of modernization of the education system in Ukraine, since “the real knowledge of children’s potential opportunities, forecasting of needs and models of personality development should be the basis of all transformations in education” [1]. The search for optimal ways of professional training of teachers of the New Ukrainian School is conducted in the context of modern educational paradigms (cultural, value, competence, etc.).

Relevance of research. The educational reform “The New Ukrainian School” (NUS), introduced by the Ministry of Education and Science of Ukraine, is conditioned by the requirements of the time and approved not only by the authorities, European partners, but also by Ukrainian society as a whole [2]. The concept of the New Ukrainian School envisages a systematic transformation, the main purpose of which is to achieve a new, high quality of education at all levels [3]. The formula of the New Ukrainian School envisages a new role for the teacher, who should become an agent of changes and be motivated for a continuous process of professional growth [4]. That is why the problem of training and becoming a creative, conflict-free personality of a teacher – a professional, is of great importance. As it is known, the teacher’s personal problems directly affect his communication with others. Psychological research has shown that optimizing the perception of the teacher’s personal “I” also contributes to the emergence of his willingness to perceive others. The teacher’s personal destruction, which determines the disfunction of communication, can be expressed in masked neurotic symptoms, which are often not recognized by him/her. However, irrational components begin to dominate in the behavior. For the most part, the consequences of an intrapersonal conflict are affected by the young teacher’s consciousness: feelings of tension, anxiety, expectation of failure, increased aggression, etc. Such destructive manifestations of the psyche, which are generated by the action of intrapersonal conflict, lead to the initiation of conflict with colleagues, students [5]. This fact determines the objective need to find

ways and means to provide the young teacher with effective psychological help in forming the necessary personal qualities. Therefore, it is so important that professional training for work at the New Ukrainian School should not be limited to the acquisition of knowledge, but would provide the teacher with the tools to know themselves, other people in the process of communication.

The connection with scientific and practical tasks is to investigate the specific links between the preparation of young teachers for work at the New Ukrainian School and the personal issues related to intrapersonal conflict. The results of young teachers' survey are presented and their queries, needs, expectations regarding different forms and methods of psycho-correction assistance in resolving an intrapersonal conflict are identified. The advantages of the method of active social-and-psychological training (ASPT) over other forms of group work on the implementation of the main strategies of psychological support in young teachers' training for work at the New Ukrainian School are analyzed.

Analysis of current research. The analysis of scientific literature allows us to determine a young teacher's training for work at the New Ukrainian School as a system of content-and-pedagogical and organizational-and-methodological measures aimed at shaping the future teacher's personality. According to scientists who study the theory and methodology of vocational training, the priority form of development of the education system should be the creation of integrative courses that reflect the dynamism of the modern scientific paradigm [6]. Various aspects of the problem of young teachers' intrapersonal conflicts, their sources, ways of their overcoming have been the subject of study by both domestic and foreign scholars. At the same time, a number of theoretical and applied aspects of this problem remain to be not enough understood. Particular attention is required, in particular, to identify the maladaptation factors that predispose a young teacher's intrapersonal conflicts in the process of his/her training for work at the New Ukrainian School, to develop corrective measures to improve young teachers' training to work in new conditions.

The purpose of the article is to substantiate the need for corrective work on the prevention of young teacher's intrapersonal conflict in the context of modern educational paradigms, the factors of his/her professional formation in preparing the implementation of the New Ukrainian School concept.

Research methods. A theoretical analysis of domestic and foreign scientific sources, an experimental study of the level of anxiety by Spielberger-Khanin (SK), individual counseling and active social-and-psychological training (ASPT) served to achieve this goal.

Presenting main material. The pedagogical labor market nowadays is rather unbalanced and, as a consequence, the need of educational institutions in specialists of different pedagogical activities and qualifications is not sufficiently satisfied. Realizing the directions of his/her professional activity at the New Ukrainian School, the young teacher mediates between the child and the school staff, between the child and society, between the child and problems of socially approving behavior, and sometimes between the child and his/her parents. He should be the bearer of education, culture, role model, source of life knowledge and social experience, an

assistant for pupils in developing strategies of life-building and solving problems of life situations, a leader in their social upbringing and mastering key competencies for life. This fact determines the objective need to find ways and means to provide the young teacher with effective psychological help in forming the necessary personal qualities. Therefore, it is so important that professional training would be not limited to the acquisition of knowledge, but would provide teachers with the tools to know themselves, other people in the process of communication. The reasons for the lack of unity with oneself, the inner integrity are differently interpreted in modern and foreign Psychology. Psychoanalytic ideas about unconscious causes and sources of intrapersonal conflicts are popular [7; 8]. According to them, the opposing forces are “It”, “Ego”, “Super-Ego”. Representatives of other theories of personality in their own way interpret the causes of intrapersonal conflicts, namely as: inferiority complex that resists the pursuit of perfection (A. Adler) [9]; incompatible neurotic needs that at the same time induce a person to strive for other people, to be aggressive towards them and to want to be independent from them (K. Horney) [10]; psychological crises that arise in the process of formation of identity (E. Erickson) [11]. The leading in the process of a young teacher’s training is his/her ability to become self-aware, manifestations of protective tendencies, conflict, generated by the internal contradictions of the “I” structure, etc. This fact determines the objective need to find ways and means of providing the young teacher with effective psychological help in forming the necessary personal qualities. In order to change a person’s negative qualities, it is necessary to include him/her in such communication, which will allow to investigate himself/herself, to clarify and solve his/her problems related to intrapersonal conflict, that is, with unconscious aspects of his/her own psyche.

The method of active social-and-psychological training (ASPT), developed by the academician of the National Academy of Pedagogical Sciences of Ukraine T. S. Yatsenko [12] opens a new opportunity in the study of a young teacher’s intrapersonal conflict. Its advantage over other forms of group work is that the training is based on the material of the spontaneous activity of its participants, which allows to study the mechanism of internal conditionality of behavior. In the heart of the functioning of ASPT groups is the participants’ desire to master the process of their own self-cognition and cognition of another person by means of psychodiagnosis. All this provides positive self-changes and, therefore, increases the young teacher’s responsibility for his/her behavior [5]. For optimal training for the teaching profession it is not enough to have professional (standard) knowledge, but it is also necessary to have reflexive (social-perceptual) knowledge and psychological tools of knowing oneself and another person (pupil) in the process of communication [13]. Our research in the ASPT group allows us to establish the relationship of the category of relations with internal conflicts. The latter give rise to the destruction of the personality, manifested in self-centered tendencies, selfishness of relations with other people, tendency to discredit the importance of another person (pupil), distortion of reality, etc.

Fixing intrapersonal conflicts often gives an infantile connotation to relations. The stability of relations is counterproductive due to the standardization of the behavioral manifestations inherent in such a conflict. Thus, the psychocorrection of a young teacher's personality traits requires the use of methods that would offset the negative effects of internal conflicts related to the unconscious aspects of the psyche. Psychodiagnosis in the ASPT group, due to its dynamics, is procedural in nature and allows painless detection of maladaptation manifestations of a young teacher's behavior in the communication situation. These manifestations are offset by the very atmosphere of communication within the ASPT group, which is characterized by the democratization of relations, their humanization, equality of positions and partnership in relations. That is why the use of the active social-and-psychological training (ASPT) method has allowed us to raise an important issue related to the identification of the personal problem of the subject, which is based on a certain stabilized internal conflict. The personal problem is unsolved for the subject without outside psychological help. Thanks to the system of "psychological protections" is subjective integration of the psyche, which is reflected in the illusory adaptation of the teacher's personality to colleagues and pupils.

The expansion of the process of self-awareness does not occur immediately and is carried out in accordance with the accuracy of psychodiagnosis of personal prerequisites for maladaptive behaviors, distortion of social-and-perceptual information, discrediting the significance of "I" of other people, attitudes towards them (tendencies of aggression and ill-will and ego [6]. For young teachers with manifestations of intrapersonal conflicts, there is a great loss of energy, depleting forces, the nervous system, drawing them into the cycle of unproductive interpersonal manipulations, and increased levels of anxiety. In order to change this state, one must allow oneself to explore, to find out and to solve your personal problems related to the unconscious aspects of one's own psyche. On the basis of Bohdan Khmelnytsky National University at Cherkasy at the Educational-and-Scientific Institute of Pedagogical Education, Social Work and Arts research-and-experimental work was carried out to determine the need for corrective work on the prevention of a young teacher's intrapersonal conflict during the preparation for implementation of the "New Ukrainian School" Concept. 150 teachers participated in the experiment. Consideration of the essence of young teachers' intrapersonal conflicts, the parameters of their manifestations allowed to offer methods of detection of this state by methods of psychological testing in the process of active social-and-psychological training (ASPT). To do this, we used a block of psychological techniques that include Spielberger-Khanin's diagnosis of anxiety level, T. Leary's interpersonal relationships, M. Rokich's value orientations, LSI psychological protection mechanisms (by R. Plutchik), and character accentuations by K. Leonhard, K. Thomas' behavior styles in conflict situations.

