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

THEORY AND PRACTICE OF INTRODUCTION OF COMPETENCE APPROACH TO HIGHER EDUCATION IN UKRAINE

Monograph

Vienna – 2019

UDC 371
T 77

It was recommended for publication by Academic Council of H. S. Skovoroda Kharkiv National Pedagogical University (protocol № 1 dated 24.01. 2019).

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Theory and practice of introduction of competence approach to higher education in Ukraine : monograph / edit. I. M. Trubavina, S. T. Zolotukhina. – Vienna: Premier Publishing, 2019. – 370 p.

The monograph presents the study of theoretical basis and specific features of introduction of competence approach to higher education, as it is the actual problem of higher education in Ukraine and Europe. Competence approach is a new approach for institutions of higher education in Ukraine. That is why, the monograph presents the history, modernity, Ukrainian and world experience in solving the problem of development and introduction of it. The monograph focuses on revealing the foundations of existence of it in the system of scientific approaches to higher education. The monograph reveals the essence, methods and ways of formation of professional and general competencies of future specialists in various spheres of human activity, and it also specifies their content in profession, specialty and specialization. The work proves the effectiveness of certain technologies, methodics, methods and forms of future specialists' training in institutions of higher education in the context of competence approach. Heuristic technologies, independent work, motivation and stimulation of students, social-pedagogical support, focus on students' life competencies, individualization of education, extracurricular work are among of them. The monograph is designed for research and teaching staff of institutions of higher education, scientists, students etc.

ISBN 978-3-903197-55-8

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PREFACE

Development of higher education nowadays is connected with Ukraine's rapid integration into world space (economic, political, educational, social world space). It is based on common democratic principles, values that are understandable to citizens of all countries and accepted by all of them, competences that are the same for all countries and provide academic and labour mobility for young people, person's free choice of the place of study, residence and work. It leads to the emergence of a competence approach in Ukrainian educational policy, changes in legislation on higher education Ukraine, restructuring of curricula and training programs, coordinating them with European universities, recognition of Ukrainian academic diplomas in Europe, Ukrainian students and pedagogues' participation in international academic mobility according to Erasmus program, learning foreign languages, increase in supporters of academic integrity in Ukrainian institutions of higher education, democratization of society and Europeanization of consciousness of the Ukrainians, formation of their subjectivity in their life and life of the country. That is why, the competence approach is broad in influence on life of the country; it changes consciousness of both young people and pedagogues, employers, takes into account their views on professional training in institutions of higher education and implements a state order for the training of a certain number of specialists. This approach is based on professional functions of specialists, their professional tasks, which students learn to perform when studying certain subjects, acquiring competencies defined by these tasks. It also takes into account the requirements for thinking and personality of a specialist with higher education. It is carried out through a set of key (general competencies) which mean training for making decision that may be needed in everyday life and work, creativity, acquiring leadership skills, developing new systems and views on problem solving, caring for quality, ethical views, ability to interact etc. These new practical, social and creative views on training specialists distinguish it from the previous training that was based on knowledge paradigm and included implementation of the material theory of learning content (that theory comes historically from real schools of the Russian Empire). The competence approach combines the material and formal theory of learning content, provides such training which entails comprehensive and professional development of a specialist, orientation of this training to student's zones of the nearest and future development. Being a new approach in higher education, the competence approach requires versatile development at all levels of theory and methodology, creation of methodical tools for implementation of it, taking into account the specialty and level of training of students. The proposed monograph is dedicated to these problems.

Doctor of Pedagogical Sciences, Professor S. T. Zolotukhina

INTRODUCTION

The current state of economic and social development of Ukraine requires close integration into the world community, in particular, in Europe, which provides international mobility of people in labor, education. It provides greater horizons for cooperation with overseas organizations and enterprises, unites people with the common values – of democracy and a culture of peace. One of the guarantees and conditions of entrance our country into the world community is a competent approach, which is used by all the European countries. Nowadays the competent approach is recorded as the basis and principle of schooling in higher and secondary education institutions in Ukraine. According to G. Selevco [4], the competence approach means a gradual reorientation of the leading educational paradigm with the prevailing translation of knowledge and the formation of skills for creating conditions for mastering a complex of competences, which signify the potential, the ability of the graduate to survive and sustain life in the conditions of a modern multidimensional sociopolitical, market and economic, information and communication intensive space. That is, the competence approach is aimed at forming a competitive specialist during his studying at a higher education institution, who is viable for trials and changes in society, socialization and successful adaptation in the workplace and in any team. Today, the competence approach is the basis for the development of curricula and programs in modern educational institutions. It is the basis for their comparison and granting of "double" diplomas and recognition of our diplomas abroad at employment. Implementation of the competence approach requires their new development, orientation in higher education on the professional and general (key) competencies, taking into account its features. According to V. Kremen, today the generally accepted in the world of higher education there is the division of competences into two groups: "subject-specific (professional) competencies (subject specific competences) and general competencies (generic competences, transferable skills). In accordance with the definition, the first groups depend on the subject area, they determine the profile of the educational program and the qualifications of the graduate, they make each educational program individual. But there are other, equally important competencies that a student acquires during the implementation of this educational program, but they are universal, not tied to the subject area of – character. These are, for example, learning ability, creativity, fluency in foreign languages, basic information technologies, etc. Although these general competences must be balanced with special competencies, their development must be planned in the development of educational programs. The study of general competences was one of the most important tasks of the Tuning project. The results and recommendations received in this study is a list of the most important general competencies which are widely used in the world for the creation of educational programs. Note that if professional competencies are formed when students study separate educational disciplines, reproduce professional functions and tasks, so that general competencies are formed during the study of discipline cycles, extra-curricular work for a long time. They may be new for teachers of higher education

institutions who themselves are not fully know these discipline cycles. Therefore, students' professional competencies formation can be difficult for them.

V. Kremen classified general competence as the Europeans in three categories: 1. Instrumental (cognitive, methodological, technological and linguistic ability); 2. Interpersonal (communication skills, social interaction and cooperation); 3. Systemic (a combination of understanding, responsiveness and knowledge, the ability to plan changes to improve systems, develop new systems). We can note that it is precisely systemic competence that is the highest level of assimilation and application of the new things. Although the first two types of competencies are aimed at reproducing the inflated cognitive experience of mankind, on reproduction, and systemic category is aimed at the creation of new experiences and new ways of action, creativity, meeting the new needs of mankind. Thus, the introduction of a competence approach to higher education will promote the development of society and raise it to a new level of civilization. Note that J. Raven [2] disclosed the peculiarities of the implementation of the competence approach in education: 1) regarding the ability of teachers to manage individualized educational programs focused on the development of basic students' competencies; 2) in relation to students: to demonstrate their abilities, to observe their formation in the process of development and to gain recognition of their own achievements; 3) to ensure the teachers' ability to recognize their achievements in the study and evaluation of their pedagogical activities; 4) on the organization of pedagogical diagnostics in order to improve educational programs and educational policy in general; 5) to implement an effective human resources policy based on more effective procedures for vocational training, employment and further professional development of professionals, and the implementation of such a recruitment policy that fosters the involvement of worthy candidates for influential positions in society and the rejection of inappropriate ones. This means that the introduction of a competence approach to the higher world requires the creation of special organizational, managerial, psychological, pedagogical, political, legal, conditions for it to work effectively in our institutions of higher education, requires its philosophical reflection to clarify the principles of a new higher education.

The studies note that the basic requirements for competencies today are following: they must be clear, accessible for measurement, reflect the purpose of education and professional activities, be different for different levels of education, be subject to classification and form both in the process of classroom and non-auditor work, including educative work, in the institution of higher education.

This monograph is aimed to solve these issues and identify a variety of conditions for the introduction of a competence approach. Its purpose is a comprehensive substantiation of the theoretical foundations, essence, features, technologies, techniques, various conditions for the introduction of a competence approach to higher education and the demonstration of examples of achievement of the specified requirements for professional and general competencies by example of researches of specialists of different branches, generalization of experience of their work. This leads to the presence of several sections of the monograph: introduction, theoretical substantiation, sections on the formation of professional and general

competencies, technologies and methods of their formation, which include psychological, ergonomic and other principles of the mentioned approach, theoretical analysis of historical, comparative and domestic experience with its implementation.

P. S. ***Authors are responsible for the content and translation of their articles.***

Doctor of Pedagogical Sciences, Professor I. M. Trubavina

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CHAPTER 1. THEORETICAL BASIS OF INTRODUCTION OF COMPETENCE APPROACH TO THE SYSTEM OF HIGHER EDUCATION IN UKRAINE

1.1. THEORETICAL FOUNDATIONS OF PSYCHO-SYNERGETICS AS THE PSYCHOLOGICAL PRINCIPLES – THEORETICAL AND PRACTICAL INTRODUCTION OF THE COMPETENCE APPROACH IN HIGH EDUCATION OF UKRAINE

UDC 159.923:378

Yershova-Babenko I. V., Kryvtsova N. V.

Abstract. *The article presents the psychosynergic approach as a basis for introducing a competent approach in high education in Ukraine. The psychosynergic approach has been developed on the interdisciplinary field of psychology, synergetics, philosophy and the humanities and has some results in terms of creating a conceptual theoretical model of the human psyche, based on a synergistic worldview and methodology. This allows us to identify new features of the human psyche, its properties and characteristics as a nonlinear complex self-organizing environment/system. Therefore, this approach deserves attention in the field of education. The complexity, non-equilibrium, nonlinearity of the development of modern educational space is a reflection of the complexity, variability, and chaos of the modern socio-cultural world. The psychological principles of a competent approach in high education are aimed at the formation and identification of those psychological problems that have arisen today with modern youth. These are the problems of harmonization of the internal and external environment, the ecology of the psyche, human-dimensionality, etc., which are presented in psychosynergy.*

Key words: *competency approach, synergetics, psychosynergetics, non-linear self-organizing environment/system, psychodimensioned system*

Formulation of the problem. Competency approach implies, in our understanding, the existence of a person at several levels, components and mechanisms that can be generally called the "competence" of some kind and level. For research in this aspect, we need some conceptual model, the theoretical basis and the idea of "human competence" in one or another field or its "competence activities". To build it up to a person allows the presence, firstly, of competences of different order – social, personal, professional, psychological, mental, and other. Secondly, such synergistic competencies as "brain-mind-psyche" (in terms and from the positions of psychosynergetics), which determine the nature of their derivatives. Together, this can be the basis for the theoretical and practical introduction of a competent approach, they interpret in the context of psychosynergetics. In this case we are talking about the sphere of higher education of Ukraine. There are theoretical and practical prerequisites in the form of publications, experimental studies and dissertational proofs.

The purpose of the article. To solve the problem posed in the above-

mentioned key, psychosynergetics (synergetic approach to understanding the psyche as a system of synergistic order, and, accordingly, personality, cognitive and other types of activities), its conceptual model "a Whole in a Whole/a Whole-in-whole" is presented, which includes the integrity, complexity, nonlinearity, and its derivatives, as well as the theoretical foundations of psychosynergetics, their validity as the theoretical and conceptual foundations of scientific psychology, as well as its practical aspects (the "Creative Power" method, the diagnostic and corrective and developing techniques) [7; 8; 9; 10]. The urgency of the research grows in the conditions of the necessity of adequate human behavior, which, on the one hand, is conditioned by human state, and on the other, professional, cognitive, adaptive and communicative competencies. In the complex, they can be called *personal competencies,* which include others.

The first step of psychosynergetics in the direction of development of the hypertheory of the psyche and the study of the behavior of self-organizing psychodimensional systems was made by us in the monograph "Methodology of the study of the psyche as a synergistic object" (1992) [12]. The first task of this theory, as well as of any scientific theory, was a comprehensive analysis of the variety of facts associated with the subject area of psychology, which could give the key to understanding everything else. The second is to create a new concept in order to compile these facts on its basis. The concept of the human psyche as a hyper system or a hyper-environment of a synergetic order with a hypercomponent, self-organizing for different levels, as well as its behavior, allowed us to redefine the theoretical foundations of modern psychology, and in the future develop practical questions based on these principles – the "Create Power" method and the technique of diagnostic, adjusting and developing aspects. (Studies have been confirmed experimentally and dissertationally) [12; 13; 14; 18].

The main idea of this research in the field of psychology and the circle of methodological aspects is the creation of a conceptual model of psychosynergic strategies of human activity, the concept of information and emotional environment, the concept of existential axial centering and unity of existential fractality of the psyche (mind), brain and body/body at various levels (including the hypercomponent of the Whole) in different phases and dimensions, which are part of the theoretical foundations of psychosynergetics, considered as the psychological foundations of the theoretical and the practical introduction of a competent approach in higher education in Ukraine [13; 19].

That aspects, idealizations, initial concepts, "which can give the key to understanding everything else" in psychosynergetics hyper compose (system/environment) theory are:

1) representation of the psyche as a synergetic object – a hyper-system and hyper-environment of a synergetic order (open nonlinear self-organizing) with a phase structure (based on the synergetic nature of the different components of the psyche – bio-, physiological, psychological, physical) and hypercompose (HCPsyche's-theory);

2) conceptual model "the Whole in the Whole/the Whole – in the Whole", including integrity and non-linearity, complexity and environmently or a

philosophical category (idealization, principle) and its derivatives;

3) concept of the different level axial centering of the such whole: axial human-spatio-temporal centering (HSTC) with respect to the body, brain, person, mind, social (physical, chemical, biological components of the psyche in the intravital phase); spatial-temporal man-measured centering (psycho- and socio-measured components of the psyche in the intravital phase) and hypersystemic psychometric centering (HPC) (pre- and post-life phases and components psyche in these phases – informational, physical);

4) isolation of psycho-measured environment/systems (derived from the psyche) into an independent phenomenon – a natural phenomenon in the bio-, noo- and in the alfasferic manifestations.

In the second half of the twentieth century, the theory of changes in I. Prigogine and its consequences came to science – the shift of the paradigm. He was expressed in the fact that his contemporaries and followers began to think about the corresponding phenomena in conditions of fluctuations, positive feedback, dissipative structures, bifurcations, and other elements of the conceptual vocabulary of Prigogine's scientific school [9; 10; 11]. We chose this way to realize our goal in order to create a new theory of the psyche in accordance with the synergistic vision, that is, psychosynergetics. The principles of psychosynergetics in the aforementioned understanding of the competence approach are directly related to it. First of all, it is the philosophical and methodological and theoretical foundations of psychosynergetics – the post-classical scientific branch and methodology for studying the psyche as hypersystems/hypervironments and as systems of psychic reality, as well as complex psychodimensional environments/systems that arise, exist, collapse and destroy with the participation of the psyche man. It can be a person and its fields of activity, social sphere, culture, economy, IT-technologies and politics, thinking, illness and recovery, brain and organism, ecology and many others. Therefore, psychosynergetics is an instrument of knowledge of the psychodimensional world, which expresses the methodology of post-classical science.

The radical changes occurred in the foundations of science in the second half of the 20th century. Science of this time considers the grounds as one of the three components in any procedure of justifying a scientific statement. As a bases for there are axioms of a theoretical system. In the psychosynergetics there are 4 axioms (look before). It also allowed us to consider the general principle of randomness and determinism without separating these phenomena, but as the phases of integrity [8].

The active term "synergy", including as the next level after synthesis, as well as the term "synergy" becomes activated. In the work of G. Nicolis, I. Prygogine, synergy is regarded as "energy or power created in the process of working together in different parts or processes", "means cooperation, commonwealth, joint actions, as well as the interaction of various types of energy in the integral actions that enter into partnership with each other" [9].

In psychosynergetics the phenomenon of synergy is further developed, interpreting it from the standpoint of the ratio of integrity, rather than the parts and the Whole, the "Whole in Whole/Whole-in-whole" presented in the conceptual model. This has been introduced in psychology by adjusting the idea of synergy in

this area in aspects of the balance of integrity. For comparison: in the psychological encyclopedia, synergy is interpreted from the point of view of the next non-classical stage as the combined effect of various elements, which is more effective than the sum of the effects of all elements taken separately. The same word (name) applies to the joint actions of individuals. As we can see, this interpretation is based on the integrity of the positions of the 70s of the XX century, where it was stated that the result of the interaction of parts is more than the sum of parts.

In natural science, synergy – (co-operative) is treated as a new form of matter in the classification, working together with the substance of electromagnetic and gravitational nature, to which we are accustomed. It shows the properties of the wave (ray form), particles (substrate form) and fields (the density gradient of the substrate form and its remote manifestation). It has high penetration ability through a substance showing specific "weak" interactions with matter electro-magnetic nature. Also considered as a *physical object of a material non-electromagnetic nature*.

In biology (from the Greek – cooperation, commonwealth, cooperation) is treated as a joint action of any organs or systems [6]. This treatment goes back to the works of the British physiologist, neurobiologist and psychophysiologist Sir Charles Scott Sherrington, Nobel Prize winner (1932) in physiology and medicine "for discoveries about the functions of neurons". For psyhosynergetics is important because that is initially at the creation of this scientific field we moved the desire to combine psychology as a scientific field and synergies as a method of knowledge of open nonlinear self-organizing systems of different nature, including which one can be investigated and the human psyche, psycho-measured environment. This led to the introduction of the term "psychosynergetics". In particular, it raised the question of the methodology for studying psycho-measured systems/environment as derivatives of the psychic system, in the behavior of which the psyche can remain and/or not remain, becomes a system-forming, overriding factor, controlling parameter.

Representation of a synergy, synergistic effect in physiology from the 19th century. Then in the natural sciences and biology, finally, to research information, perception, thinking allow to consider it as a through the phenomenon that is present and in the mental, psycho-measured environment has in the framework of the system of mental reality, physical and biological forms of existence. The end-to-end nature of this phenomenon allows us in psychosynergetics to draw data from various scientific fields, considering it from a unified standpoint. On the way of development of psychological foundations there are methodological problems associated with the creation of a new psyche’s theory in accordance with the views of post-classics. In post-classical philosophical and scholarly conditions, the task of building a new psyche’s theory, focused on worldview and scientific ideas about it, is shown in [19], which contradicts the theory of reflection, which served as the basis of almost all of the twentieth century. It was said above that in the context of post-classical science, psychosynergetics considers the psyche as a hypersystem of synergistic order, an open nonlinear, hierarchical, non-hierarchical environment, as well as a self-organizing system, with a phase-sized, multivariate (phase of different

quality) potentially dynamic structure and state change (hypercomponent). The concept of transient phase-state of a new non-equilibrium type (according to I. Prigogine) is singled out.

Such a structure at the same time can remain integral, including for long times. Its behavior/action is considered within the framework of the conceptual model "Whole in a Whole"/"Whole-in-Whole", including integrity, mediumity/flow and non-linearity. Such a hypersystem can manifest itself in the form, for example, of a system of mental (psyche) reality of a living person. It is this form that usually captures the attention of surrounding people or researchers.

However, as our studies and experience have shown, both the hypersystem and the system of mental reality can be a fluid medium by the hypercompose rules. There are no systemic features or boundaries, and secondly, this form – a system of mental (psyche) reality, it seems, is not the only one in the interphase and lifetime phase pro- time-time of man/man-space-time. It has been said above that in psychosynergetics three phases of the compose self-organizing hypersystem are distinguished: 1) the lifelong phase – until the moment of conception; 2) the life phase from the moment of conception to the moment of death, (in terms of general psychology this phase is expressed, among other things, by the notion "the system of psychic reality (SPR)"; 3) the post-mortal phase after the moment of death. As a compose self-organizing hypersystem, the psyche can demonstrate the manifestation of its phase and interphase states as different types and levels, self-organizing and self-establishing, self-adjusting and self-destructive, self-randomized processes, as well as to demonstrate the transition state/phenomenon of a new type of transition in the interphase man-space-time. Therefore, in our opinion, in the intravital phase, we meet with some forms of its manifestation, which do not fit only into intra-phase laws, for example, the laws of the intravital phase or the system of psychic reality. The laws of this phase are directly related to the presence of the biological carrier of the psyche during life and in this case can be expressed by natural science knowledge and laws or by general scientific laws that unite these scientific spheres. (Example – neuroscience).

From our point of view, in the scientific sense, there is a transformation (recoding) of perceived signals in a bio- or noo-form that a person can use. Above, we considered in the conceptual sense the variant of convergence of integrity, in which one procedural integrity becomes an inclusion in another without mixing or change.

Until recently, experimental data were accepted in science that did not fit into the generalized idea of the object of research, and rejected as random errors in the experiment. The work of scientists of the second half of the twentieth century – I. Prigogine (chemico-physicist), G. Haken (mathematician), B. Belintsev (genetics), S. Kurdyumov (mathematician), V. Kordyum (genetics) and many others changed the concept of randomness. It became clear that under certain conditions randomness can perform a constructive role, become a controlling parameter of order, and this situation can arise unexpectedly, without preliminary signals/signs of the upcoming event and, moreover, without

additional external effects.

In 1994 S. Kurdyumov pays attention to the fact that a reassessment of the category "randomness" has taken place in the vein of eastern ideas, the randomness has become a constructive mechanism of evolution. The author proposes to consider the traditionally opposite concepts of randomness and determinacy as organically fused, entwined within the framework of nonlinear problems, or in the behavior of nonlinear complex structures. For these structures, these concepts can be combined as different stages of a single development process. In the stage near the bifurcation (branching of paths), randomness plays a role, and in the stage between determinism is the role played by bifurcations. For randomness and determinism S. Kurdyumov been proposed general principle [5, c. 68] – their separation in time, that is, the representation of a single process in the form of different stages, and their separation in space, that is, they can exist simultaneously, but in different parts of a complex nonlinear structure. It is asserted that chance has hidden potentials and this is demonstrated to us by synergetics [5, c. 77].

Taking this conceptual position of S. Kurdyumov, we consequently, can assume that the system of psychic reality (SPR), and new and/or different quality may appear/appears in the results of tripping accidents, as well as other factors. For example, the factors of coordination, cooperation and/or synergy, the "unaccounted product/subject" [19] of relations between integers/entities involved in the process of emergence, change and development, for example, the system of psychic reality (SPR).

In another aspect of the psyche is considered phychosynergetics the same as the natural (in the broad sense – Space, in the narrow – Earth, that depends on the phase in which addresses the issue) special super complex phenomenon of falling in this respect by the well-known and adopted laws of nature. It also raises the question of those laws whose existence has already been indicated in science, for example, the noospheric, (noological), post-natal (post-nosological) and alpha-phasic (alpha) [14; 18; 19], but the final formulation of which science does not yet have.

The essence of this statement of the question is as follows. In our works began the 90’s. (in the monograph "Methodology of the study of the psyche as a synergetic object" and in his doctoral dissertation (1993) [14], an association with the well-known theory of V. I. Vernadsky about the noosphere, the sphere of reason was given, which in the same period "raised the question of the need for a new complex science – NOOLOGY, which would include both the humanitarian and the natural and technical components, having formed the basic ideas about the psyche on a new methodological basis, including the named aspects as components of the whole" [18].

As it known, synergetics arose relatively recently, at the turn of the 1970s. as a scientific field in which, through interdisciplinary research, they reveal the general patterns of self-organization, the establishment of stable structures in open systems of various nature. The term "synergetics" was introduced by G. Haken (according to one data in 1969, on others in 1973. See the monograph

[4]) in the meaning of the joint, integral, or cooperative effect of the interaction of a large number of subsystems in open systems. This effect may occur within different physical, chemical, and other living systems, capable to self-organization. It is therefore legitimate assertion I. S. Dobronravova [2; 3] that synergy solves the problems of great philosophical importance and thus being uncovered its mechanisms of self-organization fit with the laws of dialectics, the categories of necessity and chance, probability, information, certainty and uncertainty and allow a deeper understanding of many philosophical questions. The results of research in the field of synergetics allow us to take a fresh look at the processes of the emergence of living, biological systems from inanimate, taking into account the productive component, expand the ideas about the self-motion of matter.

In conditions where the human problem, human and psycho-measured, their proportionality to the results of their person, activity, are first put forward, the need for a general method of knowing the "new type" that would allow for some unified positions. "A new type" or in a single system of a "new type" of measurements to analyze and cognize both man and space, and the inner world of man and his social, including cosmosocial, problems-the external world, prospects for development and moral problems today.

Accordingly, the acute need for a system and the provisions of the Mental, in the mind of the theory, on the one hand, as a philosophical theory, but on the other – in scientific terms, as a theory, synthesizing natural and humanitarian components, to currently available theories and methods, without losing their scientific significance, at the same time, with the progress of science and philosophy, are gradually becoming insufficient [14, c. 25-26], but at the same time a theory that preserves human dimension. In addition, the need to clarify the content of the very concept of "man-size". Thus, in this way, the formulation and theories of the psyche of the "new type" are also suggested. This is facilitated by such processes of modern civilization as a decrease in the proportion of human presence, for example, in transport processes – different types of drones in air, automobile and water transport, different levels of automation and production. A natural step in this formulation of the question is to address the concept of wholeness, in particular, the integrity of the human psyche.

Integrity psyche disclosed in phychosynergetics through pre- representation of the phase structure hypersystem and unified conceptual bases which contain a basic conceptual model (philosophical category) or the newest alphaholistics "whole generally"/"whole – in-general," in understanding how "nonlinear system in a nonlinear enviroment" or "Open Nonlinear System (ONS) in ONS"/"ONS-in-ONS", and a number of others, discussed below. Also, the grounds include the concept of the axial human-space-time centering of the whole and the hyper-, macro-whole a number of other concepts, discussed below, their derivatives.

Thus, in psychosynergetics conceptually carried out beyond the boundaries of holistic and including new holistics, presented in the works of S. P. Kurdyumov and other authors, since they are based on the "part – whole" dichotomy. This does not exclude the presence of these positions in our model "a

Whole in a Whole" in those cases when this corresponds to reality or this it is necessary for research purposes. At the same time, this position of principle in those cases when it is important to prove or take into account the cognitive difference between the approaches and the importance of the last corollary their application to the representation of reality. For example, a chair as a Whole consists of parts and, having dismantled the chair-whole into parts, we can again assemble a chair. Another example is a live chicken egg (not a mock-up) as a whole, which also consists of parts, but by dividing the egg-whole into parts, we can not reassemble it. Thus, the fundamentally important difference between the two integers, given in the examples, which must be taken into account in the investigation and in other cases, consists of in fact, that after the separation in the parts first unit can be restored, and the second unit will be lost unback. Thus, for the second example, the cognitive model, the "part – whole" dichotomy, turns out to be inadequate and even dangerous in the sense that transferring this cognitive model into a real action. This will result in a result that is not expected.

Conclusions and results. Thus in psychosynergetics we are talking about the concept of "psychodimensional environment" at several levels of its understanding. First of all, it is the internal psychic environment created by the person himself (his personality and body, allowing other internal types and mechanisms of "memory"). It is also an external psychological environment as a product of human relations with other internal and external psychological environments of individuals, groups, collectives, arts, works, etc., as well as its relations with society, nature, space and knowledge. In addition, the selected level of the product of internal and cross-environment relations "uncounted product", which is in an active state, may become "unaccounted for a subjective factor". Activation is caused by certain conditions, including, for example, concentration, defects, diffusion, velocity, as well as the presence of a value spectrum in the perception of the subject's personality. For example, a flower can affect its smell on a person's mood, violating his emotional state that affects his actions.

The second. It is methodologically advisable to modern science to rely on the assessment of the class of each of the environments/systems in terms of post-noclassics of open nonlinear or closed linear systems. Methodological difference class and classroom is becoming a control parameter also in human-dimensional relations, and consequently, in behavior, up to the destruction of each other. Since the diversity of systems can lead to the destruction of oneself and other participants, the issue is very relevant to society and higher education.

In many aspects of the life of modern humans and society, in psychological and socio-psychological sense, the behavior of psychodimensional environments is associated with the human factor – with the stresses of different genesis and scale, which now affect adults and children and politicians and housewives, and ecology, and society. Therefore, the attention of psychosynergetics focuses on the state of the intra-psychic environment of man in the aspect of its non-linearity and productive chaos of the mental state and behavior, the ability to exist in conditions of varying degrees of chaos and the continuity of dynamic chaos both

at the level of conditions and at the level of behavior. It also relates to real opportunities, agreed with it under those changing conditions, providing for the reduction of stress as a reaction by equipping a person with specific skills or other outlook, other characteristics of the conceivable process and behavior.

Prospects for further research. One of the new aspects in this regard is the speed of the loss of a modern environment/human-dimensional system, changes in the range of values and necessary competences, as well as the emergence of a critical difference between existing and necessary. There is a problem diagnosing such a moment and determining the "breakpoint", "breakdown" in the intrapersonal world of man. On the other hand, there is a problem of predicting such quality of competencies that can self-reproduce themselves with the necessary adequacy. ***The prospect of using the results of research*** on psychosynergetics is rather optimistic given the already existing theoretical and practical achievements.

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1.2. INTERCONNECTION OF RESOURCE AND ERGONOMIC APPROACHES AS A CONDITION OF OPTIMIZATION OF THE PROCESS OF STUDENTS' PROFESSIONAL COMPETENCE FORMATION IN THE EDUCATIONAL ENVIRONMENT OF HIGHER TECHNICAL EDUCATIONAL INSTITUTION

UDC 378.371

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Abstract. *The article reveals the value of resource approach for students' professional competence formation of technical educational institutions. The essence of the resource approach is found out, which requires not only formation of individual's certain quality, knowledge of his peculiarities, but also to consider an individual as a person who has certain potential opportunities that can be implemented under certain conditions, to see a person in future in terms of prospect of potential realization for the purpose of positive qualitative changes. It is established that taking into account various types of resources in specialists training aimed at creating conditions for self-improvement is connected with activation of*

reserve capabilities that a person can use in terms of optimal self-realization. The ideas of ergonomic approach, focused on the "human factor", are revealed, ensuring the maximum adaptation of external resources to the members' activities of educational process.The necessity of combined application of resource and ergonomic approaches as conditions of optimization of the process of students' professional competence formation in educational environment of higher technical educational institution is substantiated. It is proved that combined application of ideas of resource and ergonomic approaches for optimization of the process of students' professional competence formation in the educational environment of higher technical educational institution provides an opportunity to solve a number of problems: determine the requirements for the quality of the results of students' professional training and effectiveness of methods of achievement, taking into account the optimality of resource costs; establishment of requirements for the informational-presentive component of educational environment of an educational institution; determine measures for prevention of adverse functional states and preservation of internal resources of the members of educational process.

Keywords: *student, professional competence, formation, resource approach, ergonomic approach, optimization, educational environment, higher technical educational institution.*

Relevance of the problem. The current state of development of higher technical education in Ukraine requires new approaches for improving professional training of engineers, which is due to the high demand of society for highly skilled and competitive specialists. Main directions of higher technical education reforming and updating, which are defined in normative-legal documents (Law of Ukraine "On Higher Education" (2017); National Strategy for the Development of Education in Ukraine for 2012-2021 (2013); Strategy for Sustainable Development "Ukraine-2020" (2015), etc.) are widely implemented in traditional mass practices. According to these documents, main attention in higher education institutions (hereinafter HTEI) focuses on vital competencies development of future professionals that enable to respond promptly to changes in the professional environment and society, as well as to develop their own professional life skills throughout life.

The complexity of technical professional training of future specialists is due to the fact that with the development of science and technology, the amount of information that students need to learn continuously increases, at the same time the training period remains unchanged, that requires students' special attention to the factor of time, in particular, its optimal use. The mentioned problem has become much more activated in connection with ICT application; as well as with the technological development of educational process in general. During the pilot study, was found out that in practice of higher technical education institutions, ideas of resource and ergonomic approaches in design of educational environment are not sufficiently taken into account, which adversely affects the effectiveness of the process of forming professional competence of future specialists.

The analysis of the last researches and publications. In the context of mentioned problem solution, works of scientists, who reveal the issue of increasing

efficiency of modern professional education are gained actuality (V. Andrushchenko, V. Grinyova, S. Zolotukhina, O. Ionova, L. Kaidalova, O. Kovalenko, V. Kremen, V. Lozova, O. Popova, I. Prokopenko, O. Romanovsky, S. Sysoeva, L. Stefan and others). In recent years, in pedagogical science we can see works where authors seeking ways to increase the effectiveness of educational activity of future specialists training, focus their attention on use of professional training the resource (J. Ibragim, V. Lozova, S. Nikitiuk, T. Tsetsorina, T. Shamova and others) and the ergonomic (O. Gervas, V. Zinchenko, M. Kuts, V. Munipov, L. Okulova, S. Skidan and others) approaches which allow to optimize the process of students' professional competence formation. However, the problem of applying ideas of pedagogical ergonomics for formation of professional competence of future specialists of technical specialties on the basis of resource approach wasn't specifically investigated.

The relevance of mentioned problem is aggravated by *the contradictions* found in pedagogical theory and practice of modern higher technical educational institutions identified during the study, in particular:

– between social requirements to the level of professional competence of engineer of technical specialties and insufficient level of students' formation of the specified field;

– between difficulties in professional training of students of technical specialties, conditioned by quick rate of science and technology, continuous increase in amount of information that students need to master, and insufficient consideration of students resource capabilities within physical and time costs in the process of educational-cognitive activity;

– between the necessity to create conditions for identification and development of individuality of the student in the process of professional training and real practice of forming professional competence of future specialists in technical specialties, which does not ensure its optimality.

Purpose of the article is to justify the necessity of integrated application of resource and ergonomic approaches as conditions for optimization the process of forming students' professional competence in educational environment of higher technical educational institution. ***Scientific novelty of the research*** lies in fact that the first time authors have substantiated the necessity of integrated application of resource and ergonomic approaches as conditions for optimization the process of forming students' professional competence in educational environment of higher technical educational institution.

Research methods:

– *theoretical*: analysis, generalization, systematization of philosophical, psychological and pedagogical works of domestic and foreign authors from the affected problem in order to determine the essence of its main concepts, justification of necessity for the integrated application of resource and ergonomic approaches to the formation of professional competence of future professionals of technical specialties and clarification of criteria and indicators of ergonomics of the educational system of higher education institution;

– *empirical*: diagnostic (questionnaires, interview, conversations, control works, testing), observational (direct, indirect, participant observation, retrospective analysis of own pedagogical practice).

Presenting basic material. The analysis of psychological and pedagogical works on the research problem (L. Karpova, V. Lozova, V. Pikelna, T. Suschenko, L. Horuzh and others) gives ground to testify that *professional competence* is an integral characteristic of specialist's personal qualities reflecting the level of knowledge, skills, experience sufficient to achieve goal of a particular kind of activity, as well as his professional and moral position, which is the readiness to set goals and make decisions that ensure their implementation, to carry out effective professional activities and communication [10]. To provide the optimal course of processes of professional formation and students development of technical higher education, including their professional competence, makes it possible pedagogically expediently organized *educational environment of higher educational institution*, which is considered as a set of material and spiritual conditions, factors, relations, created in higher educational institution, which is significantly influence formation of future specialist, on his development, upbringing, education, socialization as a person, contribute to a common solution of problems, to implementation the possibility of educational process members, detection of their creative potential.

The peculiarities of educational environment of higher technical educational establishment are determined by its priority tasks, which include: improvement of future specialists training, development of personal and professional characteristics of every student, disclosure of talents and abilities, spiritual and intellectual potential of the individual. In the course of scientific research, it was concluded that optimization of the process of formation of students' professional training on the basis of resource approach requires the creation of educational environment based on synthesis of such branches of science and practice as: physiology, pedagogy, psychology and pedagogical ergonomics. Such synthesis, noted by O. Voronina, became the basis for emergence of a new understanding of pedagogical activity, design of educational environment in accordance with ergonomic indicators [2; 3]. In other words, solving the problem of forming students professional training of on the basis of resource approach requires an appeal to ideas of *pedagogical ergonomics*, since pedagogical ergonomics tries to minimize negative impact of certain aspects of academic work on nervous system of teachers and students and their ability to work. Hence, ergonomic approach contributes to the preservation of internal resources of student's personality, full disclosure of his potentialities, since the most significant feature of pedagogical ergonomics is the consideration of phenomena in the interrelation between the human factor and the factors of the educational environment [4].

The essence of ergonomic approach, which is aimed at implementation of requirements of pedagogical ergonomics to organization of the educational process, is to focus on the "human factor", ensuring the maximum adaptation of external resources to activities of participants of educational process. Pedagogical ergonomics, according to the scientists (O. Gervas, V. Zinchenko, M. Kuts, V. Munipov, L. Okulova, S. Skidan, and others) is the direction of modern pedagogy, which aims to comprehensively study and design teachers' teaching activity and educational

activity of student in the "teacher-student-educational environment" system in order to ensure its effectiveness and optimality. Complex criteria of optimality in pedagogical ergonomics take into account its essence, reflect the degree of system efficiency and the correspondence of human psychophysiology (health and safety of a teacher and a student, level of tension and fatigue, emotional influence on participants activity in the educational process). In other words, these criteria take into account the interrelated influence on participants of educational process of psychophysiological, physiological, anthropometric and hygienic factors, which are determined by the corresponding parameters of the educational environment [7].

The above mentioned factors give grounds for the conclusion that there is a close interconnection between resource and ergonomic approaches. The basis of pedagogical ergonomics is a set of achievements of the complex of sciences in relation to pedagogical work and student activity, the educational environment and innovative pedagogical experience, modern technical means and pedagogical technologies that are used in the process of professional training of future specialist.

In modern psychological and pedagogical science, scientists distinguish two classes of resources: *personal* (internal or psychological) and *environmental* (external or social). We believe that ergonomic educational environment of higher educational institution provides exactly external resources that affect internal resources, ensuring the optimality of student's professional and personal development. On the basis of scientists scientific works examination (Z. Allayarov, B. Gershunsky, Y. Ibrahim, S. Nikitiuk and others) to external resources we include: material and technical (objects from surrounding world, which to a certain extent influence the implementation of mental work - working place, equipment for labor, financial resources – scholarship, presence of pocket money); temporal (execution term for certain tasks, time management, etc.); informational-presentive (generalized experience of humanity in oral and written form, information in the form of formalized models, symbols, educational technologies, computer resources); communicative-psychological (peculiarities in communication and organization of interpersonal interaction, emotional and psychological climate in team, its cohesion, leading style of communication, etc.); organizational and managerial (system of educational process management, sequence of requirements of teachers to students, quality of composed schedule, etc.); stimulating (encouragement (moral and material), punishment, formation of positive motivation, external evaluation of activity, self-evaluation, etc.) [5].

In ergonomic educational environment, opportunities for application of informational-presentive resources are created, in particular: to design feasible options for specific activities related to use of new technology; to formulate requirements for technical means of training, to the level of teachers' readiness to use health-saving educational technologies, means of optimizing the process of professional training in general [2; 4; 8; 9; 259]. This becomes possible due to the fact that from the point of view of both resource and ergonomic approaches, teacher and student are considered as carriers of activity, and educational environment as ensuring integration of teaching and learning by the most optimal account of sanitary-

hygienic, psychophysiological, aesthetic and socio- psychological factors [9, p. 11-12].

Nevertheless educational environment is considered in two plans: as an external physical environment surrounding the participants of educational process and provides external information processes, as well as internal, which initiates internal informational-cognitive processes, affects the internal students resources and teachers and in such a method provides them with educational and developmental influence [8]. External informational-presentive resources characterize the interrelation of a teacher and a student with sources of information, in particular with the help of a computer. Internal resources determine psycho-physiological aspect of learning (proper flow of processes of perception, processing and storage of information, formation of knowledge, skills, personal qualities). It is possible to distinguish a number of ergonomic requirements for the content of informational and substantive component of higher education institution environment, namely: pedagogical, informational and communicative, organizational, compliance requirements, aesthetic. The question is that these are the rules and guidelines that maximally ensure implementation of the goal of educational process – formation of professional competence of future professionals on the basis of providing conditions for their creative potential, professional self-realization, which simultaneously provide optimization of educational process, preservation of internal resources of students. This can't be achieved without maximizing the physiological and psychological characteristics of each student.

In the system of requirements to the informational-presentive component of educational environment of HTEI the *pedagogical requirements* occupy a leading place. Thus, each of the elements of informational-presentive component of ergonomic educational environment should not only be a source of information, but also play the role of an instrument that promotes formation of professional knowledge, skills, skills development, personal qualities of the future specialist, is the basis of his professional self-improvement. Furthermore, learning tools should intensify students' attention, cause interest, enthusiasm, and influence emotionally [6; 11].

