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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. Mezentsseva [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