The results obtained in young teachers' pilot survey before and after work in the ASPT groups led to the conclusion that corrective work leads to 69 per cent reduction in anxiety level in the "motivational" conflict; 55 per cent – in "role" conflict; 38 per cent – in conflict of "inadequate self-esteem"; by 50 per cent – in

case of “moral” conflict; 27 per cent – in case of conflict of “unfulfilled desire”; 49 per cent – in case of “adaptation” conflict. That is, the overall level of anxiety in young teachers in a state of intrapersonal conflict has significantly decreased from 68,9 per cent to 20,8 per cent.

Thus, active social-and-psychological training (ASPT) opens the possibility to diagnose the global preconditions for maladaptation manifestations of the psyche caused by intrapersonal conflicts. The personal problem is unsolved for the young teacher in the period of training for the conditions in the New Ukrainian School without outside psychological help. The method of active social-and-psychological training (ASPT) activates the processes of self-awareness and autopsychocorrection, which, in its turn, reduces the level of anxiety and intrapersonal conflict in general. Psychodiagnosis in the ASPT group, due to its dynamics, is procedural in nature and allows painless detection of maladaptive behaviors in conditions of intrapersonal conflict in the situation of communication, to reduce the level of anxiety [6]. The essence of psycho-corrective work among young teachers with intrapersonal conflicts in the process of their training for working conditions in the New Ukrainian School is to expand the possibilities of self-realization and achievement of the desired goals, to prevent destructive behavior in communication with other people, colleagues, and students.

Conclusions and prospects for further research. Therefore, the necessity of corrective work on the prevention of the young teacher’s intrapersonal conflict in the context of modern educational paradigms, factors of his/her professional formation in preparing the implementation of the “New Ukrainian School” Concept was experimentally proved. The results of the included observation during ASPT groups suggest that such training contributes to the harmonization of the system of relations, and the awareness of the personal structure occurs at the level of constructive changes in the direction of solving the young teacher’s intrapersonal conflict during his training for working conditions in the New Ukrainian School, which greatly facilitates the process of his/her professional development. Therefore, psycho-corrective work on the prevention of intrapersonal conflicts will help to increase professional competence; to strengthen self-belief and self-acceptance; develop professional skills; to form the adequacy of expectations; to develop “psychological immunity” as the ability to establish personal and professional boundaries of communication; to achieve realistic goals; to elicit the ability to critically evaluate and quickly adopt new approaches to solving professional problems; to create professional self-awareness, personal and professional reflection. The study does not exhaust all aspects of the problem raised, the importance and relevance of which determines the need for further conditions that ensure the effectiveness of future teachers’ professional training. That is why the method of active social-and-psychological training (ASPT), in combination with classical research, opens up new opportunities in the study of the issues of solving young teachers’ intrapersonal conflicts in preparation for work in the New Ukrainian School. Its advantage over other forms of group work is that the training is based on the material of its

participants/spontaneous activity, which allows to study the mechanisms of internal conditionality of behavior.

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3.21. FROM THE EXPERIENCE OF TEACHING “PEDAGOGICAL EXPERIMENT AND MATHEMATICAL STATISTICS METHODS” COURSE TO THE THIRD (EDUCATIONAL AND SCIENTIFIC) LEVEL OF HIGHER EDUCATION IN 011 “EDUCATIONAL, PEDAGOGICAL SCIENCES” SPECIALTY STUDENTS

Abstract. *The article defines pedagogical experiment as an empirical method of research related to seeking cause and effect relations of pedagogical phenomena or processes being studied, which implies significant effect on the pedagogical phenomenon or process by creating new conditions conforming to the purpose of the research. It systematizes the views of scientists on the characteristics, object, purpose, classification, structure of pedagogical experiment, as well as presents the author’s program of “Pedagogical Experiment and Mathematical Statistics Methods” course for postgraduate students studying 011 “Educational, Pedagogical Sciences” specialty. The article outlines the number of issues proposed to be considered within the following topics: “The Essence, Tasks and Types of Pedagogical Experiment”, “Planning and Organizing a Pedagogical Experiment”, “Basic Concepts of Mathematical Statistics”, “Statistical Hypotheses and General Rules for their Testing”, “Non-parametric Testing”, “Parametric Testing”, “Correlation Analysis. Correlation Coefficient”. It not only provides the tasks for individual work of postgraduate students that will help them to master the course of the given program, but also substantiates the necessity of using this course while teaching students of the third (educational and scientific) level of higher education.*

Keywords: *pedagogical experiment, mathematical statistics method, third (educational and scientific) level of higher education student, 011 “Educational, Pedagogical Sciences” specialty, course program, tasks for individual work.*

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Problem statement in general. The main factor in the further social and economic development of the country is improving the quality of education of its citizens that stimulates the interest in pedagogical science, along with conducting various pedagogical studies including experimental ones. The latter requires the scientists to have particular knowledge and skills in planning and organizing pedagogical experiments, as well as ability to properly select and apply mathematical and statistical methods of analysis and prove the reliability of its results.

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Presenting the basic findings. Pedagogical experiment is an empirical research method closely related to seeking cause and effect relations of the pedagogical

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phenomena or processes being studied, which implies significant effect on the pedagogical phenomenon or process by creating new conditions conforming to the purpose of the research. The object of pedagogical experiment is phenomena or processes selected for research that constitute the issue being studied [8, p. 42], aiming at providing a reasonable idea of the overall final or intermediate results of scientific search [8, p. 53]. In pedagogical literature [2; 3; 5; 7; 8] there are different classifications of pedagogical experiment: by the branch of pedagogical science – didactic, educational experiment, the experiment on problems of managing educational institutions; by conditions of conducting – natural, laboratory, model experiment; by the examinees being aware of the experiment – open, closed (pure) one; by the ultimate goals of the study – ascertaining, forming (transforming), controlling, piloting, verifying (clarifying) experiment; by orientation – absolute, comparative (by the logical scheme of proving a hypothesis – consistent, parallel, based on the principle of single difference, single agreement, related changes), direct, cross, multiple experiment; by the controlled values – passive or active experiment; by the number of varying factors – one-factor, multi-factor experiment; by the number of variables under study – one-dimensional, multidimensional experiment; by the number of respondents covered by the survey – individual, collective experiment. Scientists consider a hypothesis, confirmed or rejected in the course of conducting the experiment, as essential sign of pedagogical experiment, along with experimental situation, i.e. the conditions of the experiment under which the experimenter is able to confirm or reject the hypothesis [10, p. 19]. Psychological and pedagogical literature identifies certain structural components of the experiment as the stages of its conduct. Thus, T. Krystopchuk and S. Sysoieva distinguish preparatory and research stages, the stage of processing the results, interpreting the data and formulating the conclusions, as well as the stage of implementing the results [8, p. 10]. O. Khudolii discriminates the stages of theoretical analysis, preparing the experimental situation; experimental research itself (ascertaining, forming and controlling experiments); interpreting the data received, statistical processing the results of the corresponding values measurement, testing the statistical hypothesis of the study, registering the research results; introducing the latter into mass practice [10, p. 19–20].

One should emphasize that carrying out experimental research involves conducting ascertaining, forming and controlling experiments. Controlling experiment allows you to establish (ascertain) and analyze the state of the object under study, as well as predict developing the properties of the phenomenon being studied; it involves selecting the experimental and control groups, measuring and comparing the indicators of the initial level of the object under study being formed, along with aligning the basic conditions of the experiment in these groups. Forming experiment requires creating new experience among the participants of the pedagogical process under study, it allows you to prove what factors may facilitate achieving the positive results needed and provides for organizing the activities in the experimental groups with implementing the experimental factor conforming to the hypothesis, without this type of experiment being used in control groups. Controlling

experiment is applied to prove forming experiment being effective and involves identifying and comparing the indicators dynamics of the research object's level of formation in the experimental and control groups. It is at the ascertaining and controlling stages when the indicators of the object under study are measured. The results obtained here are random variables influenced by various factors, namely: experimental ones, introduced by the experimenter to the educational process on purpose and according to the study program; and the related ones, which indirectly affect the final results of the experiment. To prove the scientific results of the experiment being reliable (plausible), i.e. to prove that "the result obtained is always achieved for particular class of objects under conditions given" [8, p. 80], one shall use mathematical statistics methods. Therefore, knowing the theoretical foundations of organizing a pedagogical experiment, mathematical processing of its results and applying them successfully are considered to be an important component of the researcher's professional competence. The purpose of teaching "Pedagogical Experiment and Mathematical Statistics Methods" discipline is to develop the ability of the third (educational and scientific) level of higher education students to carry out pedagogical experiment and to use mathematical statistics methods to process and interpret the experimental data obtained.

In the course of studying the discipline, postgraduate students are expected to achieve particular program results in specific modules.