Educational technologies that are introduced from the point of view of resource and ergonomic approaches, take into account motives, temperament, students business, activate students' perception of information, increase their emotional tone. Such technologies provide an optimal way of organizing learning activities, intensifying it, but at the same time hindering fatigue, setting a certain pace, rhythm of academic work and proper feedback. Taking into account the requirements of ergonomics during the application of educational technologies is a key to convenience, reliability and safe use of technology in educational process, reducing tension of educational work [1]. Mentioned technologies increase the quality of labor through the ability to correctly distribute time, help to strengthen the stability of working positions and rational movements, prevent learning overload, and so on.

The next group of requirements relates to the psychological ones, which are aimed at providing psychologically comfortable relations between participants of educational process, as well as necessary informational connections in interaction of

students with educational environment. The source of ensuring internal resources of students in the process of forming their professional competence is the level of relations, mutual understanding and cooperation between participants in the educational process, characterized by informational-contact connections, pedagogically expedient communication. This level of relationship between students and teachers should be based on humane and high moral principles of co-operation, co-creation and co-subordination. We agree with the researchers [6] that only under such conditions a specialist who is able to think globally, make informed professional decisions, implement them and bear moral responsibility for their consequences can be formed. Organizational requirements ensure order of work in the informational-presentive component of educational environment. They include internal rules of conduct and based on peculiarities of organization of educational-cognitive activity. In addition, each teaching aids must have a clearly defined place, have the appropriate functional purpose, be easily reached at any time of the training session, and provide methodological guidance on application.

Conclusion. One of the main trends in updating the global educational system of HTEI is complex combination of different conceptual approaches to the formation of professional competence of future specialists. Optimization of this process will effectively contribute to application to create an educational environment, resource HTEI and ergonomic approaches in interconnection. Intergraded application of ideas of resource and ergonomic approaches for optimization the process of forming students professional competence in educational environment of higher technical educational institution provides an opportunity to solve a number of problems: determine the requirements for the results quality of students' professional training and the effectiveness of methods of achievement, taking into account optimality of resource costs; requirements setting for informational-presentive component of educational institution's educational environment; determine conditions for projection, creation and application of teaching aids; determine the optimum amount of information and its key sources; help to choose health-saving intensive educational technologies; determine measures for adverse functional states prevention and maintenance of internal resources of educational process participants. ***Perspective directions*** for further researches are identified, such as: development of educational-methodical support of integrated application of resource and enormogmatic approaches as conditions for optimization the process of students' professional competence formation in educational environment of higher technical educational institution.

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1.3. THEORETICAL FOUNDATIONS AND IDEAS ABOUT COMPLEX SELF-ORGANIZING ENVIRONMENTS/SYSTEMS IN THE HUMANITIES AT THE XX-XXI CENTURY

UDC 130.4:101

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Abstract. *In Ukraine, in recent years (the first decades of the XXI century), there has been a rapid and great growth of the interest of humanitarians (philosophers, sociologists, teachers, psychologists, etc.) to synergetics as an extremely broad interdisciplinary trend, which allows one to study the interactions of complex self-organizing environments/systems in the humanities."At present, the complex scientific and theoretical construct of synergetics adapts to the social and humanitarian problems not only in the form of separate annexes of its principles, but as a holistic concept, in which the dynamic processes in society are studied, the interpretation of social changes, non-stationary state, interconversions of destruction and creation social systems" [1, c. 639]. For the self-organized environments/systems from the middle of the twentieth century began to relate social, informational and biological, physical and chemical environments, human and his psyche, brain, perception, thinking, personality and culture.*

Key words: *self-organization, social philosophy, education, synergetics, psycho-synergetics, non-linear complex self-organizing environments/systems*

In this study, an analysis was made of the development and transformation of the concept self-organization in ukrainian philosophical thought, following the first monographs (I. S. Dobronravova, I. V. Yershova-Babenko) in the 90th., in which the concept of self-organization appears and to the work of Ukrainian scholars XXI century I. Donnikova, N. Kochubey, Y. Melkov, V. Khanzhi, where the idea of self-organization became more fundamental. Also, in the field of education, the notion of self-organization is of paramount importance, since the transformative theory of adult education (L. Gorbunova) aims at the formation and development of a "holistic personality", which appears to be extremely necessary and in demand in the context of today's transition to a new global civil society.

The purpose of the article*.** The purpose of this research is to analyze the work of Ukrainian researchers of the XX-XXI centuries in the context of the formation and development of ideas about self-organization in social and humanitarian disciplines, which gave new additional opportunities for solving current problems of modern society and man. ***Methods of research. Among the first works on synergetics in Ukraine should be two monographs published at approximately the same time and affect the actual problems at that time in the research of complex environments/systems that are self-organizing in the framework of the unity of natural and humanitarian knowledge. This is the monograph of I. S. Dobronravova "Synergetics: the formation of nonlinear thinking" (1990) [5], and I. V. Yershova-Babenko "Methodology of studying the psyche as a synergistic object" (1992) [8].

The determining factor that allows to focus attention on these works is not only their innovative nature in the early 90's, but developed in them a new methodological basis and a new understanding of the goals and objectives of the development of synergetics, a qualitatively different level of its philosophical comprehension, revealing new for humanities horizons, subject fields and aspects of solving many problems of development of society and man. Thanks to them they managed to significantly expand the range of synergistic studies, moving from its traditional understanding within the natural sciences area of knowledge to the socio-humanitarian context.

If we turn to the already mentioned work of I. S. Dobronravova, one can notice that the author puts the main purpose of his work in the formation of a new extended interpretation of synergetics as a general scientific research program, in which the main category is "nonlinear thinking" [5, c. 128].

Based on the description of synergetics as a general scientific research program combining natural sciences (physics, biology, chemistry, etc.), I. Dobronovova sought to present synergetics as the basis for the formation of a new scientific style of thinking ("nonlinear thinking"). "A new style of thinking is associated with the formation of a new vision of the world as a complex developing whole, naturally involving man and his activities. In nonlinear thinking, his heuristic reveals some categories, pairs or groups of categories, and the integral categorical structures of dialectics as a method ... " [5, c.142].

Indeed, the synergetic picture of the world leads to the formation of a qualitatively new type of scientific thinking, which is extremely sought after in today's complex and continuously changing. According to S. P. Kurdyumova and E. N. Knyazeva, synergetics since it "is focused on the search for some universal laws of evolution and self-organization of complex systems, the laws of the evolution of open non-equilibrium systems of any nature," requires a revision of the classical scientific notions of development and evolution. It demonstrates and proves the central role of chaos in establishing a new order in the development of socio-natural and cultural complex systems/environments [11, c. 38].

Linear scientific thinking, characteristic of the classical stage of the development of natural sciences, is too one-dimensional and limited, since this action is directed only to the analysis of sequence and cumulative. While the modern understanding of scientific thinking initiated by the synergetic schools of I. Prigogine

in Belgium and G. Hacken in Germany indicates its non-linearity, complexity and diversity, which involves tendencies of disagreement, convergence, divergence and convergence, curtailment of diversity and its selectivity. These new characteristics of thinking, which became basic in the synergetics, arose as a result of the study of self-organization processes in various environments, which primarily concerned physical, chemical and biological environments/systems. I. P. Prigogine, developing his theory of dissipative structures, relies on the notion of self-organization, which shows and explains how the establishment of order in complex non-equilibrium systems occurs [13].

Thus, the concept of self-organization is one of the main concepts that describe the new synergistic vision of the world. "The principle of ordering through fluctuations must be considered in close connection with the principle of historicism, for the first time took such an important place in physical and chemical theories ..." [5, c. 125].

New vision and understanding of synergetics proposed by I. S. Dobronravova, was further developed in the work of I. V. Yershova-Babenko (1992). The foundation of synergetics allowed I. V. Yershova-Babenko for the first time in the scientific literature to raise the question of the necessity of studying the psyche as a synergistic object and at the same time as a specific phenomenon with complex behavior characteristic of open nonlinear self-organizing environment/systems. This work became groundbreaking on the basis of two perspectives, on the one hand, it carried out a deep and comprehensive analysis of the categorical-conceptual apparatus of philosophy and psychology within the range of concepts related to the psyche, a number of contradictions in their interpretations and the disparity of many of them with one that demonstrates the need, at a minimum, to refine some of the basic categories of philosophy and psychology from the point of view of modern science and science" [8, c. 4]. On the other hand, it showed heurictic opportunities applied synergistic interdisciplinary approach as based on the relationship between humanitarian and natural science blocks, which gave a new perspective for the analysis of mental phenomena.

Staying in more detail on the first aspect, it would like to note that the author relied on a new definition of the psyche, which points to the limitations of its traditional reflective concept: "in the knowledge of the psyche as a natural phenomenon, in its understanding not as a reflection property, but as a combination of dynamic states of real and intangible types of matter, as hyper-systems, having pre- and post-life phases, as well as the life-time phase – the system of the psychic reality of man as a synergistic object, has a double manifestation – both as a material and as an ideal" [8, c. 5].

Noting that traditional approaches to the study of the psyche were formed either within the framework of one science, or in the context of the block of sciences (natural or humanitarian), I. Yershova-Babenko points to the limited and narrow nature of this approach. The paper asserts the necessity of forming a "synthesized holistic representation of the psyche", which will become the subject of a new science synthesizing the knowledge of natural and human sciences [8, c. 15]. From these positions, the psyche appears as a specific natural reality, in which there is a set of

dynamic states – matter, energy, and information – which leads to its description in terms of synergetics as an open nonlinear self-organizing. In it there are dissipative structures at the level of cognitive (informational) activity and at the energy level, which according to the position of I. Prigogine leads to the emergence of "states of nonequilibrium as phase transition states and as a kind of order" [8, c. 15]. Thus, the psyche can be represented as a hypersystem, in which there are the following phases: "pre- and post-phase phase" and "life-time phase", which forms the "system of psychic reality of the subject, group, social, with the participation of biological, social, informational constituent" [8, c. 16].

Accordingly, the methodology of the study of the psyche, which consists in its study from the standpoint of open nonlinear, complex and capable of self-organization of systems, is changing. This allows us to use the "principle of complexity of systems" for the study of the psyche: "considering the psyche from the standpoint of a complex system, we distinguish as a stage of complexity, such as the formation of a certain order of complexity of the system of psychic reality, or in other words the ontological system, which is formed in the life of man, reality is the human body (biological component) as one of the basic characteristics of this system. Another component is the non-material form of matter – the electromagnetic field, as well as some other field patterns ... between these components of the system of psychic reality there are (arise and disintegrate) certain connections and relations, as well as types of mental ordering, the structures and laws of the psychic composition. The third component of the system of psychic reality of the corresponding phase in the life of ours hypothesis, the environment acts, and the fourth – social" [8, c. 72].

A new understanding of the psyche is revealed through a variety of measurements of the mental – information and energy, including semantic and emotional, individual life and transcendental collective being. It gets the opportunity to be transdisciplined in the context of post-classical conceptual positions and various blocks of sciences – natural and humanitarian, medicine and engineering, mathematics and art. So, for example, as a system of mental reality that develops in the in-life phase, the psyche enters the sphere of interests of the post-classical stage of development scientific psychology, pedagogy, sociology and other humanities. As a hypersystem of synergistic order, which has a phase structure and interphase transitions, the psyche falls into the sphere of interests of post-classical natural science, in particular, nonlinear dynamics, the theory of self-organization, mathematics and philosophy, and methodology of science. It makes changes in the ideological, theoretical and methodological positions of the psychic, in the choice of means of research. Therefore, I. V. Yershova-Babenko introduces a new designation for this subject area – psychosynergetics.

Psychosynergetics was made the first step in the attempt to transition to a synthesized, diverse and problem-oriented approach to the study of the human psyche, as well as in the study formed during the life of psychosynergic strategy of human activity and the cognitive system of man. With the work of the psyche, one way or another is connected any aspect of the problem of social and intellectual adaptation of man in a rapidly changing global world, preserving the spiritual balance in the current conflict conditions of existence. This raises the question of the need to

move to the cognitive-creative level in cognitive and educational activities, which takes into account the nonlinearity of mental processes and directs attention to the value of the psychic vector of personality.

It also allows you to link the work of the psyche with any aspect of the formation and functioning of the cognitive system of personality. Therefore, the field of practical application of the provisions of this theoretical study of the psyche of man are "cognitive processes of mastering and manipulating information, its transformation, creative application in the course of human learning, its professional formation and retraining in the new socio-economic conditions, social and intellectual adaptation" [9, c. 6].

Thus, the important achievement of psychic industry should be the emphasis on the problem of man as a human problem and psychosociality, the proportionality of the results of human activity and his mental state. Being a new field of psychosynergic research, on the one hand, it makes a sharp jump in the study of the human psyche, moving from the theory of reflection to the post-classical vision of mental processes. And on the other hand, it raises a number of important issues and problems in the study of the psyche (the integrity of the psyche, the ecology of the psyche, humanity, etc.), which could not be resolved within the framework of the former "classical" approach. In this sense, psychosynergytics does not pretend to be complete and finding definitive answers concerning the human psyche, but rather, like any pioneering scientific theory, creates a new area of research that requires further elaboration and detail. Prospects that the study of the psyche as a synergistic object are significant and weighty. This is evidenced by the following developments in the application of synergistic methodology in the social and humanitarian field, and especially in the field of education.

In the development of this trend of social synergetics, such Ukrainian philosophers as I. Predborska, L. Bevzenko, I. Donnikova, Y. Melkov, V. Khanzy and others are involved. The peculiarity of this stage of the development of synergetic studies in Ukraine is the emphasis on the person as the initial beginning of social self-organization.

So, I. Donnikova examines the phenomenon of social self-organization in the context of constructing a new communicative ontology, which allows us to identify the intersubjectivity of communication and relations that arise in the "veretical" and "horizontal" directions in society. This, in turn, opens up prospects and opportunities for describing the world not only as a self-organized whole, arising from the becoming of individual entities, but also for the person himself in this context should be regarded as self-organizing integrity. His life world constituting symbolic cultural content and forms, developing in communication with others creates conditions for the formation of social self-organization. "The subject of knowledge does not simply construct the reality that it recognizes, but becomes its interpreter, employing all the individual’s individual cognitive abilities, and recognizing the self-organizing world, a person and himself must realize some form of development that arises from dissipation, fluctuations, and bifurcations" [7, c. 163].

The analysis of the links between social self-organization, on the one hand, and the notions of values and ideals, on the other hand, is devoted to the work of

Y. Melkova, in which it is stated that the human person is the sole subject of goal-setting, which establishes the limits of social self-organization. "A person-centered system, given to itself, a system in which the goals and values of all levels are given to the power of self-organization, thus loses the highest sense of its existence" [12, c. 123]. This is because in itself a social organization without the inclusion of a human person is capable only of maintaining its own functioning at a certain level: "the closure of the value measurement of social self-organization ... within the framework of several relatively private levels of goal-setting leads not to the flowering self-organization of implicit goals and values, oppose the personal conscientious goal-setting, ... and on the contrary, to the intra-system crisis, the system protects its development, loses the ability to self-organization" [12, c. 122]. Only the human personality, which is characterized by openness, the desire to go beyond "itself" to a higher level (ideal) as the supreme goal, gives grounds and opportunities for the development of social self-organization. Human personality is capable of realizing the priority of ideal, universal values over private, instantaneous, which have only subordinate value. In this connection, the crisis of modern society, according to Y. Melkova, which takes place in various spheres of human life, is due, for the most part, to the loss of a person of fundamental value, or the ideal, and the replacement of his set of private values.

Significant contribution to the understanding of humanity temporal reality is "the concept of anthropic time," developed by the Ukrainian philosopher V. Khanzi. It relies on the idea of time as a system that manifests human activity in three main aspects: duration, order, and semantic loading. This order is understood as an aspect of the form, and semantic loading as an aspect of the content. In this case, "the first parameters reflect the physical side of the anthropic time, his native subsequently other objects of the universe. The content of his saturation, has an existential-activity character, presents human temporal conditions as something unique in the background of the rest of nature" [14, p. 262].

The application of the synergetic approach in education and the study of education as an open complex self-development has an important theoretical and methodological significance. As L. Gorbunova rightly notes: "The development and implementation of transfigurative strategies for higher education in the substantive aspect requires transdisciplinary methodologies for studying the process of adult learning aimed at the development of a" holistic personality "and its self as a source of creative development" [4]. To such transdisciplinary methodologies, of course, is a synergetic, which explores the processes of self-organization, describes them in terms of complexity, nonlinearity, uncertainty, variability, and others like that. Consequently, the theory of self-organization allows us to develop new and promising strategies, approaches, educational programs, for example, transformative adult education [2] that meet the necessary requirements prevailing today before education around the world. "In the list of educational competences adopted by the European Union, the United States, UNESCO and other international organizations, educational strategies such as critical and transversal thinking, transcultural, transdisciplinarity, tolerance to uncertainty, communicative, ability to resolve conflicts, ability to work in a team, global citizenship and responsibility, etc."

[3, c. 98].

Conclusions and results. 1) in the monographs I. S. Dobronravova and I. V. Yershova-Babenko made the first attempt to move to a new stage in the development of synergetic research, from the natural sciences to the socio-humanitarian, which served as an important basis for the emergence of further works of Ukrainian humanities in the application of synergetic methodology; 2) in the work of I. V. Yershova-Babenko for the first time the psyche was considered as a self-organizing system, a dissipative system in which the interaction of its levels and states was presented, which served as the basis for revising the traditional theory of the psyche; 3) in this paper, it was also shown for the first time that the main synergetic categories (self-organization, non-linearity, instability, etc.) can be used to study complex systems that self-organize the environments/systems existing in the socio-humanitarian sphere; 3) the synergetic research in Ukraine in the 2010th led to an "anthropological turn" in social synergetics; 2) the essence of this turn consists in the inclusion in the analysis of the process of social self-organization of the human person as self-organizing, its values and ideals, as well as the representation of man as the subject of temporal relations.

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1.4. ROLE OF THE COMPETENCY-BASED APPROACH IN THE PROCESS OF FUTURE ELEMENTARY SCHOOL TEACHERS' PROFESSIONAL GROWTH

UDK 378.091.133:373.31

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Abstract. *The article considers the role of the competency-based approach in the process of future elementary school teachers' professional growth. On the basis of the analysis of psychological and pedagogical literature, the essence of the concepts of "competence", "competency", "competency-based approach" has been determined. The views of well-known scholars on the competency-based approach introduction in the educational process have been noted. The features of the competency-based approach in the professional training of future specialists have been analyzed and summarized. Based on scholars' scientific achievements, the role of the competency-based approach in the process of future elementary school teachers' professional growth has been determined and theoretically substantiated. It has been proved that the relevance of this research is to study in detail the influence of the competency-based approach on the process of future elementary school teachers' professional growth, since this approach is the key to the successful professional growth of future teachers and their formation as highly educated and competitive specialists.*

Keywords: *future elementary school teachers, competence, competency, competency-based approach, professional growth.*

Problem statement. At the present stage of the development of education in Ukraine, scholars pay considerable attention to the competency-based approach introduction in the process of professional training of future specialists. Undoubtedly, this also applies to the training of future elementary school teachers, since it is the competency-based approach which determines the quality improvement of their training, promotes the process of the professional growth and introduces new educational elements (competencies and competences) into the professional training.

Relevance of the research. The competency-based approach introduction in the educational process shows that the professional development of a teacher should

be considered as a holistic process of a future specialist's general cultural and professional growth. In view of this, the role of the competency-based approach in the process of future elementary school teachers' professional growth is becoming increasingly relevant.

The connection of the author's work with important scientific and practical tasks consists in the detailed study of the competency-based approach and determination of its influence on the process of future elementary school teachers' professional growth. ***The purpose of the article*** is to determine the essence of the concepts of "competence", "competency", "competency-based approach" on the basis of the analysis of scientific literature; to find out and theoretically substantiate the role of the competency-based approach in the process of future elementary school teachers' professional growth.

Analysis of recent research and publications. Many famous scholars have analyzed the problems of introducing the competency-based approach in the educational system. In the scientific achievements of I. Zadorozhna, O. Solovova and T. Sorochan, future teachers' competences acquired in the process of professional training are highlighted. Investigations by V. Aleksandrova, L. Koval and O. Savchenko relate to the formation of future specialists' competency. Scientific searches by D. Ivanov, M. Kuznietsov, N. Nahorna, N. Olefirenko, T. Pilchuk, N. Pobirchenko, L. Sebalo, A. Khutorskyi are focused on the introduction of the competency-based approach in the educational process and its peculiarities.

Unsolved parts of the general problem to which this article is devoted. The analysis of scientific experience of native researchers shows that the study of the role of the competency-based approach in the process of future elementary school teachers' professional growth requires constant correction in connection with the reform of education in Ukraine. ***Scientific novelty.*** On the basis of the theoretical analysis, the role of the competency-based approach in the process of future elementary school teachers' professional growth is going to be determined and grounded. ***Research methods.*** Theoretical analysis, synthesis, generalization.

Presentation of the main material. Reforming professional training of future elementary school teachers in Ukraine is an integral part of the modern educational system. In view of this, the introduction of the competency-based approach in the educational process and its influence on the process of future specialists' professional growth are becoming more important. We consider interesting the opinion of M. Kuznetsov that the competency-based approach is based on the following scheme: competence (as a given content of education) – activity (as the main requirement of the organization of the educational process) – competency (as a competence acquired during the activities) [6, p. 38]. In order to disclose the essence of the competency-based approach, it is necessary to consider the concepts of "competence" and "competency" in detail.

It should be noted that the term "competence" does not have a single definition. Thus, I. Zadorozhna considers competence as a set of interrelated qualities of a person (knowledge, skills, experience, work methods) within a certain range of subjects and processes which are necessary for high-quality productive activity; a set of knowledge, skills and abilities which are formed during the study of a discipline,

as well as the ability to perform one or another activity on the basis of acquired knowledge, skills and abilities [3, p. 11]. An important comment is made by T. Sorochan, who states that competence can be considered "as an opportunity to find the connection between knowledge and the situation, as the ability to identify a procedure (knowledge and action) which is suitable for solving the problem. Having a competence does not mean being a scholar or educated. Having a competence means to master skills, be able to detect acquired knowledge and experience in this situation" [14, p. 11].

We agree with the opinion of O. Solovova, who refers the following points to a future teacher's main competences: 1) social and psychological competence (associated with the readiness to solve professional tasks); 2) communicative and professional and communicative competence; 3) general pedagogical professional competence (psychological and pedagogical and methodical); 4) subject competence in the field of teaching specialty; 5) professional self-realization [13, p. 8].

The analysis of discussing the concept of "competence" by scholars makes it possible to define competence as the readiness of a future specialist to apply the acquired knowledge, skills and abilities in practice. As for competency, it also has many interpretations in pedagogy. The most common one in the scientific literature is the definition of competency as a set of knowledge and skills necessary for effective professional activity: the ability to analyze, predict the effects of the professional activity, use information [2, p. 96].

L. Koval determines competency as an important component of the future teacher's professionalism. According to the scholar, a competent teacher is a professional who not only acquired the full scope of knowledge on the subject, but also the ability to form the internal motivation of the learner's cognitive activity, get a point across clearly, logically and affordably, organize cooperation during the lesson, find ways of optimal communication, be able to fulfil creative potential, develop thinking [5, p. 42]. According to O. Savchenko, competency means a confirmed ability to use knowledge, skills and personal, social and methodological capabilities in work, training, for professional and personal growth [11, p. 19].It should be noted that, according to V. Aleksandrova, the main components of competency are: 1) knowledge, not just information, but fast-changing, dynamic, diverse, which must be found, sifted out of unnecessary, transformed into the experience of the own activity; 2) the ability to use this knowledge in a particular situation; understanding how to acquire this knowledge, which method is needed; 3) an adequate self-assessment, understanding of the world, one's place in the world, definition if the specific knowledge necessary or not for one's activity, as well as the method of its acquisition or use [1, p. 4].

After analyzing various definitions of the concept of "competency" suggested by scholars, we note that competency is a structured, in a certain way, set of knowledge, skills, experience and attitudes which is acquired in the process of studying at a higher educational institution. Based on the above, we can say that competency is a competence successfully implemented in the activity.

It should be noted that the competency-based approach in the higher education system plays a special role in the formation of a future elementary school teacher's

personality and their professional growth. A scientist D. Ivanov defines the competency-based approach as a one which emphasizes the result of education. He believes that the result is not the amount of the acquired information, but the ability of a person to act in various problem situations; it is an approach in which results are recognized as significant outside of the educational system [4, p. 23].

According to T. Pilchuk, the general idea of the competency-based approach is competency-oriented education, which aims at the complex acquisition of knowledge and methods of practical activity, through which a person successfully fulfils personal potential in various spheres of life. The most important specificity of the competency-based approach is in the fact that not "ready-made knowledge" transmitted by a teacher is acquired, but "the conditions for the origin of this knowledge are important" [9, p. 11-14].

N. Olefirenko states that the main feature of the competency-based approach is the focus of educational process on the implementation of education, which is of a forward-looking nature, the focus on creating conditions for the professional growth, on the formation of skills to learn and independently make responsible decisions, on the formation of the need for self-development, which requires to keep systemacity and scientificity in the training of future elementary school teachers [8, p. 427].

According to N. Nagorna, the competency-based approach puts future specialists' ability to solve problems arising in cognitive, technological and mental activity, in the spheres of ethical, social, legal, professional, personal relationships in the first place, but not their awareness. In this regard, this approach involves a kind of educational content which is not limited to a knowledge-based component, but includes experience in solving life problems, the implementation of key functions, social roles, and competencies [7, p. 266-268].

A researcher A. Khutorskyi emphasizes that the competency-based approach is a set of general principles for determining the goals of education, the selection of the content of education, the organization of the educational process and the assessment of educational outcomes. The scholar submits the following ideas to the above principles: 1) the significance of education is the development of students' ability to independently solve problems in various spheres and activities based on the use of social experience, an element of which is the own experience of those who study; 2) the content of education is the didactic adapted social experience of solving cognitive, ideological, moral, political and other problems; 3) the purpose of the organization of the educational process is to create conditions for the formation of students' experience of independent decision of cognitive, communicative, organizational, moral and other problems that constitute the content of education; 4) the assessment of educational results is based on the analysis of levels of learning achieved at certain stages of studying [15, p. 58-64].

We agree with the opinion of N. Pobirchenko, who determines the following peculiarities of the competency-based approach implementation in the training of future teachers: 1) recognition of competencies as the final result of training; 2) shifting the emphasis from the knowledge of future specialists to their ability to use information to solve practical problems; 3) the focus of training on the process of

professional growth; the orientation of professional training to the future employment of graduates [10, p. 29].

As L. Sebalo notes, the competency-based approach in the training of future elementary school teachers ensures the orientation of the whole educational process to the following basic educational goals: the formation and development of the ability to study throughout life, to self-determination and self-actualization of the individual, to active professional adaptation and socialization, continuous development of individuality, etc. In addition, the scholar is convinced that the main idea of the competency-based approach is that students should receive not unconnected knowledge, skills and experience, they have to develop the ability and readiness to work in different life and professional conditions in the process of the vocational training of the future elementary school teacher [12, p. 34]. Based on the above, we can say that a competency-based approach is an approach to the professional training of future elementary school teachers which is aimed at the implementation of person-oriented training of future specialists, the formation of the readiness and ability of future teachers to act in the current educational market. The essence of the competency-based approach in education is determined by the mainstreaming of the intellectual, communicative, moral, cognitive and informational educational components. The advantage of the competency-based approach lies in the fact that it makes possible to assess future elementary school teachers' knowledge and personal changes they got in the process of studying in a higher educational institution.

Findings. Consequently, the study makes it possible to determine that the competency-based approach is an approach to the training of future elementary school teachers aimed at implementing person-oriented training of future specialists, the formation of future teachers' readiness and ability to work in a modern educational market based on the scheme: competence (as a given content of education) – activity (as the main requirement of the organization of the educational process) – competency (as a competence acquired during the activities). We define competence as the readiness of the future specialist to apply the acquired knowledge, skills and experience in practice. It should be noted that competency is a competence which has been successfully implemented in the activity, that is a set of knowledge, skills, experience and attitudes acquired in the process of studying in a higher educational institution. The conducted research proves that the competency-based approach is the basis for preparing future elementary school teachers for the professional activity in the conditions of the "New Ukrainian School". It is important to note that the competency-based approach plays a significant role in the process of future elementary school teachers' professional growth, since it promotes the formation of highly educated, competent, mobile, self-organized, competitive professionals who are ready to enter the globalized world and an open information society.

Prospects for the use of the research results. The competency-based approach in the field of education needs further scientific research, since it requires future specialists to radically change the purpose, objectives and content of higher education: the transfer of knowledge and skills, the formation of a fully developed personality with life and professional competencies. The prospect of introducing a

competency-based approach in the learning process of future elementary school teachers involves the development of new standards for higher education and the ratio of subject areas with different types of competencies, which will be the driving force in the process of professional growth. Prospects for studying the outlined problem may be the study of the peculiarities of other methodological approaches implementation in the process of studying the issue of future elementary school teachers' professional growth in the context of higher education reform.

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1.5. THE CONCEPT OF DIFFERENTIAL ACCELERATED TRAINING OF SWIMMING, AS A FORM OF PROFESSIONAL COMPETENCE FOR THE FUTURE SPECIALISTS OF PHYSICAL EDUCATION AND SPORTS

UDC 378.016:797.212

Klimakova S. M.

Abstract. *The aim of this work is the study of methods of accelerated training and analysis of theoretical sources on the problem of accelerated swimming lessons and methods of teaching swimming to people of the different age, and also the study of the experience in realizing different methodics of accelerated learning. Extension of existing ideas about the possibilities of technology for learning and teaching, to promote the rational development of coordination, motor, cognitive, functional*

qualities during the development course of swimming is basic for improving teaching skills. Methodology of the concept of accelerated learning is based on the simultaneous teaching sporting ways of sailing in conditions of deficiency of time. The concept of differentiated accelerated learning can be implemented on the principle of simultaneous training of learning the technique of four sporting ways in swimming using the holistically separate method. The selection of the priority elements in the swimming technique allows the shortage of time which is spent on training, form sound specific system persistent motor skills, implemented in a water environment.

Keywords: *swimming, accelerated learning, methodic, technique.*

Problem statement**:** modern education is considered worldwide as an important factor in the formation and development of personality. In September 2017 a new law "About Education" was adopted, it regulates the basic principles of the new educational system. The reform of higher education promotes increased demands for the formation of a modern level of training teachers of physical education. The problem of optimization the content of physical education, in connection with the continuous expansion of knowledge and the formation of new ways of activity, acquires special importance and is a guarantee of quality assurance of training specialists. An important link in the professional training of competent pedagogical staff is to improve the theory and methodology of teaching sports and pedagogical disciplines.

Actuality of the study**:** The problem of optimization the content of physical education, in connection with the continuous expansion of knowledge and the formation of new ways of activity, becomes particular important and is a guarantee of quality assurance of training specialists. The reform of higher education promotes increased demands for the formation of a modern level of training of teachers of physical education. An important link in the training of qualified pedagogical staff is to improve the theory and methodology of teaching sports and pedagogical disciplines, one of which is "Swimming". In this context, the appeal to foreign experience, sources as the theoretical foundations of the study is relevant to improving the professional training of future teachers of physical education.

Connection of author's work to important scientific and practical tasks**:** The author analyzed a considerable amount of theoretical sources with the problem of accelerated swimming training and teaching methods of swimming for people of all ages. The author has proved that accelerated learning is one of the most interesting and effective methods of applying new theories of teaching and it contributes to the intensification of student learning in schools, universities all over the world.. The author revealed the theoretical foundations of accelerated learning – these are multi-modal methods based on the emotional approach that take into consideraton different learning methods using all sensory organs: visual, auditory, kinestetic, even taste and smelling sensations. This is a combination of several theories with art, which is a very solid basis for retention of more information, with a very deep awareness of this material.

***Recent research and publication analysis*:** Brin Best (2005) notes that accelerated learning is essentially a learning that is the result of many learning approaches and consideres how people can learn more effectively. [2] In the branch of education and development for C. Bonanno (2000), the term "accelerated learning" is used to define the approach of to learning, multidimensional character and the place of student in the experience. In the branch of education adult people, the terms of accelerated learning are related to programmes designed for meeting the needs of the adult population. The author of the term "accelerated learning" is the Bulgarian researcher psychiatrist Georgy Lozanov [4]. Accelerated learning – learning, from the position of Aron Murphy (2003), which proceeds more rapidly and with a deep understanding than is usually the case with the usual teaching methods. In the last few years, methods and approaches have been developed, taking into account of knowledge how the brain works, that will enable for children to learn more effectively. Accelerated learning also involves the creating positive learning environment, and ensuring the appropriate physiological and psychological state of the students for effective learning [12]. The questions of accelerated education were dealt with by such prominent psychologists as: George Lozanov (1980) [1], Howard Gardner (1983), Colin Rose (1985) [8], Alester Smith (1996), in their opinion, this is one of the most interesting and effective methods of the application of new learning theories and it revolutionizes learning in schools, corporations, and universities all over the world [12].

***Selection of previously unsettled parts of the general problem, which is devoted to the article*:** Studying the technique of sports swimming using existing techniques and programmes is not effective for many reasons. One of them is that the physical condition of the student, his readiness to successfully master the swimming skill is not always fully taken into account. Another reason is that the modern technique of sport swimming is extremely variable. The third reason is that in the educational process the time is not always optimally planned for mastering the basic swimming skills and sports technique elements. Therefore, the purpose of the study is to study the methods of accelerated learning and analysis of theoretical sources about the problem of accelerated swimming training and teaching methods of swimming for students. Generalization of the experience of implementation of various methods accelerated training as a means of forming professional competences for future specialists in physical education and sports.

***Scientific novelty*:** the concept of accelerated swimming training based on modern methods is formulated, which consists in the possibility that the student will be able to perform unerringly the new action from the first time, which allows studying motor activity as a whole, as meaningful and substantive activity. Such training arouses a natural interest in students to the result obtained, which contributes to the formation of their professional competencies.

***Research methods*.** Theoretical analysis of sources, in relation to traditional and non-traditional methods of accelerated learning; generalization of training experience, substantiation of differentiated methods of accelerated training of sport swimming technique students who study at the faculty of physical education; testing this technique.

Production of the main material: Bransford, J. D., Brown, A. L. and Cocking, R. R. eds (2000), believe that the process of accelerated learning is faster in the presence of the following factors: students are physically ready to learn; students are psychologically ready to learn; teachers use appropriate teaching methods – they include establishing links with what students have already known, developing students' thinking skills, learning skills using tools such as reflection of logical thinking that will allow students to demonstrate what they know and use the purpose of cognitive techniques to examine what was learned [3].

The accelerated learning in education by Bonanno, K. (2000) offers the following learning models: 1. Present information for students in a specific cycle – first share students with information, then activate it; 2. Use the theory of multiple intelligence – our understanding of intelligence and how it relates to learning; 3. Accelerated training cycle – practical approach to the work with students. In the methods of the accelerated training of motor action, the emphasis is on the most difficult – the formation of motor components of activity, and therefore all teaching means are aimed at orienting motor activities and solving motor tasks [4].

According to Cambell, P. (2004), the fundamental difference between the method of accelerated learning of motor activity from the traditional one is as follows:

Firstly, the traditional technique proceeds from the theoretical view that in forming the motor skills mistakes are inevitable. Assimilation of the memory of necessary movements comes as a result of repetition of the same actions. Therefore, the great part of time is spent on countless repetitions of the simplest exercises. And the new technique is based on the belief that it is quite possible that the action performed without fail for the first time and throughout the next steps regardless of the number of repetitions.

Secondly, the traditional method divides activities into separate, separated one from another parts, and teaches these parts separately for each of them for a long time, then the new technique organizes the action at once and simultaneously, selecting exercises in such way to study the motor action as a whole. This feature of the new method allows you to teach not just motor exercises, but the movement as a whole as a deliberate and meaningful activity, arouses a natural interest in the student to the result.

Thirdly, study of the new method is not connected with the bulky multi-page textbook and generally does not deal with any textbook, where as usual, verbal instructions were given about what to do, how to do, how to read and remember more before the beginning of practical actions, and as a rule, without significant benefit for the success of the actions themselves.

Fourthly, the new technique has the ability to protect against wrong actions [6].

Young, W. B., McDowell, M. H., Scarlett, B. J. (2001) divide mastery of the technique in several stages: 1. Determination of the motor structure of the exercise; 2. Detection of adequate correction for all details of movement; 3. Switching the motor correction to the corresponding grass-root levels of control, the automation of motor actions; 4. Standardization and stability of motor actions. The first two stages

represent the initial period of development the technique of motor action, and the other two relate to the period of consolidation and improvement [13].

Cronin, J., McNair, P. J., Marshall, R. N. Developing (2001) developed a technological learning system for motor activity:

1. Initial learning of motor activity. At this stage, the basic of the ability to perform the learning action are formed. An idea of the investigated effect is created, attempts are made to perform an action or part of it. Demonstration, story (explanation), disassembled and bringing up exercises is used.

2. In-depth study of motor activity. The task of forming motor skills and improving it is set. The technology of training should be implemented through technological schemes. Variations of such schemes may be many. The technological scheme is the algorithm of operations, the implementation of which ensures a consistent approximation to the final result: from the inability to perform the motor action to the ability to meet the requirements for quality. Based on these criteria, minimizing of the means used in this way is one of the hallmarks of learning technology.

3. The first basic operation is a detailed examination of the technique of the exercise by the teacher himself. It requires knowledge of the biomechanics of movements, the mechanisms of management of them. The stock of knowledge is a condition of the effectiveness of the executed operation.

4. Since the technology of training is aimed, first of all, at the student, then the next operation is an assessment of the level of readiness of the student to develop the action. It is provided: technical, physical and mental readiness. Technical readiness – to carry out the basic elements of the technology close to the learner. Physical readiness – availability of the required level of development of physical qualities and, above all, those that will provide the opportunity to perform the developed action. The lack of a proper level of development of physical culture is the reason of many mistakes and often even non-fulfillment of motor activity. Mental readiness is primarily determined by the level of development of mental processes (thinking, perception) and psychological (the ability to overcome fear), determination in achieving the goal, etc. This operation is basic in terms of the content of the following.

5. Then the teacher and the student are working on creating an idea of the movement. This operation requires the teacher of knowledge of human psychology and the skills of practical application of figurative display, explanation of movements, taking into account the typological features of those whom he creates an idea. The operation ends with an assimilation check.

6. The choice of the method of learning exercises should be done by the teacher quickly and based on the results of the readiness assessment. It requires knowledge of the features of possible learning methods, above all, the methods of exercise. With a large number of diverse teaching methods, the decision is practically accepted in two directions: holistic or dismembered. The advantage, if possible, is given in a holistic way. If this is not possible, then you should strive for minimal dismemberment.

7. Having determined the method, the teacher must give the first practical task. If the holistic method is selected then it should be a target exercise under certain conditions. If disassembled, then this is part of the target exercise. The way of dismembered learning requires its technological scheme of work, and it is less effective.

8. The first, almost integral task, as a rule, is accompanied by mistakes, deviations from the program of movement. Therefore, the task of the teacher is to identify, reveal these mistakes, to provide the main ones. Identify and eliminate the reasons of their occurrence.

9. In this regard, the next operation is identification of the reasons of mistakes. Then the theory of motor mistakes must help the teacher (Korenberg). The classification of mistakes and their reasons allows them to be most effectively identified. As a rule, there are two: insufficient coordination and physical preparedness of students.

10. Correct determination of the reasons of mistakes becomes the basis for the next operation – selection and identification of the corrective, which allows you to correct the mistakes of the problem, methodical admission. At this moment, the teacher needs a good methodological preparation for choosing an adequate solution to correct the mistake.

11. When performing a corrective task, the learner makes mistakes again. It is desirable that these were new, less significant mistakes. If they are repeated, then this indicates that the teacher has chosen an ineffective corrective task, reception.

Further operations form as a whole cycle: tasks - mistakes- their reasons-corrective tasks. And this cycle is carried out not in the circle, but in a spiral up, to the required level of quality. The more correct the corrective task is chosen – the shorter the way to the ultimate goal of learning [7]. Thus, learning should be considered as a process of constant quality changes for a steadily rising line, although with temporary delays.