Module 1. Pedagogical Experiment as a Research Method.

Topic 1. The Essence, Tasks and Types of Pedagogical Experiment.

The essence and features of pedagogical experiment. Its purpose and tasks. The object of study in pedagogical experiment. The factors affecting the effectiveness of a pedagogical experiment. Disparity of factors. Classification of pedagogical experiments.

Topic 2. Planning and Organizing a Pedagogical Experiment.

The levels of pedagogical experiment: all-Ukrainian, regional, municipal (city, district), educational institution and individual level. The procedure for conducting a pedagogical experiment at the educational institution level. The structure of an experiment.

Module 2. Mathematical Statistics Methods.

Topic 1. The Basic Concepts of Mathematical Statistics.

The essence of "mathematical statistics" concept, the purpose of mathematical statistics methods in pedagogical research. The types of measurement in pedagogy: the scale of names (nominative), order, interval scale and the scale of equal relations. Random variables and laws of their distribution. The sample. Dependent and independent samples. Sample volume. Its frequency and frequency range. Random variables mean (mathematical expectation), dispersion, standard deviation, variation coefficient, Mode (M_o).

Topic 2. Statistical Hypotheses and General Rules for Testing them.

The essence of "statistical hypothesis" concept. Hypotheses classification. Null and alternative hypotheses. The principle of practical impossibility. Significance

level. Reliability level. Testing. Testing statistics. Parametric and non-parametric testing.

Topic 3. Non-parametric Testing.

Requirements for applying non-parametric testing. Comparing the results of two dependent (related) samples. McNamara's test. Sign test. Wilcoxon's test. Comparing the results of two independent (unrelated) samples. Pearson's chi-squared test. Kolmogorov-Smirnov test. Computer processing the results of the study.

Topic 4. Parametric Testing.

Requirements for applying parametric testing. Student's test. Calculation methodology for independent (unrelated) samples. Calculation methodology for dependent (related) samples. Fisher's test. Computer processing the results of the study.

Topic 5. Correlation Analysis. Correlation Coefficient.

Correlation analysis. The main purpose of the method. Relationship density (correlation coefficient). Pearson's correlation coefficient. Spearman's rank correlation coefficient. Computer processing the results of the study.

For organizing postgraduate students' individual work in the above modules, particular tasks are provided, among which one can find the following:

- to present theoretical material in the form of a generic table/reference scheme (optional choice), in which to provide: a) definitions, features, tasks, types, levels, structure, procedure of pedagogical experiment, etc.; b) the essence of "statistical hypothesis", "null and alternative hypotheses", "significance level", "reliability level", "testing statistics", "parametric testing", "non-parametric testing" concepts, classification and general rules for testing statistical hypotheses; c) the algorithms for processing experimental data on two dependent/independent samples with the help of particular non-parametric/parametric tests; d) the algorithm for calculating Pearson's correlation coefficient, Spearman's rank correlation coefficient;
- to make a project of their own pedagogical experiment according to the following plan: 1. Description of educational innovation. 2. The object of the study. 3. The subject of the study. 4. The research hypothesis. 5. The purpose of the study. 6. The objectives of the study. 7. The experimental base of the study. 8. The timing of the experiment. 9. The perspective plan of the experiment;
- to deliver a presentation on "Computer Testing of the Experiment Results Being Accurate Using Non-parametric/Parametric Tests";
- to determine what type of scales (of names, order, interval or relations) each of the following measurements applies to: telephone numbers; notes from students' academic progress records; car numbers; academic status (assistant, associate professor, professor) as an indication of belonging to a particular category, as a degree of promotion up the career ladder; metric distance measuring system; weight, height of a person; time needed to solve a problem; chronology;
- to build a frequency range based on the data received on the test results in points: 50; 28; 25; 42; 22; 28; 44; 36; 42; 28; 22; 34; 36; 50; 25; 36; 46; 44; 28; 31; 28; 25; 23; 27; 48; 36; 42; 22; 34; 50; 49; 32; 25; 44; 31; 27; 34; 28; 39; 40;
- to calculate mathematical expectation \bar{x} , dispersion D , standard deviation σ ,

coefficient of variation V , Mode on the basis of the obtained data on how much time it took for 30 students of the experimental class to complete the control task, if within 8 minutes the task was completed by 3 students, within 9 minutes – by 5 students, within 11 minutes – by 10 students, within 14 minutes – by 8 students, within 15 minutes – by 8 students, within 17 minutes – by 3 students;

- to formulate the null hypothesis H_0 and the alternative hypothesis H_1 for each study, to compare if necessary: the level of cognitive independence of students in a particular class at the beginning and at the end of academic year; particular school graduates' level of knowing the economist's professional duties before and after career guidance interview; the IQ and strength of emotional response of particular boys and girls;

- to determine directional and non-directional null and alternative hypotheses regarding their own pedagogical experiment;

- to determine the credibility of the differences in: a) the results of 25 final-year students' interview before and after their vocational guidance, if 3 students answered "I like it" to the question about their attitude to the profession of economist, 6 students answered "I dislike it", 6 students changed their attitude to that kind of occupation to the positive one, 3 students – to the negative one (one shall use McNamara's test); b) the reading speed level of 75 students of the experimental group before and after the author's technique on teaching how to read was applied, if before the formative experiment 8 students showed the high level according to this criterion, after the experiment – 50 students, 37 and 20 students showed the average level respectively, while 30 and 5 students proved to have rather low level (one shall use a sign test here); c) the responsibility level of 38 students in the experimental group and 35 students in the control group after conducting a formative experiment to check the effectiveness of implementing certain conditions to the disciplinary educational process, if 17 students in the experimental group showed the high level of responsibility (with 5 students in the control group), 15 students showed the average level in the experimental group (with 18 students in the control group), while 6 students in the experimental group proved to have the low level (with 18 students in the control group); one shall use Pearson's test (χ^2) here; d) one need to check the relation between children's stubbornness and strict discipline in their families, if among 40 students and their parents participating in the study 15 children and their families were randomly selected, with the first, fifth, ninth, eleventh and thirteenth student having both indicators, the fourth and twelfth having only the first indicator, and the fifteenth having only the second indicator, while other students were not having any of these indicators;

- to select three theses on a subject relatively close to their own research topic at <http://nauka.hnpu.edu.ua/%d0%b4-64-053-04/>, to define the mathematical statistics methods used by the research authors to analyze the experimental data, to prepare a presentation on the basis of these materials and deliver it at "Statistical Methods in Pedagogical Research" seminar and practical session.

Conclusions. Thus, conducting a pedagogical experiment is closely related to seeking cause and effect relations of the pedagogical phenomena or processes being

studied, and involves significant effect on the pedagogical phenomenon or process by creating new conditions conforming to the purpose of the research. In psychological and pedagogical literature a certain amount of knowledge has been accumulated concerning the features, classification, structure, mathematical processing the pedagogical experiment results, etc. Mastering this knowledge and its successful application is an important part of a researcher's professional competence. The "Pedagogical Experiment and Mathematical Statistics Methods" discipline program provided along with the tasks for students' individual work are aimed at developing their ability to conduct pedagogical experiment and use mathematical statistics methods to process and interpret the experimental data obtained.

The prospects for further research. In the future, it is planned to test the program presented, as well as to expand its meaningful content in accordance with theory and practice of pedagogical experiment issues being developed, considering the expediency of studying various modern mathematical statistics methods.

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3.22. MONITORING THE QUALITY OF EDUCATIONAL PROGRAMMES: KEY STAKEHOLDERS AND TOOLS FOR INSTITUTIONS OF HIGHER PEDAGOGICAL EDUCATION

Abstract. *The relevance of the study is related to the need to develop practical ways of implementing the new requirements for accreditation of institutions of higher education by the National Agency for Quality Assurance of Higher Education (NAQAHE). New accreditation criteria require the survey of stakeholders of educational programmes at all the levels to determine the quality of higher education and the correct organization of the educational process. For the first time, the term “stakeholder” for higher pedagogical education is defined in the article, their classification on internal and external stakeholders is presented, it is revealed that the means of their survey are monitoring studies, which provide survey for all stakeholders by the “nest sampling” method. The authors have developed a toolkit for monitoring the quality of higher pedagogical education by the criteria of the National Agency for Quality Assurance of Higher Education, and have offered different questionnaires for monitoring investigations of the quality of higher pedagogical education for different stakeholders of educational programs, including postgraduate students (as an example) as a whole and according to each programme discipline, for lecturers, external stakeholders. The purpose of the article is to define the notion of a “stakeholder” for higher pedagogical education and accurate tools for monitoring the quality of higher pedagogical education by the criteria of the NAQAHE. The scientific novelty of the article consists of the theoretical bases for the survey of stakeholders: pedagogical management approach, theory of participation, systemic, competence, synergistic approaches, the defined concept of “stakeholder” for higher pedagogical education, their classification, functions in the educational process according to their classification, determination of the monitoring studies as major ones in the stakeholders’ survey. The questionnaires proposed for the stakeholders’ survey are of practical importance. The prospects of further research in this direction is to determine the degree of impact of each stakeholder on the quality of educational programmes.*