Nias D., Colin, A. (2002) note that the modern technique of sport swimming is extremely variable. It is constantly developing and improving. The formation and improvement of technical skills is connected with the development of student's functional capabilities, the level of his physical and mental readiness. The continuous improvement of the techniques of sporting ways of swimming makes it difficult to change the perception about the effectiveness of techniques of all ways of swimming, which entails the necessity to improve the training method in strict accordance with the main trends of the development of swimming techniques [11]. Bower, D. (2006) noted: nowadays, a large number of new exercises is fundamentally different from those used earlier in the study of swimming. They allow you to learn the technique of all four sporting ways of swimming in integral form. Elements of swimming technique, performed in various combinations, improve the coordination of relationships between different muscle groups, which facilitates the rapid acquisition of motor experiences necessary for further technical improvement [5].

After analyzing the used sources and summarizing the experience of specialists in thebranch of accelerated swimming training, the author developed a methodical scheme of differentiated accelerated swimming training.

It includes 5 stages: Stage I – Create an idea of the studied ways of swimming. Students are acquiring with the aquatic environment and forming the ability to "rely" on water; Stage II – basic elements of swimming technique are studied and mistakes are eliminated; III stage – additional elements of technique of sporting ways of swimming are studied; IV stage – the coordination of movements by hands, legs and body is carried out – at first on the delay of breathing, then with breathing; Stage V – Improvement in the agreed swimming motions.

In the process of simultaneous studying techniques of sporting ways of swimming for improving the quality of technical training, there is a large number of different exercises in water, this contributes to the rapid formation of the school of movements of the swimmer.Getting to know the swimming techniques begins with watching movies about swimming technique. To create the correct idea of the technique of each way of swimming, it is examined in detail in the following scheme: a) general rules about the way of swimming; b) the initial position of the swimmer; c) movements with hands and breath (movement of the head); d) movement by legs (torso); e) coordination of movements (initially at respiratory delay after inhalation).

After creating the correct idea of the methods about swimming, which are studied preparatory exercises are carried out for development with water. Study begins from the fact that the habit of lowering the face in water is made, it helps to get rid of the fear that water pours your ears and nose. Also the ability to look under water is developed, it is important for the psychological stability of students while staying in the water. Further, sliding exercises are taught to teach horizontally and exercises with the help of hands to create a supporting position in the water.

Ultimately, the working position of the swimmer is being learned, cultivating a sense of support on the water. All this is the preparation for the development of sport swimming skills.After developing with water, developing the ability to take the horizontal position on the back and on the chest when the face is in the water, after the students learned to stay on the surface of the water due to the support of the comb of hands, it is necessary to go to the training of sport swimming techniques.

A considered modern system of preparatory and special technical exercises in the water helps students to create a complex of necessary sensations, perceptions and motivational ideas about optimal variants of movements. The teaching methodology, based on the concept of differential learning and a holistic approach to the development and improvement of the technique of sport swimming, is developed, promotes the accelerated formation of the structure of the swimming movements, the establishment of the stable motor skills. This allows ultimately to train competent specialists who have modern methods of accelerated swimming training.

***Conclusions*:** In this work, the experience of realization of methods of accelerated training is revealed. Thus, in the training of motor activities, the emphasis is on – the formation of motor components of activity, and therefore all teaching ways are aimed at orienting motor activities and solving motor tasks. The theoretical significance of the work is that the authorprovided the fundamental difference between the method of accelerated training of motor actions from the traditional one: Firstly, the traditional technique proceeds from the theoretical submission that in forming the motor skills of mistakes are inevitable. Assimilation of the memory of

necessary movements comes as a result of repetition of the same actions. Therefore, the most of time is spent on countless repetitions of the simplest exercises. The method of accelerated learning is based on the belief that it is quite possible to correctly perform the action from the first time and throughout the following actions regardless of the number of repetitions. Secondly, the traditional method of swimming training divides activities into separate, separated parts, and teaches these parts separately for each of them for a long time, while the technique of accelerated swimming training organizes the execution of actions at once and simultaneously, selecting the exercises in such a way that study motor activity as a whole. This is precisely what allows using this technique to teach not just motor exercises, but the movement as a whole as meaningful and informative activity, arouses a natural interest in the student to the result. It enables to carry out constant self-control of the student and control over the course of training by the trainer.

Expansion of existing ideas about the possibilities of teaching and learning technology, aimed at the rational development of coordination, motor, mental, functional qualities in the development of the course of sport swimming, is the basis of the process of improving pedagogical skills. The methodology of the concept of accelerated learning is based on the simultaneous training of sporting swimming techniques in the conditions of shortage of training time.The concept of differentiated accelerated learning can be implemented on the principle of simultaneous training in the technique of four sports ways of swimming with the use of a full-divide method. Selection of the priority elements of swimming technique allows, in conditions of shortage of time allocated for training, to form a qualitative system of specific stable motor skills that are realized in conditions of water environment. ***Prospects for using research results*:** experimental review of the practical use of differentiated accelerated learning technologies.

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1.6. THEORY AND PRACTICE OF PROVIDING NON-FORMAL PROFESSIONAL DEVELOPMENT TRAINING FOR SOCIAL WORKERS IN MILITARY CONFLICT

UDC 378

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Abstract. *The article reviews theoretical and practical issues of non-formal professional development training for specialists of integrated social service centers for internally displaced persons (IDPs) and community members. The authors reveal the peculiar features of such training, its theoretical grounds: problem-oriented, client-oriented, competence-oriented, resource, interdisciplinary, family-centric, pragmatic, androgenic, project approaches. The multidisciplinary approach has been first implemented for social workers' training in Ukraine. Its innovative forms of realization are a multidisciplinary professional team of mobile social work specialists and an integration support center, the analogues of which are not still available in Ukraine. It is the first time that the competence-oriented approach has been applied to non-formal professional development training for social workers and its resources have been used in practice. This is the first review of its essence in post-graduate non-formal education. The authors disclose the content of non-formal professional development training for social workers, prove the efficiency of its forms and methods (on-site classes, informing, exercises, work in microgroups, etc.).*

Key words: *non-formal education, professional development, integration support center, internally displaced person, multidisciplinary team, scientific approaches to social workers' training: problem-oriented, client-oriented, competence-oriented, interdisciplinary, family-centric, pragmatic, androgenic, resource, project, content of education, training.*

Introduction. Ukraine is ranked 8th in the world by the number of internal migrants in the country. Now, they are more than 1,600,000 people. It is a great charge for people who are displaced, for the communities holding them and sharing their resources with them, for the country experiencing the humanitarian crisis as a result of the mass resettlement of people, for professionals who have not previously run into providing social services in a situation of military conflict. The problem of overcoming the humanitarian crisis caused by the military conflict in the East of Ukraine is connected, first of all, with the consolidation of the society, assistance to internally displaced persons (IDPs) from local residents of the host communities and local self-government bodies, providing high-quality social services to IDPs and to the communities on the basis of new approaches, which ensure an optimal way to meet the challenge. This requires new competencies from social workers for dealing with a new type of client in new working conditions. Therefore, professional upgrading of all social workers in such communities has become an urgent need, which is only possible with non-formal professional development training in the workplace concurrent with providing social services.

***Relevance of the problem*.** Berdiansk has faced quite a number of problems connected with the flow of IDPs into the city. Now, there are 10,000 IDPs per 112,000 residents (that is 10% of all the inhabitants of the city) comparing to 1 in every 5 four years ago. Therefore, it is imperative now to take measures for integrating IDPs into the local community, for reconciling people with local residents and with the events occurred in their lives, for adapting a great number of people without social connections and assistance to new living conditions, etc. The solution to these problems is mainly based on Ukrainian IDPs legislation, state programs on social assistance to IDPs. However, the most important problems are housing, resources for IDPs and their relations with local people, social workers' capacity to resolve conflicts and provide social services under conditions of military conflict and lack of resources to meet the basic needs of IDPs and local residents. These are precisely the aspects of providing social services to IDPs and the community to make up the content of non-formal professional development training for social workers in such communities, which should be theoretically grounded on a thoroughly selected content, forms and teaching methods.

***Theoretical and Practical Significance*.** The project of the EU international technical assistance «Development of a Comprehensive System of Support for IDPs and Local Community of Berdiansk city» is aimed at creation of new organizational structures for Ukraine as well as training specialists providing social work for adults. An important event was creation of the Berdiansk Integration Support Center involved into work of the city's social services with IDPs and the community residents on the premises: CSSFCY (Central Social Service for Family, Children and Youth), SSC (Social Service for Children), territorial centers, the Department for Family, Youth and Sports. The Berdiansk Integration Support Centre may set a precedent for opening similar centers in other cities. Its aim is to present a comprehensive solution to the problem of IDPs and residents of the host community with the help of multidisciplinary professional team. It should be taken into account that professional and social pedagogy has neither experience in training such

specialists for multidisciplinary teams nor in providing such services in Ukraine under condition of military conflict, which is innovation in the theory of social work and social pedagogy.

***Analysis of recent publications*.** A number of modern research works are devoted to the theory of professional training of specialists in social work, social pedagogy, in the system of institutions of higher education and continuous education as well as the theory of providing social services, methods of social and socio-pedagogical work with children and families, development of tolerance and the culture of peace in children's educational environment. These researches relate to the professional university and postgraduate education [1-7, 11, 13], though they do not concern social work in the regions with numerous migrants and where upgrading of general competence of practicing social workers is provided by non-formal education. The current legislation in Ukraine has legitimated non-formal professional development training as equal to the formal one, though the content of social workers' professional training has not been grounded. The research works suggest some programs and contents for various trainings, mainly NGOs (non-governmental organizations) [8, 12], which are not always professional in the field of education and implement only a problem-oriented approach to learning. It allows considering this approach to professional development training as justified but insufficient for devising adult education, theories of the educational content, non-formal education, etc.

Emphasizing essential issues still pending. The principal purpose of existing research works is connected with formal education and getting an academic degree [1-10]. The project approach to professional development training for social workers used to be beyond scientists' attention. Neither was researched the problem of training specialists practicing in multidisciplinary teams providing social services in integration support centers for IDPs and host communities. All studies relate to the peaceful working conditions of permanent residents. Lack of theoretical grounds of non-formal professional development training for practicing social workers under condition of military conflict and deficiency of resources to meet the basic needs of IDPs and local residents of the host community should be taken into account. Thus, ***the purpose*** of the article is to define the theoretical grounds and the content of such training for specialists of a certain community and to prove their efficiency.

The scientific novelty of the article is the allocation of theoretical foundations for non-formal professional development training for social workers, which involve such scientific approaches as: problem-oriented, client-oriented, competence-oriented, interdisciplinary, family-centered, pragmatic, androgenic, resource, project ones. Also, for the first time, teamwork and interaction have been identified as professional competencies of social workers in the integration support centers for IDPs and the community (a new structure for Ukraine); the non-formal educational opportunities for upgrading social workers according to the project approach are shown.

***Discussion*.** The theoretical grounds for making up the content of professional development training for social workers in integration support centers for IDPs and the host community should be based on scientific approaches as theoretical

foundations of non-formal training, which have been selected considering problems of IDPs and the city community. The problems connected with professional training in different establishments that have to work in interdisciplinary teams for the result as well as the principal approaches to modern non-formal professional training have also been taken into account [2, 5, 6, 7, 9, 10, 11, 13]. To these belong problem-oriented, client-oriented, competence-oriented, interdisciplinary, family-centered, pragmatic, androgenic, resource, project approaches. These approaches provide the direction of the content of training specialists practicing in integration support centers for solving actual problems and allow selection of technologies and teaching methods, effective forms and methods of teaching precisely in non-formal education for professionals with long-term experience. At the same time, we have taken into account that in the condition of IDPs' integration into the new community it is important not to redistribute the community's resources in favor of IDPs but to meet the interests of the community, to which the migrants have already belonged for 4 years and the resources should be distributed to all who need them and are in difficult living conditions. This required avoiding overlaps and faults in the work of the city's service centers, integration in work that conditioned the principle of multidisciplinary team work (mandatory by the order of the Ministry of Social Policy for territorial centers) for all social services of the city for the work of the Integration Support Center as the institution where the services are provided by all the specialists on-site and no visitor left without solving his/ her problem [10]. Such an approach enables visiting people in need of help and support and solving their problems on-site and deciding on the urgency of assistance or difficulty of the case. It should be noted that Berdiansk offers some places of compact residence (PCRs) for IDPs – on the premises of dormitories and sanatoriums, which now host disabled persons, pensioners and families with children. For such people it is more secure to live in PCRs, where humanitarian help is provided more often than in individual accommodation, actual information on any assistance is always available, constant support is provided by non-governmental organizations consisting of IDPs and where countrymen, acquaintances, people sharing the same problems live. Some of the PCRs' residents for various reasons are not willing or are not able to move and live independently. This impedes their integration into the community and adaptation in the new place of residence. Besides, there is some biliousness against IDPs which is sometimes unjustified and impeding their integration into the new community. In some cases those were social workers who biased IDPs unfavorably. Thus, it is essential to use client-oriented and problem-oriented approaches to make up the content of non-formal training of specialists for the support centers targeted at elimination of negative stereotypes and address problem solving of clients. The competence-oriented approach presupposes distinguishing the professional competences compulsory for the social workers. Among the most urgent ones are ability to teamwork and interaction, which according to V. Kremen are general competences, but in our case they are professional into the bargain. The androgenic approach treats adult training considering social workers' experience, taking into account the common and the miscellaneous in the work and providing on these grounds material for deepening knowledge and developing new skills in practice. The

ability to teamwork should be practiced through on-site classes, for example. The project approach helps us to solve a specific problem of practice and to raise funds for training social workers on this project, to develop a program for this training and to determine the requirements for its results. The family-centered approach allows working with families as an integral entity and subject of social services. The resource approach considers integration of all available resources for IDPs and the community. The pragmatic approach directs training to solve specific problems of IDPs and the community through integration of family and city resources.

Among primary purposes of social workers' training in the Berdiansk Integration Support Center were: changing the specialists' attention in favor of IDPs and developing their professional competence for the work in the center; the formation of multidisciplinary teams and the development of interagency cooperation both for conducting outbound informational and explanatory work with the IDPs in the PCRs and for work in the support center. On the other hand, we directed social workers to stimulate IDPs to accept social services, to form positive motivation for IDPs' participation in social work to solve their problems and eliminate consumer attitude to the authorities and community of the city.

Having learned IDPs' urgent problems and the requirements to training of social workers of all kinds establishments, taking into consideration all mentioned theoretical approaches we have devised a 5-day program for formation, training and work of a future multidisciplinary team in the places of compact residence and a 4-day program for training specialists to work in integration support centers for IDPs and communities. The content of the study included the following issues: the problems of IDPs, the problems of migrants living in places of compact residence, the analysis of the requirements for social workers' training, case management, multidisciplinary teams, the theoretical basis for the provision of social services to IDPs and the community in a situation of military conflict, methods for solving customer problems, the nature of the clients, their positive motivation for the adoption of social services, the peculiarities of providing social services to IDPs and the community in integrated centers, methods for detecting IDPs' problems (a focus group, interviewing, social inspection), teamwork exercises, social workers' image, games ("Pereselenska blukanyna" that is "Wandering of migrants"), etc. The principal form of the training has become work in microgroups. The leading methods are on-site classes, informing, various exercises, discussions, observations, demonstrations, illustrations, independent work, etc., with 70% of the class-time devoted to the practical training of specialists.

It should be noted that the most important result of the professional training, in our opinion, (apart from acquiring the professional competence) is the change in the attitude of the social workers of the city in favor of IDPs – it has changed to understanding and warmth, acceptance and empathy; most social workers had no experience in dealing with IDPs and treated them (about half) as objects of work and even as victims. While the term of support for IDPs has long passed and it requires the formation of IDPs' subjectivity in their own lives that can improve both their own lives and the host community's, the formation of goal-setting and new life perspectives, decision-making on further life and self-determination, assistance in

their realization. All specialists at the end of the seminar have noted the necessity of IDPs' subjectivity in social work and in life. The conducted seminars, in our opinion, have created necessary conditions for the carrying out the assigned tasks for the future and have successfully prepared specialists for such work.

Conclusions. The research has confirmed the importance of implementation of theoretical grounds into the practice training of specialists for the Berdiansk Integration Support Center for IDPs and the Community which has been based on problem-oriented, client-oriented, pragmatic, family-centered, androgenic, competence-oriented, interdisciplinary, resource and project approaches. These approaches have enabled to select teaching methods of training specialists for such establishments, new for Ukraine, to prepare social workers for treating clients as subjects of their lives and to depart from the support, to turn to help and self-help clients, to change their attitude towards IDPs, which is the key to successful integration of IDPs into a new community. ***Prospects for our further research*** in this direction are concerned with methodical assistance to practicing professionals, supervising them in the workplace and identifying their new needs in professional training.

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1.7. THE PROBLEM OF SOCIAL CHAOS FROM THE PSYCHOSYNERGETIC POSITION

UDC 316.4

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Abstract. *The concept of "social chaos" is among the basic concepts of modern social philosophy, which was to characterize the productive aspect of the change of complex human-dimesioned systems/environments, and act as a mechanism for the formation of a new order of social reality, the mechanism of regulation of human actions in society and the actions of society itself as a macrosobject. The concept of "social chaos" refers to one of those social concepts that are actively being developed today and are becoming more popular because they affect a range of issues that are significant both for social disciplines, as well as for education. The problem of social chaos as an uncertain state in which a certain social order is destroyed, while the new one is still in the process of constitution has a relation on the one hand to the study of social reality, and on the other, it is a problem of a person who has to find a place and define himself in new "life world" circumstances. Therefore, the state of social chaos, in which society falls into the form of a complex non-linear self-organizing environment/system, has certain consequences for a person, his mental condition, his system of values, ideas, meaning, all the sphere of internal life of the individual.*

Key words: *social chaos, social order, synergetics, psychosynergetics, human-dimensioned system/environtment, personal competencie**s***

In psychosynergetics human and his mental system are considered as a psycho-dimensioned system that self-organizes through complex nonlinear relationships between the internal and external environment. Behavior of a person, his relations with others, his perception of social reality, and etc. in the period of social chaos gets a special sense and meaning, since this cordonly degree depends on the formation of a new social order. In high education in Ukraine, the process of education and upbringing is aimed at the formation of "personal competences" in a modern young person that contribute to her personal development and formation in a complex chaotic world. Therefore, the study of the problem of social chaos as a human problem, its educational and personal competences has an important role in social philosophy and education. In the domestic philosophical and social thought the problems of humanity of social reality, social changes, social chaos and order in terms of synergetic methodology were reflected in the works of I. D. Dobronravova [2; 3], I. V. Yershova-Babenko [5; 6; 8], I. M. Preborbskaya [12], L. D. Bevzenko [1] and others.

The purpose of the article. The purpose of the study is to analyze the processes of chaotic social reality and their understanding in social philosophy and in education. This article implements one of the tasks – an analysis of the concept of "social chaos" in the aspect of the semantic field of the subject of social philosophy, as well as the study of the psychosynergic approach to the philosophical comprehension of social reality and human as a psycho-dimensioned self-organizing

environment/system. The psychosynergic approach has certain consequences for the sphere of education in the form of the formation of certain personal competencies of a person that is necessary for it for socialization.

Methods of research.The problem of the ratio of chaos – as a mess, and an ordered state, that is, the cosmos – as an order, was first put in ancient philosophy. However, at the beginning of the twenty-first century. it again becomes a problem of social philosophy and symbolizes the idea of the productivity of chaos as a source of new quality, a new order I. R. Prigogine – Nobel Prize (1977), by chaos theory, as expressed this idea: "... near the critical point the correlation becomes large scale. Chaos generates order" [14, p. 150]. Indeed, social reality can be represented as a nonlinear self-organizing environment/system (or according to I. R. Prigogine "dissipative system"), which is a constant transition between states of social order and social chaos.

"The most important feature of the dissipative system is that it combines order with chaos. The emergence of order in this system in terms of quantitative approach is reflected in the reduction of entropy, but the recent increase is due to the chaos in the environment. The system not only arises, but also exists due to the absorption of order from the environment, and, therefore, the strengthening of chaos there. Thus, the synthesis of order and chaos, carried dissipative system is now ordered structure can not exist without unregulated and order – without chaos. Order and chaos, rather than to exclude each other, as seen in the case of "equilibrium systems" complement each other so that no order can not exist without supporting it chaos or chaos - no order that it generates" [4, p.4]. But if the term "social order" is firmly rooted in social thought, then research on "social chaos" becomes especially relevant at the moment.

Under the theory of chaos in natural sciences, it is commonly understood as a mathematical apparatus that describes the behavior of some nonlinear dynamic systems that are prone to certain conditions to a phenomenon known as chaos (dynamic, or deterministic chaos). The behavior of such a system seems random, even if the model describing the system is deterministic. To emphasize the special nature of the phenomenon under study in this theory, it is commonly accepted to use the name "theory of dynamic chaos". Examples of such systems from the point of view of modern post-classical science are atmosphere, turbulent flows, certain types of arrhythmias of the heart, biological population, society as a system of communications and its subsystems: economic, political, psychological (cultural-historical and inter-cultural) and other social systems. Among such complex environments/systems in socio-humanitarian knowledge include social reality, society, culture, time, the human psyche and all its spheres.

N. O. Omelchenko studied the social chaos in Ukrainian socio-philosophical thought, who determined that social chaos, "inherent only in complex systems capable of self-organization, and activities to meet social needs is its driving force ... There are processes of disorganization at different levels of the hierarchy in the social system and they are localized by the very system that has self-preservation function. Therefore, the change of structure constantly occurs as a transition to a new order through chaos ..." [10, p. 9]. In addition, social chaos acts as a process of

disorganization and has several stages: the social crisis, social explosion and the stage of destruction. It can occur at different hierarchical levels in the social system. Therefore, the more complex the social system is, the more levels it involves, and, consequently, the process of transition to a state of social chaos carries in it a regular nature. For example, according to the statements of N. O. Omelchenko, occurs in social systems, which are organized within national states [10, pp. 14-15].

Considering the ontology of social chaos, Pavlov A. P. and Pavlov P. A. note that "most often chaos is perceived as a sign of destructiveness, crisis, decay, destruction. However, no less important mode of chaos – a meaning of senselessness of existence, emptiness, apathy, mental fatigue, etc. Ontological chaos is characterized as "the era of change" (war, revolution, social crisis), and the time of stable stagnation" [11, p. 136]. Another inalienable property of social chaos is that it is "embedded" as a necessary component in the behavior of the social system. It can even be used to predict the development of a complex self-organizing system, if a special mathematical device is used – the mathematical theory of chaos. In this regard, chaos has a special ontological projection, which the authors define as "semantic vacuum" [11, p. 137]. Negative manifestations of social chaos are associated with the discontinuity of traditions and intergenerational ties, the destruction of social mythologies and the neberling of meaningful values for a given society, the destruction of the usual way of life and the breakdown of social ties. In a state of social chaos, people are unable to perform the former social roles, lose their sense of responsibility to society and others, violate the dialogue between people and social solidarity.

However, there are some positive moments of social chaos, as chaos can be regarded as a medium for the emergence of a new social order. The period of social chaos can also be defined as a certain "social catharsis" when different established mythological and ideological traditions and customs are followed. "Society begins to fail when it can not control its semantic boundaries. The boundary between society as a system and environment is blurred. There is a semantic diffusion, entropy ... Destroys social reality and, with it, social order as a universal mechanism identifies the connection of individuals and society" [11, p. 138]. Therefore, according to the authors, social chaos manifests itself not only during wars, armed conflicts and social crises of various kinds, it may be invisible: "actors of social order fall out of the process of social reproduction, because they lose the ability to recognize the social reality that" breaks down" eroded, transformed into schematism, simulacrum" [11, p. 139].

Thus, the new characteristics of the description of social reality are ideas of variability, instability and nonlinearity. The diversity of structures and functions of society leads to the fact that the social subject himself chooses and carries out his activities. "The subject, the installation of his consciousness and its value advantages, and even a single human action, can play a key role in choosing the possible ways of development in the state of instability of a complex system" [9, p. 21]. Drawing attention to the decisive role of unstable, non-equilibrium states, modern social theories, interpreting the phenomena of "instability", "volatility", emphasizes the creative role of chaos in the development process [13]. Of course, this position of

modern social philosophical thought is in conflict with the prevailing classical notions of social chaos as disorderly, disorganization and arbitrariness.

In the study of the problems of social chaos, the synergistic methodology, which allows us to present a new picture of social chaos, based on the analysis of psycho-dimensioned environment – the human psyche, social reality, society, culture, etc., is important in the study of social chaos. In the formation and existence, development and destruction, in the behavior of these environments is significant and the essential (system-forming) factor is the thought of a person, or the mentality of a certain group (of a certain society), determined by age, speed, condition and behavior of the components and subdivisions there, structures of different levels, their relationships and boundary conditions. From these positions studying and describing the complexity of the psychic, mental: living, inanimate and virtual [5; 6; 9]. From these positions, we learn to explore human personality, social group, society at different levels: biological, energy, informational, semantic, mental, spiritual, emotional, and others.

Psychosynergetics as an interdisciplinary trend is being developed by the Ukrainian philosopher I. V. Yershova-Babenko, in which he made the first and important step towards a synthesized, diverse and problem-oriented approach to the study of the human psyche, as well as to the study of the psychosynergic strategy of human activity and the human cognitive system [5, 6]. With the work of the psyche, one way or another, any aspect of the problem of social adaptation of a person in a rapidly changing global world, the preservation of spiritual equilibrium in the current conflict conditions of existence is connected.

Psychosynergetics considers the system of the psyche as a specific natural reality (phenomenon), expressed by a set of dynamic states of various types of matter, energy and information, which functions as an open nonlinear self-organizing system, which is accompanied by the appearance of dissipative structures of different levels [5, 8]. The phase of the living state coincides in time with the state of the living organism of man, called the lifetime phase of psychic reality (the concept of reality we correlate with the living organism of a particular person or with the life of the subject from the perinatal period to death). It has the form of manifestation not only in the form of an individual mental reality, that is, one person, a subject, but also a group, a collective, and a society.

Moreover, in addition to direct theoretical and methodological developments in the field of psychology, the development of psycho-synergetics in the philosophical and theoretical plane has allowed to present a person as an open complex self-organizing environment/system, which also makes it possible to formulate new ideas about the mechanisms of person’s development, its formation and deformation. It gives "such a vision of man ... in which chaos, accident, disorganization are not destructive factors, but rather constructive, makes rethinking the traditional control schemes and bring forth new effective rules for organizing order with chaos" [14, p. 26].

In this case, the peculiarity of the presentation of man as a self-organizing environment/system is that it allows a person to move from one of their possible states in conditions of loss of order or organization to another, and this is in no way

connected with the existence of man in the world, with its actual situation at the moment "here and now". On the contrary, the transition often occurs to a state that is stored in the memory of man, and that was experienced in a remote moment of time and in another space. This gives grounds to characterize a person as a highly unbalanced environment/system. Hence the conclusion that the state of a person as a nonlinear environment/system, determine very small fluctuations, which in this stable state, this system does not react [7, p. 460-490].

Thus, the important achievement of psychosynergetics should be considered the emphasis on the problem of man as a problem of human and psycho-morality, the proportionality of the results of human activity and its mental state: "again, there is a pressing need for a general method of cognition of a" new type "that would allow ... analyze and recognize both man and space, and the inner world of man, and his social, including cosmosocial problems – the external world, prospects of development and moral problems" [8, p. 100].

Such concepts as "psychodimensioned environment/system", "psycho-dimensioned changes", "psychodimension", proposed by I. V. Yershova-Babenko already in the monograph "Methodology of studying the psyche as a synergistic object" (1992) [5], give a new vision of social processes as dependent on the mental states of the individual, social group, and society as a whole. In her works, it was also proposed to introduce in the conceptual field of the modern structure of social reality the notion of the inner personal world of man as a psycho-dimensioned environment (PS) – the source and "author" of social reality, society, culture. The psychodimensioned environment (PS) operates with "information, meanings, psychosynergic energy, character and stages of the environment, state and speed at different levels in accordance with the boundary conditions" [6, p. 37].

Since social reality is the product of social representations of people, a more adequate understanding of their behavior is directly related to the nomination and justification of the idea of "phase structure of the psyche's hypersystem," and the presence of "life-time phase" in it. In psychosynergetics, the "possibility of non-equilibrium phase transitions of the psyche from one state to another without external interference", a combination of "former" psychic realities with the present (level of culture, socio-cultural and humanitarian processes), the definition of psychodimensioned systems "as open nonlinear environments, that self-organizing" [6, p. 70]. Consequently, social reality, included in the chain of phase transitions / relations: "self-organization – chaos – the threshold of self-organization – a new quality, a new order".

Thus, the basis of this study was the idea that "social reality" (SR), in essence, is a psychodimensioned system/environment, which raises the question of the role of its linear component – social structures, organizations, institutions, their participation and a place in the process of chaotization. "The possibility of the spontaneous occurrence of a value (person, event, meaning) within the system/environment itself and, accordingly, at the level of man, his organism and/or the psyche, groups of people, society, and civilization under certain conditions becomes the controlling parameter of the behavior in the behavior of self-organized environments of various nature, including psychodimensional ones. It is the promotion of the value of human

in man in the rank of the controlling order parameter in human-dimensioned environments through the ability to achieve fundamentally, qualitatively other harmonious living conditions" [6, p. 167].

For the sphere of education, the psychometricity of social reality means certain conclusions concerning the formation of the facilities, skills and competencies that a person needs for socialization. Since the socialization of man today serves as a vital and important task facing the philosophy of education: "one of these approaches defines the vector of the philosophy of education in the interpenetration with social philosophy and social anthropology; the object of the philosophy of education is a person, a social space, the traditions of its education and the problem of socialization. Studies in this direction substantiate the question of which unrivaled education affects the formation of a person's life position, as it is intended to reveal its uniqueness, that is, education to a certain extent becomes the "architect" of man" [15, p. 83].

Proceeding from the fact that a person in the process of socialization constantly accumulates socio-cultural experience, and therefore always changes and develops. This gives it the opportunity to navigate in difficult situations, to make informed decisions at the appropriate points of the bifurcation of the life path. Assimilating and effectively using new information, a person carries out the self-organization of his own development. Thus, the main conclusion of psycho-synergetics in social philosophy is the conclusion that both man and society are psychodimensional systems that are non-equilibrium, in which the oscillations of transitions from order to chaos pass, which require a new synergistic methodology of research.

Conclusions and results. As a result of the development of psycho-synergetics, it became possible to accept the scientifically sound fact that such systems/environments as social reality, society, man, his psyche and mind, brain and thinking, social and other levels of behavior (informational, cultural, political, evaluative, emotional, etc.) are psychodimensional and belong to a class of open nonlinear self-organizing systems. Therefore, social chaos as a phenomenon of social reality is conditioned on the one hand by transformations, social changes taking place in society and education as its component, and on the other hand, to a greater extent, it is associated with transformations, fluctuations, phase transitions within the environment of the subject social action. ***Perspective directions*** for further researches are identified, such as: identification of new features and aspects of social reality as a self-organizing psycho-dimensioned environment/system; formation of a conceptual synergetic model of social chaos; formation of personal competencies in relation to this model.

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1.8. INTERPRETING INTERCULTURAL COMPETENCE: FOREIGN AND UKRAINIAN APPROACHES

UDC 351.85

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Abstract.*The article reveals the formation and understanding of the essence of intercultural competence and its concepts in modern conditions (intercultural adaptation, intercultural communication, intercultural competence, multicultural competence, polycultural competence, intercultural communicative competence). The approaches of foreign and Ukrainian researchers to the interpretation of the essence and components of intercultural competence are characterized as a) the state of readiness/ability of the individual to interact with other systems of culture based on respect of other cultural values; b) as an appropriate and effective management of the interaction of people who represent different or affective and cognitive behaviors in the world. The definition of intercultural competence and understanding its main components by foreign and Ukrainian researchers is clarified. The approaches of scientists to formation of intercultural competence (personality training to intercultural competence) as the ability to develop purposeful knowledge, skills that lead to changes in behavior and communication and are effective and expedient in intercultural interaction are revealed.*

Key words: *intercultural competence, intercultural communication, multicultural competence, essence of intercultural competence, components of intercultural competence, technology of intercultural competence training, model of intercultural competence formation, multicultural environment.*

Formulation of the problem. *Development* of human civilization, globalization and migration processes lead to increasing intercultural contacts that involve intensification of intercultural interaction and rethinking of the essence of cultural identity, the need to acquire the ability to live and work in conditions of multiculturalism. Specialists from various fields are faced new challenges as the the need for their readiness for professional activity in an increasingly globalized world. ***The actuality of the study*** of the essence and ways of forming the intercultural competence of future specialists is conditioned by the fact that intercultural competence has become a prerequisite for qualitative performance of professional duties and achievement of success in almost all spheres of professional activity.***The connection of the author's work with the important scientific and practical tasks.*** It should be noted that in today's conditions, intercultural competence should become a valuable asset of important specialists who, with a great deal of probability, in the process of life and performance of professional work will interact with people from different cultures and countries with different values, beliefs, worldviews and traditions. The study of the intercultural competence of future specialists is a component of scientific research of the Ternopil Volodymyr Hnatyuk National Pedagogical University, section «Theoretical and methodological bases of professional training of social sphere specialists» (state registration number 0114U003074).

Analysis of recent researches and publications. The analysis of scientific literature shows that in scientific studios of the last decade there is a tendency to active study the essence and content of intercultural competence, its features, concepts, theories and factors of its formation. The phenomenon of intercultural competence was the subject of foreign studies by (M. Bayram [9], D. Dierdorff [10], E. Tangen, Mercer KL, Spooner-Lane R., & Hepple [16]) and Ukrainian studies by (L. Vorotnyak [1], O. Gurenko [3], R. Kravets [4], L. Khomich, L. Sultanov, T. Schagrai [6] researchers. The modern understanding of intercultural competence is constantly being improved, due to studies from various fields of scientific knowledge: communication, social psychology, linguistics, education, and others. ***The purpose of the article*** is to analyze scientific approaches to the interpretation of the essence of the intercultural competence of specialists.

Presentation of the main research material. The first studies in the field of intercultural competence can be seen in works devoted to problems of acculturation or adaptation. Terms such as cross-cultural adaptation and cross-cultural effectiveness were used to characterize a phenomenon that in today's context interprets by researchers as intercultural competence, although cross-cultural adaptation and adjustment remain unique concepts in the study of various aspects of interaction with migrants. Modern scholars agree that though intercultural

competence is an important part of the perception of other cultures and adaptation, it conceptually differs from cross-cultural adaptation.

The scientific substantiation of the concept of "intercultural competence " was initiated in the course of studying the peculiarities of intercultural communication in the 50s of the 20th century. It is well-known that after the Second World War, the United States made a lot of effort and resources to implement a variety of assistance programs to countries affected by the war (Britain, France, Italy and Germany), as well as many countries in Latin America, Africa and Asia. In the process of analyzing the effectiveness of the implementation of these programs, it was found that some of them failed because of the lack of consideration in the process of their development and the introduction of cultural peculiarities of the countries and their peoples to whom they were addressed [11, p. 59-62].

The first studies in the field of intercultural competence can be traced in works devoted to the problems of intercultural communication, although the modern understanding of intercultural competence is (and continues to be) formed by studies related to various fields of scientific knowledge. It is indisputable that communication researchers can claim to nomenclature of intercultural competence and intercultural communicative competence terms.

The first definition of intercultural communication was proposed in 1972 by American scholars L. Samovar and R. Porter in the book "Communication between Cultures" [14]. According to their interpretation, intercultural communication is a kind of communication in which subjects (communicants) belong to different cultures. US scientists continued to study the concept of intercultural communication, and later in the mid-1960s, a number of American universities introduced courses on intercultural communication. In 1977, the journal on intercultural communication "International Journal on Intercultural Relations" was launched and the Association for Intercultural Communication was created [14].

In the 70s of the 20th century, a new vision of the problem of intercultural communication was debated. Expanding cooperation between countries in the field of economy, culture, business contacts, a need for adequate theoretical principles and effective means of intercultural interaction and intercultural communication happened. These processes have intensified the need to form the professional competence of professionals who can effectively carry out professional activities in the process of intercultural interaction (or in a multicultural environment). So, E. Rogers and T. Steinfath concluded that "the goal of most training studies for professionals in the field of intercultural cooperation is to increase their intercultural competence". The intercultural competence is defined by researchers as the level at which an individual is able to exchange information with individuals belonging to another culture efficiently and at the appropriate level [11, p. 221].

In the US and Western Europe, there are different definitions of approaches to interpreting the intercultural competence of many scholars. German researcher A. Knapp-Pothotoff considers intercultural competence as "a complex of analytical and strategic abilities that extend the interpretive spectrum of an individual in the process of interpersonal interaction with representatives of another culture" [13 p. 83]. Y. Kim, emphases the role of behavior and professional activity of the

individual, interprets intercultural competence as "the general ability of an individual to conduct behavior and activities that promotes cooperative relationships in all types of social and cultural contexts where there is a cultural or ethnic difference" [12, p. 62].

The most widely spread and recognized definition of "intercultural competence" given by foreign scholars V. Spitzberger and G. Shanyon, based on the analysis and systematization of different approaches to the interpretation of this concept in the work "Conceptualization of intercultural competence". Intercultural competence is defined as "appropriate and effective management of interaction between people, which represents different affective and cognitive patterns of behavior in the world" [15, p. 7].

In Western Europe and the US, most scholars share the view of American researcher D. Dierdorff [10] that "intercultural competence is the ability to develop targeted knowledge, skills that lead to behavioral change and communication and are effective and appropriate in intercultural interactions. In modern conditions there is an expansion of interpretation of the essence of the concept of intercultural competence, that is, naturally, the natural process (phenomenon), as the level of awareness about its essence, factors, methods of formation and manifestation is constantly growing.

An analysis of available researches suggests that the problem of formation of intercultural competence in the post-Soviet space was studied mainly by linguists, methodologists, philologists in the specific sphere of training specialists for intercultural communication, mainly in the process of teaching a foreign language, training of specialists in a particular sphere, as linguists, translators, etc. Based on the analysis of the elaborated literature on the terminology of the usage of this term, we consider it useful to note that the term "intercultural competence" is commonly accepted in the US and Western European countries, the term "polycultural competence" prevails in the post-Soviet countries, although the term "intercultural competence" is also used.

Ukrainian researchers consider intercultural/polycultural competence as a certain ability of a person to live and act in a multicultural environment; as the ability of a person to integrate into another culture while preserving the connection with native language, a culture based on the combination of personality characteristics, synthesized knowledge, skills and abilities of positive interethnic and intercultural interaction, which ultimately promotes non-conflict identification of personality in a multicultural society and leads to integration into the multicultural world space.

Ukrainian researchers L. Vorotnyak [1], L. Goncharenko [2], O. Gurenko [3], R. Kravets [4], V. Kuzmenko [2], L. O. Khomich, L. Sultanova, T. Shakhrai [6], L. Peretyag [5], Cherednichenko [7] interpreted polycultural/intercultural competence in the generalized context as an important component of professional competence, as an integrative quality of the personality of a future specialist, as a multicomponent personal formation that is the result of multicultural education and is based on the principles of theoretical knowledge and objective notions about ethnocultural diversity of a world, and is realized through skills, and behavior patterns that provide interaction with representatives of different peoples and cultures on a positive

(tolerant) attitude towards them, as well as in the process of acquiring the experience of intercultural communication, which promotes effective solution of the tasks of professional activity on the basis of positive interaction with representatives of different cultures.

The analysis of scientific studies shows that scientists from different parts of the world have a common position regarding the necessity of a purposeful formation of intercultural competence, which should become the basis of creation the professional knowledge of specialists of any direction in the modern world.

In Western Europe and in the US, most scholars share the scientific position of American researcher D. Dierdorff [10] that the basis of intercultural competence is the knowledge, skills and attitudes of the individual. D. Deardorff argues that the leading knowledge that lies in the the basis of formation of intercultural competence of the individual are as follows: cultural self-consciousness, culture of concrete knowledge, sociolinguistic awareness and understanding of global problems and tendencies. Among the most important skills the researcher singles out the following: listening, observing and evaluating with patience and perseverance; look at the world through the eyes of others. The intercultural competence of the individual is characterized by following indicators of its relation: respect for another culture / other cultures; openness from judgments; – interest (contemplation of differences as a possibility for new knowledge); – openness (tolerance to ambiguity and ambiguity) [10]. The researcher contends that intercultural competence is the ability of an individual to develop targeted knowledge, skills and attitudes that lead to behavioral and communication changes and are effective and appropriate in intercultural interaction.