Keywords: *educational programme, monitoring, institution of higher education, pedagogical education, stakeholders, quality of education.*

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The relevance of the problem of quality of higher pedagogical education is connected with the necessity of introducing the National Framework of Qualifications into the higher education system, preparing future lecturers for work at the New Ukrainian School, based on new standards of the teacher training, new legislation on education in Ukraine. It should be noted that in the Law of Ukraine “On Education” there is a concept of “quality of higher education which means the conformity of conditions of carrying out educational activity and learning outcomes

to the requirements of legislation and higher education standards, professional and/or international standards (if any), as well as to the needs of stakeholders and society, provided through the implementation of internal and external quality assurance procedures". For the first time, besides education standards, the concept of interested sides, also called stakeholders, is being introduced. The stakeholder is a new concept for Ukrainian education, but not new to the global experience of quality assurance in education, business, and engineering. It is the stakeholders of various levels with the help of whom the MES hopes to influence the quality of education through their participation in the licensing and accreditation of educational programmes, the list of international experts to NGOs is identified on the MES website. On the Internet, there are many examples of the various in volume and content of the higher education institutions' provisions on stakeholders and their impact on educational programmes of different levels at universities. It has been found out that different authors understand stakeholders as employers, students, postgraduate students, lecturers, experts, etc. This list can be continued indefinitely, but it must be somewhat limited and have a theoretical basis. Because many people want to give guidance on how to build higher education and modify it for their interests while talking about the quality of education. Therefore, the issue arises about defining the notion of monitoring the quality of higher pedagogical education, the notion of "stakeholder", its functions and the limits of influence in the educational process of the institution of higher education, defining the range of persons who may be stakeholders for the institution of higher pedagogical education (IHPE), their powers, etc. All the changes in higher education are being made today to improve its quality and enter the European space, so stakeholders must work according to certain concepts, mechanisms, standards, etc. This issue is underdeveloped in the theory of pedagogy and requires a separate study.

Analysis of recent studies and publications. Kulyk O. Ie. notes that, in today's context, the success of an educational institution "depends on a timely response to the challenges of the educational services market. To ensure this, it is necessary to create a quality management system for the provision of educational services, which is based on the formation, identification and satisfaction of the needs of service consumers, which provides an educational institution and an assessment of the degree of compliance of these services with the requirements of the state, educational needs of the individual and the regional labour market" [3, p. 3]. Therefore, it is necessary to determine the list of stakeholders based on pedagogical management.

Hrynkevych O. S. [1] points out that the stakeholder is one of the formal institutions of the higher education system, separates external and internal stakeholders and shows their interconnection. The researcher considers students, postgraduate students and managers as internal stakeholders, and applicants and householders, state and regional bodies, graduates, employers, business environment, international educational organizations, educational providers, public, professional associations in education as the external ones. Thus, there are levels of stakeholders in education (from individual to international), their classification depending on the place in the educational process, but there are no criteria for determining them. Other studies reveal different aspects of stakeholders' influence on the educational process,

but without specifying about pedagogical education. Studies of educational management identify qualimetry, surveys, and ranking as leading methods of obtaining information on the service quality [2; 4; 6; 7; 8]. Participation theory speaks of the need to hear everyone's voice, not for being formally involved in the decision making of all the participants in the process about themselves. Thus, it is considered that the education quality is determined today not by the results but the organization of the process [9], as it is proved by the speech of Kvit O. at the meeting of the NAQAHE on the 28th of January, 2020; the means of measurement of the quality is monitoring and the tool is different monitoring investigations which include all the stakeholders. The issue on the notion of monitoring investigation concerning the quality of education for different stakeholders arises.

The purpose of the article is to define the notion “stakeholder” for higher pedagogical education and accurate tools for monitoring the quality of higher pedagogical education according to the criteria of the NAQAHE.

Research methods. The Decree of the Cabinet of Ministers of Ukraine “On Approving the Procedure for Monitoring and Assessing the Quality of Education” offers a mechanism for organizing and conducting quality monitoring at all the levels of education. The quality of education is determined through it being monitored, followed by its being assessed under the standards and forecasting the development prospects and management impacts [5]. The authors of the article have also used the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), which emphasize the importance of self-assessment for educational programmes and universities, for which it is necessary to know the criteria of self-assessment. The criteria for assessing the quality of higher education in Ukraine from the NAQAHE have been also used. The Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) (2015) and DSTU ISO 9001:2009 “Quality Management System. Requirements. National Standard of Ukraine” have also been taken into account. The basic methods of the study are synthesis, theoretical analysis, modelling, generalization, specification, surveys, focus groups, peer review. The theoretical basis for monitoring stakeholders is the pedagogical management approach, participation theory, systemic, competence, and synergistic approaches.

Setting the research material. Based on the analysed sources of the problem and the existing provisions on the stakeholders of educational programmes, it has been offered the authors' vision of the concept of stakeholders of educational programmes and their role in the educational process of institutions of higher pedagogical education (IHPE). The concept is presented this way: stakeholders are interested parties, individuals and legal entities who have a legitimate interest in an organization's activities, that is, to some extent depend on it or may influence its activities, impact groups on the implementation of educational programmes and those persons who represent these interests. Stakeholders in educational programmes of the IHPE provide opportunities for them being implemented, formulate and clarify requirements for educational programmes and their implementation, design requirements for graduates, create conditions for implementing these requirements,

organize themselves to respond to challenges and to solve problems, determine the subject and limit the scope of educational implementation, support the programme implementation team, provide feedback on the quality of educational programmes, and are involved in implementing decisions. The authors distinguish external and internal stakeholders of the IHPE.

The external stakeholders are:

- representatives of state higher education management bodies (the MES, the Verkhovna Rada) and international funds, organizations providing support for educational reforms, the NAQAHE;
- regional education management bodies (regional state administrations, city councils, regional councils);
- public self-government bodies – non-governmental organization by the profile of the institution of higher education (trade unions, professional non-governmental organizations);
- employers (school headmasters, heads of regional departments of national education, heads of town/city departments of national education, heads of police, social services of Ukraine, region, city, etc.);
- specialists-practitioners involved in the educational process in educational and professional programs.

External stakeholders offer wishes for the content of educational programmes and improvement of the organization of the educational process. They can participate in the educational process as consultants, partners, lecturers.

The internal stakeholders are:

Rectors, vice-rectors on scientific-pedagogical work, on educational-upbringing work, deans, academic councils, faculties, heads of departments, scientific-pedagogical staff, additional and teaching staff involved in the implementation of educational programmes;

- university supervisory councils;
- investors, sponsors, philanthropists, university graduates;
- postgraduate and student self-government;
- scientific communities, young scientists' councils;
- trade unions of the University, student trade unions;
- education applicants at all levels, their parents and family members.

The most important internal stakeholders in the aspect of student-centrism are higher education applicants at all levels. All the internal stakeholders provide suggestions for educational programmes, their implementation, methodological support.

Because of the above-presented material, different questionnaires were offered for monitoring research on the quality of higher education for different stakeholders. The criteria were their satisfaction with the educational programme and the conditions for it being implemented, as well as the NAQAHE's criteria on the quality of educational programmes. Here are the examples of such questionnaires for monitoring research concerning satisfaction with the educational programme to gain a PhD scientific degree. In this survey, all those who are engaged in implementing

the programme or consume its educational services take part in the institution of higher pedagogical education. That is, there is a nest sample (all the stakeholders) and 100% of opinion on the quality of the programme.

Questionnaire for Monitoring Research on Satisfaction with
the Educational Programme for PhD Degree

Dear Postgraduate Student!