M. Bairam [8] advocates the concept that formation of intercultural competence is the teaching of the methods of analysis of intercultural communication that would help to orient in the unexpected situations of the multicultural environment. M. Byram has developed a model of formation of intercultural competence. This model consists of the following elements: – the formation of intentions to tolerate relations with representatives of other cultures; – assimilation of knowledge about other cultures, their features, general processes in society and in separate social groups; – formation of skills through the ability to realize the cultural achievements of other ethnic groups and to correlate them with their own national ones; – the desire to learn new about the cultural achievements of different ethnic groups, as well as the possibility of application in practice; – formation of the ability to evaluate critically the activities of native and other ethnic groups representatives and draw appropriate conclusions from it [8, c. 10].

Of particular interest to Ukrainian scholars is the scientific position of the researchers D. Deardorff and M. Byram as to the fact that these knowledge, skills and attitudes affects the formation of internal personality changes. These changes are manifested from the outside of personality in behavior, attitude and style of communication. They are visible evidence that a person is interculturally competent or learns to be such. Ukrainian researchers of polycultural competence share the position of foreign researchers that polycultural competence is a kind of social psychological neoplasm of personality, a certain set of knowledge, skills, attitudes,

personal qualities that allows an individual to adapt and carry out professional activity in the conditions of a multicultural society.

Ukrainian researchers O. Gurenko [3], L. Peretyaga [5], L. Cherednichenko [7], etc.) emphasize motivational, cognitive and activite-behavioral as the structural components of polycultural competence. According to the researchers, the motivational component implies the presence of motives and values of a multicultural nature and, in fact, initiate learning of another culture and the emergence of a person's desire to live and work in a multicultural environment. The cognitive component involves acquiring knowledge of a diverse multicultural nature (familiarity with the spiritual and cultural values of modern civilization, with customs, rituals, traditions of different peoples). Aactive-behavioral component provides the functioning of the acquired knowledge and the formed multicultural skills in the process of life and professional activity in the multicultural environment. For Ukrainian distinctive identification with the traditions of national education is important and acceptable the position of researchers as to the effective way of forming intercultural competence is the process of integration, that is, the preservation of their own spiritual and cultural values with simultaneous mastering of the cultural heritage of other peoples.

Conclusions and perspectives of further research. The analysis of the concept of "intercultural competence" indicates its interdisciplinary nature and the variability of research approaches to the interpretation of its content. The variability of research approaches to the interpretation the essence of this concept is due to its complexity and multidimensionality. However, among these approaches, there is a sufficient consensus to make generalization about the existence of common understanding the essence of this concept. Intercultural competence in the most generalized context is interpreted as the ability of an individual to develop targeted knowledge, skills, and attitudes that lead to changes in behavior and communication and are effective and appropriate in intercultural interaction. There is also a common understanding among scholars from different parts of the world about the need for targeted formation of intercultural competence that should become an integral part of the professional competence of professionals for successful activities in the multicultural environment and successful integration into the world. Experts have proved that the formation of intercultural competence is a complex, compound process of purposeful training of future professionals for successful professional activities in the multicultural environment. Formation of intercultural competence involves the readiness and the ability of an individual to interact with other systems of cultural orientation and is based on respect of other cultural values. ***Further researches*** in the field of intercultural competence is intended to analyze the theoretical and practical aspects of the formation of intercultural competence of specialists in various spheres of activity.

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CONCLUSION ON CHAPTER 1

The introduction of a competency-based approach into Ukrainian higher education system requires its theoretical substantiation, the search for a place in the system of existing scientific approaches to specialist training, which we divide into the following levels: philosophical, general scientific, specific scientific and pedagogical. It is beyond doubt that a competency-based approach belongs to the pedagogical approaches and is not only connected with other pedagogical approaches but is also influenced by the approaches of higher level which determine the principles and trends of its implementation. The approach itself, along with other pedagogical approaches, allows to select the content, technologies, methodology, forms and methods of training specialists at the level of each particular educational subject. It also enables to consider the peculiarities of training specialists to perform professional activities in various fields. Thus, it is a benchmark and a system-forming factor in the system of scientific approaches to the preparation of specialists in higher education institutions. It is its purpose and function in the system of higher education.

It has been stated that a competency-based approach in the system of scientific approaches is related to psycho-synergic, ergonomic and resource-based approaches. Depending on the field of future specialists' professional activity and the purpose of their training, it can be applied alongside with systemic, activity-based, problem-based, client-oriented, interdisciplinary, pragmatic, family-oriented approaches. It can be used for training students and improving the qualification of working professionals, contributing to their professional and personal development. It has been proved that the competency-based approach involves students' and teachers' self-organization, their formation as equal subjects of the educational process in a higher education institution, leads to specialists' professional growth, the formation of their professional and general competencies, the formation of their subjectivity in learning, overcoming social chaos. It meets the requirements of today's Ukrainian society, of the New Ukrainian School. It has been pointed out that the competency-based approach provides a guideline for the preparation of specialists in various fields: teachers, athletes, social workers, etc., considering specific features of their professional activities. Generic competencies are the same for all the professions; they must be formed throughout the process of student preparation in higher education institutions, while improving social workers' qualification, contrary to the fact that traditionally attention is focused only on professional skills and knowledge. Generic competencies are the new subject of teachers' attention in higher education institutions; therefore, it is necessary to update curricula programs, considering the transversal formation of generic competencies alongside with professional competencies preservation. This requires determining the possibilities of each particular subject for the formation of professional as well as generic competencies, integration of disciplines according to other features besides professional ones in order to establish continuity in teaching disciplines and discipline cycles.

It also means that there is a need for teachers' cooperation in doing joint methodological work at several departments, creation of integrated disciplines combined by the purpose of studying them and the package of methodological support for each subject provided by more than one teacher. This will lead to the renewal of forms, methods, technologies and teaching techniques, which will be discussed below.

Given this, the formation of each type of competencies will have its own peculiarities, which will be specified in chapters 2 and 3 of the monograph.

(***I. M. Trubavina***)

CHAPTER 2. FORMATION OF FUTURE SPECIALISTS' PROFESSIONAL COMPETENCIES IN THE SYSTEM OF HIGHER EDUCATION

2.1. CONTENT AND STRUCTURE OF GENERAL SECONDARY EDUCATIONAL ESTABLISHMENT TEACHER'S INCLUSI VE COMPETENCE

UDC 37.04 : 316.61

Boychuk Yu. D., Kazachiner O. S.

Abstract. *The aim of the article is analysis of content and structure of such phenomenon as general secondary educational establishment teacher's inclusive competence. The necessity of development of teachers' inclusive competence was substantiated. On the base of scientists' approaches to teacher's inclusive competence content the author has defined general secondary educational establishment teacher's inclusive competence as an integrative personal background, which includes the ability of teaching different school subjects to children with special educational needs together with their healthy peers in conditions of secondary schools. This competence is manifested by teacher's ability to take into consideration different levels of students' aptitudes and mastering school subjects, different potentials of its learning, possible difficulties, which students may have while studying. The component and structural analysis of general secondary educational establishment teacher's inclusive competence was made; the motivational-personal, cognitive operational, reflexive-evaluative components were singled out.*

Keywords: *competence, inclusive competence, general secondary educational establishment teacher, content, structure*

Introduction. Nowadays the modern education is in the condition of active modernization, one of its aspects is the introduction of inclusion ideas to the practice. With all the latitude the definition inclusive education in Ukraine the side of inclusion which is connected with studying together both students who have a normal development and their peers who have intellectual, psychic, language, speech, physical development which deviates from the norm, has got the biggest resonance.The effectiveness of using integration and inclusion ideas in educational practice of Ukraine's secondary educational establishments largely depends on teaching staff qualification which is designed to realize them. But even on the first stages of inclusive education development the most acute becomes a problem of secondary school teachers' unavailability (professional, psychological, methodical) to work with children with special educational needs; there is lack of teachers' professional competencies in working in inclusive curriculum; teachers' lack of professional competence due to working in inclusive environment, psychological barriers and professional stereotypes also take place.

Actuality of research. In the context of the introduction of an inclusive form of teaching, the problem of teachers' inclusive competence as a component of their professional competence development becomes of particular importance. The need

for teachers' inclusive competence is determined by the constant increase in the number of children with learning difficulties (often intellectual and speech ones); insufficient preparedness of six-year-old children to study at school; not always correct and timely determination the reasons for students' academic failure by teachers, etc.

Connection of the author's work with important scientific and practical tasks. It is worth to mention that changing teachers' professional arrangements and level of forming their inclusive competence as a part of professional competences are the first and the most important stages of preparing the educational system for realization the process of inclusion. The analysis of scientific researches devoted to the problem showed that the definition «inclusive competence» in separate papers was defined «a level of knowledge and skills which are necessary for professional functioning … by teachers of integrated schools» [3].

***Analysis of recent research and publications*.** Analysis of scientific and pedagogical literature shows that today researchers focus on the issues of preparing future teachers and retraining teachers for professional activities in conditions of inclusive education. The problem of the formation of inclusive competence of teachers and persons working with children with specific psychophysical development was the subject of scientific research by S. Alekhina, L. Antonyuk, Y. Boychuk, K. Bovkush, V. Bondar, O. Borodina (O. Kuchcheruk), I. Voznyak, I. Demchenko, A. Kolupayeva, S. Mironova [5], I. Romanovskaya, V. Sinova, N. Tamars'ka, L. Falkovskaya, I. Khafizullina, V. Khytryuk, M. Tchaikovsky, M. Chernyaeva, G. Shaidullina, L. Shipitsina, M. Barnes, R. Motschnig-Pitrik, A. Santos and others. Scientific intelligence was aimed at such aspects as: the basic principles of forming the inclusive competence of the teacher (L. Antonyuk [7], Yu. Boychuk [6], O. Hnoyevska [1], O. Doroshenko [2], I. Iskruk, Z. Leniv [3], L. Savchuk [4], A. Sambor, L. Tyshchenko), inclusive competence in the context of the professional standard of the teacher (O. Kucheruk (O. Borodina) [3], Yu. Moklovich, L. Satarova [4], N. Tamars'ka [1], S. Chupakhina [2]), communicative competence of pedagogical workers in the transition to inclusive education (I. Zinova, G. Shaidullina); the development of the inclusive competence of teachers of certain subjects (Y. Boychuk, O. Kucheruk (O. Borodina) [5], O. Kazachiner [7; 6]).

Isolation of previously unsettled parts of the general problem to which this article is devoted. The conducted scientific investigations testify that the scientists mostly analyzed the problem of development of future teachers' inclusive competence in the system of professional education. Nowadays there is limited quantity of scientific researches, which is devoted to development teachers' inclusive competence, especially teachers of concrete subjects, for example, foreign languages, in the system of postgraduate education. Nevertheless, there is a great necessity in such kind of researches, and this aspect of teachers' professional competence, needs searching the ways of solving. Consequently, the above requires the introduction of changes to the content of continuing education for teachers of institutions of general secondary education (further – IGSE).

The scientific novelty of the article is to analyze the content and structure of teacher's inclusive competence phenomenon**.** So the **tasks** of research are the following: 1. To analyze scientists' approaches to the content of teacher's inclusive competence and on this base to give a definition of teacher's inclusive competence; 2. To make up a component and structural analysis of teacher's inclusive competence.

Exposition of the article's main material. In inclusive competence Yu. Boychuk sees an integrated and personal quality which determines the ability to realize professional functions in the process of inclusive teaching, taking into consideration special children's different educational needs, giving them a chance to including into secondary school's curriculum, creation the conditions for their development and self-development, full socialization, through direct mastering health-saving technologies [5, p. 11]. Skills which optimize teacher's professional activity in inclusion conditions give more chances for the organization of children with limited health capabilities' studying, taking into consideration their different educational needs according to involving such children into secondary school curriculum, creation the conditions for students' comfortable development, and in future – their self-development and full socialization. I. Khafizullina also gives the similar definition of teacher's inclusive competence [1, p. 8].

K. Bovkush determines teacher's inclusive competence as an integrative system of actions which lets realize professional functions in the process of inclusive education [2, p. 159] and has to be manifested in his/her work skills devoted to organization the mutual activity of different categories of students, rather responsible evaluation of knowledge mastered by students with different types of development disorders and skills to choose appropriate ways of educational influence on the students. Some foreign scientists (I. Khafizullina, N. Radionova, A. Tryapitsyna) single out such content stages/aspects of a teacher's inclusive competence development: 1) knowledge and understanding psychological and pedagogical consistent patterns and peculiarities of children's with special educational needs age and individual development in inclusive curriculum conditions; 2) skills of choosing optimal ways of inclusive education, working out the educational process for children with special educational needs and their peers with normal development joint studying in classes of secondary school; 3) using different ways of pedagogical interaction among all participants of educational process; 4) forming the curriculum which contributes the correction and comprehensive development of children with special educational needs in inclusion conditions; 5) realization of teacher's professional self-development according to the problems of children's teaching, upbringing and development in inclusive curriculum conditions [4].

So, on the base of existed definitions of inclusive competence we can define a teacher's inclusive competence as an integrative personal quality which provides ability to teach school subjects to children with special educational needs together with their healthy peers in conditions of secondary school. This competence is manifested in a foreign language teacher's ability to take into consideration different levels of mastering knowledge, abilities and skills by students (as it is already known, not all children with special educational needs are able to master a content of

programme material of school subject at high level), their capabilities according to learning, possible difficulties, different levels of aptitudes according to mastering them. Thanks to this it becomes possible to qualitative learning school subjects by children with special needs during the organization the educational process in secondary school, and also for students' development and self-development in conditions of inclusive curriculum by means of a content of programme material of school subjects.

Making up component-structural analysis of a teacher's inclusive competence as a part of his professional competence, we assume that analyzed competence reflect, firstly, general requirements to a teacher as to a person with inherent orientation of a personality, values, motives etc., secondly, peculiarities of his/her activity in inclusion condition. In the structure of teacher's inclusive competence we can single out motivational-valuable, cognitive-operational, reflexive-creative components [1, p. 25]. We meet another, functional, approach to definition of teacher's inclusive competence in researches of L. Horobets', N. Kuz'mina, S. Molchanov, O. Ovcharuk, I. Khafizullina, A. Khutors'kyy and others. It consists of competence structure disclosure through number of competencies, caused by teacher's professional activity's functional aspects.

In the structure of teacher's inclusive competence K. Bovkush determines a number of mutually conditioned components: diagnostic, orienting-predictability, constructive-projecting ones [7, p. 159].The structure of teacher's inclusive competence offered by I. Khafizullina, includes *contented* (motivational, cognitive, reflexive) and *operative competencies* [5, p. 12–13]. Based on our analysis, we distinguish in the structure of inclusive competence we single out motivational-personal, cognitive-operational, reflexive-evaluative components. Thus, we think that the content of *motivational-personal component* of a teacher's inclusive competence is the presence of *motives* of teacher's professional activity in inclusive curriculum conditions (*internal*: motives of achievement, personal development and self-affirmation, promotion, material, collective's praise, prestige etc.; *external*: a wish to work with a child with special needs, to provide his/her maximal socialization, awareness the necessity of making up an individual educational plan of maximal development and together with specialists – awareness of forming a student's life activism; perception of child's problems as personally important ones) (where external motives go to the second place), and also *personal qualities* (directionality to teaching school subjects in conditions of involving to children with peculiarities of psychophysical development to curriculum of their peers with normal development, merciful attitude to children with special needs, high positive self-evaluation, empathy, patience and endurance, tolerance to stressful situations, respect to a problem child's personality (subject-subject character of relations)).

We determine content of cognitive-operational component of teacher's inclusive competence as an ability to think pedagogically on the base of knowledge system and cognitive activity experience, which are necessary for teaching school subjects in conditions of inclusion curriculum, the ability to perceive, change and reflect the information in necessary moment; this information is important for solving theoretical and practical tasks of teaching school subjects in inclusive conditions. We

note that the system of inclusive knowledge includes general scientific, general cultural, psychological and pedagogical, and special (inclusive itself) knowledge [4, p. 16–17]. In turn, we single out methodological, psychological and pedagogical and special knowledge, which is a base for prevention of problems' appearance; these problems can be connected with teaching school subjects to children with special educational needs together with their healthy peers in secondary schools, and knowledge mentioned above is also a base for changing own pedagogical behaviour in inclusive curriculum conditions.

Said above let us show the content of knowledge necessary for inclusively competent teacher in IGSE (table 1).

Table 1

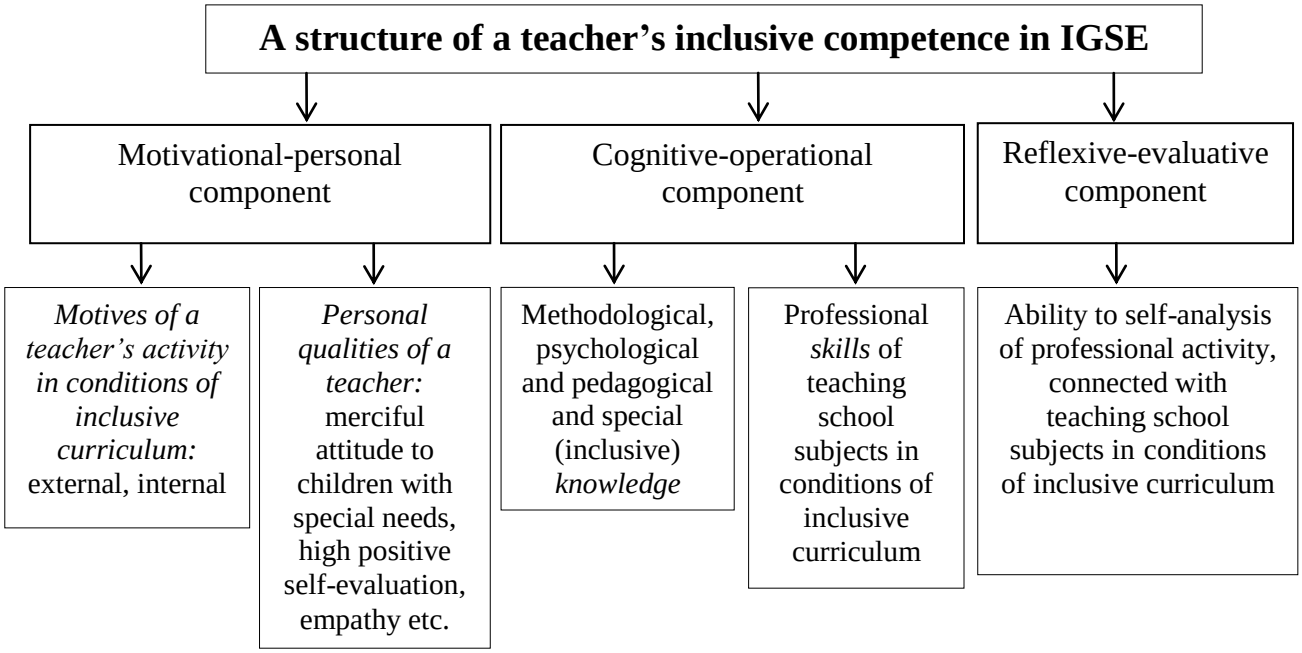
Kinds of knowledge necessary for teacher's inclusive competence development

Kinds of knowledge	Short characteristics
Methodological	Philosophical understanding the basis of inclusive education; conception of personality oriented, differentiated teaching; theoretical basis of inclusive education in dialectical unity with society needs, time demands, and also determination the place and role of inclusive education in the system of teaching children with special educational needs, basic values and principles of teaching children with special educational needs together with their peers with normal development, on the base of IGSE; conceptions which show the unity of laws of normal child and a child with nosology's and the leading role of studying in child's development
Psychological and pedagogical	Knowledge of principles of construction the inclusive education, its system and content of educational programs and individual programs and plans$ system of principles and ways of personality oriented interaction with children; knowledge of psychological and pedagogical conditions for development cognitive motivation and abilities of children with special educational needs to learning a foreign language; knowledge of psychological basis of teaching activity according to learning school subjects by students in inclusive conditions; knowledge the basis of special pedagogy in the educational process with children who have special needs and educational work with parents, in particular during the organization the educational process in learning school subjects
Special	Knowledge of educational technologies, modern innovative methodical systems of teaching students a content of programme material of school subject in inclusive conditions; Knowledge of methods of stimulation intellectual activity and ways of general personal development of children with special needs during their learning school subjects; Knowledge of methods, ways and forms of organization the work and managing the children's collective during their learning a content of programme material of school subject in inclusive conditions

Cognitive-operational component of a foreign language teacher's inclusive competence also includes professional *skills* to teach school subjects in inclusive curriculum conditions, which we understand as ability to solve concrete professional

tasks in educational process and present the mastered ways and experience of pedagogical activity, which are necessary for successful teaching school subjects in inclusion curriculum, solving pedagogical tasks which appear during teaching them, ways of independent and mobile solving educational tasks, realization searching and researching activity devoted to teaching school subjects in inclusion conditions.We think that the content of *reflexive-evaluative component* of a foreign language teacher's inclusive competence is in his/her ability to analyze the own professional activity connected with teaching school subjects in inclusive curriculum conditions, in which there is a conscious control over the own professional actions' results, the analysis of real educational situations which appear during teaching school subjects in inclusion conditions.

Mentioned above let us present the structure of a teacher's inclusive competence in IGSE on the picture 1.



Picture 1. A structure of a teacher's inclusive competence

Conclusions. Everything mentioned above let us make a conclusion that a foreign language teacher's inclusive competence could be defined as an integrative personal quality which provides ability to teach school subjects to children with special educational needs together with their healthy peers in conditions of IGSE. This competence is manifested in teacher's ability to take into consideration different levels of mastering a content of programme material of school subject by students, their capabilities according to its learning, possible difficulties, different levels of aptitudes according to its mastering. ***Prospects for the use of research results*** are seemed in working out the content of structure parts of a teacher's inclusive competence, and also in theoretical and practical designing the activities which are devoted to teachers' inclusive competence development in the system of postgraduate education (seminars, webinars, workshops, thematic and distant specialized courses, lessons visiting and analysis, trainings, "round tables" etc.).

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2.2. FORMATION OF PROFESSIONAL COMPETENCE OF FOREIGN STUDENTS STUDYING IN INSTITUTIONS OF HIGHER EDUCATION

UDK: 376-054.62+378

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Abstract*. The article deals with questions of formation of professional competence of foreign students. It is noted that the professional training of foreign students in higher education institutions in the medical, engineering, and agrarian areas of study has its own characteristics and needs a specific approach. Professional training is based on fundamental natural science training, which should be adapted for foreign students both in the theoretical and practical components of the learning process. The professional competence of foreign students should be oriented towards the geographical and cultural diversity of students and geared to their needs. Proposed ways of forming a high level of professional competence of foreign students are offered.*

Key words*: higher education, foreign students, training, professional competence, professional training.*

Problem statement and relevance of the research. In the modern world, where knowledge and technology are updated faster than the life of one generation of people passes, it is necessary to direct the educational process not only to the mastering of basic knowledge, but also to acquire skills to independently assimilate new knowledge and information throughout life and to use them efficiently on practice. There is a need for a socially and professionally active person who is highly competent, characterized by professional mobility, independence, ability to constantly improve their professional skills, to realize further creative growth. The number of foreign students in Ukraine is increasing year by year. According to the State Center of International Education – the main source of information on higher education in Ukraine for foreign citizens, today in our country there are 66310 foreign students from 147 countries [6]. Normative educational documents show that the training of specialists for foreign countries is one of the most important priorities of the state policy of Ukraine. The training of highly qualified, professionally competent and competitive foreign professionals is an indicator of the quality of education that undoubtedly raises the image of the country in the international educational market. Competently oriented professional education is an objective phenomenon in education caused by socio-economic and pedagogical prerequisites. This is the reaction of professional education to new socio-economic conditions,

when the market makes to the specialists new requirements that are not sufficiently taken into account in their training program. It is not so much requirements to the content of education, but to the goals, outcomes and educational teaching technologies. As a goal in modern education, the formation of specialist competencies relevant to his profile is considered.

The purpose of the article is to consider the peculiarities of the professional competence of foreign students and to identify possible ways to improve the quality of its formation in higher education institutions. ***Connection of the author's work with important scientific and practical tasks.*** The study of the problem of forming the professional competence of foreign students is an important issue not only for Ukraine, but also for any country that teaches foreigners. It should be noted that foreign students who have come for higher education in any country, upon completion of their studies, will return to their homeland at the absolute majority and begin their work activities where they will implement the received knowledge for solving specific problems. Detection of the peculiarities of the professional training of foreign students, the study of probable ways to increase the professional competence of foreigners is an important scientific and practical task of educators around the world.

Analysis of recent research and publications. Researchers understand the competence of human as the specially organized set of knowledge and skills that are acquired in the learning process [1, 2]. In modern literature domestic researchers use the concepts of "competence = adequacy" and "competence = expertise". The analysis of domestic and foreign literature on this problem gives grounds to note that the concept of "expertise" is traditionally used in the meaning of "circle of powers and rights", and "competence" is usually associated with awareness, authority, qualification, or "combination of necessary knowledge and qualities of a person, which gives the right to professionally approach to the solution of issues in a particular industry" [5]. Competence is the level of preparedness for activity in a certain field, the degree of mastering knowledge, the methods of activity which are necessary for making correct and effective decisions [4]. The study of professionalism was carried out by A. Markova, V. Slastonin, E. Simanuk, V. Tolochek and others. The problems of gist, content, components and types of professional competence were studied by: K. Abolkhanova-Slavska, L. Antsiferova, E. Seur, O. Karpenko, E. Klimov, T. Kudryavtsev, Yu. Kustov and others. Competent approach to training, upbringing and formation of the personality of a professional is the subject of scientific researches of V. Baidenko, L. Karpova, N. Kichuk, V. Krichevskaya, T. Novikova, O. Pavlenko, O. Pryhodchenko, L. Fursenko and others.In modern psychological and pedagogical science the concept of "professional competence" is considered as a component of:

– professional formation (K. Abulkhanova-Slavsk, L. Antsiferova, E. Zeyer, E. Klimov, T. Kudryavtsev, N. Levitov, Yu. Povarenkov, O. Fonarev etc.);

– professionalism (V. Budrov, O. Derkach, V. Zazikin, Y. Kolominsky, N. Kuzmin, A. Markova, A. Rean, E. Siyanyuk, I. Syromyatnikov, V. Slastonin, V. Tolochek etc.);

– system of general competences of modern personality (V. Baidenko, A. Verbitsky, O. Gura, D. Ivanov, L. Karpova, N. Kichuk, V. Lozovetska, O. Ovcharuk, O. Pavlenko etc.).

However, scientists did not pay attention to the issue of the formation of professional competence of foreign students.

The scientific novelty is to highlight the peculiarities of the formation of the professional competence of foreign students. Professional training for foreign students should be different from that offered to domestic students, or should be adapted for certain groups of foreign students. The ways of improving the quality of professional training of foreign students are proposed. It is shown that worthy professional training of foreign students affects the formation of professional qualities of future foreign specialists, the level of their mobility, competitiveness and demand in the international labor market that, in turn, raises the rating of the educational institution and the state.***Methods of research***: theoretical – analysis, comparison, systematization and generalization of different views of scientists (philosophers, psychologists, educators) on various aspects of the problem of professional training; empirical – observation of the students' and teachers' work; questionnaires, testing, conversation, discussion.

Presentation of the main material. One of the main tasks of universities at the present stage of modernization of the system of higher education in Ukraine is to find forms of its integration with science and production, to increase the role and responsibility of specialists, to provide the quality of training specialists at the level of international requirements, in particular, to bridge the gap between the level of theoretical knowledge of students and practical skills of their application in the process of professional activity. Competitive professionals must have professional skills based on modern special knowledge of a particular industry and a high level of professional competence, based on critical thinking and the ability to apply theoretical foundations in practice [3]. But it should be remembered that foreign students will apply acquired knowledge and skills in their home country. Therefore, their professional knowledge should be useful in those conditions and should match the needs of foreign future professionals.

Competent approach is oriented on the final result of the educational process, aimed at forming a future specialist's readiness to effectively use the potential and external resources to achieve the goal. Foreign students will become professionally competent in the subject to successfully apply their knowledge and skills to solving specific tasks in other circumstances than were established in the country of study.

The process of vocational training in relevant higher education institutions should primarily be aimed at forming a readiness for such activity that based on the individual's need for education and improvement throughout life. This is especially important in the case of the training of foreign students. Since the task of vocational education is to prepare students for solving those specific tasks that they will solve at their home, then the needs of foreign students in relevant knowledge, skills and abilities should be taken into account. According to the State Center of International Education, the largest number of foreign students in Ukraine are students from India (16.4%), Azerbaijan (11.3%), Morocco (8.8%), Turkmenistan (6.7%), Nigeria

(4.9%), Georgia (4.2%) and so on [6]. Each country is characterized by specific natural and climatic conditions, a composition of flora and fauna. Different diseases and parasites prevail in different countries, different gene pools determine somewhat various physiological and metabolic characteristics of the population, different enzymatic activity, susceptibility to certain microorganisms and medicines. Taking into account the large number of foreign students wishing to receive medical education in Ukraine today, the professional training of medical institutions should focus on the geographical and cultural diversity of students and to emphasize such characteristics of the inhabitants of different regions [8, 10].

In the process of professional engineering training of foreign students so-called geographic orientation should also take place. Foreign students from different regions in the process of obtaining engineering education in Ukraine should receive knowledge about the peculiarities of soils, climatic and weather conditions of their countries, and, accordingly, the behavior of certain building materials, structures or devices under those natural conditions.The same situation is in the process of agrarian training of foreign students. Are foreign experts ready to return to their homeland after studying in Ukraine and apply their knowledge to work in their native climatic conditions, on other equipment, with other normative requirements for the quality of agrarian products? We believe that the formation of the professional competence of foreign students has its own nuances, it must be at least adapted for certain groups of foreign students.

The concept "formation" in pedagogy is considered as the result of human development associated with targeted changes by upbringing, education and training. The training of qualified specialists is implemented primarily due to the educational process, which can be considered as a complex of system-forming elements. Depending on the main didactic goal of vocational training, the learning process can be divided into theoretical and practical training. The dominant goal of theoretical training is theoretical mastering of the profession, and practical – the formation of a system of professional skills, that is, the practical mastery of professional activity. The process of theoretical training is based on the logic of mastering knowledge, and practical – on the logic of skills [3].

The future specialist should be ready to enter the manufacturing sphere of interconnections, confidently feel in a professional environment, and for this purpose the formed professional qualities of the personality and skills of social and purely professional communication are necessary.

The process of forming the professional competence of foreign specialists has its own peculiarities both in theoretical and practical components of training. University training of both foreign and domestic specialists in the medical, engineering, and agrarian spheres involves two stages: first, deep fundamental, and then practical training. Such a system allows graduates to adapt quickly in the conditions of dynamic development of science and technology, keeping up with their achievements.

To improve the quality of professional competence of foreign students, we see several ways. First, the curriculum and methodological support for natural sciences, which are the basis for the mastering of special disciplines, should be reviewed with

possible adjustment of their content, taking into account the contingent of foreign students. The process of natural science training of foreign students in Ukraine is characterized by the stages of study, a special form of the linguistic-subject coordination method of the implementation of the content of training that must necessarily be reflected in curricula, programs and teaching and methodological support of the educational process. The system of forms, methods and ways of teaching is methodically balanced, adequate to each stage of education, which ensures the most effective achievement of the set educational goals and guarantees effective professional training of foreign students in Ukraine [7, 9].

Secondly, we believe that the organization of educational practice for foreign students in their home countries can play a positive role in improving the quality of their professional training. The aim of the practice is to master students by modern methods, forms, ways of future professional activity, its organization, formation of professional skills, education of the needs of systematic renewal, and also preparation of future specialists to professional activity [3]. It is in the process of passing the practice that students directly master a certain system of norms, rules, social roles and values that are specific in each country. Educational practice in native countries will further help them to be realized as competent specialists in their field of activity.

Thirdly, in order to improve the skills of domestic teachers, it would be advisable to exchange teachers from different countries. Sharing experiences and teaching techniques in this way will allow you to explore the educational features and clearly understand the needs of foreign students.

Conclusions and results. It was substantiated that formation of professional competence of foreign students is one of the main tasks of an educational institution, which must create all the necessary conditions for this. Professional competence allows a specialist to successfully perform various types of professional activity, it synthesizes a wide range of knowledge and practical actions, reflects the degree of formation of professional culture of a specialist and determines the results of his work. The professional competence of a foreign student is a measure and the main criterion of professional preparedness and the ability of the person to perform specific tasks and responsibilities in accordance with the conditions and needs of the country where the specialist plans his work. It was highlighted that professional training of foreign students in higher education institutions of Ukraine has its own peculiarities and needs a specific approach. The formation of the professional competence of foreign students in medical, engineering and agricultural directions of trainings is based on fundamental natural and scientific training, which must be adapted for foreign students both in the theoretical and practical components of the learning process. It is noted that adjusting of educational programs and methodological support on natural sciences in higher education institutions, taking into account the contingent of foreign students and their needs; organizing educational practice for foreign students in their home countries and exchange of experience of teachers from different countries will improve the quality of professional competence of foreign students. The high level of professional competence of foreign students affects the formation of the professional qualities of future foreign specialists, the level of their mobility, competitiveness and demand in the international labor market, which in turn

raises the rating of the educational institution and our state. The results of the research can be used to improve the quality of the professional training of foreign students in medical, engineering, and agricultural training profiles. ***The perspectives of further researches***. Search and enhancement of the ways to improve the professional competence of foreign students in accordance with the requirements of modern society and personal needs is an important task of pedagogical theory and practice and is a perspective of our further research in this direction.

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2.3. CITIZENSHIP EDUCATION AS THE WAY OF FORMING PROFESSIONAL COMPETENCE OF SPORTS DISCIPLINES TEACHERS

UDC 37.017.7

Marakushin A. I., Zhang Can, Xie Fei

Abstract: *The problem of citizenship education is becoming more and more sharp in recent years all over the world. Lack of citizenship education and citizenship feelings costs a country loss of highly qualified specialists, who try to migrate to countries with higher incomes, social and religious conflicts in the country, separatism trends, difficulties in implementing reforms etc. Today many countries of the world made citizenship education their priority both in the educational work with children and with adults (especially migrants and working migrants) looking for the ways and practical methods of providing citizen education to all groups of people. Till now China is one of 19 countries of the world that include citizenship education into the educational curriculum for schools and universities (in the form of patriotic education). Also the article represents the Chinese idea of "consciousness patriotism" which uses verity of forms and methods, including national sport, dancing, directed training of teachers etc. National sport (where national choreography is included as well) is seen as a motivator for citizenship education of youngsters thanks to its historical traditions and efforts of the Chinese sportsmen on the international level, which are highly appreciated and generously rewarded on the state level. Traditionally the list of competencies, which defines the state service of pedagogical workers, is a target composition of social expectations and requires of the state itself. Today, the PRC determines the ability to reproduce citizen education activities as the competence of a modern teacher (and the teacher of sports disciplines as well) in the People's Republic of China and as a part of their professional training programs and the part of social program of «consciousness patriotism».*

Key words*: citizenship education, consciousness patriotism, national sport, PR China, wushu.*

A child is born just as a human being. It is the society that introduces him/her to the world of people; it regulates and fills its behavior with social content. A man acts as a person when he/she becomes able to make independent decisions and take responsibility for them to society, he/she is a relatively autonomous, free and independent subject of activity that is responsible for decisions and actions made, as well as for the community where he/she lives and feels as a part of it. Nowadays the processes have place in modern world need active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the state and worldwide process as well.

In 2002 the UK officially became the first country in the world to introduce Citizenship education as a statutory subject in the National Curriculum, following the recommendations of the Crick Report of 1998. By now already 15 countries of the world have this subject as a part of educational programs to get people ready to live in the society (among them are Poland, France, China, Norway etc.) (Kalashnyk, 2017). But in fact the Chinese educational system can be seen as the first one to make citizenship education as the method and aim of educational work. In any historical period in this country education in all it forms (socialization, social education, formal and informal education, postponing knowledge by the means of schooling, training etc.) aimed to make a person to be a patriot of China, a worthy member of local community, a part of the society whose physical and moral qualities fit the general idea and social requirements of the Chinese state.

Each country for reaching their aims particularly in sphere of civil education uses methods that reflect its historical and cultural background. **The aim of this article** is to represent the Chinese experience of using national sports as a part of civil education work. While making the study the following general scientific and special research **methods were applied**: observation; comparison and analogy; analysis of theoretical sources on the problem; generalization; analysis of documents; synthesis, formalization etc.

The problem mentioned was not seen as a complex research neither in the Chinese nor European publications though several issues and problems attached were covered in scientific publications authored by Dzhgun, N. Kalashnyk, L. Kalashnyk, Ya. Levchenko, Li Zhangwu, Liu Huiming, Li Xu, Liu Tingli etc.

In different historical periods the process of making a human child to become a Chinese whose aim of being was serving the state belonged to different spheres of ethics, state service, philosophy, education etc. That’s why in Chinese pedagogical literature there are several terms for this educational process which can be used in parallel. The most common parallel used twoes are «citizenship education» and «patriotic education». In «Xi han jiaoxue cidian» (*Xihan pedagogical dictionary*, 1988) the term «patriotic education» and the term «citizenship education» presented at «Zhongguo zhongxue jiaoxue baike quanshu» (*Encyclopedia on Chinese Middle School education*, 2015) have the same definition as to the general idea and aims of this kind of education.

Citizenship education of young people is also considered in China as the introduction of the new generation into the system of values of the Chinese democratic (civil) society, that envisages the formation of the foundations of its civic culture (Liu, 2014). Civic culture is a deep awareness of a person of his/her belonging to a certain state, a sense of civil dignity, social responsibility, and the ability to defend social and state interests in difficult situations. The defining characteristics of civil culture are: patriotism, legal consciousness, political education, morality, and labor activity (Liu, 2010). The term «civic culture» in the Chinese professional literature is also not widely used, but can be seen in the researches which are translated from other languages or are made together with the abroad scientists.

Also in modern pedagogical literature of China the term "citizenship education" is not commonly used. More often they use traditional for the Chinese science term "patriotic education" if it concerns history, culture, economics, ecology and other humanitarian spheres of life and the term "civil education" or "political education" if it turns to law or politics.

The tradition of love for own country, the awareness of its exclusivity is inherent in Chinese society for a long time. And the great merit here belongs to the officials of China. For example, back in the time of Qin Dynasty (221 BC – 206 BC), the territories that surround China were officially recognized as unfit for life due to the absence of oxygen and population that was seen as bizarre creatures, not related to the human species. It was during the reign of Qin that the Great Wall began to separate China from the rest of the world. Throughout history, love for the Motherland, the emperor as the personification of the Motherland, father as the personification of the emperor was considered the greatest virtue in China.

The need of elaborating a clear concept of citizenship/patriotic education came to the forefront of the PR China in the first years of its existence. Through total impoverishment, political turmoil, actual occupation of China by foreign military forces, civil war in the country, began the process of citizenship/patriotic apathy. Therefore, under the leadership of Mao Zedong, the governments as soon as possible were compelled to solve the problem of personal interest of each resident in the economic development of their own country. The issue was resolved thanks to an effective program of citizenship/patriotic education where each person was to love country. The result of the citizenship/patriotic concept of that period is the introduction into the Constitution of the country of the provisions that "every Chinese, first and foremost, should be a worthy citizen of the PRC, contribute to its development and be the creator of its achievements" (Article 4). In 1980s with the adopting the free economics ideas the concept was changed: the country in general was proclaimed a corporation and each citizen of the country was seen as a worker. The main idea was as following: the country earns money when each person works well and each person works well when the country earns money and spends it for the wellbeing of its citizen.

Patriotizm in China to the greatest extent is based on the concept of "Sinocentrism" and "Consciousness Patriotism". Concept of Consciousness Patriotism sees patriotic feeling more in sphere of intellectual than spiritual feeling. A person should more understand that feel that his/her country is the best in the world,

and the country should give a person reasons for such understanding through achievements in political and economical spheres, strict observance of laws, good abroad image, high results of the country in culture and sports that give people feeling of pride for the country.

Cinocentrism in its origin has the idea that everything that brings China prosperity and benefit is worth doing. Patriotism is seen as the best tool for Cinocentrism as well as "the best tradition and the highest moral quality of the Chinese nation", the main "criterion for evaluating individuals, classes, parties, doctrines, theories and ideological trends". The best tool for creating a person as a patriot and citizen is education and deep study of national history, culture, arts and sports.