We ask you sincerely and honestly to answer our questions. Your answers will help to find the right solutions to improve the University's implementation of Higher Education Level 3 (PhD) educational programme. Please, rate (on a 5-point scale, where: 5 – completely satisfied, 4 – more satisfied than not satisfied, 3 – difficult to answer unequivocally, 2 – no more satisfied than satisfied, 1 – completely dissatisfied) the degree satisfaction with the following factors:

- 1) compliance of educational services with the educational programme to your expectations;
- 2) taking into account the postgraduate students' opinion regarding the organization of the educational process, student-centrism;
- 3) the information services;
- 4) the library services;
- 5) the material and technical base of the university;
- 6) work of the University Rectorate in the field of postgraduate students' needs and problems;
- 7) the activities of the department of postgraduate study;
- 8) the activities of the postgraduate students' union, the young scientists' council;
- 9) the speciality curriculum;
- 10) the microclimate at the department where you study;
- 11) the schedule/timetable of classes;
- 12) the organization of the pedagogical practice;
- 13) the scientific supervisor's work;
- 14) the organization of leisure, sports and cultural events;
- 15) the conditions of accommodation in the dormitory;
- 16) catering at the university;
- 17) the content of the educational programme;
- 18) the lecturers who implement the content of the educational programme;
- 19) the content of core disciplines;
- 20) the content of optional disciplines;
- 21) the organization of individual work;
- 22) the rules for admission to training, their availability on the site, clarity and understandability, without discriminatory provisions;
- 23) implementation of the principle of academic freedom;
- 24) the content of the working programmes (till 2019);
- 25) syllabuses;
- 26) implementation of your right to choose and organize the pedagogical practice in the course of studying;

- 27) psychological support of the applicants;
- 28) combination of education and research under the educational program;
- 29) forms and methods of learning;
- 30) provision of internationalization of the learning content;
- 31) control measures and assessment criteria (they are: (1) clear and understandable, (2) valid, i. e. capable of verifying what is planned for being reviewed, (3) made public in advance);
- 32) the procedure for monitoring the results of the educational programme;
- 33) adherence to the academic integrity policy in the educational process;
- 34) conducting classes with the involvement of experts and employers;
- 35) free access to the educational infrastructure and information resources required for training;
- 36) security of the educational environment at the university;
- 37) educational support at the university;
- 38) organizational support;
- 39) information support;
- 40) social support;
- 41) the focus on meeting the special needs of postgraduate students in the university and the educational programme;
- 42) feedback on the quality assurance of the educational programme;
- 43) the content of the educational institution's website concerning the educational programme;
- 44) your scientific studies correspond to the direction of your scientific supervisor's research work;
- 45) the opportunity to be involved in the international academic community;
- 46) opportunities to perform and test your scientific investigations;
- 47) postgraduate self-government;
- 48) ethics of relations and communication of the applicant of the educational level and scientific supervisor.

1. What do you propose to do to improve the quality of education at the university? _____

The following questionnaire revealed the degree of satisfaction of postgraduate students with the work of lecturers for each discipline according to the criteria put forward by the NAQAHE. When designing the questionnaire, the recommendations for the format of the questionnaire itself were used (Pilov P., Svizhevskaja S.).

Questionnaire "The Degree of Postgraduate Students' Satisfaction with Lecturers' Work at Each Discipline"

Dear Postgraduate Student!

Our university is conducting a monitoring study of PhD students' satisfaction with the postgraduate programme and the work of each lecturer in each discipline. Your answers will help to improve the quality of implementation of Higher Education Level 3 (PhD) educational programme. For this reason, we ask you to answer the following questions.

Your citizenship _____.

Specify the form of study (underline): full-time, state order; full-time, at the expense of individuals and/or legal entities; evening, state order, evening, at the expense of individuals and/or legal entities; part-time, state order; part-time, at the expense of individuals and/or legal entities.

Specify the speciality you are studying at the postgraduate courses

Title of the course _____ .

Your lecturer's surname, name, patronymic name _____ .

Please, rate (on a 5-point scale, where: 5 – completely satisfied, 4 – more satisfied than not satisfied, 3 – difficult to answer unequivocally, 2 – no more satisfied than satisfied, 1 – completely dissatisfied) the degree satisfaction with the following factors:

1) the information offered by the lecturer at DSPU is sufficient to be prepared for future professional activities;

2) realization in the tasks of the program of formation of social skills, experience of independent original author's research;

3) by his/her lecturing the lecturer contributes to freely expressing controversial views, taking into account the author's position of the researcher;

4) new, up-to-date scientific information is offered at training classes, with an emphasis on the internationalization of scientific findings;

5) the lecturer clear, logically, reasoned and interestedly presents the material in the format of discussion, problematic presentation, modelling and imitation of professional situations using interactive technologies, elements of distance learning;

6) methods, ways, and forms used by the lecturer are expedient and effective, the postgraduate student has the right to choose the format of execution of independent, individual, creative tasks, reporting forms;

7) the lecturer offers and is consistently guided by the system of his/her requirements and criteria for evaluating the results of educational activities, takes into account the results of non-formal education, informs about the procedure of appeal of the results of final control;

8) the lecturer establishes the necessary contact with students, uses adequate methods of communication and interaction, adheres to the provisions of the student-centrism, tolerance, academic freedom;

9) the lecturer assists in forming the individual educational trajectory, enables to show leadership qualities;

10) the lecturer's language and speech are professional, expressive, optimal in pace and volume of voice, accessible for understanding, allows making the necessary notes;

11) the lecturer stimulates academic creativity, academic enlightenment, participation in public associations;

12) the methodical findings of the lecturer's experience can be taken into account in the further professional activity;

13) the lecturer has got his/her style of teaching which promotes or reinforces your interest in science and future professional activities;

- 14) the lecturer gets you interested in his/her discipline;
- 15) the lecturer stimulates postgraduates' activity, creativity and independent work;
- 16) the lecturer freely presents the material of the educational programme and makes it available;
- 17) the lecturer demonstrates speech culture, possesses oratory skills and an optimal pace of teaching;
- 18) the lecturer orients on practical use in the future profession and scientific search;
- 19) the lecturer uses innovative teaching methods, technical teaching means, multimedia in his/her work;
- 20) the lecturer makes clear and consistent requirements for postgraduate students, objectively evaluates their acquired competences in the discipline;
- 21) the lecturer maintains discipline in the audience;
- 22) the lecturer focuses on assisting in the independent search for postgraduate students, the development of their professional interests;
- 23) the lecturer's behaviour and language comply with the code of ethics;
- 24) the lecturer takes into account the applicants' opinions on the organization of the educational process;
- 25) the lecturer takes into account the applicants' opinions on the organization of the pedagogical practice.

The monitoring study on the lecturer's satisfaction with the PhD educational programme should be conducted separately and in parallel. For this purpose, the questionnaires are offered for the lecturers and heads of departments that provide the implementation of educational programmes for postgraduate studies. Here are their examples.

Questionnaire "The Lecturer's Satisfaction with the PhD Educational Programme"

Dear Lecturers!

The Department of _____.

We ask you sincerely and honestly to answer our questions. Your answers will help to find the right solutions to improve the quality management activity of the University. Please, rate (on a 3-point scale, where: 3 – completely satisfied, 2 – difficult to answer unequivocally, 1 – completely dissatisfied) the degree satisfaction with the following factors:

- 1) the system of the University work in general;
- 2) the material base;
- 3) the information services;
- 4) the library services;
- 5) the repository work;
- 6) the effectiveness of the decisions of the Academic Council of the University;
- 7) the trade union's activities;
- 8) the head of the department's activities;

- 9) the effectiveness of the decisions of the department;
- 10) collegiality in decision-making regarding work with postgraduate students;
- 11) the microclimate at the university;
- 12) ethics of interrelationships in the team;
- 13) working conditions;
- 14) wages;
- 15) the level of postgraduate discipline (being late, attendance, etc.);
- 16) the programme of development of the department and the university;
- 17) the level of the applicants' preparation for studying at postgraduate courses;
- 18) the postgraduate office's work;
- 19) the system of work of the international office with postgraduates;
- 20) the conditions for academic mobility of lecturers;
- 21) social and psychological support for the lecturers;
- 22) organizational support of work with postgraduates;
- 23) the level of independence of postgraduate students in scientific search;
- 24) rules and procedure for admission of students to postgraduate courses;
- 25) conditions for improving the skills of lecturers to guide postgraduate students;
- 26) the opportunity to participate in decision-making at the university regarding work with postgraduate students and improvement of its organization and content;
- 27) the procedure of approval of the postgraduate students' research themes;
- 28) postgraduates' certification procedure;
- 29) academic virtue at the university, the conditions for it.
- 30) What would you offer to change in the content of postgraduate studies?

These are the samples of the monitoring studies of the external stakeholders of the postgraduate courses. It is specifically identified, who can be the external postgraduate stakeholder. We have used the list of stakeholders recommended by the MES on the Ministry of Education and Science of Ukraine's website. At the same time, we have taken into account the authors' understanding of the external stakeholders and their functions when implementing educational programmes, highlighted and presented by us above. The following questions for the external stakeholders in the official letter of the IHPE are offered: What would you offer to improve the content of the educational programme of the scientific PhD degree? What would you offer to improve the organization of learning according to the programme?

Conclusions. On the example of stakeholders for postgraduate courses the authors have made: 1) identification of stakeholders, their classification into external and internal depending on the interest in the educational programme; 2) differentiation and limitation of stakeholders' functions based on their place in the implementation of programmes, the degree of expression of interests in the implementation of educational programmes, identification of groups of stakeholders, 3) questionnaires for monitoring research on the expression of satisfaction and

interest in the educational programme for each of the groups of stakeholders; 4) mechanism for identifying and calculating satisfaction with the implementation of the educational programme. It is used the theoretical basis for the stakeholders' survey: the pedagogical management approach, the participation theory, the systemic, competence, synergistic approaches. The main tool for identifying satisfaction with the implementation of educational programmes is the monitoring studies that do not require a scale of lies, formula calculations, and are based on the nest sample (100% of respondents), which allows hearing the voice of each stakeholder and take into account his/her opinion when adjusting educational programmes, creating the conditions for the implementation of programmes.