Care for the health and normal physical condition of the child, education of sustainability, endurance were the subject of constant attention in the Chinese society. The conditions in which China stayed for a long time required the perfect military-physical training of the male population. The ancient Chinese from an early age accustomed children to weapons and got them acquainted with the glorious exploits of their ancestors, and when they grew up – mastered the art of war. The ancient Chinese, no matter to what strata of the population they belonged to, forced their sons to run, fight, jump, swim and exercise until adulthood.

The history of sports in China is as old and rich as the history of the China itself. Archaeological excavations confirm that in the times of Western Zhou (1066-771 BC) annual sports days were held in order to identify young people capable to military service. In 831, the imperial stadium was opened in Xi'an, access to which was free, and everyone could attend. According to Zuo Zhuang, one of the classic books of China, a kind of "Book of Sports Records", created during the Warring Kingdoms (771-221 BC), all kinds of sports in China then were divided into 3 groups:

– sports for satisfaction and spectator sports – these kinds of activities were practiced by ordinary people and noblemen; performances of professional sportsmen were an integral part of both public holidays and hollidays in palaces (wrestling, running for short distances, throwing a disk or spears, etc.);

– sports for military purposes – jumps in length and height, long-distance running, lifting and carrying of weights, Chinese boxing, "Xiangzi" and "Weitz" (Chinese chess and checkers) for the officer corps;

– -sports for beauty and health – massage, "markdown" (exercises that mimic the movements of animals, later on this activities there appeared Wushu and breathing exercises Qigong).

Modern China is a sporting country. The most common sports are football, basketball, billiards and, of course, Wushu. In 1998, Wushu was proclaimed the "National Sport of the PRC". At the 2008, taking advantage of the right to host the Olympics, China offered Wushu as a new Olympic sport. Having lost its value of martial art, wushu is becoming more popular simply as gymnastics.

An active role in the popularization of sports is played by educational institutions, from kindergarten to universities. They have a system of sections, competitions are held. When assessing and writing characteristics, sports

achievements for the year are taken into account. When applying for a job, even private companies need copies of sports certificates. In the program of any educational institution in the country, at least two lessons of physical education per week are included. In addition, every day before the beginning of the classes, gymnastics and so-called "active breaks" are held. The researchers note that the physical education of the Chinese not only enriches young people with physical strength, energy for the future life, but also strengthens their will and character. Also, sport is considered to be very useful for preventing the emergence of local conflicts.

Start September 1, 2008, dances became compulsory for studying in Chinese schools. According to the Ministry of Education's instruction schools are to teach students 7 types of classical dance (5 types – Chinese, 2 – foreign), which meet the physical and psychological characteristics of pupils of different ages. Dances will not replace lessons of physical education; special trainings are to be held during breaks and during extracurricular activities. The introduction of dances into the schedule is explained by the need to increase the physical load on the students, because, according to the researches made by the Ministry of Education of China, a lot of young Chinese suffer from lack of exercise and obesity. In addition, "group" dances are designed to develop in schoolchildren social feelings, a sense of collectivism, theoretical knowledge in the field of dances (the history of the occurrence of a dance associated with the dances of the legend) will stimulate interest in the history of their own nation and, as the result, increase the level of citizenship feelings in young Chinese.

However, according to the requirements of parents, some restrictions were applied to paired European dances. Such an amendment to the order of the Ministry was made to avoid the appearance of "early love" and the decline in student performance. Chinese officials decided that schoolchildren will not dance with a certain partner, and during each dance lesson, a group of 4 persons will be formed. Partner and group nature of the activities will prevent the emergence of love between young people, and it is also planned to take into account the parents' wishes for dominance in the curriculum other types of dance, taking into account the cultural and religious features of the terrain.

Citizenship/Patriotic education of a person through the means of national choreography and national sports in the PR China is associated with the ancient Chinese philosophical and pedagogical tradition, which was based on the legacy of Confucius and the Confucians of later eras. According to the Confucian tradition, the main purpose of a person is to implement social norms and rules clearly. And since dance and sports is an organic need of a person and they cannot be forbidden, the philosophy of Classical China made dance and sport an integral part of public life by regulating them. There were clearly written out which dances and sports movements are performed in which situation, who has the right to execute them, counted and defined the movements, even the rules for enjoying the art of dancing and contemplating athletes' competitions were written out. Dance and sports movements entered the palace rituals and the rituals of worshiping the gods and ancestors, transferring them from the sphere of rest to the sphere of public order.

It was believed that the regulated dance and Chinese sports contribute to the strengthening of discipline in the country, a clear understanding by each person (read, member of the society) of its role and purpose, brings up a sense of responsibility for the common cause.

Today, the Chinese pedagogical science, like, however, at any other difficult time of change, tends to rely on solving its problems on its own historical pedagogical experience only. Therefore, today national choreography and national sports are actively used as a powerful tool of moral and, in particular, sitizenship education of a personality of young Chinese. It is believed that national choreography and national sports are a combination of:

– interpersonal relations in the learning process and performing activities, their direct interdependence;

– standards of behavior as a set of interpersonal relationships mediated by the content of collective activity and its values;

– moral experience of the performer or sportsman who takes moral decisions, his individual activities.

Also today, China actively promotes sports and choreography as the quintessence of Chinese historical and cultural heritage in general. Everywhere in China and abroad, through the choreography and national sports, the modern China inculcates love for China, respect, understanding of its value for world development in general, raises China's rating in historical processes.

Conclusions. Citizenship education in China is based on modern principles of economic, democratic and information society, demands of the Chinese state taking into account the process of globalization of the world economy as well as the interests of the particular country. The task of citizenship education is defined as strengthening the collective spirit; forming the mass consciousness of the nation; assisting to rational, open, calm, confident authority of the state and state leaders; realizing the importance of collective work over the implementation of innovations; increasing the level of social responsibility of all citizens of the country. That's why following the historic and educational traditions of their own country the Chinese till now make the citizenship/patriotic education the main part and the task of the educational work in the country. All the other directions of the pedagogical influence over children, youth and just any citizen of China are to follow the «Sinocentizm Concept» and go through the prism of citizenship education to check out their expediency, usefulness and simply vitality in Modern China's social and educational space. For fulfilling this aim China uses all the methods available, include national sports.

The material presented in the article can be used for teaching courses of specific direction (history of choreography, history of sports disciplines, sportology etc.) as well as for courses of general problematic (sociology, pedagogics, social psychology, rehabilitation etc.)

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2.4. POLY-ARTISTIC COMPETENCE AS A PART OF READINESS OF THE FUTURE MUSICAL ART TEACHER FOR INTEGRATED TEACHING

UDC [378.147:78]:37.091.313

Zhukov V. P.

Abstract. *The author defines the essence and content of structural components of poly-artistic competence of the future musical art teacher as a part of the readiness of the future musical art teacher for integrated teaching; the idea of the functionality of poly-artistic competence in the aspect of training a future musical art teacher for integrated teaching is expanded. It has been established that various types of art and their interrelation are effective means of integrated teaching, poly-artistic competence is an integral part of the readiness of the future musical art teacher for integrated teaching. Poly-artistic competence is defined as sustainable personal entity, which combines professional motives, values, knowledge, skills and*

personal qualities of a future musical art teacher, determining effective solution of problems of integrated teaching and poly-artistic education of schoolchildren. In the structure of poly-artistic competence of the future musical art teacher, interrelated components are identified: emotional and value-based, cognitive-ideological, procedural and activity, and personal-creative. The article presents forms and methods for forming the poly-artistic competence of the future musical art teacher.

Key words: *Future musical art teacher, multiple arts knowledge, readiness, integrated teaching, student.*

Problem Definition. New requirements to the level of education, culture, professional competence of future music teachers are stipulated by the processes of integration of Ukraine into the European educational space in the conditions of its globalization, modernization, universalization, information technologization. Musical art teacher has a special role in the fulfillment of these targets, as he has to combine the features of a teacher and musician, culturologist and art historian. Musical art teacher must create an educational micro-environment, based on the interaction of various types of art, which will ensure the formation of awareness and self-awareness, the spiritual growth of an individual. The main direction of solving this problem is the formation of poly-artistic competence of the future musical art teacher in the process of his professional training.

The relevance of the study of the problem of forming the artistic competence of future musical art teacher is exacerbated by contradictions existing in the contemporary education of music teachers, in particular:

– the need to update the content and methods of professional training of future musical art teachers for integrated teaching based on interaction of arts and insufficient research on the formation of poly-artistic competence of students of music and pedagogical specialty;

– new requirements for the artistic training of the future musical art teacher and insufficient implementation of the competent approach in the educational process of pedagogical university.

Analysis of recent research and publications. The problem of integrative teaching of artistic disciplines occupies a prominent position in the scientific works of L. Masol, N. Miropolskaya, O. Rostovsky, O. Rudnitskaya, O. Shevnyuk, O. Shchelokova. Issues of poly-artistic training of teachers were dealt by E. Ardashirova, I. Annenkova, L. Beyryumova, M. Bratukhina, A. Volchegorska, V. Gerasimenko, A. Vereshchagina, T. Kostogris and other scientists. A special role in the study of this problem belongs to B. Yusov, who introduced the term "poly-artistic" into scientific circulation. The idea of integrated application of various types of arts in the upbringing of the younger generation has been embodied in the scientific works of L. Butenko, E. Zelenov, E. Kotsyuba, I. Milyutina, V. Odarchenko, G. Freiman, S. Shargorodskaya, G. Shevchenko and others.In recent years, a series of dissertation researches devoted to various aspects of the formation of poly-artistic competence of the future musical art teacher has been performed. Among them are the doctoral dissertation by T. Reizenkind "Theoretical and methodical principles of vocational training of future musical art teacher in higher

educational establishments" (2008), candidate's dissertation by O. Buzova "Poly-artistic education as a means of improving the musical training of future music teachers" (2004), candidate's dissertation by O. Sokolova "Methodical bases of integration of artistic knowledge in the preparation of future teachers of music and artistic culture" (2006), O. Bobliyenko "Formation of poly-artistic competence of the future musical art teacher during the process of professional training "(2013).

Previously unresolved aspects of the general problem this article is concerned with. The analysis of scientific literature shows that many aspects of the problem of forming the poly-artistic competence of the future musical art teacher have passed over the attention of researchers. To date, its content and structure in the context of the training of future musical art teacher for the integrated teaching, diagnosing possibilities, methodology and technology of formation, which, naturally, negatively affects the quality of musical and pedagogical education, is not fully disclosed.

Research methods:

– *theoretical*: analysis, generalization, systematization of philosophical, psychological and pedagogical works of scientists regarding the brought-up problem in order to determine the essence and content of the structural components of the poly-artistic competence of the future musical art teacher as a component of the readiness of the future musical art teacher for integrated teaching;

– *empirical*: diagnostic (questionnaires, polling, conversations), observational (direct, indirect, observation included, retrospective analysis of own pedagogical practice).

Purpose of the article is to determine the essence and content of the structural components of the poly-artistic competence of the future musical art teacher as an integral part of the readiness of the future musical art teacher for integrated teaching; presentation of forms and methods of formation of the indicated competence.

The scientific novelty of the study is as follows:

– clarifying the essence and definition of the content of structural components of artistic competence of the future musical art teacher;

– broadening the perception of the functional capabilities of artistic competence in the aspect of training a future musical art teacher for integrated teaching;

– developing forms and methods for forming the poly-artistic competence of the future musical art teacher.

Statement of the main material. The study found that the result of the training of future musical art teachers for integrated teaching is the corresponding *readiness*, which we consider to be a sustainable integrative individual formation that includes professional motives, goals, general scientific and professional knowledge and skills, personal qualities of the future teacher, which ensure effective teaching of various school subjects (artistic, humanitarian, etc.).An integral part of this readiness is the *multicultural competence*, that we regard as a sustainable personal entity, which integrates professional motives, values, knowledge, skills and personal qualities of the future musical art teacher, which determine the effective solution of problems of integrated teaching and poly-artistic education of schoolchildren. The study found

that various types of art and their interrelationship are effective means of training of future musical art teachers for integrated teaching. It is no coincidence that modern textbooks on musical pedagogy of various authors necessarily include examples of painting, poetry, architecture, design, and theater.

The diversity of arts and their interconnections is the basis for the implementation of various types of creative activity of future musical art teachers: vocal and instrumental, performing and conductorial [7]. Therefore, the interconnection of arts is much-in-demand at individual classes when training musical performance, when the students in the process of communicating with their teacher, as well as in the artistic communication with the author and main character of the piece of work comprehend the work and the subject of study – music, and also find ways of expression of a musical composition in the conductor's gesture, in vocal or instrumental performances. B. Yusov notes that in this specially organized teaching, the future specialists master internal relations of "speech, sound, color, motion, space, form of gesture – at the level of the creative process" [9, p. 215].

Comprehension of the musical image of a musical piece, during which there is a going out beyond the boundaries of music to other types of art occurs, leads to understanding of the unity of art, which reflects the world in certain artistic images not in pieces, but holistically [7]. B. Yusov calls such art education a poly-artistic, integrative one.

It should be noted that in scientific works [1; 3; 5; 6; 7; 8, etc.] the term "poly-artistic" is combined with the concepts of "competence", "method", "technology", "device", "ability", etc. Revealing the peculiarities of these concepts in the system of art education, researchers offer real practical experience embodied in one particular course (elective subject), based on the introduction of interconnection of arts in its content. Formation of poly-artistic competence of the future musical art teacher involves mastering a set of knowledge about interaction of arts, integrated programs; ability to transfer the artistic image to another modality, experience in poly-artistic project activity, emotional and value-based attitude to various types of art, ability to express an artistic image through various sensory systems, mastering the technique of poly-artistic activity, reflection, research procedures in the field of artistic and pedagogical activity, which constitutes emotional and value-based, cognitive-ideological, procedural and activity, and personal-creative components.

Based on the study and synthesis of the results of scientific works of scholars (I. Aryabkina, O. Bobliyenko, G. Yermolenko, O. Ilchenko, N. Tagiltseva, N. Shyshlyannikova and others), the content of separate structural components of the poly-artistic competence of the future musical art teacher was determined.

Thus, *emotional and value-based component* includes: recognition of cultural values by future musical art teachers as their own value priorities; a sense of emotional satisfaction from highly artistic works of art; a respectful attitude towards the objects of national and world culture; the desire to develop a respectful relationship with students and other subjects of educational process (colleagues, parents, etc.); need for constant increase of their cultural and professional level; working out a conscious attitude towards various types of art; formed aesthetic sense; the desire to live by the laws of beauty; awareness of the need for special training for

integrated teaching and poly-artistic education of students, professional-value attitude to such training.

Cognitive-ideological component of poly-artistic competenceof the future musical art teacher involves mastering a set of knowledge, namely:

– *psychological-pedagogical*: knowledge of psychological peculiarities of different age groups of students (worries, emotions, aesthetic feelings, aspirations, preferences), knowledge about the complex use of various art forms in educational process, knowledge of the technique of poly-artistic education;

– *artistic-ideological*: a system of knowledge of aesthetics, world art culture, psychology of art, psychology of musical creativity, art studies, sociology of art, culturology;

– *musical-and-aesthetic*: knowledge on the use of aesthetic and educational influence of singing in the education of schoolchildren; knowledge of the theory of music;

– *artistic-and-aesthetic*: general cultural knowledge of art (to havewide knowledge of the world art masterpieces);

– *literary-and-linguistic*: knowledge of the native language, Ukrainian and world literature.

Procedural-and-activity component includes the following groups of professional skills:

– *artistic-and-constructive*: the ability to model diverse pedagogical tasks aimed at development of students' creative abilities, their emotional and sensory sphere; at stirring up of students' imagination, fantasy in reproductive and productive poly-artistic activity; ability to create improvised moments in integrated classes; to model variants of integrated classes using different kinds of art; to modify, to transform the productive poly-artistic activity of schoolchildren; analyze and evaluate artistic patterns, genre-style features of various types of art;

– *artistic-and-creative*: ability to sing, play various musical instruments; move for music, dance, do plastic toning; draw; rhetorical skills;

– *organizational and managerial*: ability to manage the process of giving integrated classes, aimed at students' mastering specific language of various types of art; to organize collective, group and individual creative activity of children in various forms on integrated training sessions, to manage students' educational and cognitive activity during those sessions; to choose pedagogically effective forms of creativity of students in accordance with poly-artistic diversity of images and actions; organize own pedagogical activities in the process of integrated teaching; to select the required didactic material in accordance with the tasks of the class taking into account the age and individual characteristics of the students; to create conditions that will ensure the effectiveness of the pedagogical poly-artistic process; to work with parents in various forms according to integrated programs of artistic development of schoolchildren of all ages; diagnostics of artistic and aesthetic abilities of students;

– *artistic and communicative*: ability to create an atmosphere of emotional and mental contact at music art lessons; to find an individual approach to each student based on his/her artistic and creative potential; to provide pedagogical interaction with participants of the educational process; use scarce signs to anticipate

the development of communication; to assist students in solving integrated learning assignments; acting skills;

– *reflexive-and-research*: ability to determine the level of emotional influence of artistic image in the conditions of interaction of arts; to carry out self-diagnostics of the formation of own poly-artistic competence and to plan ways to improve it; adequately assess the existing pedagogical situation and, if necessary, make timely corrections to it, diagnose the initial level of students' creative abilities; to analyze scientific and pedagogical, methodical literature; generalize pedagogical experience of integrated teaching and artistic education; to predict the results of professional and pedagogical activity [4].

Personal and creative component of the poly-artistic competence of the future musical art teacher assumes such personal and professional qualities as humanistic orientation, civic spirit, national dignity, tact, tolerance, benevolence, social skills, etc.

Based on the study of scientific works on the issue of research, as well as on own pedagogical experience, developed were educational and methodical tools for the formation of poly-artistic competence of future musical art teachers.Thus, in order to form and develop a positive motivation for students to master their artistic competence, they were provided with information on history and theory of art, familiarized with different styles of art in one era or another (courses – "History of World Culture", "World Art Culture") and mechanisms of creative process of outstanding masters of various arts (courses – "Fundamentals of acting skills", "Fundamentals of directing and the methodology of organizing musical education school activities"), convinced of the importance of poly-artistic education of students (course "Introduction to specialty"). Also, in order to develop the motivational and value attitude of the future specialists to their poly-artistic training, the following measures were taken: visiting theaters with the following discussion of the performances seen; meetings with the city's creative teams; meetings with prominent artists of Slobozhanshchyna; creativity competitions; artistic evenings, etc. These events were organized with the participation of teachers, curators of academic groups, heads of groups of aesthetics.

In order to form the cognitive-philosophical and procedural-and-activity components of the poly-artistic competence, students were involved in the execution of creative projects, for example, art exhibitions on musical works that were studied, interpreted and performed in a concert version by future music teachers. Also introduced were such methods as poly-artistic training, meaning-searching dialogue.The content of the lectures included examples of folklore and religious works, as well as works of academic and contemporary artistic culture. At practical lessons, students developed the topics of integrated lessons, lesson plans for them; picked up analogues of painting, poetry, sculpture, graphics for musical works.Students acquired professional pedagogical experience of the poly-artistic activity during the pedagogical practice (in all age groups of schoolchildren). At integrated lessons, students taught other students to find general and particular (specific) in various arts; performed practical creative tasks, which aimed at putting

together artistic collections ("musical boxes", "poetic boxes") of works of art on various grounds.

Conclusion. In the course of the study, it was discovered that various arts and their interrelation are effective means of integrated teaching, that poly-artistic competence is an integral part of the readiness of the future musical art teacher for integrated teaching. Poly-artistic competence is defined as sustainable personal entity, which combines professional motives, values, knowledge, skills and personal qualities a future of musical art teacher, determining effective solution of problems of integrated teaching and poly-artistic education of schoolchildren. In the structure of poly-artistic competence of the future musical art teacher, interrelated components are identified: emotional and value-based, cognitive-ideological, procedural and activity, and personal-creative. **Perspective directions for further research are as follows:** development of effective pedagogical conditions for the process of preparing future musical art teachers for integrated teaching and educational and methodological support for this process.

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2.5. PROFESSIONAL COMPETENCE OF THE MODERN TEACHER IS REQUIREMENT FOR EDUCATION IN THE CONTEXT OF EUROPEAN MEASUREMENT

UDK 378

Dyomina V. V.

Annotation. *The article is devoted to the problem of the formation of professional competence, which is considered as an integrated property of a person possessing a complex of professionally meaningful for the teacher qualities. The concept of professional competence of the teacher is determined. The questions of level of scientific-theoretical and practical training of employees of higher educational institutions and effective interaction with students in the process of pedagogical cooperation are revealed on the basis of introduction of European experience for achievement of high results.The proposed research substantiates the stages of professional development of the teacher, which is the basis for successful adaptation to the world educational and informational processes. Also, during the scientific work, the criteria for the teacher's professionalism were determined: profound professional knowledge and theoretical skills, a set of practical skills and abilities, skillfully applied in practice. The structural components of the teacher's professional competence and the conditions aimed at increasing his professional competence are highlighted.*

Key words: *teacher, professional competence, criteria of professionalism, pedagogy, structural components of teacher's professional competence.*

Raising of problem in a general view and her copulas is with important scientific and practical tasks. The processes of globalization, change of values, swift development of science, innovative approaches, in education direct society to the search of new ideas within the limits of European integration. Exactly these educational tendencies makes it on new to rethink a value professionally of competent teacher XXI century. Revise requirements to the professional competence of teacher, to teach to own ability and abilities to decide constantly arising up in the process of scientifically-pedagogical activity tasks. In this connection one of important tasks of higher school there is education of personality of teacher as a repeater of cultures, development of him professional consciousness and reflection, as exactly a teacher is a key figure in transitional periods of development of society, by the mortgage of national consciousness.

The urgency of the problem. It is important to note that in today's conditions of reforming education, the status of teacher, his educational functions radically changes, and the requirements for his professional competence, level of his

professionalism are correspondingly increasing. We believe that the indicators of the importance of the teacher's professional competence are changes that took place in the field of social consciousness in different periods of history. Namely, professional competence and pedagogical culture are characterized by great opportunities for the development and stability of society, as they contribute to adaptation to new conditions, a more effective process of socialization of the individual, etc. Consequently, the current situation of social development urged the need for a comprehensive study of such a phenomenon as "teacher's competence".

Analysis of the last researches and publications in that the founded decision of this problem and an author leans on that. In psychological and pedagogical literature large enough experience is accumulated on issue of competence, that was lighted up in scientific works of N. Bibik, E. Bondarevskaya, B. Gershunsky, A. Khutorsky, A. Shchekatunova, N. Rozova and others like that. In these researches a competence is examined as a level of form of specialist and him cultural competence, and also examined as a difficult system, that includes knowledge, ability, skills and professionally-important qualities of specialist. The problem of professionally-pedagogical competence found the reflection in works of L. Vasilchenko, S. Goncharenko, O. Dubaseniuk, M. Dyachenko, O. Pometun, N. Nichkalo, A. Savchenko, A. Smirnov.

Selection of previously unsettled parts of the general problem to which this article is devoted. Existing studies mainly examined the issues of vocational and pedagogical competence in the context of the problem of implementing the personal characteristics of the teacher, the dynamics of his professional self-determination. The current trends in the competence of the teacher of the XXI century did not gain definite turnaround in the researches of scientists. That is why there is a need for a comprehensive study of the concept of professional competence of a teacher of a pedagogical university on the path of Ukrainian education to European standards. To date, scholars have largely studied only certain aspects of the problem.

The purpose of the article is to substantiate the components of professional competence of the teacher in the conditions of European integration, to determine the factors that stimulate his professional growth. ***The scientific novelty of the article*** is to solve the issue of increasing the requirements to the level of professionalism of the teacher. As such, there are problems in finding new solutions for the improvement of the skills of higher education professionals, in particular their professional competence. The countries of the European Union recognized the competent approach, which is now established in most European national educational systems, as an effective way of ensuring the quality of higher education. The level of scientific-theoretical and practical training of higher education institutions and effective interaction with students in the process of pedagogical cooperation on the basis of the introduction of European experience for the achievement of high-level results is revealed. The stages of professional development of the teacher are shown, which is the basis for successful adaptation to world educational and informational processes.

Exposition of basic material. Acquisition is begun the future teacher of professional competence with a capture a pedagogical profession and embraces a few

stages of professional development of future specialist, vital and professional reference-points change during that, there is alteration of structure of personality, leading activity, social situation, is determined.

Stages of professional development of teacher [6]:

1) choice of profession;

2) studies in the specialized educational establishment: college, institution of higher learning;

3) getting of young specialist used is to work;

4) men are acknowledged by an experience specialist that can independently and successfully to get along at basic professional functions;

5) presence for the specialist of the special qualities, abilities, wide orientation in professional activity; individual style of activity;

6) specialist-technician well-known in the circle or after his limits; he professionally decides a task due to large experience, ableness, ability to organize work and others like that;

7) specialist is authoritative master, experience passes young, watches after their professional increase, his life is filled with an intelligent professional prospect [6].

During advancement from the stage to the stage for a teacher a professional competence is gradually formed. A concept "professional competence of teacher" expresses the personal possibilities of teacher, that allow to him independently and it is enough effectively to decide the pedagogical tasks set forth to them or by a substitute rector from scientific part. For realization of the marked activity to the teacher it is necessary to know a pedagogical theory, able and be ready to apply her in practice. Thus, under a pedagogical competence it is possible to understand unity of theoretical and practical readiness of specialist to realization of the professional activity.

A scientist D. Skvortsova examines the professional competence of teacher as property of personality, that allows productively to decide the educational-educator tasks counted in turn on forming of personality of other man. In opinion of I. Demura, a competence is a category an evaluation, she characterizes a man as subject of the specialized activity in the system of community development of labour, meaning the level of developing his flair to take away skilled judgements, accept adequate responsible decisions in problem situations, to plan and to produce actions that result in the rational and successful achievement of the put aims [2, p. 66].

The a few another going is near interpretation of concept "competence" in scientific works of N. Sergienko, in opinion of that a "competence" expresses the value of traditional triad of "knowledge, ability, skill" and serves as an interlink between her components. A competence in a wide value can be certain as deep knowledge of object or mastered ability. From here is a "formula of competence": a competence is mobility of knowledge plus flexibility of method plus criticism of thinking [8]. The sound analysis of essence of professional competence in education opens up in researches of V. Sinenka, that considers that it follows to distinguish professional preparation of teachers and them professional competence. The first concept removes the process of capture necessary knowledge and skills, and second –

result of this process, quality description. A competence – it yet and a certain prospect that in that or other degree accessible to the certain specialist through his individual possibilities and different objective factors. A concept "pedagogical competence" he considers the category of pedagogical science and interprets as integration of corresponding level of professional knowledge, abilities and skills of teacher, him personality qualities that appear as a result of activity.

During an experience work the criteria of professionalism of teacher were certain: thorough professional knowledge and theoretical abilities, complex of practical abilities and skills skilfully applied in practice. V. Sinenko draws conclusion that a professional competence of teacher is a high level him psychological and pedagogical and scientific knowledge and abilities in combination with a corresponding cultural and ethic standard [4].

Acquisition consists the teacher of professional competence in that professional knowledge must be formed at the same time on all levels: methodological, theoretical, methodical, technological. It needs the developed professional thinking, ability to gather additionally, to analyze and synthesize the obtained knowledge in the achievement of pedagogical aim, integrally to present technology of their application.

Interesting for this research is a look of O. Bilyakovsky to the question of component components of professional competence. Exactly they form an ideal professional that personifies public queries and answers the necessities of contemporaneity, represents requirements to the teacher of higher educational establishment:

– Cognitive-technological (the special competence is from a professional object) embraces thorough knowledge, qualification and experience of practical activity in industry of object; knowledge of methods of decision of requirement, creative specifications; harmonization of scientifically-subject, didactics, psychological knowledge; capture of study of personality of student a modern tool; use of receptions of pedagogical management; ability to organize the educational process sent to all-round development of personality of student.

– Methodical competence includes mastering of new methodical and pedagogical ideas a teacher, going near an educational-educator process in the modern developing, creative technologies personality-orientated, possessing different methods, by receptions and forms of organization of studies in higher to school.

– Communicative-situation competence embraces knowledge, ability, skills and methods of realization of partner cooperation between the participants of educational-educator process, taking into account of age-old, psychological, individual features of students a teacher; ability to see individuality in each, to respect opinion of opponent; to combine demand with respect to wider public, tactfulness and tolerance in relations; a capacity is for passing ahead prognostication of optimal intracellular contacts; ability to create the atmosphere of creative communication and positive mood on employments.

– The social competence contains descriptions of teacher, that attained the high level of realization of social problems and queries, methods of co-operating with society; ability to find information and confidently to construct behavior for the achievement of balance between the necessities, expectations, sense of life and

requirements of social reality; ability to do a choice, undertake responsibility forming of the article of the patriotic feelings, respect facilities to history, traditions of the Ukrainian people and others like that.

– Psychological and pedagogical competence embraces possessing diagnostics; ability to carry out individual work on the basis of results of pedagogical diagnostics, to find out the individual features of students, determine and take into account the emotional state of man, correctly to line up mutual relations with colleagues.

– Predictive-reflexive competence includes ability to construct the trajectory of development of students, helps in their development; ability technologically to forecast, to construct, to plan motion of educational-educator process; to forecast development of both student collective on the whole and every student in particular.

– Autopsychological competence envisages ability to realize the level of own professional activity, special, methodical and communicative possibilities, potential; ability to see defects to determine a task and trajectory for an own self-education and self-perfection.

– Informatively-technological competence envisages ability and skills of work from ICT; to apply the rational receptions of search, analysis, adequate selection, systematization, use of information; independently to create various test tasks; to take into account didactics principles, conformities to law, methods, forms of organization of educational process for his optimization on the basis of computerization; easy to understand and clearly to lay out educational material taking into account the specific of object, subject experience of students, level of their preparation, vital experience and psychological features; ability to reconstruct a plan and motion of exposition of educational material at a necessity.

– Administrative competence includes possessing a teacher methods, receptions of organization and effective activity of students own activity; process control of mastering of knowledge; determination of aims of educational activity, receipt of information is about the level of achievement of aims of activity; ability to carry out correcting influence on the methods of educational activity.

– Cooperative competence (a competence is in general work) envisages ability of teacher productively and harmoniously to organize educational cooperation for the achievement of general aim.

– Multicultural competence contains knowledge of cultural, national acquisitions, mentality of representatives of different nationalities, achievements and performing of the Ukrainian people, a teacher; tolerant attitude is toward a culture and traditions of representatives of other people.

– Valeological competence provides organization of healthy way of life in physical, social, psychical and spiritual spheres, organization of own labour and introduction, realization of health of preserving function of development froze, that is, the provision of proper conditions for normal livelihoods.

– Cultural competence envisages the achievement of high level of development in public, professional and spiritual life; form is in industry of teaching of object, high erudition and culture of behavior.

Thus, professional competence of teacher – it the integrated property of personality that owns a complex professionally meaningful for a teacher qualities has a high level of theoretical and practical preparation to creative pedagogical activity and effective co-operating with students in the process of pedagogical collaboration on the basis of introduction of modern technologies for the achievement of high results.For this reason, development of professional competence in the hands of teacher, as he consciously regulates the standards of the behavior on the basis of the purchased pedagogical experience. «Experience becomes the source of professional increase of teacher only by a that measure that she is by the object of the structured analysis: unreflecated experience is unselfish and in course of time conduces not to development, but to professional stagnation of teacher» (M. Woles). The realized experience makes sense only, through analytical activity a reflection that converts «raw» experience into the personality appropriated knowledge comes true. In the process of reflection there is realization of not only the pedagogical experience but also experience of other teachers.

To the professional increase of teacher and increase of level of him professional competence promote: high spiritually-moral image of higher educational establishment, that provide the favourable creative terms of work; systematic self-education activity of teacher; participating in projects, internship, competitions, conferences, seminars and others like that; an accent is on innovative, to the creative search component of scientific activity; objective estimation of labour; moral and material stimulation.

Conclusions and prospects of further research. A professional competence of teacher is a result of creative professional activity, integrated index of personality-activity essence of teacher. Professionally competent a teacher is successfully decided by the task of studies and education, prepare for society a professional with desirable psychological qualities; content with a profession; realize the prospect of the professional development; open for permanent professional studies; enrich experience of profession due to the personal creative deposit; socially active in society; devoted to the pedagogical profession. Taking into account actuality and importance of the investigated problem consider that a further theoretical comprehension and practical embodiment are needed by ways, forms and methods of forming of professional competence of future teacher in a period studies in higher educational establishment.

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2.6. ESSENTIALITY AND NECESSITY OF LITERARY AND METHODICAL COMPONENTS OF PROFESSIONAL COMPETENCE OF PRIMARY SCHOOL TEACHER

UDC 378.011.3-057.87:373.3.016:003

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Abstract*. The New Ukrainian School starts from primary education, therefore the actual problem of today is the training of a competent teacher of primary school at the establishments of higher education. The author of the article has revealed the sence of the conception of professional competence of the teacher of primary school. She also has determined that the formation of professional competence is a process of acquiring a set of competencies by a teacher, important among which are the literary and methodical, which are an integrative unity of the formed subject-specific knowledges, skills and experience of teaching and methodical work, readiness and ability to creatively solve professional tasks that are necessary for qualitative design, organization of educational work and implementation of productive process-technological activity at the lessons of literary reading. The author has justified that the model of professional training of future primary school teachers should include both literary and methodical components, which are in the complex the professional tools for the organization of readership of students, allow to successfully implement and implement innovative methods in the process of formation of readership competence of pupils of junior school age.*

Key words: *primary school teacher, junior schoolchildren, literary reading, word art, professional competence, literary competence, methodical competence, reading competence.*

Formulation of the problem. Modernization of education is naturally accompanied by an update of the whole educational system of Ukraine. We are witnesses and participants of the processes that are directly related to the reform of the content of education – the adoption of the Conception of the New Ukrainian School, the State Standard of Elementary Education, the Standards of Higher Education, etc. Such reforming prompts scholars to continue the scientific discussion on finding the conception of training future specialists, improving their quality, raising the level of professionalism, competence, intellectual culture of the teacher, etc.

Relevance of researches. The transition to a new quality of education begins from elementary school, therefore the actual problem of today is the training of a competent primary school teacher at the establishments of higher education. According to the State standard of general primary education, that the first-graders have begun training at the New Ukrainian School, the purpose of studying of the language-literary educational field is "the formation of communicative, reading and other key competencies ..." [3]. In fact, modern society requires the development of such qualities that are necessary for the processing of various information, adaptation to the rapidly changing realities of modern life. This fact actualizes the problem of finding not only effective ways of forming the ability to read and understand readable

by students, but particular attention in this context has required the training of future primary school teachers to implement such process, since they are starting to build New Ukrainian School, laying the foundations for the child's personal development, the formation of their vital competence, among which the reading competence is very important in the modern dynamic information society. Actually the primary school teacher instills pupils love for reading, forms a steady interest to reading activity. That is why, in the process of vocational training of future primary school teachers, the literary and methodical components of the professional competence of the primary school teacher are important, they will provide the ability of the future teachers of primary school to teach not only to read junior schoolchildren, but also to form initial skills to analyze and fully perceive artistic art that is the basis of the development of readership competence.

The connection of the author's work with the important scientific and practical tasks consists in the need to develop a theory-based methodical tools for studying the literary-methodical component in the structure of the professional competence of the primary school teacher.The basis of the legal provision of this problem are the Laws "On Education", "On Higher Education", the Conception of the "New Ukrainian School", the State Standard of Primary General Education, the Professional Standard "Primary School Teacher of General Secondary Education", the Educational Program of the specialty 013 "Primary Education", PISA International Assessment Program: Literacy Measuring, International Program PIRLS: Study of the Quality of Reading and Understanding of the Text (Progress in International Reading Literacy Study).

Analysis of recent researches and publications. Leading scientists of the native vocational elementary education (V. Bondar, N. Bibik, O. Bida, T. Baibar, M. Vashulenko, P. Gusak, S. Martynenko, O. Savchenko, G. Tarasenko, L. Khomich, L. Horuzha, I. Shaposhnikova and others) have determined the essential characteristics of the professional competence of the primary school teacher. The problem of the sence of methodical competence concerning various educational branches of science has been studied by I. Akulenko, N. Bibik, N. Gluzman, L. Koval, A. Kuzminsky, E. Lodatko, I. Malov, O. Matiash, V. Motorina, O. Savchenko, S. Semenets, N. Tarasenkova and others.

The allocation of previously unsettled parts of the general problem to which this article has been related are connected, firstly, with the transition of primary general education to the implementation of the conception of the New Ukrainian School and the training of specialists of the new generation, competent qualified readers and art-wise words, and low level of readership culture of future teachers, their inability to understand verbal art, to feel the emotional and aesthetic pleasure of the reading process; secondly, between the need at the New Ukrainian School for qualitative changes in the process and the results of reading activities of junior pupils and the insufficient level of professional readiness of teachers to introduce personally oriented technologies of productive reading and purposeful formation of the basics of students' readership competence. In view of the above mentioned, the formation of a literary-methodical aspect of the professional competence of a future primary school

teacher in higher educational establishments requires reflection, analysis and substantiation.

The scientific novelty of the research results have been based in the theoretical substantiation of the sence and content of the literary-methodical component in the structure of the professional competence of the primary school teacher. ***The purpose of the article*** is to carry out an analysis of the literary and methodical component of the professional competence of the future teacher of primary school.In our research, we have been using such ***research methods*** as theoretical analysis and synthesis, induction and deduction, modeling, survey, testing and observation methods.

Presentation of the main material. First of all, we have to find out the sence of the definition of "professional competence". Some researchers interpret the conception of professional competence of a teacher as a complex of qualities of a specialist – B. Andrievsky [1]; as a systemic personality trait and possession of certain professional competencies – A. Voevoda [2].

According to O. Savchenko, the professional competence of the teacher is an integrated result of acquiring by the person of knowledges, skills, individual experience, professional activity, and it has been based on values and motivational benchmarks that are manifested in behavior, reflection [8, p. 19]. The analysis of scientific sources [8, 10] makes possible to determine the professional competence of the primary school teacher as a complex of personality qualities, manifested in the ability to productively organize the educational process in primary school in accordance with modern requirements based on the principles of personally oriented, active and integrated approaches; the unity of the theoretical and practical readiness of the teacher to conduct pedagogical activities, which manifests itself in the presence of a system of knowledges, skills, values, attitudes to professional activity; the ability to effectively solve various pedagogical situations that arise in the process of teaching, upbringing and developing children of junior school age.

Analyzing the content structure of professional competence, I. Zyazun [4] distinguishes knowledges of the subject, teaching methodology, pedagogy and psychology, level of development of professional self-consciousness, etc. The important feature of professional knowledge is their complexity, which requires the teacher’s ability to synthesize material for successful solving pedagogical tasks, analysis of pedagogical situations.

We fully support I. Khizhnyak’s opinion that the structure of vocational and pedagogical competence of the elementary school teacher includes follow components: special competence – deep knowledge, qualification and experience in the field of the subjects of the initial level; methodical competence – possession of different methods of teaching, knowledge of psychological mechanisms of learning; psychological and pedagogical competence – possession of pedagogical diagnostics, ability to build pedagogically expedient relations with junior schoolchildren, to conduct individual work, knowledge of age psychology, psychology of interpersonal and pedagogical communication; the ability to identify personality features, settings and orientation on students, etc. [12, p. 236]. In the structure of professional competence, most scholars distinguish such component as a methodical competence. In our opinion, the methodical competence of the primary school teacher deserves the

greatest attention, as it is a competence to study various educational branches of elementary school. This is especially important when it comes to vocational and pedagogical training of the future teacher of primary schools, since it is precisely for him that, while preserving continuity with the preschool period of childhood, the formation of communicative and reading competences of the junior pupil – as one of the key and substantive competences of the language-literary educational branch.In our opinion, lingomethodic and methodical literary competence is a special component of the professional competence of the elementary school teacher, since the language-literary educational branch occupies an important place among others, because readership and linguistic literacy of students lead to the success of mastering other educational subjects.It should be noted that the literary-methodical component in the structure of professional competence is aimed to preparing future teachers for the formation of readership competence in primary education.