The prospects for further research in this direction are to determine the degree of influence of each stakeholder on the quality of implementation of educational programmes, to determine the common and different in the recommendations for programs of the external and internal stakeholder.

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3.23. THE PROBLEM OF HARMONIOUS DEVELOPMENT OF A PERSONALITY BY MUSICAL ART IN THE PEDAGOGICAL HERITAGE OF THE WESTERN EUROPEAN SCIENTISTS OF THE XX CENTURE

Abstract. The article is dedicated to the relevant problem of harmonious development of a personality by musical art in the pedagogical heritage of the Western European scientists of the XX century. The research relevance of preparation for comprehensive harmonious development of a personality by musical art under the conditions of the New Ukrainian School (the NUS) is aggravated by contradictions, such as: between the need for comprehensive development of a personality, the content filling of the educational process by art and creativity and the insufficient level of using acquired national and worldwide experience considering musical art for development of a personality; between the need for significant progressive changes in the music education and pupils education mentioned in the NUS Concept, and the lack of scientific and methodological organization for this process in accordance to the Concept standards.

The purpose of the article is to study and analyze the accumulated experience of the twentieth century Western Europe educators on the ideas implementation of comprehensive and harmonious development of a personality by musical art in the context of the New Ukrainian School requirements.

Research methods: analysis, generalization, systematization of philosophical, psychological, historical and pedagogical scientific works on the problems of aesthetic education, younger generation musical education, standards of the NUS Concept to understand the conceptual foundations of solving the problem.

The scientific novelty of the research is that the authors initially analyzed the experience of Western European educators in harmonious development of a personality by musical art in the context of the New Ukrainian School requirements.

For the comprehensive and harmonious development of a personality, which was proclaimed the main purpose of education in antique, an important component proclaimed the involvement of the child in the world of the beauty, the formation of skills to feel the beauty, to enjoy the interaction with it. A special place in the process of aesthetic education was given to music upbringing and music education. Music was considered a natural means of expression, harmonization with the universe, and the development of a personality spirituality. The ideas of musical education and education were especially developed in the twentieth century. Musical and pedagogical concepts E. Zhak-Dalkoz, Z. Kodai, proclaiming music as a powerful, comprehensive means of a development personality, offered a method of teaching music to a wide audience. The peculiarity of musical education and training was the

shift of emphasis from the methodical development of musical skills to the ability to feel music, to cultivate musical feelings, to develop their own natural means of musical expression (singing, plastic).

Prospective directions of further research are studying of experience of musical world and education of America of XX century for the sake of comprehensive and harmonious development of the person in the context of the Concept of the national Ukrainian school.

Keywords: *harmonious development of a personality, music, musical art, aesthetic education.*

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The problem formation. Nowadays, when in Ukrainian society there is lack of spirituality considering decrease of the cultural level of the youth, decline of morality, criminalization of society, the role and importance of education by musical art gets particular importance and meets the strategic object of the educational policy of Ukraine, including: a child's personality, creating the conditions for its full development and disclosing all its skills.

The priority of solving this problem is exacerbated by the peculiarities of the current economic and socio-cultural state of the country, which significantly exacerbated the problem of harmonious development of a personality.

The research relevance of preparation for comprehensive harmonious development of a personality by musical art under the conditions of the New Ukrainian School (the NUS) is aggravated by contradictions, such as: between the need for comprehensive development of a personality, the content filling of the educational process by art and creativity and the insufficient level of using acquired national and worldwide experience considering musical art for development of a personality; between the need for significant progressive changes in the music education and pupils education mentioned in the NUS Concept, and the lack of scientific and methodological organization for this process in accordance to the Concept standards.

The co-relation of the author's work with the important scientific and practical tasks is that reconsidering the conceptual foundations and directions of comprehensive and harmonious development of a personality by musical art in the pedagogical heritage of the Western European scientists of the XX century and future successful implementation of the NUS ideas.

The analysis of recent research and publications. The idea of a comprehensive and harmonious development of personality through the means of musical art was explored by such scientists: Bodak Ya. [1], Chernova I. V [14], Horman O. P. [14] Shut' M.[18]

The previously unresolved aspects of the general problem addressed in the article. According to the analysis of the scientific works, despite the relevance of the problem of comprehensive and harmonious development of a personality by musical art in the context of the NUS Concept, the perspectives of the using experience of

musical education and education gained in mass school by Western Europe educators remained.

The purpose of the article is to study and analyze the accumulated experience of the twentieth century Western Europe educators on the ideas implementation of comprehensive and harmonious development of a personality by musical art in the context of the New Ukrainian School requirements.

Research methods: analysis, generalization, systematization of philosophical, psychological, historical and pedagogical scientific works on the problems of aesthetic education, younger generation musical education, standards of the NUS Concept to understand the conceptual foundations of solving the problem.

The scientific novelty of the research is that the authors initially analyzed the experience of Western European educators in harmonious development of a personality by musical art in the context of the New Ukrainian School requirements.

Presenting basic material. The significant role of art in the all-round harmonious development of a personality has always been recognized by progressive educators, scholars, philosophers, and various aspects of the problem have been widely represented in scientific work of the past.

It should be notified that even in antiquity, philosophical thought praised the importance of art, and the beauty in general. The first attempts to formulate the definition and meaning of the beauty were made during this period. For example, the religious-mystical characteristic of art was given by Plato in philosophical dialogues. Reflecting on the essence of art, Plato defends the ideas of the Sophists that the art is a kind of imitation. The artist in a certain way tries to repeat, to reflect the phenomena of nature, the uniqueness of the surrounding world. This is especially pronounced in music, dramaturgy, the epic [12, p. 19].

It is interesting to understand the philosopher of the very essence of beauty; “Beauty is the most accurate way of truth; it is the deity in the most accessible to perception” form.

The philosopher noted that not all forms of art imitate the ideas of good and contribute to the elevation of the human mind and soul. Poetry, for example, was considered by the philosopher to be harmful, destructive, and therefore unnecessary and even dangerous for the society. He favoured such arts as philosophical dramas, morally purified hymns and hymns in gods’ honour of the [12, p. 19].

It should be notified that the pedagogical theory and practice of the antique period of was characterized by a special attitude to musical art in education, recognition of its important role for the development of a personality.

Musical art was considered in the so-called triad of “musical arts” (dance, poetry, music).

Outstanding Greek thinkers Pythagoras, Socrates, Plato, and Aristotle recognized the magical power of music influence on a personality, emphasized its ability to develop in a person the desire for the best and advocated the benefits of musical art in education. We think the views of the ancient Greek philosophers (Pythagoras, Aristotle, Plato) to be interesting in regard to the music healing power,

which is able to harmonize the whole universe, nature, human body, to bring order to it, to correct all violations existed.

Music forms the emotional feelings of a person with its main components – melody and rhythm.

Pythagoras believed that a person's ability to adjust to the correct rhythm in various activities, in all his actions, in all his manifestations (“eurhythmy”) is the most important. Thanks to such a rhythmic alignment with the outside world, life, worldview of man with the world in space are harmonized [18, p. 100].

Pythagoras believed that music had a very beneficial effect on health if it was dealt with in an appropriate, “proper” way. He often resorted to this important form of deliverance from ailments, mental or physical. And he called this kind of healing “treatment with music”. In the spring, he arranged the following songs: he sat in the middle of the performer with a lyre, was rounded by those who were able to sing, and with his accompaniment choir performed choral lyrical songs. It was believed that in this way a good, cheerful mood formed, the skills of rhythmic and consistent singing developed, which will contribute to the “grace and eurhythmic” of performers [18, p. 101].

It should be notified that Pythagoras paid special attention to the melody and rhythm of a musical work and recommended to use certain works, considering the emotional and psychological state of the listener, as the most effective means for influencing against a particular state. He divided the melodies into the following categories: against despair and emotions, against irritation, anger, “any mental darkening of an angry soul”, to limit desires.

Singing in such cases was accompanied by dancing. Of all the musical instruments, the preference was given to the lyre, since Pythagoras believed that the flutes had sharp, arrogant and absolutely noble sound [18, p. 102].

The study of historical and pedagogical works [1; 6; 14] showed, the place of music in the education of a personality of the Middle Ages came to the sidelines, since all life spheres at that time were subordinated to religious ideals and traditions. Music, like other forms of art, became a mean of church ritual culture, and the musical tradition was enriched with a new genre – unison choral singing. According to the analysis of historical and pedagogical sources on the problem of research [1; 6; 14], the Renaissance period returned the ideal of a comprehensive, harmoniously developed and educated person. The times were marked by the art flourishing, presented a whole complex of new musical genres (ballad, madrigal, motet, and opera). Music was officially recognized in pedagogical practice: singing schools were opened at Catholic churches, conservatories began to be organized, special institutions for children with musical talent and high skills, who worked on the model of orphan shelters.