We have to find out the sence of the definition "readership competence". National teachers, psychologists and methodologists (V. Martynenko, O. Savchenko, N. Chepelyova, O. Shklovskaya, T. Yatsenko and others) have distinguished readership competence as an integrated personal quality that is formed and developed in the process of school literary studies, and perfected during whole life.

According to V. Martynenko the reader's competence of a junior pupil is considered in the context of active, personally oriented approaches and defines it as a complex multicomponent formation, "... is the basic component of communicative and cognitive competencies, and involves mastering the totality of knowledge, skills, values, which enable the child, in accordance with her age-old ability to independently navigate the circle of children's reading, independently work with different types of written texts – read them, they know how to find the information they need, to analyze, interpret, evaluate, apply it to solve teaching and learning problems in life experience, in standard and new situations" [5, p. 146].

Therefore, readership competence is not only their own reading skills, but also skills and knowledge, knowledge and value through which the learner can search, interpret, evaluate and apply the information in the text to solve cognitive tasks.

Formation of readership competence of students is a complex, purposeful stage-by-stage process of formation of a child-reader, formation of a full-fledged reading skills, development of motivation for reading, involvement of them into reading as means of knowledge of the world and self-knowledge; the formation of the ability to perceive, analyze, interpret, critically evaluate the texts of different genres, to work with information in various formats, to apply it in educational, cognitive, communicative situations, practical experience [12, p. 83].

It is obvious that laying the foundations for the formation of the reader's competence of junior schoolchildren under the power of a teacher who is a competent reader and art lover of the word. After all, it is the elementary school teacher who carries an important mission of instilling the child's interest in reading, forms the ability to work with the text: to read, analyze, interpret and evaluate information.

It is well-known that literature as the art of words has a powerful educational and developmental potential that can influence the formation of literary competent readers with pronounced preferences, assessments, and aesthetic attitudes to life. At

the same time, a generalized analysis of the results of the problem of reading, theoretical and empirical observations, sociological studies, numerous materials of the professional press in recent years have given the grounds to state the general decline of the reader's culture and reader's literacy in society, a decrease interest in literature. However, the serious concern, according to the results of the survey, has caused a decrease in the reader's culture, an interest in usage of printed books as a source of information, even among students of pedagogical faculties. We have observed a tendency toward superficial, fragmentary perception of a content, loss of interest in reading fiction; in-depth analytical reading is increasingly replaced by a superficial view of texts, which does not allow to fully comprehend in emotional, aesthetic aspects of the text – all that has required serious attention, especially in the context of the training of future educators.

The research, conducted on the basis of Mukachevo State University with students of specialty 013 "Primary education", has been aimed at determining the developed skills to consider the literary text as a phenomenon of verbal art; possession of methods and techniques of literary analysis, based on the understanding of aesthetic nature of the art of the word; determination of the ability to collect productive methods, techniques, forms of work in a class with literary text depending on its genre specificity; the ability to create a motivational educational environment at the lessons of literary reading, to attract pupils to reading activities, to awaken their interest to books.

There were determined the criteria for the readiness of the future primary school teachers to form the reader's competence in junior pupils, and they are following:

– stability of motivation to read and ability to create a dialogue-motivational educational environment at the lessons of literary reading, to awaken the interest of students to the book;

– level of mastering of knowledge on the basics of literary studies and teaching methods of literary reading;

– the level of professional skills of forming a child-reader (ability to get a system of methods for improving the reading skills of junior pupils; to select methods, methods of organization of reading activity, focusing on the age characteristics of students, their level of preparation, artistic features of a literary work);

– the ability to establish constructive communication with younger students in the process of studying artistic text or scientific and cognitive information at the lessons of literary reading, including the dialogue with the author through the text.

The results obtained by the methods of questioning, testing and modeling of the parts of the lesson have indicated the inadequate preparedness of future primary school teachers for the formation of readership among junior pupils, while literary studies (including the foundations of media literacy) as an important component of professional readiness are hardly taken into account the system of preparation for the future teacher of primary school.

The analysis of the main tendencies of solving the problem of preparing the future teacher for the formation of readership competence testifies to its complexity

and versatility. We consider the important reason for the lack of professional readiness of the future teacher to realize the tasks of the language-literary educational branch (in particular, the literary component): firstly, the lack of integration between disciplines of psychological and pedagogical, methodical, literary orientation; and secondly, only one discipline "Children's Literature" does not provide students with the required level of readership and literacy.

There is no doubt that nowadays in educational environment, the professional students training to literary reading, the formation of readership competence should be based on theoretical basis in understanding the aesthetic nature of verbal art. Reading activity, which provides understanding of the text, involves analysis of the text at the level of its form and content, the discovery of the author's conception and definition of their own reader position, interpretation, evaluation of the readed. This requires a teacher's ability to organize his own reading activity, to use different types of reading depending on his purpose, to perform an analysis of artistic text in terms of its form and content. After all, according to M. Voyushin, the teachers' preparation for the lessons of literary reading at school should begin with a literary-methodical analysis of the text of an artistic work [6].

Future primary school teachers should know that an effective lesson in literary reading improves student reading skills, develops the ability to analyze artistic work, and causes students to feel certain emotions and feelings; develops students' creative imagination and attention; teaches to love fiction as an art of words. As O. Savchenko rightly points out, "the value aspect of perception and comprehension of literary works ensures the natural children's need in emotional experiences, revealing and understanding of their feelings and feelings of other people, creates the preconditions for aesthetic and social development, assimilation of standards of moral and ethical behavior" [9, p. 55].

In fact, in order to teach junior pupils fully comprehend the artwork, future teachers must realize that all the components of the content and form of the art work "co-operate" with the illumination of the author's ideological intentions and fulfill the mission not only of catharsis, but also of aesthetic influence on the recipient. The ability to carry out a literary-methodical analysis (literary component of training) puts readiness in future to creatively organize the reading process at the lesson of literary reading.

However, at the present stage, the task of methodical training for primary school teacher is not just the readiness of the student to develop the skills of reading and comprehension of the literary work, but also the ability to form students' skills to work with texts of different kinds, including media texts, the ability to find information, analyze it, critically understand and appreciate. To this leads both the State Standard for Primary General Education and the provisions of the framework document of the international comparative study PISA, which states that "... reading success can no longer be regarded as just a simple ability to read and understand specific text. Despite the importance of understanding and interpreting large excerpts of integral texts, in particular artistic, the extremely valuable criteria for success remains the extent to which the reader is able to use integrated strategies for the

processing of information, in particular, to analyze, synthesize, integrate and interpret relevant information from heterogeneous text (or informational) sources" [7, p. 5].

In addition to in-depth reading, students of 3-rd-4-th grades should be familiar with the strategies of processing information, since "qualified readers can read the text completely and carefully to understand the main idea and comprehend the text as a whole. However, everyday readers use texts to find specific information, almost or without regarding to the rest of the text" [7, p. 7].

The training of future teachers for professional work is a complex, focused process that results in a definite "readiness model". The readiness of the future teacher of primary school to the formation of readership competenceof the younger pupils – is acquired during the study of personal quality, which manifests itself in the interaction of motivational guidelines, learned pedagogical, methodical and literary knowledge, formed skills to use them in teaching literary reading and communicative skills, the ability to their implementation in the process of forming the reader's junior schoolchildren.

The basis of students' preparation for the study of literary reading and the formation of readership competence should be the students' awareness of literature as the word art, a high level of reader's culture, reading literacy, the model should include both literary study with the basics of processing media texts and methodical components that are in complex professional tools for organizing reading activity of junior pupils.

The level of teacher's literary and methodical competence is important in order to ensure high scientific and methodical and ideological and educational efficiency of the lessons of literary reading, the purpose of which is the formation of teacher's readership competence. Literary and methodical competence as a hierarchical set of personality traits, developing in the process of vocational training, is not only a certain educational result but also the ability of the future teacher to perform certain actions realized in awareness and adequate interpretation of artistic and scientific texts, readiness for modeling and conducting the lessons of literary reading, where lay the foundations for the formation of junior pupils' readership competence. Methodical competence manifests in the ability of future primary school teacher to build a lesson in comprehension of the word art in conjunction with other arts on the basis of a personally oriented competency approach; in the ability to form the need in reading, to act effectively, solving standard and problem methodical tasks at the literary reading lessons, implementing the content lines of the State Standard of general elementary education.

There are defined following content lines in the typical educational program by O. Savchenko (3-rd-4-th classes) of the New Ukrainian School for the subject "Literary Reading" of the language-literary educational branch such as: "We cognize the space of children's reading"; "We develop reading skills, master the methods of reading comprehension"; "We interact verbally with the content of the listening"; "We explore and interact with texts of different kinds"; "We acquire the methods of working with children's book"; "We explore and interact with media production"; "We convert and scenes reading; we create our own texts". In accordance with a radical updating of the content lines of the language and literature industry of the

New Ukrainian School, it is necessary to make some changes to the content of the methodical training program.

A fundamentally new requirement to the program for the teacher's professional and methodical readiness was the readiness to use the methodical system "Daily5", which consists of "Reading for yourself" and "Reading for someone", aimed at developing children ability to work with the text, to form readers' cultures and instilling a desire to independently choose and read books. In the system of methodical training, it is very important to form readiness to design a lesson of literary reading with the introduction of modern educational technologies aimed at active readership, especially the technology "Reading and writing for the development of critical thinking", the technology of project training, to implement the appropriate methods, forms and learning tools to provide interactive interaction at the lessons of literary reading; the ability to apply learning motivation to engage students with a book or text to encourage the research of text of a literary work or some information in media texts.

We believe that the literary-methodical component of professional training needs to focus on the psycho-pedagogical and linguistic theory of reading, the inclusion of such selective disciplines as "Psychological basics of teaching the word art", "Fundamentals of literary analysis of the text", "Fundamentals of media literacy", "Technology of forming the reading competence of junior school age pupils", which are aimed at understanding the regularities of the functioning and development of literary and artistic phenomena, theoretical and literary categories, forming at students of skills of artistic and methodical analysis of literary texts, skills of working with scientific literature, critical assessment and interpretation of printed and media texts; knowledge of psycho-physiological mechanisms of formation of reading skills; stages and levels of psychological perception of literary texts; stages of mastering the reading technique and the formation of the child-reader; technology of phased studying of literary texts; modeling of educational situations at the lessons taking into account literary development and students' interests; modeling of literary reading lessons by different educational technologies.

Conclusions from this research and prospects for further exploration in this direction. On the basis of the above mentioned, we can draw the following conclusions regarding the theoretical aspects of the literary-methodical component in the structure of the professional competence of the primary school teacher:

1. The realization of the purpose of the language-literary educational industry in accordance with the State Standard of primary secondary school requires a quality linguodidactic as well as literary-methodical preparation. A student who has well studied the methodology of teaching literary reading, but does not possess the general foundations of the theory of literature, does not understand the specifics of the organization of verbal and artistic art - is unable to creatively organize the process of working with text at the lessons of literary reading. Well it is necessary to prepare specialists who know not only theory of the formation of a child - the reader, but also the stable type of correct reading activity in the process of professional training. The professional training of future primary school teachers to form the reader's competence of junior pupils should be aimed at both methodical and literary

competences. Literary and methodical components of professional preparation require attention to the psychological-pedagogical and linguistic theory of reading, which are aimed at understanding the regularities of the functioning and development of literary and artistic phenomena, theoretical-literary categories and conceptions.

2. Literary and methodical preparation of primary school teachers in the system of professional pedagogical education consists in a combination of language and literary knowledge, abilities, skills, assimilation of new methodical and pedagogical ideas, educational approaches (competent, personally oriented, communicative-activity, integrated and socio-cultural) and technologies (gaming, development of critical thinking, interactive, project, problem, developing, TRVZ, etc.); formation of initial experience of applying innovative methods, forms and methods of organizing training at the lessons of literary reading; the ability to professional reflection, openness to changes and innovations of the New Ukrainian School.***The prospect of further research*** is the comprehensive presentation of a model for preparation of the future primary school teachers for the formation of readership competence and the development of selected sample disciplines.

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2.7. BILINGUAL COMPONENT OF PROFESSIONAL COMPETENCE OF PRIMARY SCHOOL TEACHERS IN THE CONDITIONS OF MULTICULTULAR REGION

UDK 37.011.3-051:81.246.2:316.72

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Abstract. *One of the most perspective ways of multicultural education is bilingual education. Bilingual education is an important way of becoming a bearer of nation-wide culture in a multi-ethnic society, an essential condition for overcoming the language barrier and academic success in a multinational team. According to bilingual education, communication between different ethnic groups is being established, and additional linguistic competences are obtained as one of the guarantees of social mobility. The professional activity in a multicultural region has its own peculiarity associated with specific characteristics of ethnic diversity. One of the important components of the professional competence of primary school teachers in a multicultural region is the bilingual component, which is characterized by multicultural orientation, which involves building the content of the program on the principle of dialogue of cultures, "meeting" of educational and vocational pedagogical cultures of different countries. Scientific novelty of the research results has been presented in the research is based on the theoretical substantiation of the bilingual component of the professional competence of primary school teachers in the conditions of the multicultural region. The purpose of the article is to substantiate the bilingual component of the professional competence of primary school teachers in the conditions of the multicultural region.*

Key words: *bilingualism, bilingual education, bilingual component of professional competence, primary school teacher, multicultural region, multicultural education, professional competence.*

Formulation of the problem. Globalization processes in the modern world have a corresponding impact on the system of education, requiring a teacher of a new generation capable of carrying out professional activities in accordance with the requirements of multicultural education. Modernization of education is connected, first of all, with qualitative updating of the content and provision of its developmental

and cultural character. According to this, special attention has been paid to creating conditions for the development of creative potential of the individual and the expansion of opportunities for modern in-depth language education, within which such conditions are formed in the process of training on a bilingual basis.Today, there are more than 130 national minorities in Ukraine, which carry more than 75 languages and indigenous languages, each of which has the right to exist. Accordingly, the discussion of the problem of bilingual education is nowadays, especially in polyethnic regions of our country, which confirms the urgency and progressiveness of this technology. Education in the conditions of bilingualism has been recognized by many scholars as one of the most effective ways of forming the multicultural competence of the personality of the new generation.

Relevance of research. One of the most perspective ways of multicultural education is bilingual education. Bilingual education is an important way of becoming a bearer of nation-wide culture in a multi-ethnic society, an essential condition for overcoming the language barrier and academic success in a multinational team. Such training helps to understand cultural, ethnic identities and diversity, and to engage to national values. With the help of bilingual education, communication between different ethnic groups is being established, and additional linguistic competences are obtained as one of the guarantees of social mobility.

The connection of the author's work with the important scientific and practical tasks consists in the need to develop a theory-based methodical tool for studying the bilingual component of the professional competence of the primary school teacher in the conditions of the multicultural region. The basis of legal regulation of this problem is the Constitution of Ukraine; Declaration of Principles of Tolerance; Declaration on the Rights of Persons Belonging to National or Ethnic, Religious or Linguistic Minorities; Laws of Ukraine "On National Minorities in Ukraine", "On Ratification of the European Charter for Regional or Minority Languages", "On Education", "On Higher Education"; National Doctrine of Education Development; the concept of national education, humanitarian education of Ukraine, civic education, etc. On December 19, 2017, a bill "On Languages in Ukraine" was registered that regulates the language issue, and on January 19 two bills were registered at the Verkhovna Rada: "On the functioning of the Ukrainian language as a state language and the procedure for the use of other languages in Ukraine" and "On State language", which include new requirements for the language of the media, book publishing, cinema and advertising, etc.

Analysis of recent researches and publications. The theoretical and methodological principles of the training of future teachers have been disclosed in the works of V. Andrushchenko, O. Bodalov, T. Borova, Yu. Vasiliev, O. Gur, O. Dubaseniuk, I. Zyazyun, V. Kremeny, N. Kuzmina, V. Lozova, N. Nychkalo, O. Savchenko, V. Semichenko, S. Sysoeva, V. Slastonina, A. Shcherbakova and others. The conditions for the formation of bilingualism and the features of bilingual education have been grounded in the scientific researches of K. Baker, L. Bilanyuk, V. Weinrayh, E. Vereshchagin, J. Kummins, O. Litvinov, I. Mikhalevskaya, O. Saprikina, V. Safonova, N. Sokolova, O. Shirina and others.

Isolation of previously unsettled parts of the general problem to which this article has been devoted. Many scientific papers have revealed the problem of bilingualism in the process of professional training of future teachers of a foreign language, but the bilingual component of the professional competence of primary school teachers in the conditions of the multicultural region remains unexplored. ***Scientific novelty of the research results*** presented in the research is based on the theoretical substantiation of the bilingual component of the professional competence of primary school teachers in the conditions of the multicultural region.***The purpose of the article*** is to substantiate the bilingual component of the professional competence of primary school teachers in the conditions of the multicultural region. In our research, we used the following theoretical *research methods*, such as analysis and synthesis of scientific and methodological literature on the research problem.

Presentation of the main material. The professional activity of the teacher of primary school through the prism of the functions performed by him is comprehensively considered in pedagogical science. The Professional Standard "Primary School Teacher of General Secondary Education" [8] defines the following functions for elementary school teachers: planning and implementing an educational process; providing and supporting the education, upbringing and development of students in the educational environment and family; creating an educational environment; reflection and professional self-development; carrying out of pedagogical researches; provision of methodical assistance to colleagues on the issues of education, development, education and socialization of primary school students at the institution of general secondary education; generalization of own pedagogical experience and its presentation to the pedagogical community; evaluation of the results of primary school teachers' work at the institution of general secondary education. For each function, the professional competences, knowledge, skills and abilities that a teacher needs is specified.

Professional competence (from latin professio – officially declared occupation, sopeto – reach, correspond, approach) – integrative characteristic of business and personal qualities of a specialist, reflecting the level of knowledge, skills, experience, sufficient to achieve the goal of a particular kind of professional activity, as well as a moral position specialist. Competence – a set of knowledge and skills necessary for a specialist to carry out an effective professional activity, the ability to analyze and predict the results of work, use modern information about a particular industry. The competence of the specialist includes professional knowledge, skills and experience, work experience in a certain production industry, social and communicative and individual abilities of the person providing independence in the pursuit of professional activities [4, p. 722].

According to O. Skvortsov, modern teacher is necessary flexibility, non-standard thinking, ability to adapt to rapid changes in living conditions, the ability to work with information. And this is possible only with the high level of professional competence, the availability of advanced professional abilities [11, p. 90]. As a part of our study, we consider it expedient to disclose the communicative criteria of professional competence of the primary school teacher, which is primarily to establish certain relationships with individual pupils, groups and teams of students,

with parents, colleagues, and other members of society.On the basis of interpretation of the educational process as a special type of interpersonal communication, N. Yurieva's was made the hierarchy of teacher's functions in professional pedagogical activity. At the same time, the list of professional functions of the teacher was taken as the basis, which is allocated by the majority of researchers, it was singled out a kind of invariant core, and other functions were considered as different levels of modification of the data of the basic functions (communicative, gnostic, constructive, informational, organizational). If usually the communicative function is interpreted narrowly – only as an organization of communication with schoolchildren, as if "framing" the educational process, and in this list takes 3-4 place, in this case it is widely understood – as the basic function that creates the fabric of the educational process: 1. Communicative function as the basis for the professional activity of teacher. 2. Functions derived from the communicative and determined by the specifics of one or another aspect of the educational process: gnostic; constructive; informational; organizational. Describing the specifics of the communicative function as the base, which permeates the process of learning and education as a certain invariant rod, other functions are determined by the author as derivatives of the communicative, fixing attention to its specific refraction in each case [13, p. 34].

The educator should find an approach to each child with whom he works, to establish relationships and mutual understanding, to bring her respect and readiness to listen and accept information, values, principles of life, and ideals. And each person has its own paternal, unique personality, which requires the teacher flexibility, mobility, ability to react in a timely manner to changes, to correctly find ways to interact with the child. Therefore, the teacher is constantly changing, along with his students, with every school day. O. Maksimova believes that the better he speaks the language, phonetic, orphoepic, morphemic, lexical, syntactic skills, is aware of the psychological patterns of the child's development, so that at the highest level he can demonstrate communicative competence. Working with the class, the teacher builds such lines of communicative interaction: with each individual student, with a classmate, with a team through an asset, with a student through a team. And in everyday life these lines are intertwined, interact, function as a whole [5, p. 60].

I. Skolov and O. Protsenko consider that the source of bilingualism is, as a rule, the ethnic heterogeneity of the society itself, for example, the existence of two ethnic groups in one state, which use different languages. Due to the fact that in the modern world virtually no ethnically "pure" states, bilingualism has become widespread. Bilingualism reflects the situation when two languages are recognized by the state at once, due to legally established norms or laws, at the level of official and equal status for each of these languages. Official bilingualism exists in countries such as Canada, Belgium, Finland, etc. Unofficial bilingualism corresponds to a situation where the official recognition (as a result of laws) of only one of the two languages most often used by the population of this state. At the same time, unrecognized at the official second language language continues to be used by a large part of the population quite widely. To such states today with a certain historical backgroundwe can put Ukraine [12, p. 70].

The notion of "bilingualism" is investigated by various sciences. V. McKay notes that "bilingualism cannot be described only within the framework of linguistics. We have to overcome this framework. Linguistics is interested in bilingualism only insofar as it is capable of explaining what is found in the language, because language, and not an individual, is actually the subject of this science" [6, p. 138]. Sociology considers bilingualism as a part of social culture, psychology – from the point of view of its influence on the development of individual mental processes and personality in general. Pedagogy studies bilingualism in the context of the organization of the educational process, it is interested in multicultural education, the possibility of perceiving the world of special knowledge by means of a foreign language, the impact of bilingualism on the general level of education [7, p. 32].

As part of our study, we agree with L. Bilanyuk that bilingualism (speaking two languages) is a specific state of social life, in which there is observed and is a recognized fact of the functioning and coexistence of two languages within a single state [1, p. 65]. As L. V. Shcherba noted, "Comparing fundamentally different languages, we are destroying the illusion we are accustomed to knowledge of only one language – the illusion that there are immutable concepts that are the same for all time and for all people. As a result, we release the idea of the captivity of the word, from the captivity of speech and give it exclusively dialectical science" [9, p. 27].

The most fundamental of the definitions of bilingualism we have analyzed is the definition of W. Weinreich, who under this term understands "the practice of alternating use of languages" [3, p. 22]. The scientist first tried to apply a comprehensive approach to the problem of bilingualism, emphasizing the main feature of this phenomenon – the functioning of two languages in the minds of the same carriers. He suggests to call "bilingual" the person who "alternately uses the languages". In this regard, in methodological and pedagogical studies, the following terms become more common: "bilingualism" as a phenomenon of bilingualism, "bilingualism" as a bearer of bilingualism and "bilingual education". W. Weinraych developed the classification of bilingualism in three types depending on how the languages are assimilated: the composite type of bilingualism, in which the systems of two languages form a somewhat common; coordinating, in which systems of two languages exist independently of each other; subordinate, in which the second language system is built on the system of the first one.

The term "bilingual education" has become widely used in the world since the early 80’s of the last century. Bilingualism, or speaking two languages, is the functional free possession and use of two languages; bilingual education is a purposeful process in which two languages of instruction are used: the second language of the subject is a means of learning; part of the study subjects is taught in the second language.

Australian teachers D. Dempster and N. Hazlem consider bilingual education as an important condition for preparation of generations that will be able to effectively act in a multicultural environment. Such training is intended, on the one hand, to organize a mass study of the minorities of the native language and, on the other hand, to improve the efficiency of teaching in English for this population group. D. Lasagasbuster and A. Huget consider bilingual education as the beginning of a

learning process in a minority language, and after then is added to the language of the majority, and with the study of a foreign language, the learning process becomes a multilingual learning. According to researchers, bilingual education is part of a multilingual, one of the means of forming multilingualism [14].

The most complete generalization of different approaches to the typology of models of bilingual education was presented by the Russian researcher O. Shirin:

– according to the author, the culturological type is based on a natural multilingual environment when political, economic, and socio-cultural conditions arise for the integration of ethnic minorities into the prevailing culture. This type of bilingual education includes transitional programs for the gradual displacement of native language and culture, language support programs aimed at preserving the mother tongue during the formal education, as well as the program of parity bilingualism, on the basis of the equal treatment of two languages and the involvement of students in both types of culture;

– the isolation type is aimed at teaching ethnic minority students mostly in their native language in order to prevent their acquisition, full integration into society. An example of the use of such programs is Germany, its federal land of Bavaria. This type of program is the embodiment of the policy of disintegration of ethnic minorities, in this case, foreign workers, who are thus prepared to return to their homeland after the need for additional workforces is not lost;

– an open type of bilingual education aimed at integration into the pan-European or world community, intercultural communication and multicultural education, as well as the absorption of the content of education in the context of two cultures [2].

Bilingual education has many benefits. Some of them are:

– multicultural orientation, which involves the construction of the content of the program on the principle of dialogue of cultures, and includes a "meeting" of educational and vocational pedagogical cultures of different countries;

– the diversity of its goals, aimed at overcoming the existing framework of substantive monoculture, which took shape in the traditions of a certain country or region. The diversity and heterogeneity of the goals set in the bilingual education program predetermine a high level of interdisciplinary integration, which involves the optimal balance of subject, special and linguistic knowledges;

– providing great thought flexibility with regard to the materials used by the multicultural nature and creating effective prerequisites for expanding the knowledge base and development of speech abilities;

– the use of open learning technologies that give space for autonomy and creativity of the individual in the educational process.

A vivid example of an educational establishment in which bilingual education is carried out, in particular by specialists from the initial education unit is the Transcarpathian Hungarian Institute named after Ferenc Rakoki II (Beregovo). The language of teaching in this educational establishment, according to the Charter, is Ukrainian, Hungarian and English. Since a large part of the student contingent enters the ZUI from schools with Ukrainian language education (including from other regions of Ukraine), the institute organizes training courses and individual Ukrainian

groups for studying general disciplines (for example, "Pedagogy", "Psychology", etc.). In practice, there is following system of conducting classes: if lectures are read in one language, then practical classes are held on the other, and vice versa. Under this system, students can fully master the material, as well as master the terminology in the state language, in Hungarian or English.

The introduction of bilingual education in establishments of higher education, according to S. Sytnjakivska, despite the obvious urgency, has serious problems. They relate to different aspects of its implementation in the educational process: first of all, the lack of appropriate developed methodological support, lack of time, the use of only traditional methods of teaching and incorrect understanding of its goals. In fact, bilingual education can bring a future specialist more profitable than classical, developing a student's various professional competences, which in the future will be able to compete not only in the Ukrainian but also in the world labor market [10, p. 27].

On the basis of the above we can draw the following conclusions regarding to the theoretical foundations of the bilingual component of the professional competence of primary school teachers in the conditions of the multicultural region:

1. Professional activity in a multicultural region has its own peculiarity associated with specific characteristics of ethnic diversity. Accordingly, the teacher can be called a teacher of primary classes, who at a rather high level carries out pedagogical activity, pedagogical communication, achieves stably high results in teaching and upbringing of pupils taking into account this peculiarity.
2. One of the most important components of the professional competence of primary school teachers in a multicultural region is the bilingual component characterized by multicultural orientation, which involves building the content of the program on the basis of the dialogue of cultures, "meeting" of educational and vocational pedagogical cultures of different countries. Bilingual classes contribute to the development of multicultural education for primary school teachers, on the one hand, they contribute to ethnic identity and the formation of cultural identity, and on the other hand, they prevent ethnocultural isolation from other countries and people and, of course, increase the level of professional competence.***Prospects for further research*** we have seen in the development of methodological recommendations on the research problem for students of specialty 013 "Primary education".

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2.8. ON THE EXPERIENCE OF INCREASING EDUCATORS' PROFESSIONAL COMPETENCE OF BOARDING SCHOOLS OF UKRAINE (20-60S OF THE TWENTIETH CENTURY)

UDC 37.013.42

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Abstract. *The problem of reforming the existing system of boarding schools in Ukraine is urgent today. The challenge of training and raising pedagogical workers' professional competence, who will work in updated conditions of institutional state care establishments, obtains special actuality. Solving stated issues at this stage involves searching and substantiating new versions of the content of training and practical training of students, future teachers and educators, the identification and implementation of practical achievements from the experience of the last century.The research is devoted to the presentation of preconditions for the formation and development of boarding schools of Ukraine in the 20th century and disclosure in this*

connection of the theoretical and methodological foundations for raising pedagogical workers' professional competence, in particular, educators of residential institutions.The content of educators' professional competence of boarding schools of the Soviet era has been described; the measures and ways of increasing the state authorities of education and its separate components have been specified; the role and importance of higher education establishments in pedagogical workers' professional formation have been grounded. The author has emphasized the possibility of practical implementation of the key aspects of training and raising pedagogical specialists' professional competence of institutional establishments on the experience of the last century in the area of modern educational technologies.

***Key words**: educator, upbringing, pedagogical workers of residential institutions, boarding schools, professional competence, skills, knowledge, responsibilities.*

Setting of the problem. Today, in connection with the transformational processes taking place in Ukraine, in the most important areas of public life, the issue of reforming the functioning of residential institutions, preventing the segregation of socially disadvantaged categories of children, and, therefore, optimizing the activities of the entire system of their state maintenance, development and upbringing, is extremely relevant and unresolved. Solving stated issues at this stage involves searching and substantiating new versions of the content of training and raising pedagogical workers' professional competence of residential institutions, the identification and implementation of practical achievements from the experience of the last century. Thus, the access to the retrospective of the process of raising the level of professionalism, skills and professional competence of teachers and educators of the state care system in Ukraine during the 20-60's of the 20th century, understanding its potential in our time provide the possibility to highlight positive aspects and their implementation into the plane of contemporary pedagogical technologies in higher education establishments.

Relevance of the problem. The relevance of the study proves out a number of contradictions, in particular, between: social demands for raising the level of pedagogical workers' professional competence in the system of institutional establishments, as well as potential parents-educators, mentors and guardians, and inappropriate consideration of the experience of social education of orphans and children deprived of parental care in the history of domestic pedagogical thought; available significant scientific achievements in solving the problem of increasing the teaching staff's professional competence of institutional establishments and the lack of implementation of productive ideas from the experience of the last century in the area of modern pedagogical technologies in the system of higher education.

The necessity for their solution, as well as the public need to increase the teaching staff's professional competence of institutional establishments, and the necessity of highlighting and implementation of constructive experience in training educators and teachers in Ukraine today have predetermined the choice of ***the research subject*** *and* ***its main goal*** – to reveal and substantiate the theoretical and methodological principles of professional development the competence of

pedagogical workers of boarding schools of Ukraine during the 20-60's of the twentieth century.

Analysis of recent researches and publications. The theoretical comprehension of the educational potential of boarding schools in Ukraine from the first years of their functioning was accompanied by the publication of a number of works of theoretical, methodological and scientific character of such authors as: A. Abliatypov, A. Bondar, V. Vuhrych, Yu. Hrytsai, Z. Illiashenko, B. Kobzar, B. Melnychenko, T. Paladiieva, M. Plotkin, Ye. Postovoitov, V. Rumiantsev, S. Svyrydenko, V. Sliusarenko, V. Sukhomlynskyi, V. Tsypurskyi and others. Scientific works of V. Vuhrycha, L. Kanishevska, B. Kobzar, O. Kuzmina, A. Natochii, V. Pokasia, V. Sliusarenko and others were devoted to the important source of research concerning the content of educational activities of boarding schools in Ukraine.

Highlighting previously unsettled parts of the problem. Thus, scholars have highlighted a wide range of issues concerning matter under investigation. However, the lack of holistic research including the content of the process of raising pedagogical workers' professional competence, in particular, educators of boarding schools of Ukraine, is observed today.

The scientific novelty of the research lies in the fact that for the first time on the basis of a holistic retrospective analysis of the theoretical and methodological principles of increasing pedagogical workers' professional competence of boarding schools in the Soviet educational system has been researched; the transformation of the content, forms and methods of professional activity of educators of residential institutions during the studied period has been characterized; the possibility of practical implementation of the key aspects of training and raising the professional competence of pedagogical specialists of institutional establishments from the experience of the last century in the area of modern pedagogical technologies in the system of higher education has been proved. ***Research methods.*** The scientific-bibliographic method of studying archival and library funds, their classification and systematization for the determination of the reference source base, historical and retrospective, conceptual and comparative analysis of literature in the field of education, normative legal documents and archival materials, analysis of facts, theoretical ideas from the experience of educational activity of boarding schools in Ukraine during the research period, as well as a prognostic method for forecasting further improvement of the process of preparing future pedagogical workers in the context of reforming higher education in Ukraine have been used in the process of achieving the goal of the study.

Statement of basic materials. It is known that the main reason for the formation of residential institutions for children at all stages of society was a variety of problems (revolutions, wars, famine, natural disasters, etc.). Each country, depending on economic opportunities, level of social consciousness, culture, traditions, differently solved the problem of caring for deprived children [3, p. 3].

In Ukraine, before the October events of 1917, there were various types of residential institutions: school boarding houses, orphanages, orphans' home, etc. At that time, all of them weren't subordinated to the Ministry of Education, but to the

Ministry of Social Affairs. This subordination also had an effect on the character of the educational activities of these institutions, whose main task wasn't children's upbringing, but the care of them, providing them with material assistance that was necessary for their life and physical development. As consequence, this resulted in complete regression of these institutions. Some of them were closed at all because of the lack of material support, and their pupils joined the ranks of homeless children and juvenile young offenders [1]. Therefore, it was started out the development of new documents, decrees and declarations in the first years of Soviet power in the Ukrainian republic that radically changed the organizational structure and content of education and social upbringing of children.

Thus, in order to combating childhood neglect, by the decree of the People's Commissariat of the USSR on June 10, 1920, all the Provincial Departments of Public Education were ordered to begin the urgent opening of Public Orphanages in all cities, industrial centres. The resolution stated that "<…> all neglected children under the age of 16, having separated from the family or having none at all, have the right to enter Public Orphanages at any time of day or night. In Public Orphanages should be different kinds of workshops, laundries, a room for clothes, a disinfecting room, a dining room, rooms for toys and reading-rooms" [12, p. 36].

In connection with their creation and implementation of tasks envisaged by their activities, the main focus of the party and state authorities of education raised a question of preparing the appropriate pedagogical staff to work with pupils. In order for "teachers to know their work well", the People's Commissariat of Education of the USSR in higher education establishments opened new special departments for training of "educators for public education institutions". Their main goal was "providing teachers with the knowledge of the theory of communist education of the younger generation, <...> getting acquainted with the various types of institutions of social education" [7, p. 59]. Shortcomings in the educational activities of education institutions became omission during the preparation of future educators for their work in the context of a mass labour school. As a matter of fact, "the People's Commissariat of Education considered the secondary school as a transitional unit of public education institutions, which did not correspond to the principle of organic unity of education and upbringing. For this reason, the faculties for the training of educators were short-lived" [7, p. 59].

Therefore, in the matters of raising the competence and accomplishment of pedagogical workers of residential institutions of social education, "Social Education Advisers", which were issued by the People's Commissariat of Education annually from 1921 to 1928, played a significant role. They contained directive materials about school and education in Ukraine, program materials and regulations, and statutes of certain types of child care institutions. "The Advisor" was also the main source where teachers and educators drew guides on the usage of integrated education and the implementation of children's social upbringing [6, p. 456]

More systematic and coherent work was being done to increase the professional competence of educators and teachers in the second half of the twentieth century, when in our country, according to the decision of the 20th Congress of the Communist Party of the Soviet Union, boarding schools, education establishments of

a new type, were set up. Together with the organizational issues of the establishment and functioning of boarding schools, the attention of the first secretary of the Central Committee of the Communist Party of Ukraine M. Khrushchov in the summary report of the meeting specifically emphasized the need for a careful selection of "good educators who would respond to the high calling for engineers of the souls of the younger generation" [16, p. 83–84].

It should be noted that in the case of education of the younger generation, state officials of the departments of public education of Ukraine with the reason attached great importance to residential institutions, as they considered that "boarding schools in the future should be a children's industrial complex that should include toddlers, preschool children and school-aged children, and at the same time, first of all – orphans, half-orphans, patronized children" [5].

The educator or pedagogue educator was the central figure in organizing the educational process in residential educational institutions. In the broad sense, it was a person who carried out education; in the narrow one – an officer responsible for bringing up children and young people in educational institutions [4, p. 53]. In the 50's of the twentieth century, the content of educational work was realized through educator's professional activity, which included organization and upbringing of pupils' collective, pupils' learning, strengthening discipline and raising the culture of behaviour of pupils and pupils' collective, working with pupils' parents; harmonization and coordination of educational requirements among all school pedagogues, parents and the public.

Therefore, this implied educator's general functional duties and the components of his/her professional competence, among which, in particular: "development of pupils' abilities; creation of conditions for the organization of content of leisure activities, prevention of neglect, offenses, planning and conducting of appropriate measures; assistance in pupils' preparation for independent life in the spirit of mutual understanding, peace, harmony among all peoples, ethnic, national, religious groups; carrying out educational work taking into account pupils' age and individual psychological characteristics, their inclinations, interests, desires, readiness for certain types of activities, as well as the level of formedness of pupils' collective; coordination of work of teachers, lecturers, masters of industrial training, psychologists, medical workers, organs of pupils' self-government, parents and other participants of the educational process during tasks' fulfilment of teaching and education in pupils' collective, pupils' social protection" [8, p. 10].

The duties and tasks included in the sphere of boarding school teacher's professional competence covered a number of issues. In particular, this specialist had to "<…> inculcate love of labour in pupils, high moral qualities, skills of cultural behaviour, the need to adhere rules of personal hygiene; regulate pupils' daily routine, monitor over the timely preparation of homework, help in learning and reasonable leisure activities; carry out, together with the school physician, measures that promote pupils' health and physical development; keep in touch with teachers, class teachers, medical staff, parents, or those who replace them" [11, p. 39].

The task of the educator was also "to educate children in a sense of careful attitude to things, to impart skills to the proper usage of them (to keep clothes, shoes,

textbooks tidy), to watch out for their appearance, to help their friends in keeping the established school regime" [2, p. 77]. For this, the educator was "responsible for comprehensively study of children, their age and individual characteristics, successes and disadvantages in learning, behaviour and mood, inquiries, character and based on the acquired knowledge to build the entire system of educational work". Another "<…> educator's important duty is to inculcate love of labour in children, their skills and habits of self-service. The instructor must personally manage children in carrying out their homework, train skills in their individual work and, with their teachers, organize assistance to students who do not have time to study" [2, p. 76–77].

In accordance with this list of components that collectively determined educators' professional competence of boarding schools of the Soviet era, the task of educating the younger generation was to concern only highly qualified pedagogical workers. Therefore, in the country at the institutes of improving teachers, training courses for boarding school educators were organized and conducted. The Ministry of Education of the USSR recommended, taking into account the further expansion of the network of such institutions, to send teachers to the courses who were to be involved in the newly formed boarding schools. It was emphasized that during professional development hours, a teacher "together with getting acquainted with the most important issues of the content and organization of educational work with children, has to analyse in detail the best practices in boarding schools and recommend measures to improve it" [13, p. 18].

In order to increase educators' professional skills in boarding schools for them were organized seminars on different subjects, including on the issue of society and friendship in class, pupils' culture and behaviour. Similar seminars were held in the workplace. For example, on the basis of a paramilitary repair plant for the educators of the Stanislav Boarding School in 1957, the seminar "As I prepare and conduct of a pioneer detachment collection" and others were organized [15, p. 164].

It was considered that the educator "should be demanding, fair and sensitive, not to assume any cases of violations established in the school order" [38, p. 80]. Therefore, one of the ways of training competent specialists was the synthesis of best practices. For the first time the best practice of boarding schools' functioning on the results of their educational activities was generalized and considered in 1956-1957. With the purpose of more comprehensive scientific research on topical issues of boarding school children, the Ukrainian Research Institute of Pedagogy created a special department, the results of which in 1956 all boarding schools were developed and provided with the following materials such as: "Regulations on boarding schools", "Mode for boarding school".

In 1957, the distribution of best practices of the first boarding schools in periodicals and printed collections and works began. Methodological recommendations and materials prepared by the regional institutes of teachers' improvement, departments of pedagogy of institutes of the republic and pedagogical teams, etc. contributed to solving problem issues and revealed the contents, forms, methods of teaching and upbringing of pupils in boarding schools.