In the scientific and pedagogical theories of the XVIII-XIX centuries music and art have been specially developed and has become the subject of researchers' attention. During the period that a digital note appeared which was further developed in the writings of French music and mathematics teacher P. Galen (who started the digital music teaching system). Music was regarded as a special subject for study, a

separate subject for study at school. During the period the first scientific studies of the fine industry were made.

It is believed that the first gave a scientific definition of beauty and aesthetics, as a science – German scientist of the second half of the eighteenth century O. Baumgarten, who regarded the beauty as a kind of cognition in the form of a harmonious combination of individual elements (“Philosophical reasoning of some issues regarding poetic works”, 1735).

At the end of the eighteenth century there were works by I. Winkelman [2], I. Herder [4], G. Lessing [10, 11] which expanded the scope of scientific research, turned to the study of mythology and folk songs. Later scientific research in the field of the beauty became fashionable – even such eminent German philosophers and enlighteners as G. Hegel, I. Kant, F. Schelling, and I. Schiller paid attention to the issues. For example, in his work on aesthetics, G. Hegel defined art from a metaphysical point of view – as objectification and reflection of the absolute spirit in matter [3, p. 75]. F. Schiller considered the beauty as a mean of harmonious reconciliation in man of two elements: the sensual and the most sensual [15, p. 299–301].

Despite the fact that the educating younger generation with the arts has been given special attention since ancient times, from the end of the nineteenth to the beginning of the twentieth century the development of sciences such as physiology, anatomy, psychology has raised research in the field to the new level. Ideas about the importance of art in moral education were widely reflected in the works and lectures of many educators of the period.

E. Prels, for example, emphasized the significant role of art in the formation of moral qualities, but noted that art alone cannot influence the moral and ethical sphere of a person, but makes a strong impression on feelings and emotions. And the aim of aesthetic education is the desire to expand the field of emotional and moral perception and significantly enrich the so-called “sphere of contemplation” with new experiences. According to the author, it promotes the harmonious development of the “spiritual culture” of man and causes “the immediate development of consciousness and the rise of human morality” [13].

V. Huillot considered feelings of “sympathy” as aesthetic pleasure, basis for the development of aesthetic feelings. Ukrainian scientist, teacher, public figure M. Sumtsov, following V. Gyuy, identified such basic elements of the aesthetic feelings development as:

- pleasure arising in the memory of the beauty;
- pleasure that arises in sympathy with the artist, the empathy with his ideas and ideals;
- pleasure arising from the sympathy of the plot, the events invented by the author [13, p. 143].

An analysis of the psychological and pedagogical works of the late XIX – early XX centuries [8; 6; 7; 13; 14] showed that the aesthetic feelings were ambiguous at that time. There was a theory according to which the aesthetic feeling was regarded as the result of the operation of a mechanism that distinguishes between the pleasant

and the unpleasant. It was believed that aesthetic feeling arises from the movement and irritation of the sense organs and the area of the brain that controls perception and motility.

The position of educators and scholars regarding such aesthetic education as music is of interest. Some psychologists of the study period (O. Smirnov) believed that music creates the strongest aesthetic effect, justifying this postulate higher sensitivity of hearing organs than other senses.

The original hypothesis, which explained the emergence of a sense of aesthetic enjoyment of the peculiarities of musical notes, the sound of which is pleasant to hear, was unable. It went against the research of physiologists who proved that the ear is the most complex organ, capable of perceiving and recording many impressions in a short time, differentiate the information received and transmit to the form of signals to the central organ of consciousness, without mixing them with each other.

Very interesting was the theory of G. Helmholtz, who believed that music captures the orderliness of sound elements, the unity of the general plan. G. Spencer's theory, according to which – music was considered to be an organic and emotionally expressed continuation of intonations of human speech was widely spread. [7, p. 185]. Opponents of the theory (K. Guernay, O. Smirnov) argued that G. Spencer mistakenly saw musical properties in speech, there is a connection between music and speech, but not physiological but cultural-historical, music is based on deeper foundations, on special abilities.

Musically-pedagogical theory and practice came to the new level in the twentieth century. Thanks to the views and activities of some prominent teachers. Particular interest is the pedagogical system of music-rhythmic education of the Swiss teacher E. Zhak-Dalkoz. The leading method of creative development of students E. Zhak-Dalkoz considered pliant improvisation, which can be both individual and collective. Pliant improvisation is an improvised creation of moving artistic images for music [5]. It is safe to say that E. Zhak-Dalkoz's pedagogical system was fundamentally new and offered dramatic changes in the organization of music teaching itself. The teacher believed that the primary task of music – emotionality. At the same time, the traditional system of music education was built around special knowledge, skills and proficiency. Returning to music education emotionality, it is necessary to restore the mind-body contact, refer to the body as a powerful tool for the perception and learning of music. The child learns music through body movements, through the expressiveness of his body. The artistic image of the body corresponds to the nature of the musical work, creating a special harmonious combination. A child who learns to convey the character of music by means of plastic receives additional developmental load and educational influence: emotional feelings, ability to perceive, experience, means of imaginative expression develop [5].

Methodologically, the lessons were structured in such a way: first, in the form of play, students performed certain exercises of rhythmic gymnastics, gradually moving to solfeggio, which the teacher called “solfeggio for the body”.

It should be noted that the system of musical and rhythmic education of E. Zhak-Dalkoz consisted of three parts: rhythmic gymnastics, solfeggio, hearing education, musical and plastic improvisations. However, the dominant place in E. Zhak-Dalkoz's system was improvisation as a creativity manifestation. The teacher was convinced that the systematic and constant use of the same musical works, techniques of its teaching blocks spontaneity, and therefore creativity [5].

E. Zhak-Dalkoz's pedagogical system was designed for a wide variety of students and had two levels of difficulty. The first so-called elementary level of complexity required students to develop emotional feelings, the skill to perceive music. The second level served as a basis for further professional musical education.

Music played a special place in the education of Waldorf pedagogy. It is known that its founder was the German philosopher Rudolf Steiner, who substantiated the theory of four spheres of civilization: cognition, art, religion and morality. According to R. Steiner, the essence of science and art are close, because the subject of both science and art is infinite. The difference is only in the final form of expression of the results of the process: scientific knowledge gives us a new idea, artistic creativity – a new image [17]. It should be notified that R. Steiner played a special role in music and preferable among other kinds of art.

He considered musical a kind of mediator between man and the spiritual world, emphasizing that music melody and rhythm make it possible for a person to have full, holistic experiences. Music lays as a kind of emotional and sensual basis for the development of a special outlook, outlook of man. A person who listens to music tunes to the musical rhythm of the work that sounds, responds to it not only by the sphere of the senses, but also by the body [17].

R. Steiner's innovation was the introduction of a new subject – eurhythmy. Eurhythmy is the art of movement, the combination of music, movement and singing. According to the teacher, in this way, the harmonization of personality, musical rhythm obeys all systems of the body.

It should be notified that the characteristic features of the method of music-rhythmic education in Waldorf schools were: the transfer of accents from the external to the internal, personally significant, which contributed to the development of spiritual and spiritual processes in the formation of personality.

The most popular in the musical pedagogical circles of the twentieth century was the system of musical education of the Hungarian composer and teacher Z. Kodai. The peculiarity of this system is the reliance on folk music (the whole process of learning was based on folk-music material), the education of children's musical culture through the active development of their musical skills.

Z. Kodai gave special importance in the system of musical education to singing, justly emphasizing its advantages in hearing development. The teacher noted that it is impossible to teach child music, playing an instrument unless its hearing is developed in singing. Development of musical skills at the initial stage recommended to be carried out exclusively in a game form [9].

Z. Kodai's system is aimed at achieving the goal of comprehensive and harmonious development of a personality, considers musical education an important

component of education in general. He defined that music is necessary for the harmonious development of a human personality and not a luxury that can be dispensed with [9].

It should be noted that Z. Kodai's musical education system has been recognized by the broad progressive community and the music community as effective and promising, and its basic principles and ideas have been the basis of the musical education and training system adopted in Hungary.

Studying the scientific and pedagogical heritage of S. Kodai allowed us to distinguish the main provisions of his concept:

- the basis of effective musical education and training should be active musical activity and systematic practice of music, which brings a true understanding and feeling of music;

- the only “instrument” for music that is accessible to everyone is a voice, singing is an organic, the first manifestation of a person's musical creativity, singing is a natural need for self-expression of inner musical mood, feelings, emotions;

- collective singing, that is, a chorus – a powerful form of cultivation of shared feelings, a particular musical experience, a sense of human community;

- only singing can develop the so-called sound-level hearing, which is the basis of musicality;

- singing a cappella is an effective form for the basic development of musical skills.