The organization of courses, seminars, pedagogical readings, scientific and practical conferences for teachers, educators and boarding school leaders organized in

a number of regions of the republic helped to obtain the necessary professional knowledge and strengthen the practical skills and abilities of educational work in new type institutions [17]. Thus, in June, the first pedagogical readings were held in Lviv organized by the Ukrainian Research Institute of Pedagogy and the Ministry of Education of the USSR. Their participants (teachers, educators, heads of boarding schools, employees of departments of public education from all regions of the republic) disclosed the organizational principles of boarding schools' functioning from the experience of educational work and focused attention on the ways of its further solution in the country.

The plan of measures of the Ministry of Education of the USSR for the implementation of the Law "On strengthening the connection of the school with life and on the further development of the system of public education in the Ukrainian SSR", approved by the College of the Ministry of Education of the USSR on May 4, 1959, envisaged the study and synthesis of advanced pedagogical experience of raising children; stressed on the systematic nature of the organization of district, regional and republican "Pedagogical Readings", which was supposed to be the best experience of educational work in boarding schools. In particular, it was proposed in 1959 to hold a republican «Pedagogical Reading» on the topic "Upbringing the Communist Attitude to Work", in 1960, on the topic "Scientific and Atheistic Education of Schoolchildren" [10, p. 108].

The scale of the work on improving teachers' professional level is also evidenced by the preparation and implementation of republican pedagogical readings in Luhansk in June 1962, which preceded the reading in all regions of the republic. The program of republican readings included 65 reports, in particular about the experience of creating and enriching the educational and material base of boarding schools, the forms and methods of educational work, the organization of a children's collective, the labour, children's physical and aesthetic education. All these measures contributed to the creation of a certain system of educational work in boarding schools, and the institutions became the centre of children's social upbringing [1, p. 185].

In order to provide boarding schools with practical assistance in educational work and to study and generalize their functioning experience, the Deputy Minister of Higher Education of the Ukrainian SSR, N. Lysakova and, Deputy Minister of Education of the Ukrainian SSR, O. Rusko recommended to attach certain state universities (Kyiv, Lviv, Kharkiv, Odesa, Chernivtsi and Uzhhorod) to boarding schools of the respective regions. The results of such a dialectic interaction were to be presented in the collected book "From boarding schools' experience" and the methodical manual "To help educators, teachers and directors on educational work". It was also prescribed that in the plans of the research work of certain departments necessarily were provided the study and generalization of boarding schools' experience [14, p. 9].

By encouraging teachers to improve their qualifications, Minister of Education I. Bilodid wrote in a letter to the heads of oblast and the directors of regional institutes for the improvement of teachers' qualifications (1960): "As experience shows, those teachers have the high indicators in the educational work at the school at

this stage of its development who systematically and successfully work on raising their ideological and theoretical level of general and pedagogical culture, on enriching their scientific knowledge, mastering the foundations of production, improvement of methods and techniques of pupils' teaching and upbringing" [9, p. 241].

The results of the effectiveness of the teacher's work at the boarding school were the unity of pupils' collective, the state of children's discipline, the degree of their involvement in socially useful and productive work, the level of pupils' self-service, the formation of ideological beliefs that were characteristic of the Soviet paradigm of education. The effectiveness of educational work in boarding schools also indicated the level of pupils' preparedness for public life and work activity.

Conclusions and results of the research. Summarizing the results of the study of the theoretical and methodological foundations for raising pedagogical workers' professional competence, in particular, the educators of boarding schools of Ukraine, it can be made the conclusion about the existence of a clear vision of the purpose and results of their professional activity at that time and the means of their achievement through continuous increase of specialists' professional competence.Considering the significant errors and mistakes in the theory and practice of the Soviet system of training pedagogical workers, we consider this historical experience to be valuable in the process of developing a system of higher education in Ukraine today. In the context of its critical rethinking, opportunities for the separation and implementation in the area of modern pedagogical technologies in higher education establishments and establishments of advanced professional training of appropriate methods and tools of specialists' professional training have been opened. ***The perspectives of further researches.*** The perspectives for further researches may be conducting in the field of historical and pedagogical research issues of pedagogical workers' professional training.

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2.9. FORMATION OF SOCIAL AND PEDAGOGICAL COMPETENCY OF TEACHERS: USA EXPERIENCE

UDC 37.014.5:008:373.553(73)

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Annotation. *The paper analyzes one of modern American concepts of school organizational culture, the concept of "caring community". Scientific interest to the phenomenon of organizational culture in the USA appeared in the 70 years of the twentieth century, when for the first time, it was assumed the interconnection of school culture and effective operation of schools. The modern concept of "caring school" arose from the need for profound changes in the internal environment of American high schools, so-called "reculturing": overcoming racial, ethnic conflicts in schools, reduction of drug abuse, the elimination of violence in schools and disorder mental health of students, empower students and their families. A skilled solution to these problems is directly related to the social and pedagogical competence of teachers. The central idea of this concept is the need for enhanced cooperation between the institutions of school, family and society in order to create a safe environment in the school. An analysis of studies of American educational theorists who study education experience caring communities it is found that the activity of schools of this type is based on the following principles: establishing positive social and interpersonal relationships (connectedness), the existence of broad rights and opportunities for everyone (empowerment), supporting school safety (safety), development of cooperation members of the school community (collaboration), harmonizing the actions of members of the school community (consistency), a sense of common ownership (shared ownership), mutual respect (respect), joy atmosphere (fun). The result of the implementation of the principles of "caring school" concept is changing of the school culture, namely the nature of the relationship between the groups of members involved in her life. It greatly contributes to the teachers' and pupils acquisition of vital social and pedagogical competencies. In particular the development of a culture of teamwork makes teachers more supportive of new ideas. The relationship between teachers and students a change in such a way that students begin to be seen as participants in the educational changes that establishes the relationship of mutual respect and trust between the two sides. The relationship between children establish on the model of the relationship between the children in family. Building partnerships between parents, community and school can minimize the risk of conflicts between them, and therefore within the school itself.*

Keywords: *social and pedagogical competence organizational culture, school, reculturing, caring community, cooperation.*

Formulation of the problem. In the modern scientific psychological and pedagogical literature, the concept of competence is characterized by the willingness to perform professional duties in accordance with modern theoretical achievements and best practices, approaching world requirements and standards. Therefore, today it is relevant to study the best foreign experience of formation of a teacher's social and

pedagogical competence, which, of course, belongs to the concept of a school as a caring community that has become widespread in the USA.

Relevance of the research. Enhancing international cooperation makes it necessary to address a number of important issues, such as improving the quality of education, the structural changes of the educational system according to the requirements of continuity of education, monitoring and implementation of the best international experience in the field of educational reforms.However, the analysis of the domestic educational reforms shows that reformation processes often failure because of lack of consistency of their implementation at the school level. In addition, quite often the school staff is not ready for implementation of changes.In this regard, the phenomenon of organizational culture of the school is of the scientific interest. Her role in the process of reforming the educational system, as well as the ways of its change are actively researched in American theory of education, starting with the 70-ies of XX century, when it was first made the assumption of interconnection school culture and efficient operation of secondary schools.

The link of the author's work with important scientific and practical tasks. Modern domestic education is in the process of active reform, which requires all participants of the educational process the appropriate set of competencies. Of particular importance is the teacher's social and pedagogical competence, which determines his ability to perform his functions unmistakably and qualitatively in both extreme and usual conditions, and to successfully master the new, to study, to seek, to think, to cooperate and to adapt. The outline of the issues we consider to be in the field of research on organizational culture. The development of this phenomenon greatly contributes to the formation of social and pedagogical competence of teachers.

Analysis of recent research. We rely on the theoretical researches of American education, studying education experience of caring communities, specifically J. Brian, J. Lindvol, R. Hlatter. An analysis of this type of schools determines the principles of their functioning. In addition, numerous research programs noted the impossibility of creating a socially safe environment at school without involving the school community resources, and hence without creating socio-pedagogical competence of teachers and other educational activities. Outlined priorities of the American high school has led to the emergence of strategies of cultural development of safe and caring environment, the mechanism of which was to create so-called caring communities.

Selection of previously unsettled parts of the general problem. It should be noted that in a number of publications devoted to the consideration of caring communities, the organizational and pedagogical principles of their creation and functioning are described in detail, as well as the impact on learning outcomes of students, which is determined by efficiency of educational institutions in general. However, in our opinion, the development of organizational culture in the context of functioning of school educational institutions on the principles of caring community is not adequately covered. ***The aim of the article.*** The purpose of the article is to analyze one of a number of modern American concepts of organizational school culture development, namely the concept of "caring community". ***The scientific***

novelty consists in the study of mechanisms for the formation of social and pedagogical competence of teachers in the context of creation a culture of a safe and caring environment, which became one of the leading strategies for the development of American school culture during the period of educational reforms of the 80's of the 20th – early 21st centuries. Such mechanisms have identified as the implementation of innovative educational and management practices acoording to the goals of educational reforms in the context of the introduction of school development programs such as "school as caring community". ***Research methods.*** For the purpose of the study, a set of methods was used: general scientific – analysis, synthesis, abstraction, comparison and generalization, which provided an explanation of the peculiarities of the genesis of conceptual approaches based on the development of the phenomenon under study, and made it possible to analyze official documents of US secondary education reforms; methods of scientific extrapolation and comparative analysis have been used to determine the possibilities of creative use of positive American experience in developing school culture in the process of modernizing the education system in Ukraine; empirical – conversations and E-correspondence with American scholars in order to clarify and verify the received data.

Presentation of the main research material. Reasons for change in the priorities of the American high school activities and the implementation of models of "caring community" in American education theory can be explained by a number of motives. The social reasons include:

– overcoming racial, ethnic and social conflicts within the school;
– reducing violence in schools;
– creating an emotionally and physically safe environment at school;
– ensuring full realization of the rights of students and their families;
– empowerment of children's social support networks;
– strengthening cooperation of school, family and community, including businesses and other organizations representing community;
– expansion of educational opportunities for poor children [2; 5; 7].
– The pedagogical reasons include:
– strengthen students' sense of belonging to school life – a necessary condition for improving their academic motivation and achievements;
– the formation of social personality traits;
– the culture of "co-operative collective" (collaborative collegiality);
– school improvement through collaboration;
– promoting a positive and caring relationships between children and adults;
– contribution toward the children's meaning of life and activities associated with the school;
– providing educational mission of schools: education erudite responsible for their actions, self-confident, happy members of the school community, preparing children to fulfill the social role of active citizens in a secure and democratic society [3; 4].

Achieving these objectives will be the construction of the so-called "caring communities" or "caring schools". The central idea of "caring school" concept is the idea that in American society the school even in the early stages of its development

was the center of the community and now you must return it to that role again. The modern school can not function separately from society. What more important than ever, according to the research of American theorists of education is to establish a link between the school and the community – not only with parents but also with business structures, public and other organizations which represent the community. The purpose of this communication is to create a safe environment at school for the successful training and education of students, to form a new system of values, norms and beliefs necessary for the development of culture of safe and caring environment.

After making the analysis of studies of American educational theorists who study education experience of caring communities, we found that the activity of schools of this type is based on the following principles:

– establishing positive social and interpersonal relationships (connectedness). The "caring school" students, school staff, family and community have positive relationships with each other, a positive attitude to their involvement in school life, feel involved. According to the director of one of these schools, "caring school" is a "place where all relate to each other and each is important ... where everyone matters...". Significant is every child and school personnel's job is to give each student a sense that "his presence or absence is very important." Speaking of school staff, we mean not only teachers, but also "janitors, secretaries, chefs - all. They all have ... to feel important component. And parents also need to feel that when they come to their school, they are part of it and not come to foreign territory... " [8, p. 375];

– the existence of broad rights and opportunities for everyone (empowerment). Providing empowerment makes sense when there are conditions for the application of these skills in specific situations at school. In addition, in the classroom and outside of it their students are provided with qualified advice about various problems. High school students are also involved in counseling, they are so-called "senior assistants» (peer helpers), which gives them the opportunity to feel like participants in the process of creating a safe environment in the school. Thus, students begin to realize that not only the actions of school staff, but also their own matter. The problem of staff is to support them and to learn to make important decisions for themselves and for the school as a whole;

– school safety supporting (safety). In a caring community everyone solve the problems, which forms an every member's of the school community sense of ownership for the life of the institution. So everyone feels accountable for his actions and understands his importance for the school conditions for preventing conflicts and threats to safety training and education of students. In addition, in areas where the majority of the population - citizens with low income, work with the school community and cooperation of various kinds of local organizations has great potential to reduce the level of social risks in these areas. In many cases, after-school programs aimed to prevent violence, as well as programs aimed the academic and cultural growth of students are the result of cooperation between schools and organizations representing the community. These programs enrich children and their families experience with positive relationships, skills and values necessary to develop an active position in society;

– development of members' of the school community cooperation (collaboration). This principle provides the establishment of partnership between teaching and support staff and members of the school community, based on the recognition of the positive features of each child and their family members, as well as the use of positive features to support students and expanding their rights and opportunities. The efforts of school personnel intended that every child felt care, and every family felt that its efforts appreciated;

– harmonizing the actions of members of the school community (consistency). Members of the school community are not chaotic. Their rights and obligations are clearly defined. But more important is what distinguishes the caring school from other – a clearly defined responsibilities of each group of participants in the school community: teachers, staff, students, parents, etc;

– a sense of common ownership (shared ownership). Since everyone in the school and the nearest community feels his involvement in school life, it develops a sense of responsibility for its logistical value;

– mutual respect (respect). All relations in the framework of the "caring school" are built on the recognition of the importance of the position of each of its members, his wishes, needs and beliefs are respected;

– joy atmosphere (fun). This principle implies support for a positive atmosphere in the school, regardless of any circumstances, support of each in the constant belief of positive prospects for the development of the school.

In our opinion, the main achievement of caring schools is changing the nature of relations between the groups that involved in school life. Just as beliefs and value judgments of people influencing standards and changes taking place in the school, relationships between individuals and groups of people – it's part of school culture that can facilitate or hinder educational changes. Analysis of reports of educational institutions, which studied the program embodied cultural development of the school, and research programs of the American scientists can come to the following conclusions about the changes occurring in the nature of the relationship between teachers, teachers and students, teachers and parents in caring learning communities:

1. The relationship between teachers. Building a culture of collaboration reduces professional isolation of teachers, allows the exchange of successful experiences and ensuring their mutual support. All this increases enthusiasm, promotes a sense of the effectiveness of the teachers and makes them more receptive to new ideas. However, according to US researchers to develop collegiality at school is very difficult. John Little says that it manifests itself in four forms of behavior of teachers: joint debate colleagues' practice school work, monitor the work of colleagues, co-design, planning, analysis and evaluation of the curriculum, and finally transfer to each other the experience of teaching, learning and management. Other education theorist R. Barth emphasizes the critical importance of the change in the relationship between teachers to develop a new culture of school: "Decisions are best. The mechanism of decision-making becomes more efficient. The level of trust between adult members of the school community increases. The interest of teachers to teach is enhanced and sustainable. There is also evidence that increasing the motivation of students to learn and study their performance, because when adults

share experiences and work together, students will do the same ... These relationships between adults at school let infuse energy and support all other efforts to improve the school. While adults will not communicate with each other and help each other, little will change" [1, p. 31].

We agree with the opinion of American scientists that collegial relationships that are established in caring schools between teachers, promote changes in school culture since the emergence of new beliefs, attitudes to school and work in it, new behaviors, skills, beliefs - all that is school culture – depend largely on whether the teachers work in isolation, or exchange ideas, get support and positive assessment of their work by colleagues. They are more willing to change if their relationships with other are personalized. So in an effort to reform school, you must be aware that the consensus among teachers will have a major impact on the adoption of the reform and willingness to participate.

2. The relationship between teachers and students. It should be noted that only since the 90th of the XXth century students became seriously considered as members of educational change. Before they perceived mainly as their potential beneficiaries, not participants. By this time in most US high schools the practice of management of the students' actions without interest in their opinions about it was common. Students are rarely informed of the plan, introduced to changes in school despite the fact that no plan can be implemented quite successfully, if students do not accept it or not configured to cooperate. M. Fullan explains that older students often seek to build relationships with their teachers to the scheme "live me and let me live differently", that tend to be "left alone" until they break the calm in class. Such actions create a barrier to introducing changes as aimed at preserving the status quo. But in this respect, caring schools share the view of American education theorists that the role of students, especially high school students, in the school improvement process should be reviewed. Changing behavior and attitudes of the students requires the same attention as any other members' of school reform.

The relationship between teachers and students in caring schools are bilateral. Teachers show respect, high expectations and support regarding students. On the other hand, the ratio of teachers to students depends on the attitude of students to them. Thus, M. George stresses that the results of "caring schools" demonstrate a greater level of interest of students to study lessons without any reason comparing to traditional schools [6]. According to researchers, this is the result of teachers interest in cooperation with students and harmonious distribution of educational priorities for achieving a safe learning environment and school.

3. The relationship between the students. Particular attention to the students, their participation in important events in the life of the school, the opportunity to influence the results of the "caring school" develops a sense of self-esteem in them, the ability to monitor the situations of life, promoting the adoption of school values. Thus, students in the school share the same culture. The successful models of "caring school" have relationship similar to the relationship in the family, because there is no competition between the students, they care about each other.

4. The relationship between parents, community and school. The "caring schools" as a result of mutual support between parents, teachers and school establish

friendly relations. Parents feel co-teachers of their children, teachers receive support for their work on the part of parents and the community. This in turn contributes to the establishment of the partnership, elaboration of common objectives and prospects for education in the school, which helps to minimize the risk of conflicts between the school, parents and the community, and hence – within the school itself.

However, we found that supporters of the development strategy of the American school development programs within school as a caring community, in addition to its positives, called several drawbacks. Thus, the researchers K. MakDermot and B. Turnbal stress that involving not only parents, but also other members of the community to school life promotes a more democratic functioning of the school as an organization, creates conditions for important positive change. However, some researchers (J. Bryan, J. Lindwall) emphasize that the shared decision-making, collegiality have certain limitations. For example, positive relationships between teachers and administration, focusing on such-school issues as mission schools or choice of educational materials provides a priori desire of teachers to actively participate in shared decision making and school life in general. At the same practice does not always detect the appropriate level of readiness and willingness of teachers to do so. In addition, not only teachers, but also other school staff, parents and students may be unprepared to cooperate, reluctant to accept the changes or simply do not realize the importance of their role in the cooperation. The reason for the low motivation of parents and other community members to participate in school life is often a previous negative experience in shaping its culture. Besides cooperation and common concern for school can be a difficult test for the headmaster if his beliefs about future missions of the school are contradict beliefs of the community. To solve these problems, educational theorists can specially organize training for all groups of stakeholders to create caring schools.

The above allows us to conclude that the principles of the caring school culture program include the development of the institution, namely:support the desire of students to be honest, open, ready to help, respected and responsible; promote empathy and understanding of students to each other; enhance learning motivation of students; strengthen the ties of family and school; reduce isolation of teachers, parents, students and other members of the school community; establish relations of cooperation, trust and respect between all members of the school community; create an environment of caring and mutual support in school; diminish the differences between subcultures within schools and whole-school culture.

Conclusions. The result of the implementation of the principles of "caring school" concept is changing of school culture, namely the nature of the relationship between the groups of persons involved in her life and therefore forming of their important socio-pedagogical competencies. Thus, the development of a culture of teamwork makes teachers more supportive of new ideas. The relationship between teachers and students change in such a way that students begin to be seen as participants in the educational changes that establishes the relationship of mutual respect and trust between the two sides. The relationship between pupils established on the model of the relationship between the children in the family when the older feel responsible for the younger, and the younger pupils see model to follow in the

older pupils. Building partnership between parents, community and school can minimize the risk of conflict between them, and therefore within the school itself.

Prospects for applying research results. Innovative ideas of the American experience in implementing the concepts of school culture development, in particular the concept of a "caring community", can be used in the process of modernizing Ukraine's education in the context of developing the global educational space by the educational politicians, academics and educational practitioners for further research in the field of comparative pedagogy, updating the content of educational courses in pedagogical disciplines and creating training aids. Materials of the research can be used in the system of professional development of pedagogical workers as methodical recommendations for preparing teachers for participation in reform processes.

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2.10. MUSICAL AND PEDAGOGICAL COMPETENCY OF A PRESCHOOL EDUCATOR

UDC :373.2.011.3-51

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Abstract. *The article reveals the significance and peculiarities of the formation of musical and pedagogical competence of future educators of pre-school establishments. It is pimped that musical and pedagogical competence is an important part of the professional competence of an educator, which extends his/her professional abilities; due to personal qualities affects a spiritual world of children, the development of their musical and aesthetic taste, and manifests itself as the ability to build a qualitative musical and pedagogical process with an active participation of all participants in educational activities. The essence of a definition of "musical and pedagogical competence" as complex polyfunctional and individual psychological*

education is revealed on a basis of integration of professional theoretical knowledge, value orientations and practical skills of an educator in a field of musical pedagogy, as well as personal qualities, emotional and value attitude to pedagogical activity, which in their aggregate provide the choice of a teacher of conscious behavior, reflecting the musical and aesthetic professional background and humanistic orientation of his pedagogical action. The structure of the professional competence of the educator, which includes motivational, personal, content, professional-activity components, is described. It is noted that the musical-pedagogical componentality is realized during musical and aesthetic work with children, which is multifunctional activity, in the process of which reveal the personal qualities of the educator. It is emphasized that the process of formation of musical-pedagogical competence of the teacher of the institution of preschool education is complex, dynamic, multifaceted and multifactorial, has the following stages of its development: informational, axiological, stage of transformation, which causes the educators to acquire knowledge on the basics of musical education, pedagogical values and ensures their musical and aesthetic self-improvement (musical and pedagogical competence).

Key words: *educator of an institution of preschool education, musical and pedagogical competence, value orientations, educational activity, musical-aesthetic taste, practical skills.*

Formulation of the problem. The modern conditions of state building in Ukraine, the reformation of the economic and socio-cultural sectors of life, in particular the education system, which are the starting point for pre-school education, actualize the problem of the formation and development of the training system for teaching staff in Ukraine. With the transition of education to a person-oriented model of education and training, the main quality of personal development was the mandatory realization of its potential (physical, aesthetic, creative). Education of a competent person should start from a childhood, from the development of children's vital competence, namely: to enrich the child's experience, to equip her with practical life skills, to improve communicative skills, to develop associative relationships, to teach experiment and adequately behave in unusual circumstances of life, that is to be the corresponding requirements of life.Researchers focus on the criteria that determine the vital competence of a child during its development, namely: expedient development of physical data to the period of personal maturity; the formation of social and moral abilities of the child from the ability to communicate to the awareness of moral values of society; emotional and personal attitude towards oneself and others, recognition of their self-worth; development of cognitive abilities and possession of the necessary amount of information; speech skills, which involve mastering the culture of speech; the formation of artistic needs and the development of aesthetic attitude to the outside world; stimulating the creative abilities of the child and activating her imagination (Kononko, 2001).

There is no doubt that educating a harmoniously developed child can only be a teacher who has professional competence, that is, a set of knowledge and skills that determines the effectiveness of labor; the amount of skills of performing certain pedagogical tasks, a combination of personality traits; a complex of knowledge and

professionally significant personal qualities; vector of professionalization; the unity of theoretical and practical readiness for work; ability to perform complex cultures, appropriate types of actions, etc. It should be emphasized that educational competence, in particular, musical and pedagogical, should be formed during the training of future educators in pedagogical educational institutions. The theoretical and practical study of the problem shows the need for the formation of musical and pedagogical competence of future educators, the realization of which requires in modern socio-economic conditions the justification of new approaches to the definition of its content, forms and methods.

***Analysis of recent research and publications*.** A holistic understanding of the educational sphere and its subsystems is important for solving a complex of problems of direct musical-pedagogical preparation of educators in the conditions of pedagogical universities. In developing the concept of research, we turned to the works of scientists who studied the problems of the formation of separate components of musical-pedagogical training of a teacher (T. Bilousova, E. Bondarevskaya, O. Garmash, N. Hrebenyuk, T. Ivanova, O. Rudnitskaya, N. Chepileva and etc.); They substantiated the methodology and apparatus of the study in musical pedagogy (O. Apraksina, G. Padalka, O. Rostovsky, O. Rudnytska) developed new concepts of practical training in higher education institutions (O. Abdulina, V. Zhuravlev, I. Prokopenko, K. Shcherbyna and others).

The essence of a comprehensive preparation of a teacher-musician, its structure, ways of formation are based on the general pedagogical principles of interpreting the teacher's skill, developed in the writings of contemporary teachers and psychologists (O. Abdulina, Yu. Azarov, V. Bondar, Y. Burlaka, F. Honobolin, I. Zyazyun, V. Zagviazinsky, A. Kapskaya, L. Kramuschenko, M. Kukharev, N. Kuzmina, Yu. Lvov, O. Moroz, O. Mudrik, M. Makhmutov, L. Necheporenko, A. Petrovsky, O. Piskunov, M. Potashnik, V. Semichenko, V. Slastonin, A. Skrypchenko, N. Tarasevich, I. Kharlamov, N. Khmel, G. Khozyainov, A. Shcherbakov, G. Shchukina, etc.). Musical and pedagogical preparation of students is highlighted in the works of E. Abdulina, L. Arhazhnikova, N. Vishnyakova, V. Mutsmacher, G. Padalka, I. Polyakova and others. Recently, a considerable number of dissertation researches devoted to various aspects of the training of a teacher-musician, conditions of its effectiveness appeared (L. Dervyanko, R. Kuzmenko, I. Malashevskaya, L. Maikovskaya, S. Nechai, A. Samusenko, G. Stasko, T. Stratan, O. Chebotarenko, V. Shvariev, etc.). To questions of professional competence of teachers-educators are devoted scientific works by V. Bolotov, G. Belenk, V. Serikov, A. Bogush, Y. Strelnikov, L. Gaponenko, L. Petrovskaya and others.

Relevance of research is due to the lack of a holistic study of the problems of the formation of musical and pedagogical competence of preschool institutions.Given the relevance and insufficient level of research of the problem, the ***purpose of the article*** is to justify the need for the formation of musical and pedagogical competence of future educators of pre-school establishments, which is the basis for their further professional self-realization in professional work with children. ***Scientific novelty.*** In the course of the study, the structure, components of the musical and pedagogical

competence of the teacher of the institution of preschool education were highlighted, the definition of "musical and pedagogical competence" of the educator, stages and organizational conditions of its development were revealed.

Research methods. The following research methods were used in solving the set tasks and achievement of the set goal: analysis of pedagogical and psychological works, systematization of attitudes and achievements of scientists (to determine the state of development of the problem, to determine the essence of the basic concepts of the research, to develop the methodological foundations of forming the communicative competence of future educators.

Presentation of the base material. A professional competence of future educator of an institution of preschool education is interpreted by us as a dynamic, procedural aspect of his professional training, a characteristic of professional growth, professional motivational and activity changes. We consider professional competence as a phenomenon of gradual professionalization of a future educator.

The structure of a professional competence of future preschool institution teacher has the following components:

– a motivational component which is expressed in a gradual development of a student's direction of educational and professional activity, based on a priority goals of development of a children's of preschool age personality;

– a personal component (qualities, pedagogical and special abilities etc.);

– a content component (mastering content of training, skills);

– a professional-activity component, which contains a system of educational and professional activities. This component involves students' mastering:

– specific analytical skills which allow perceiving and evaluating a pedagogical situation as a multidimensional, constantly innovative pedagogical reality;

– special professional diagnostic actions which allow a future educator to transform an educational subject material (mathematical, visual, musical etc.) into a diagnostic. Students learn to correlate a substantive aspect of teaching children with their "psychological portrait" with possible changes in a child's psyche that can be observed in a process of studying. Mastering the actions of this type allows students to determine a developmental possibilities of a substantive content of pre-school education;

– basics of designing actions, the purpose of which is to create a flexible system of a child's organization of vital functions. This system includes features of a development of children of preschool age in a process of interaction: with an educator (through the educational content and beyond), with other children (in a process of learning), with parents.

The essence of this approach to substantiating the structure of a future educator's professional competence was determined by the search and finding the most significant characteristics that allow laying the foundations of productive professional activity. Thus, a unified, continuous line of professional formation, development and improvement of professional competence of a teacher of an institution of preschool education is carried out. Since the musical and pedagogical competence presents the main regulations of a teacher's activities during musical and

aesthetic education and upbringing, it is expedient to identify the components of this competence as a system education through integrated, integrative characteristics, namely, cognitive, personal, procedural. It should be noted that the content and nature of competence can affect musical and aesthetic consciousness of an individual only in conditions of organic unity with its values.Aesthetic and humanistic values are the foundation of musical and pedagogical activity. A level of formation of pedagogical and musical-aesthetic consciousness depends on the degree of their understanding and awareness.

Formation of structural components of musical and pedagogical competence of the educator is an uninsulated process. In connection with a field functionality of musical and pedagogical activities, the need to identify in practice those or other personal qualities of an educator may change a relationship between the content of a structural components of an indicated competence. These changes are primarily due to:

– musical and aesthetic development of a future educator is carried out in a context of the formation of his integral personality;

– specific musical and aesthetic personal entities (values, feelings, motives, abilities, experience etc.) are a prerequisite for the formation of teacher's musical and pedagogical competence;

– musical and pedagogical activity is diverse, which requires a conscious decision to implement all its types (listening to music, musical rhythm, singing, playing musical instruments) and forms (in the educational process, everyday life etc.);

– musical and pedagogical competence implies a coherence of motivational and operational professional spheres (divergence leads to object-centeredness, egocentrism etc.).

The foregoing makes it possible to formulate a concept of "musical-pedagogical competence" as a complex polyfunctional and individual-psychological education on a basis of integration of professional theoretical knowledge, value orientations and practical skills of an educator in a field of musical pedagogy as well as personal qualities, emotional and value attitude to pedagogical activity, which in their aggregate provide a teacher's choice of conscious behavior, reflecting the musical and aesthetic professional backgrounds and a humanist orientation of his pedogogical action. Thus, significant in the structure of a professional competence of an educator, musical and pedagogical competence extends the professional capabilities of an educator, influences, due to personal qualities of an educator, a spiritual world of a child and manifests itself as an ability to build a qualitatively musical and pedagogical process and to interact with all participants in educational activities.

Static form characterizes the level of formation of musical aesthetic values and principles of personality. The dynamic form is manifested in an ability to perform musical and aesthetic work with children. Thanks to it, conditions are created for musical-pedagogical reflection, self-improvement, the selection of optimal professional and personal orientations and ways of interaction with all participants in the educational process during various types of musical and aesthetic work.The

dialectic of a development of musical-pedagogical competence of an educator consists of the interaction of static and dynamic forms that take place in a process of professional training and activities.

The process of forming the musical and pedagogical competence of an educator is complex, dynamic, multifaceted and multifactorial. Professional training and independent musical and pedagogical activity of an educator are in close dialectical interconnection. Forming in a future educator in the process of his education, musical and pedagogical competence passes several stages of its development: information (cognitive, familiarization with the peculiarities of a pedagogical profession, methodological foundations); axiological (formation of musical and aesthetic humanistic values); the stage of transformation (changes in a personal and operational-procedural levels in the process of musical and aesthetic self-improvement). Thus, the path emerges: from the knowledge of the basics of musical education to the musical and pedagogical values and to the musical and aesthetic self-improvement (musical and pedagogical competence).

Creation of a socio-cultural environment is an objective factor in a formation of musical and pedagogical competence. Conditions of socio-cultural environment is a variety of cultural and educational space, aimed at self-development, self-determination of the individual. The content of these conditions is: a domination of socio-cultural norms of communication, interaction and activity on humanistic principles within an educational environment; observance of objective regularities of musical and aesthetic personality development in the process of creation of favorable pedagogical conditions for the formation of musical and pedagogical competence of a future educator. In connection with the integrity, integrative character and multifactorial nature of the process of forming musical and pedagogical competence, the creation of a single cultural field, which encompasses both the content and the organizational conditions in which it occurs, is essential for its realization.

The internal dynamics of formation of musical and pedagogical competence of the educator has a latent character, therefore the estimation of a professional-subjective world of the future specialist remains extremely important. Identifying the aesthetic judgments of future educators makes it possible to trace and adjust the formation of their musical and pedagogical competence within a static phase as a potential readiness for dynamic musical and aesthetic action; develop emotional sphere, ability to subjectively creative position; to consolidate skills and abilities of aesthetic behavior and turn them into an individual-humanistic pedagogical style. Foremost significance for musical and pedagogical competence is a development of a positive attitude of the future educator both to his own personality and to future musical and aesthetic activity, to the surrounding world. This is facilitated by the orientation of students to rethinking their own musical and aesthetic experience, reflection and self-analysis, overcoming pedagogical stereotypes in the public consciousness.Thus, in the conditions of the implementation of a new paradigm of education, the essence of which is determined by the process of humanization, music-pedagogical competence plays an important role as a significant component of a professional competence of a preschool teacher, who should be the bearer and the main subject of the formation of modern spiritual values in the younger generation.

Conclusions. Thus, in the conditions of the implementation of a new paradigm of education, the essence of which is determined by the process of humanization, music-pedagogical competence plays an important role as a significant component of the professional competence of the preschool teacher, who should be the bearer and the main subject of the formation of modern spiritual values in the younger generation. ***Prospects for using research results***. We see in the study of methods, pedagogical conditions and substantiation of technologies for forming the competence of the future educator of the institution of preschool education as a subject of musical and pedagogical activity.

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2.11. TRAINING OF FUTURE TEACHERS FOR EDUCATIONAL WORK IN CHILDREN'S HEALTH AND RECREATION CAMPS

UDC 378.14

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Abstract. *The study analyzes the content of the educational work of a teacher-organizer with children, describes the structure and levels of readiness. The set of pedagogical conditions for organization the readiness of future teachers for educational work with children in children's health and recreation establishments is theoretically substantiated. The pedagogical model of professional training of future teachers for educational work with children is developed and experimentally tested, which includes: target block, organizational-cognitive block; effective block. This provides the result – the readiness of formation of the future teachers to perform the responsibilities of a teacher-organizer in children's health and recreation camps.*

Key words: *teacher-organizer; readiness for educational work with children in children's health and recreation establishments; components; indicators; readiness levels; pedagogical conditions; pedagogical model.*

Urgency of the research. The process of updating and activating the leisure sphere, which prompts innovational changes in education and characterized by the search for new approaches to educational pedagogical activity in children's health and recreation camps takes place in Ukraine now.Over the past decades, there have

been a range of negative phenomena in the field of organization of children's health camps, the number of which has sharply decreased over this period; unskilled personnel have been involved in their work, it has been impossible to introduce the best practices in camps that have had strong traditions in educational work with children ("Artek", "Moloda Hvardiia", "Orlenok", "Zubrenok", "Okean"). In this connection, a whole generation of teachers who do not have experience in children's public formations, do not know the peculiarities of forming a person in a team has been created. The analysis of the socio-pedagogical situation has led to the conclusion that there is a need to change the approaches to training pedagogical staff for children's health and recreation camps.

The analysis of recent publications and studies. The issues of children's socialization in children's health camps were at the center of attention of V. Butov, O. Volokhov, Ye. Kasatkina, A. Riabinina; organizational issues for summer recreation of children were considered by O. Krasnoshlykov, N. Lozhnykov, Ya. Kashub, M. Sysoiev, M. Friedman, V. Chuzhykov, H. Shutko. Ye. Kovalenko and V. Solov studied the methodology of the work of the teacher-facilitator in the summer health camp.

The retrospective historical analysis made it possible to establish that the appearance of the first summer children's camps (Scout) dates back to the end of the nineteenth century. Internally, the educational work of the camp in pre-war time was concentrated on educational-club forms of organization of leisure and development of abilities and talents of every child. Educational work of teachers in the camps after the war was characterized by the glorification of Soviet power, the showcase of «happy childhood», endless mass events. The 90s of the same century were characterized by extreme processes: most of the pioneer camps actually ceased to exist, the process of their reorganization and the transition from one department to another took place. After 2008, the reconstruction of such establishments and the search for new forms and methods of educational activities, spontaneous reorganization, a set of private camps began.

The main principles, key tasks, peculiarities, aspects of the activity of children's health and recreation camps (O. Volokhov [1], Ya. Lutskyi, M. Soia [6], T. Tarasova [3], N. Yakovets [5]) were distinguished and analyzed. Under the professional activity of a teacher-organizer in the children's health and recreation establishment, one understands independent pedagogical activity with full responsibility for life, physical, psychological and moral health of children, their full rest and development. The main directions (studying the age and psychological characteristics of children, promotion of a healthy lifestyle, constant care for the protection of life and health of children, the implementation of sanitary and hygienic norms, daily routine and nutrition of children, education of children's conscious attitude towards health promotion, caution them from the use of alcohol, drugs, smoking and other bad habits) educational work of the teacher-organizer in the children's health and recreation establishment.

In general, the educational work of the teacher-organizer includes: organizational and pedagogical work; studying the specificity of manifestation of age and individual peculiarities of children, their health, living conditions; organization of

collective-creative activity in all areas of education. The universal methods of pedagogical influence on children during the camp shift include: explanation, conversation; a method of socially useful labor; authorization; competitions (O. Volokhov [1], Ya. Lutskyi, M. Soia [6]). Educational activity of the teacher-organizer is due to the diversity of forms and methods: the analysis of specific situations; analysis of the facts of history; boomerang; dispute; public microphone; business, operational, simulation, play, organizational and activity games; public lectures; brainstorming, "round table"; socio-psychological training (T. Tarasova [3]).

The purpose of the article – to develop a model and pedagogical conditions for ensuring the effective training of future teachers for educational activities in children's health and recreation camps. During the research the following ***research methods*** were used: theoretical (scientific literary sources analysis in order to form a systematic knowledge and understanding the future teachers preparation problem), empirical (interviews, questionnaires, surveys, tests, observations, diagnostics, self-examination, self-observation), pedagogical experiment (stating and forming stages), product activity analysis method, which was performed to check the effectiveness of the pedagogical conditions for the formation of the future teachers' professional identity by means of information technologies, mathematical statistics methods were used to process the obtained results.

The main content. The readiness of future teachers for educational work in children's health and recreation camp involves the formation of four components: motivational, informative, procedural and regulatory. The motivational (inducing) component is the awareness in students of the personal and social significance of educational work. The informative (intellectual) implies the availability of the necessary amount of scientific and theoretical knowledge in the field of pedagogy and psychology. The procedural (performing) is aimed at mastering the practical skills to design and independently organize an educational process with children during the "camp shift". Regulatory (control) includes monitoring of knowledge, analysis of the results of educational activities, as well as self-assessment of their own level of readiness to solve professional tasks in the field of educational activities. The students' readiness for educational activities in the children's health and recreation camp was evaluated according to the following indicators: positive internal motivation; efficiency and awareness of professional knowledge; a set of professional skills, ability to reflect and monitor.

On the basis of the conducted theoretical and practical analysis, three levels (low, medium and high) of the future teachers' readiness for educational activity in the conditions of the children's health and recreation establishment were identified. In particular, the high level is characterized by the maximum manifestation of all indicators of the readiness formation, the basis of action is awareness and professionalism; the medium – implies that most indicators of readiness are sufficiently, in actions dominated by stereotypical forms of educational activity; the low level is expressed as a weak manifestation of all indicators of readiness components, there is a low level of theoretical knowledge and practical skills.

In order to diagnose the readiness of future teachers for educational activities, during the period of 2004–2007, an established stage of the experiment was

organized in which 1328 students from 15 higher educational establishments with an agreement on cooperation with the children's center "Moloda Hvardiia" participated. The constitutive experiment showed that 21.42 % of the students are at the high level in terms of the aggregate of components. That is, the process needs to be refined and thoroughly investigated. It was determined that significant positive potential in the process of future teachers' training for educational work in children's health camps is the introduction of a set of *pedagogical conditions: the development of internal motivation of the importance of educational activities in children's health and recreation camps; introduction of pedagogical innovations in the content of educational discipline of "Methodology of Educational Work in Children's Health and Recreation Camps".*

The implementation of the first condition to the most significant methods of transferring external motivation into the internal includes: persuasion, suggestion, imitation, as well as suggestopedia. In practical terms, a number of discussions was developed ("Student as a teacher-organizer of educational activities in the children's health and recreation establishment", "Camp summer and its organization, "Professional activity of the teacher-organizer – a serious matter"), which are aimed at creating a positive motivation. Analysis and problem solving, business training games, game simulation of summer association programs, game analysis, workshops by type of activity for the development of skills of games organization, creative laboratories for the development of work programs, creative affairs were effective in the process of internal motivations development.