The teacher emphasized that the effectiveness and efficiency of teaching music depends, first of all, on the emotional component of the whole process. Singing should capture, influence the soul and heart, develop a child's feelings, and cultivate an understanding of expressiveness and perception of music. If all attention is focused on singing exercises and solfeggio, when all care is focused solely on the purity of intonation – the benefits derived from work are negligible.

The concept of music education by Z. Kodai has been implemented in the education system of Hungary. His ideas regarding choral singing, which should “belong to everyone” and musical culture should become the property of every citizen, were widely used in practice: the desire for choral singing in Hungary became truly popular, general musical literacy; the ability to sing on the notes became inalienable indicators of an educated person.

The base of mass choral culture is school choirs. In elementary schools with children 6-10 years music lessons are taught by a teacher who teaches all the subjects. The teaching of the subject “music” in the 1st class of the school is given half an hour twice a week, in 2–7 classes – two hours a week.

In addition, two hours a week, the pupils do choral singing, and twice a week you can attend orchestra classes. In grades 3–4 there is an opportunity to get acquainted with the music literature and to learn to play an instrument.

Conclusions and results. For the comprehensive and harmonious development of a personality, which was proclaimed the main purpose of education in antique, an important component proclaimed the involvement of the child in the world of the beauty, the formation of skills to feel the beauty, to enjoy the interaction with it. A

special place in the process of aesthetic education was given to music upbringing and music education. Music was considered a natural means of expression, harmonization with the universe, and the development of a personality spirituality. The ideas of musical education and education were especially developed in the twentieth century. Musical and pedagogical concepts E. Zhak-Dalkoz, Z. Kodai, proclaiming music as a powerful, comprehensive means of a development personality, offered a method of teaching music to a wide audience. The peculiarity of musical education and training was the shift of emphasis from the methodical development of musical skills to the ability to feel music, to cultivate musical feelings, to develop their own natural means of musical expression (singing, plastic).

Prospective directions of further research are studying of experience of musical world and education of America of XX century for the sake of comprehensive and harmonious development of the person in the context of the Concept of the national Ukrainian school.

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CONCLUSIONS TO CHAPTER 3

1. The preparation of the future teacher for work in the New Ukrainian School is carried out in parallel with the development and implementation of her ideas and standard. Consequently, all practice research of NUS is relevant and should be immediately implemented in teacher training. Practice is the basis and criterion for making changes to the curriculum of teacher training in higher education. At the same time, it is the basis for testing the hypotheses of pedagogical experiments.

2. The main problems of the New Ukrainian School practice, which are important for the preparation of the future teacher for work in it, are:

- improving the quality of education in general and higher pedagogical, in particular, including through new directions – organization of the educational process on the requirements of the National Agency for the Quality of Education, providing monitoring of the quality of education, taking into account the views of its main stakeholders for this purpose, the introduction of innovative technologies, methods, forms and methods of teaching, updating the content of higher pedagogical education;

- creation of conditions in the educational process of the institution of higher pedagogical education for teaching students inclusive education, comprehensive and harmonious development of children, incl. with special needs, the realization of their rights, ensuring the integration of the content of education, gender equality, ensuring partnership in the interests of the child and the realization of his rights in the interaction of family, school, community, as well as the institution of general secondary education and departments of the Pedagogical University;

- providing in the institution of higher pedagogical education the formation of future teachers of universal research skills, academic integrity, ethics of scientific research, dialogue, introduction of the theory of participation in the educational process, improving the quality of teacher training through teaching future teachers of pedagogical methodology and teaching methods, professional activity;

- preparing the future teacher for environmental education in terms of goals of sustainable development of society, prevention of gender inequality, suicides of children with special needs, prevention of conflicts in the educational environment;

- organization of assimilation of the updated content of higher pedagogical education by students with the purpose of formation of general and professional competences, which are formed and tested by practice in school, introduction of dual education, its methodical provision;

- preparation of doctors for the introduction of general secondary education in hospitals in accordance with innovations in the world;

- organization of student practice of future teachers on new foundations.
- 3. Based on the conducted research and their generalization, it was found that:
 - expedient and effective forms of preparation of the future teacher are dual education in the form of “Day at school”, trainings, environmental center, student projects;
 - updated content of pedagogical education should include integration and intensification of education, issues of inclusive education, pedagogical skills, teamwork, work with children with special needs, social prevention of negative phenomena in the child environment, gender inequality, conflicts in pedagogical issues students on a new basis, in the interests of children and their right to education, with the community, with doctors;
 - scientific support of schools, methodical and methodological training of teachers, teachers and students is important for the quality of education;
 - an effective tool for measuring the quality of teacher education is monitoring through the survey of key stakeholders in educational and vocational programs. It is defined their list and functions;
 - the quality of higher pedagogical education depends on the organization of the educational process, namely through: scientists codes of ethics, the model is proposed for the institution of higher pedagogical education; formation of future teachers and their teachers universal skills of the researcher (academic integrity, ethics of behavior and scientific researches, ability to use methods of mathematical statistics to check the probability of their scientific hypotheses and results of pedagogical experiments, mastering the methodical and methodology of scientific research).

CONCLUSION

The conducted collective scientific research dedicated to the problem of future teacher's training for work in the New Ukrainian School at the level of methodology, theory, practice and the experimental work enable to draw the following conclusions:

1. Nowadays, the reform of general secondary education and higher pedagogical education are two processes that are parallel in time, which requires their connection to correct results and find problems and ways to solve them by working together. Reformation of these levels of education occurs in the context of reforms in both higher education and all education system in Ukraine, in the whole, amid a long military conflict in the east of the country, restructuring of society, economy and coronavirus pandemic. That is why, with limited resources for reforms and scientific researches, more than ever it is important to combine the efforts of scientists of higher pedagogical education and practicing teachers, the results of the reforms and spread of the best scientific solutions and the best pedagogical experience on the problem. There is no time for lengthy consideration, as we need interaction of higher and secondary schools concerning the problem of future teacher's training and professional development of working specialists. All the suggestions should be scientifically substantiated and tested in practice.

2. The study has shown that future teacher's training for work in the New Ukrainian School is based on certain scientific approaches, namely: competence, activity, synergetic, acmeological, anthroposophic, person-centered, gender, project, praxeological, social-educational, system, axiological, historical and cultural. The monograph presents the specific ways of implementation of them in teacher's training. The methodological approaches provide landmarks to select new principles and the content of higher pedagogical education.

3. Besides the principles which exist in Pedagogy traditionally, the principles of the updated teacher education in institutions of pedagogical education nowadays are student-centrism and child-centrism (they are shown in respect and attention to ideas of all people who get education, priority of child's rights in education), connection of theory and practice (it is an example of dual education, interaction of family, schools and community), focus on the problems and needs of children, students etc., principles of science, innovation, legality, integrity of educational process, professionalism of a teacher, his civic and professional position.

4. It has been substantiated for the first time that the content of teacher's training should include such priorities as teacher's health culture, teaching him to learn lifelong, interact with students' parents and community taking into account child's interests and his right for education, teachers' work in a team for the benefit of a child, the organization of educational dialogue in new forms, attention to the external world of a child, his specific features and teacher's psychological culture. It has been proved that teacher's pedagogical skills should become a component of his lifelong learning, along with professionalism.

5. The methodical support for the introduction of the updated content of higher pedagogical education is an urgent need of research and teaching staff, as it provides the practical use of the substantiated ideas. The methods and techniques, selected within the above-mentioned scientific approaches and theories and concepts,

give a tool for solving practical problems. In the monograph, some methods and techniques for the New Ukrainian School have been suggested and improved. They are facilitation, educational dialogue, organization of interaction for the benefit of a child, formation of teacher's digital competence and multilingual culture, students' intellectual skills, dual forms of education, providing psychological and pedagogical support for students, combating negative phenomena among children etc.

6. The system of reconstruction of teacher education should have internal provision of quality of education. It includes attention to ethics in the staff of educational institution, academic virtue, combating discrimination, monitoring opinions of stakeholders of different levels, ability to introspect educational programs to meet current requirements etc. All this, together with the updated content of educational programs and introduction of the effective teaching methods, is the basis or reforms in higher pedagogical education at the level of world requirements and Ukrainian needs.

7. The generalization and study of the practice of teacher's training for work in the New Ukrainian School have provided interesting and rich material regarding the forms, methods and techniques. They are ecological center for students, scientific support by departments of general secondary educational institutions, methods and technique of organization of dual education, inclusive education, programs of teacher's training for various new directions of his activities.

8. The prospects for further researches of the problem are: the theoretical substantiation of professionalization of future teacher's training for work in the New Ukrainian School, his methodical training for grant and project activities, implementation of inclusive education, further democratization of education, interaction with all participants of educational process on democratic and legal grounds, teacher's legal preparation, improvement of quality of education, focus on teacher's health and his civic and professional position, etc.

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