The basis of the second pedagogical condition is the need for an initiated improvement of the readiness content component. The expediency of innovative approaches was conditioned, first of all, by the current dynamic changes in the educational environment of universities, in its social and moral spheres. Being in the innovative educational space, the future teacher is learning to think independently and solve specific professional problems and tasks. Among the pedagogical innovations, the most expedient were: the use of business games (business games "I want and I will do", "Comfort", "My house – my fortress", "Clean yard", "Wash and clean" – develop student self-government; business game "Working out of a marketing plan for development the children's camp", the competitive business game "Leader" – create conditions for the disclosure of students' leadership potential and personality abilities in the organization of educational activities). Practical mechanisms for the implementation of this condition included the introduction of such measures during the business games, such as: analysis of the professional situation, TV show, loud-speakers, testimonies, brainstorming, photomultipliers, press analysis.

The next pedagogical condition was aimed at improving the practical training of students. The arsenal of means of methodical support for their activities included: substantiation of the requirements for the selection of students as teachers-organizers of summer recreation of children; development of psychological and pedagogical requirements for the preparation of various categories of pedagogical workers; development and testing of teaching materials for active students" training and further assistance in practical activities; development of a network plan for work in

camps. The activity of the school of future organizers aimed at improving the general pedagogical, psychological and special knowledge of the students, the program was tested by the author [4] for three years at the children's camp "Moloda Hvardiia".

The program of their work organically combines lectures, practical classes, trainings on the main directions of educational work, methods of organizing informative leisure of children, work with methodological literature and individual consultations. It is develeped for 14 days. Studies showed that training according to this program can take place on the basis of both higher education institution and children's health and recreation camp.

By introducing the following pedagogical condition, we proceeded from the fact that stimulating the process of self-improvement of the future teacher as a organizer of educational activities in the children's health and recreation establishment will significantly affect his attitude to education and will contribute to the improvement of the regulatory component of readiness. Work with students was constructed according to the scheme: diagnostics of reflexive skills at seminars; participation in reflex training; practical classes performing diagnostic functions on the development of reflection in the field of educational activities with children in health camps. For this purpose, we used reflexive group exercises, game simulations, professional growth trainings.

At the seminar lessons of the following types of work were used: compilation of self-description; mutual evaluation; self-esteem of personal qualities from the standpoint of professional activity of the teacher-organizer; preparation of programs on professional self-improvement on the basis of the conducted reflexive activity. A significant positive effect was in the psychological and pedagogical analysis of errors of pedagogical practice of senior students in the children's health and recreation camps, observation, questionnaires, interviews, modeling of pedagogical situations, videotraining, self-diagnostic tasks solving, reflexive exercises.

These pedagogical conditions were the basis of the *model* of professional training of future teachers for educational activities in children's health and recreation camps. The model construction provided the opportunity to go beyond the usual patterns and stereotypes in the field of professional pedagogy. A scientific logical construction and practical abstraction were combined in developing the model. This allowed for an informed scientific search for optimal ways of training, and also helped to correlate the actual state of formation of readiness with the desirable in the process of an experimental study. On the basis of practical advice by M. Koval [2] the author determined the feasibility of combining in the pedagogical model of the professional training of future teachers for educational activities in children's health and recreation establishments into a single whole – three functional blocks – *target* (goal, task, principles, subobjects, objects); *organizational-cognitive* (methods, forms, receptions, pedagogical conditions) and *effective* (components, criteria, indicators and readiness levels, result). In view of the fact that the author carried out the research directly on the basis of Volodymyr Hnatiuk Ternopil National Pedagogical University, and in other educational institutions the obtained results were identical, let us stop on the characterization of the results. In total 403 2nd course students took part in the molding experiment.

During the organization of the molding phase of the experiment, experimental and control groups were formed. The control group (CG) consisted of students of the Physical Education, Chemistry-Biology, and Geography faculties, a total of 202; while, 201 students of Physics and Mathematics, Philology, Engineering and Pedagogical faculties were in the experimental group (EG). In the experimental group, the author's pedagogical model of the professional training of future teachers for educational activities in the children's health and recreation camps was implemented, as well as pedagogical conditions were introduced. In the control group additional factors were not introduced, the educational process was implemented in the natural environment. During the molding experiment, two tests were made (Table 1). The first test made it possible to establish the level of readiness for the organization of educational activities in the children's health and recreation camp at the beginning of the experiment and to diagnose the homogeneity of the control group and experimental one. Then, the second control test was made at the end of the molding experiment in order to determine and compare the level of obtained results of the students of control and experimental groups.

After the molding experiment, the number of EG students with a high level of motivational component increased from 15.42 % to 30.85 %, and in CG – from 14.85 % to 22.28 %. At the beginning of the study, CG students with a high level of informative content indices were 2 (0.99 %), and after the experiment – 42 (20.79 %); in the EG, more significant changes were obtained – from 0.49 % to 33.33 %. In the EG, 33.83 % of students with a high level of development of the procedural component were found, while in the CG only 20.29 % of such students. The positive dynamics of the high level formation was obtained in relation to the indicators of the regulatory component, namely, in the CG – 31.19 %, while in the EG – 38.31 %.

Table 1

Results of readiness levels formation in students for educational work in children's health and recreation camps

Groups	Levels	Period	Readiness components							
			Motivational		Informative		Procedural		Regulatory	
			Absolute units	%	Absolute units	%	Absolute units	%	Absolute units	%
CG	High	Beginning	30	14.85	2	0.99	–	–	40	19.81
		End	45	22.28	42	20.79	41	20.29	63	31.19
	Medium	Beginning	108	53.47	85	42.08	82	40.59	82	40.59
		End	111	54.95	110	54.46	112	55.45	100	49.50
	Low	Beginning	64	31.68	115	56.93	120	59.41	80	39.60
		End	46	22.77	50	24.75	49	24.26	39	19.31
EG	High	Beginning	31	15.42	1	0.49	–	–	39	19.40
		End	62	30.85	67	33.33	68	33.83	77	38.31
	Medium	Beginning	107	53.23	85	42.29	82	40.79	81	40.30
		End	113	56.22	110	54.73	119	59.21	111	55.22
	Low	Beginning	63	31.35	115	57.22	119	59.21	81	40.30

On the basis of summarized results, the conclusion was reached: students of the experimental group significantly increased their readiness for educational work in the children's health and recreation camps. The reliability of the obtained results was verified using Student t-criterion (significance level p – 0.05). It was established that the F-criterion (F_{emp}) in the EG lies within the table value of F_{krit}, whereas in the CG it is beyond the permissible limits. Consequently, the results confirm the reliability and not the chance of the results obtained. Thus, a steady increase in the level of readiness is the result of a specially organized experimental exercise on the introduction of pedagogical conditions and a model for training future teachers for educational activities in the children's health and recreation camps, which are sufficient to achieve their goals.

Conclusions and results of the research. In the course of the study the author determined that the professional activity of the teacher-organizer during the camp shift is an independent pedagogical activity with full responsibility for life, physical, psychological and moral health of children, their full rest and development, which involves the overall process of management and organization of activities of the teacher-organizer and children's group, aimed at the development, education, training and socialization of children. The teacher-organizer solves the educational tasks of social, ethical, moral and psychological nature. Educational work of the teacher-organizer includes: organizational and pedagogical work; studying the age and individual peculiarities manifestation specificity of children, their health, living conditions; organization of group and creative activity in all areas of education (cognitive interests of children, moral, aesthetic, labor education, sports and recreation work); regime organization, active recreation of children, sanitary and hygienic work and self-service; individual educational work with children. The peculiarities of pedagogical activity in children's health and recreation camps include: the presence of temporary groups of children with mixed age with different social experiences of children, which implies separation from family and parental care; adherence to the principles of voluntary participation of children in various matters, and free choice of them; clear planning of camp shift; involvement in the educational process of both professional teachers and students-practitioners; the pedagogical process is carried out under favorable conditions of the natural and social environment; direct compliance by the children of the regime of the day, fulfillment of sanitary and hygienic requirements; a combination of education with recreation which contributes to the formation of self-care skills, self-preservation, prevention of injuries. The content of educational work in the children's health and recreation camps is determined by the main areas of activity (health, communication, education, leisure, family) and depends on the organizational, main and final periods.

Perspective directions for further researches are identified: the problem needs the development in the study of historical experience in the organization of educational activities and preparation for it, as well as the introduction of advanced European experience in the educational process of training of future teachers-organizes.

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2.12. FORMATION OF THE SKILLS OF CONDUCTING A CHEMICAL EXPERIMENT IN SCHOOL BY FUTURE TEACHERS OF NATURAL SCIENCES

UDC 378.14

Anichkina O. V, Figol N. A.

Annotation*. The theoretical analysis of the problem of forming the skills of conducting an educational chemical experiment by future teachers of natural sciences in the pedagogical theory and practice, resulted in the need to create a unified, interdisciplinary, practical, methodical model for the formation of experimental skills in conducting a chemical experiment. The model of such a process is developed, the basic concepts, skills of carrying out of the modern chemical experiment are specified. General (intellectual), experimental (the ability to perform an educational chemical experiment in all its types) and methodical (the ability to*

explain the methodology of carrying out an educational chemical experiment to students) skills are defined. The components of the formation of the ability to conduct an educational chemical experiment defined: motivation, knowledge, activity.

***Key words**: future teachers of natural sciences, experiment, chemical experiment, types of experiment, pedagogical conditions, methodical model.*

Actuality of theme. Improvement of professional and pedagogical preparation of students is one of the problems of the methodology of teaching chemistry in the conditions of modernization of education. The ongoing reform of the content of future teachers' education requires identifying the main components of their training as highly skilled pedagogical staff, developing and implementing a methodology for developing their respective knowledge, skills and abilities. Taking into account the competence approach in the training of teachers in institutions of higher education, the competencies that students need to acquire in order to obtain a teacher's qualification are identified. The general competencies (generic competences, transferable skills) of teachers are reviewed in scientific sources in detail, but the subject-specific competences of the teacher of chemistry competence have not yet been studied. The problem of carrying out a chemical experiment during the training sessions has been given much attention in the writings of methodologists Astakhov O. [1], Verkhovsky V. [4], Vivirsky V. [5], Grabektsky O. [6], Kiryushkin D. [7], Polosina V. [8], Tsvetkov L. [9], Shatalov M. [11], and others. The study of the classification, content, methods of organization and methods for including the chemical experiment into a lesson was carried out by prominent Ukrainian educators Burinskaya N. [2], Velichko L. [3], Chaychenko N. [10], Yaroshenko O. [12] and others. ***The purpose*** of the article is to identify the factors influencing the effectiveness of forming the skills of conducting a chemical experiment by students.

The main content of the article. In the methodological literature the main reasons for the inadequate use of the experiment in the educational process are: poor motivation and lack of desire of young teachers to use chemical experiment as a leading teaching method; insufficient level of chemical and professional-pedagogical knowledge; insufficient formation of their abilities to perform an educational chemical experiment; absence of a system of skills (general (intellectual), experimental, methodical) to conduct an educational chemical experiment based on its didactic purpose, age characteristics of students and their level of training; inconsistency of the modern material base in institutions of higher education. The formation of skills to conduct an educational chemical experiment serves the purpose, means and result of preparing future teachers for professional activities, it is the key to the formation of experimental and methodical skills [7].

The generalization of existing classifications of educational chemical experiment has allowed to allocate its types in the form of organization: demonstrational, laboratory and intellectual; types, depending on the possibilities of using in the educational process: the teacher (real, multimedia), the student (illustrating his own answer, helping the teacher), practical (laboratory experiments, practical work), extra-curricular (home, circular), theoretical, practical, virtual; forms,

depending on the degree of independence of mental activities of students: illustrative, research. Formation of the ability to conduct an educational chemical experiment is carried out to a greater extent on the training sessions in the discipline "Methodology of teaching chemistry" [6, 9].

In the course of the study the pedagogical conditions for the formation of the skills of carrying out an educational chemical experiment by future teachers of natural sciences were revealed: introduction of interdisciplinary connections in the formation of the skills of conducting a school educational chemical experiment by future teachers during studying in higher education institutions; introduction of the principle of gradual formation of the skills of conducting a demonstration school educational chemical experiment in the study process during the study of disciplines of methodological training in higher education institutions; use of possibilities of educational lessons from methodical disciplines to form the initial professional experience of future teachers to conduct a school educational chemical experiment; improvement of various methodological forms, means and methods for providing the formation of the skills of future teachers to conduct a variety of school educational chemical experiments [10, 12].

After analyzing the curricula of the basic chemical disciplines, we determined that using the preliminary interdisciplinary link implementation line, it is possible to use school educational chemical experiments in the workshops of chemical disciplines. All school chemical experiments proposed for a general education institution program can be performed by students at laboratory classes. In this case, the practical training on chemical disciplines does not lose didactic content, and the professional orientation of training increases significantly [5]. The sequence of studying the subjects in higher education institutions and the implementation of the stages of formation of the skills of conducting an educational chemical experiment by future teachers gave the opportunity to master the skills fully and thoroughly, allowed the gradual, continuous acquisition of future teachers by the basic skills of future professional activities and ensured the formation and improvement of skills during studying in institutions higher education.

The repeated execution of various demonstrations in the process of studying methodological disciplines ensures that each student acquires elementary professional experience in carrying out a demonstration chemical experiment, using self-examination and inter-analysis to determine the formation of skills for doing it, enhancing motivation to use the experiment in their own educational and professional activities. On the other hand, the multiple execution of the experiment gives the opportunity to change its methodical component: to complicate the experiment depending on age characteristics of students, level of training, interest in the study of chemistry, material base of the cabinet, etc. [2, 5].We selected forms (lecture, laboratory lesson, individual class), methods (verbal, visual, practical) and means (real and multimedia teaching experiment, virtual chemical laboratory, reference summary of knowledge, printed matter basis of workbooks, task-drawings, micro-examination, problem pedagogical situations, business games, an individual creative task-lesson, the creation of a home laboratory), through which the ability to conduct an educational chemical experiment by future teachers of natural sciences is formed.

The possibilities of using a definite pedagogical toolkit in the educational process of higher educational institutions are described in detail.

The proposed process of formation of the ability of the future natural sciences teachers to conduct an educational chemical experiment has allowed to maximize the use of the possibilities of methodological educational disciplines, forms, methods and means of training for students to acquire the initial professional experience of future professional activity.The result of the system-structural analysis of the process of forming the skills to conduct an educational chemical experiment was a methodical model, which includes a system of interconnected blocks: motivational-value, content, organizational-procedural, productive-corrective [10]. According to the content of the mastery of the skills to conduct an educational chemical experiment we defined the organizational stages (accumulation, developmental, final, refinement), depending on the terms of students' training in higher education institutions, and stages of formation of such skills in the process of studying the subjects of professional and practical training (motivational, orientational, material, commentary, demonstration, improving) during the stages of the theory of phased formation of mental actions.

Assessment of the level of formation of future natural sciences teachers in the ability to conduct an educational chemical experiment took place in different ways: mutual control (assessment of the formation of skills by other students during modeling of demonstrations, laboratory experiments, practical work), control by the teacher (at each stage of skill development) and self-control (at home). Triple evaluation provided effective monitoring, the ability to adjust the levels of formation of students' abilities to conduct an educational chemical experiment and the formation of their ability to use different methods of evaluation with a diagnosis in future professional activities. The system of formation of skills to conduct an educational chemical experiment is represented by interrelated aims, content, forms, methods and means of learning, as well as the theoretical and practical activities of students during classroom and non-auditing studies at a higher educational institution and in the process of practice in a general educational institution at all stages formation. The dynamism of the system is determined by constant updating of the content, improvement and modernization of the forms, methods and means of forming the skills of conducting an educational chemical experiment [3].

At the *ascertainable stage* of the study the results were obtained, which showed that the students achieved the average level of formation of skills to conduct a chemical experiment according to the traditional method, which is fully confirmed by the results of the observation of the activities and questionnaires of young teachers (experience up to 5 years).

At the *formative stage* of the study, according to its content and tasks, experimental learning was implemented by introducing a developed methodology for forming the skills of carrying out an educational chemical experiment by future teachers of natural sciences in the forms, methods and means determined by the model. The effectiveness of the developed methodical model for forming the skills of conducting a chemical experiment by future teachers of natural sciences was carried out in the course of a longitudinal experiment (four points of control). Student's

criterion (parametric homogeneity criterion) was used to ensure the integrity of the match and the difference in experimental data.

Calculated average values of the coefficient of formation of skills allowed to determine the levels that students gained during the training (Table 1).

Table 1

Average values of the coefficient of formation of the skills of conducting a training chemical experiment, which were acquired by students of control and experimental groups

Criteria	Skill	Experimental group		Control group	
		K form.	P form.	K form.	P form.
Motivational		0,526	0,225	0,418	0,121
Knowledge	General	0,569	0,222	0,462	0,106
	Experimental	0,667	0,256	0,532	0,148
	Methodical	0,608	0,279	0,457	0,107
	Average	0,614	0,252	0,481	0,12
Activity	General	0,51	0,117	0,409	0,051
	Experimental	0,624	0,27	0,476	0,129
	Methodical	0,594	0,192	0,408	0,052
	Average	0,583	0,193	0,431	0,077

Experimental training allowed the students of experimental (EG) and control (CG) groups to reach the average level of formation of the skills of conducting an educational chemical experiment based on a motivational criterion. The average value of the coefficient of formation of skills according to knowledge and activity criteria indicates the achievement by students of the experimental group of sufficient level, and students of the control group only the average level of formation of the appropriate skills.According to the results of experiment, we established that the number of students with high level of formation of skills reached: for the motivational criterion in EG – 20.36%, CG – 13.72%; for the knowledge criterion (general (intellectual) skills: in EG – 16,29%, CG – 8,85%; experimental skills: in EG – 27,15%, CG – 11,95%; methodical skills: in EG – 23,53%, CG – 6,64%), according to the activity criterion (general (intellectual) skills: in EG – 9,05%, CG – 4,87%; experimental skills: in EG – 29,86%, CG – 11,95%, methodical skills: in EG – 21,27%, CG – 5,75%.

The calculation of the average of the coefficient of completeness of the implementation of actions (abilities) made it possible to determine that the developed skills are performed by the students of the experimental group on sufficient (general (intellectual)) and high level (experimental and methodical), whereas in the control group students – on average (general intellectual) and sufficient (experimental and methodological). The reliability of the results obtained is verified by checking the experimental and control groups on the basis of homogeneity using Student's criterion in the learning dynamics.

General conclusion. According to the results of the study, the proposed pedagogical conditions and methodical model ensure the formation of practical skills in conducting a chemical experiment. The conducted research does not cover all aspects of forming the skills of carrying out an educational chemical experiment by

future teachers of natural sciences. ***Further scientific search*** is necessary to determine the possibility of improving the formation of general (intellectual) skills to conduct an educational chemical experiment; creation of a virtual methodological laboratory for use in the educational process.

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2.13. FORMATION OF PROFESSIONAL COMPETENCE TO TRAINING FOR MUCH ARTS OF FUTURE TEACHERS OF PHYSICAL EDUCATION

UDC 378.016 : 796.85

Rybalko L. S.,Korobeynik V. A.,Ivanov D. S.

Abstract.*The article focuses on the inadequate formation of professional competence of future teachers of physical education in the training of martial arts. It is noted that professional competence in the study of martial arts of future teachers of physical education is an integral part of his professionalism, the ability of the individual to disclose and use the educational potential of martial arts to teach students the ability to self-defense. The teacher of physical education, with his example, should raise the interest of schoolchildren in physical education. The*

purpose of the article is to develop a master class "We Own Elements of Self-Defense: Jiu-Jitsu" as one of the ways of forming a professional competence for the training of martial arts from future teachers of physical culture. Research methods – analysis and generalization of scientific and methodological literature on the subject of research; comparison; pedagogical observation of the work of students in classes on pedagogy and in pedagogical practice, interviewing.The essence of the concept of "educational potential of martial art" is clarified as awareness of the importance of physical education of a person, knowledge of the history of his people, its traditions and customs, the ability to use elements of martial art for the purpose of self-defense and protection of another person, revealing moral qualities and force of will in emergency situations.It is noted that the basis of the formation of professional competence in the training of martial arts in future teachers of physical education is the skill of mastering the knowledge and skills of self-defense.The results of the study were the introduction of the master class "Own the Elements of Self-Defense: Jiu-Jitsu" for senior pupils, parents and teachers in order to familiarize the participants of the educational process in the institutions of general secondary education with Jiu-Jitsu self-defense techniques and to promote interest in sports activities. Discussion of the effectiveness of the master class took place at a meeting with the director and proposed to make an annual plan of work of the teaching staff.

Key words: *competence, physical education, teachers, professional training, martial arts, master class.*

Formulation of the problem. Modern Ukrainian school requires a teacher of high-level physical education, professional ability to provide full physical development of schoolchildren. The Concept of the New Ukrainian School (2016) emphasizes that each child is completely unique and individual, unique from nature and talented, requires a special approach [9]. The Law of Ukraine "About Secondary Education" (2017) also emphasized the need "to raise the conscious attitude towards the health and health of other citizens as the highest social value, to form hygienic skills and principles of a healthy lifestyle, to preserve and strengthen the physical and mental health of pupils (students)" [7]. It should be noted that, on the one hand, martial arts have inexhaustible possibilities for forming the interest of schoolchildren for physical education, and on the other hand, the mastery of the oriental and western forms of martial arts increases the professional competence of future teachers of physical education.

The urgency of the study is due to the need to solve the problem of the formation of professional competence in the training of martial arts in future teachers of physical education and the existing contradictions between: the requirements of society for highly skilled teachers, in particular teachers of physical education, and low level of awareness of the population of Ukraine of the role and practical significance of physical culture and physical education for the full self-realization of the individual in society and in the profession; potential educational abilities of martial arts and insufficient preparedness of future teachers of physical culture to teach students the elements of self-defense on the example of eastern and western types of martial arts. ***Link of the author's work with important scientific and***

practical tasks. Formation of professional competence in the training of martial arts from future teachers of physical education is an integral part of the theoretical and practical training of such specialists at the Faculty of Physical Education and Sports of H. S.Skovoroda Kharkiv National Pedagogical University (specialization – martial arts).

Analysis of recent research and publications. The theoretical basis of the research was the scientific works of scientists devoted to such issues: the disclosure of the content of physical education and its practical significance for a person (V. Lozova, L. Suschenko, G. Trotsko, V. Chernyakov); formation of interest to students in physical education and sports, positive attitude towards a healthy lifestyle (G. Bezverkhnya, I. Voskan, V. Kuzmenko, A. Roztoka, E. Stolitenko, V. Schyrba); involvement of teachers and parents in solving the problem of indifferent attitude of schoolchildren to physical education, paying attention to the active introduction of health-saving technologies (O. Bugakova, L. Deminska, S. Kirychenko, L. Rybalko, R. Chernovol-Tkachenko); mastering of the basics of martial art both by pupils and adults - parents, future teachers of physical education and young athletes, coaches (O. Bekas, N. Boychenko, R. Golubnychyi, D. Ivanov, V. Lasytsia, G. Ogar, V. Oliynyk, Yu. Palamarchuk, V. Sanzharov). ***Selection of previously unsettled parts of the general problem to which this article is devoted.*** As the analysis of the results of the conducted studies [1-6; 8; 10-20], there is a lack of a thorough study of the theory and practice of forming professional competence for the training of martial arts from future teachers of physical education.

Scientific novelty. For the first time, the essence of the concept "professional competence for the training of martial arts of future teachers of physical education" is revealed as the ability of the individual to disclose and use the educational potential of martial arts to teach students the ability to self-defense. Master-class "We Own Elements of Self-Defense: Jiu-Jitsu" is developed and implemented as one of the ways of forming professional competence for the training of martial arts from future teachers of physical education. The essence of the concepts "interest of schoolchildren in physical education" is specified as the desire to know and reveal their own physical potential, which is reflected in concrete actions of a healthy way of life and lessons on physical education, both under the direction of the teacher of physical culture or the trainer, and independently; "Educational potential of martial art" as an awareness of the significance of physical education of a person, knowledge of the history of his people, its traditions and customs, the ability to use elements of martial arts for the purpose of self-defense and protection of another person, revealing moral qualities and willpower in emergency situations. Further development of methods and forms of physical education (beliefs, exercises, master classes). ***Research methods.*** Theoretical analysis and generalization of scientific and methodical literature on the subject of research; comparison; pedagogical observation of the work of students in classes on pedagogy and in pedagogical practice, interviewing.

Presentation of the main material. In order to form a professional competence in the training of martial arts from future teachers of physical culture, we developed a master class and tested its effectiveness on the basis of the Kharkiv Lyceum № 89 of

the Kharkiv City Council. We will present the development of a master class on the theme: "We master the elements of self-defense: jiu-jitsu" for senior pupils, parents, teachers. ***The purpose*** is to familiarize the participants of the educational process in the institutions of general secondary education with the technique of self-defense jiu-jitsu and to promote interest in sports activities. ***Equipment*** – medals, charts of participants of jiu-jitsu competitions, video materials, a table "Popular types of eastern and western martial arts in Ukraine". ***Coach*** – Ivanov D. S., student of the 3rd year of the Faculty of Physical Education and Sports of the H. S. Skovoroda Kharkiv National Pedagogical University, specialization – martial arts.

Plan.

1. Introduction.
2. Interview with the purpose of disclosing the features of Jiu-Jitsu.
3. Exercises for self-defense.
4. Tasks for self-education by physical education.
5. Conclusions.

Script of Master-class

1. Introduction.

The first school in which jiu-jitsu was taught was called Yesin-ryu, which in Japanese means "willow school". Willow symbol simulates the meaning of the Jiu-Jitsu style. As you know, in nature the willow "demonstrates its ability to be soft and flex under pressure, but not break". It is believed that there is a parable that explains why the willow has become a symbol of this complex arts of battle: "At the top of the rock near the cliff there were two trees – willow and oak. From time to time strong winds blow. The oak was strong, rigidly stood in its place and no wind could move it. Willow, when strong winds blew, simply bend under their power. When the gusts of the winds ended, then she straightened back to the starting position. But once the strongest wind blew all the time, when the trees grew. Oak could not stand it: broke and fell. Meanwhile, the willow, as usual, bent over, and when the wind left the mountain – again stood on it in all its glory. "This parable helps to answer the question: "What is the martial art of Jiu-Jitsu?". So, the main principle of jiu-jitsu is to be cruel when it’s necessary, but be able to flex itself, then straighten out.

Familiarity with safety rules. All students are required to undergo a medical examination.Students enter the hall only with a coach. Any load should begin with a warm-up. When performing exercises, students must be disciplined, attentive, and clearly follow the instructions of the trainer.Students are required to maintain cleanliness and order in the gym.

2. Interview with the purpose of disclosing the features of Jiu-Jitsu.

2.1. What is the difference between Jiu-Jitsu and other martial arts?Masters of martial arts have constantly improved their skills, since they believed that only in this way they would be able to know the true way of a jiu-jits warrior. The versatility of this martial style has become the main reason for which it has become very popular with Europeans after the development of closed Japan. At one time, two distinct styles – judo and aikido – were separated from the main jiu-jitsu school. Each type of martial arts has its own rules. For martial arts, platforms are used, covered with tatami or other materials, the smallest dimensions of which are not less than 8x8 m.

This territory is divided into two zones: working (6x6 m) and dangerous (not less than 2 m) and denote the playground in different colors. The 3-minute battle takes place in the work area. The rules are allowed to strike both hands, and legs on the body, as well as the head of a competitor. The use of pain and suffocating methods is allowed only in the party and rack.The bumps are not as good as in karate or taekwondo, there are no spectacular kick strokes in leaps and turns. It is allowed to strike in the sides and elbows. There are 32 types of ways to capture pain on the brush of the hand. And still glands of fingers, joints of hands and feet, action on the spine and on acupuncture points, as well as many soothing techniques. Kidka technology is full of masses of receptions. It is chosen as the basis for such types of struggle as sambo, aikido, hand-to-hand combat.Earlier this art was rarely seen among the lower layers of the population who had no right to wear weapons. The main principle is the use of the enemy's force against himself. The wrestler does not resist the force, but directs it to the right channel.

2.2. What is Brazilian Jiu-Jitsu? Brazilian technique arose from the famous Mitsuyou Maeda, who traveled to popularize the direction of judo. In Brazil, he began to teach people methods and techniques of struggle, and his pupil organized his own school of development, it modified the technique of martial arts, improved techniques, and as a result, a new style, called Brazilian jiu-jitsu, appeared.

2.3. What is a jiu-jitsu belt system? Jiu-jitsu has its gradation and rating belts that are issued to followers for their mastery of style. The white belt appears to be a student who has just begun to study jujitsu. White stands for a clean sheet, which will be used to train skills and abilities. The yellow belt means that the student has already learned some techniques of jujitsu and techniques of self-defense. We emphasize the use of the words "willed", since this concept differs from "mastered". The red belt says that the student was seized by high-speed and strong blows, and also felt the danger from the weapon. The green belt is given to a student who has confidently entered the path of knowledge, understands the tactics of jiu-jitsu, his purpose, and also has the majority of basic techniques. The blue belt means that the student has mastered the methods of psychological pressure jiu-jitsu and can use them, aware of their danger. A brown belt appears to be a student who decided to fully associate his life with this martial arts. The black belt symbolizes the level of the student who opened his heart and settled in it the art of jiu-jitsu. The name of the owner is embroidered on it and given to him as a degree of high craftsmanship. I would like to say that in jiu-jitsu the belt is a recognizable sign of the skill of the students and characterizes their real skills, since without hard work they can not be obtained.

2.4. How can you achieve the desired results? The structure of classes and the manual hand-to-hand combat training program used for continuous training, allows you to effectively master the training material during the school year, to achieve positive functional changes in the body of each student. In the process of martial arts, due to the historical traditions and ethical requirements of each style, sustainable habits of self-discipline are important. For example, in the Samson-Law school, as in some other martial arts, the student is not allowed to enter the hall after a teacher. Therefore, in order not to be late for training, the student must learn to use his time rationally during the day. But even the precise requirements of waist certification in a

hand-to-hand combat require certain knowledge and skills regarding the personal hygiene of the athlete.

2.5. How to promote the identification of interest in physical education in the process of jiu-jitsu training? There are various ways of motivating young people to physical education, doing physical exercises: demonstration of positive influences from physical activity; interest in a new business; interesting forms of sectional training; the opportunity to assert itself in the environment and in competition with others; the opportunity to have a beautiful body; be healthy and externally attractive; for development of career opportunities; imitation of idol; possibility to spend, with friends, interesting and useful leisure, etc.Martial arts may interest children in stunts that look spectacularly in the performance of masters. No one canceled and self-defense, because in modern life it is important and very necessary for the child – to be able to stand up for themselves and give a rebound. In general, martial arts activities have a positive influence on children's behavior, their consciousness and life's way.At first glance, martial arts do not look like a great idea, because, according to many films, television shows, video and computer games, they glorify and encourage violence. However, we are convinced that martial arts are really far from it, moreover, martial arts allow children to benefit enormously from physical and personal development.

2.6. How useful are martial arts to convince parents and schoolchildren of this? Can the teaching of martial arts lead to violence?Each instructor can cite many examples from his own practice, when his students at the same time as raising the level of skill lost their bad habits, found worthy friends and even surprisingly themselves changed in a positive direction. All these changes are directly related to the increase in student self-esteem and the growing self-esteem. Possessing a positive self-esteem, the student does not need such artificial stimulants of his own image as drugs, alcohol, street companies, criminal activity, and many other vicious types of activity that seek to "lure into their traps." When a student is satisfied with himself, he has a sense of self-esteem. And this allows him to understand the significance of physical education, to strive for this and to constantly improve his own potential. The purpose of physical education is, first of all, the creation of conditions for changing the behavioral models of the student. If the process of occupation does not cause such changes, then it has no educational value. It is even more important that these changes be directed in a positive direction. It must be, undoubtedly, constructive, clear and stable changes that will contribute to the achievement of the student's goal. Such changes should be useful both for the pupil himself and for the environment in which he lives.

Martial arts improves the concentration and self-discipline of a person, they usually start with the worship of the master and exercises for warm-up. Then the children produce various skills, including hand and foot strokes. All these exercises require concentration and self-discipline. Parents point out that their children, especially children with attention deficit hyperactivity disorder, successfully develop these skills.Schoolchildren improve their own physical and athletic form by doing a workout that involves jumping, stretching, squeezing and other exercises necessary for mastering martial arts. These exercises strengthen the muscles and dosed load the

cardiovascular system. That's why the bodies of masters of martial arts are well-developed, flexible and have a good tone. Your baby's body can become the same.

Students learn to protect themselves from potential offenders. Most sports experts in their training programs focus on self-defense. And although the skills in different martial arts may differ, as a result of systematic training, children acquire a wonderful ability to protect themselves. Martial arts trainers also teach children to behave properly on the street, which avoids problems with hooligans. Students begin to learn respect from the moment they cross the threshold of a sports school. They learn to worship masters and instructors. Then young athletes learn to treat other students the way they want them to treat them. In martial arts, strikes by hands, legs and other movements are carried out, unambiguously, with a sense of respect. Experienced martial arts instructors always emphasize the importance of respect and teach their students to be polite with teachers, parents and peers.

Students engaged in martial arts become self-confident. The system of getting different belts helps girls and boys set themselves dimensional and realistic goals. Mastering the new technique or getting a higher belt, schoolchildren feel a sense of achievement that accompanies them in later life.At the lessons of martial arts, a team spirit is brought up, young athletes learn not only on their own, but also with their coaches and other students. They help each other master new tricks, get new bands and achieve goals at sparring and other sporting events. Martial arts help a person learn techniques of self-defense rather than violence, as well as improve communication skills. Most martial arts schools teach students non-violent conflict resolution skills and emphasize the importance of preventing physical confrontation.Note that it is important to remember senior students: the choice of profession is also related to physical development. Yes, martial arts help adapt students to military professions that have recently been contracted.

2.7. When should a child start martial arts? How to choose a kind of martial arts for a kid? Children can start studying martial arts since they are six, because they already have the ability to control their own hands, legs and turns of the body before this age. Although some martial arts offer training for young children. Their programs are usually focused on the game's form of training, so when moving to older groups, to more structured programs, children may be unprepared for a sufficient degree.Specialists recommend choosing those schools that strictly adhere to the traditional principles of a specific martial arts. Accordingly, it is not recommended to choose a section where jiu-jitsu is interwoven with kickboxing. Your child will benefit more from schools that teach pure martial arts.As we have already noted, earlier this art was rarely distributed in the lower layers of the population, which had no right to wear weapons. Today it is much easier to grasp it, just watch a video tutorial.

2.8. What should be the nutrition of a young athlete? Depending on the period of training sessions and the tasks of sports classes, nutrition may vary. So, in the period of accumulation – basic nutrition in the conditions of ordinary training; catering to competitions; realization period – during the competition. The diet of athletes engaged in martial arts should contain a lot of protein, since the speed-force loads contribute to the restructuring of the muscles (this may be 13-18% of the total

caloric intake or about 1.2-1.6 g / kg of weight, and in the period muscle building up to 2 g / kg). Of course, carbohydrates also need to be a lot because they are a source of energy when aerobic-anaerobic loads. When weighing the body we need water, it needs a lot.

3. Exercises for self-defense.

1. Hit your knee in the groin. This technique in the classical performance is a blow to the groin or capture a scrotum, as this zone is the most vulnerable in men. If you really hit the attacker in this place, he will reflexively release his hands, as a result you will have the opportunity to free yourself from capture. Pay attention: you need to beat as hard as possible, as weak attempts only annoy your opponent.

2. Hit to the throat. A simple reception of self-defense, which necessarily involves such an important blow,

3. Hit on the nose with the edge of the palm. This blow should be applied palm edge on the nose or in the area of the upper lip. This is a great way to protect yourself from attack. It should be applied in a horizontal plane with an open palm with a retractor. The most effective option is a hidden blow, that is, you seem to ask for mercy, folding your hands in front of your chest.

4. Hit on the ears. This famous blow is inflicted with open palms, folded down a little boat, at the same time with two ears of the enemy. The main requirement – it should be sharp and strong. You need to use the inertia and weight of your body, and then this technique can lead to a rupture of the tympanic membrane or a severe pain shock.

5. Crashing hits on the face. This technique is considered to be typically female. To use it you need to slightly deploy the body and throw your arm forward: the shoulder, then the elbow and the brush, which shoots up from the bottom of the hob. As a shock surface, you can use the ankles, the palm edge or its back side.

4. Tasks for self-education by physical education. For self-study it is enough at home to perform elementary exercises in physical culture. This may be the usual bending-extension of the hands in the emphasis by lying (squeezing), curling of the body lying on the back, squatting. These simple exercises will be enough to maintain the shape and well-being.

5. Conclusions to the master class.I’m practicing jiu-jitsu for 6 years and from my own experience I can say that this is not just a sport, but also a philosophy that helps me overcome various difficulties in everyday life and become a winner from difficult situations. Therefore, I suggest that you deal with this kind of sport.

Conclusions. Consequently, the basis of the formation of professional competence in the training of martial arts in future teachers of physical culture is the skill of mastering the knowledge and skills of self-defense. As an example of jiu-jitsu, we showed the possibilities of martial arts as for building the competence of future teachers of physical culture, and for increasing the interest of schoolchildren in physical education. ***Prospects for using research results.*** The spread of jiu-jits sections and the revival of interest in this kind of sport testify to the prospect of further research in this direction, which will consist in developing methodological recommendations for conducting classes in sports sections, taking into account modern methods of physical education.

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2.14. FUTURE TEACHERS' COMPETENCE BUILDING IN THE WebQuest APPLICATION IN THE SCHOOL EDUCATIONAL PROCESS

UDC 378.046

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Abstract. *The article has proved that a valuable component of the future teachers' professional competence is the adequacy in WebQuests application in the educational process of the school. The novelty of the conducted research appears to summarize the theoretical insights of scholars on various aspects of the future teachers' competence process implementation within WebQuests application in the educational process of the modern school, development on this basis author's conceptual provisions for solving this problem as well as obtaining significant positive results of these provisions implementation in their own teaching practical work with students of pedagogical specialties. On the basis of the analysis of scientific works, it was determined that WebQuest is an innovative educational technology that assigns students' involving in the problem implementation with elements of role-playing games based on the use of Internet information resources. The article represents the classification of educational WebQuests corresponding to various features (duration of performance, subject content, mode of conduct, type of proposed tasks), the WebQuests structure has been analyzed as well as the stages of work on the WebQuest have been defined. The conceptual insights of main provisions for solving the problem of research, assigned to provide pedagogical specialties students with necessary knowledge about WebQuests and requirements for their use in students' educational activity, have been provided, future teachers' experience gaining in WebQuests performing on pedagogical disciplines and disciplines relevant to the specialty of their education, as well as incentive to improve future teachers' competency in WebQuests application in educational process of school by involving different types of quasi-professional activity. The article authors' teaching experience on the implementation of these conceptual insights in the educational process of pedagogical specialties students has been presented.*

Key words: *competence, future teacher, WebQuest, educational process, school, quasi-professional activity.*

A problem statement. The process of the national school reformation in accordance with the European requirements for the organization and content of general secondary education involves the teachers' training of a new foundation. It requires competent teachers who are able to apply effectively modern teaching methods and innovative educational technologies in their professional activity. It is well known, that nowadays the role of the Internet in various fields of life of a modern person is growing significantly and, consequently, it causes the demand for the WebQuests to be applied in the schools educational process.

The indicated technology has the significant pedagogical potential as a means of improving the quality of general secondary education as well as developing the information and digital students' competence. So, the educational activity, based on the use of Internet resources, require from students not only to demonstrate the

necessary technological skills of working with the computer, but also the ability to search, analyze, process, systematize, interpret the necessary information as well as to determine the level of its reliability. Moreover, it is important to emphasize that the mentioned technology should be used in the process of working with students of all ages as well as while teaching almost all the subjects. In view of this, it should be noted that the issue of future teachers' competence building in the WebQuests application in the school educational process is gaining special relevance nowadays. Moreover, various aspects of the solution of this problem should be paid great attention to by general pedagogical disciplines teachers as well as those who are engaged in the methods of teaching subjects in accordance with the specialty received by students.

The relevance of the study is determined by the problem solving urgency of future teachers' competence building in the WebQuests application in the school educational process, by the lack of theoretical and practical development of this problem, by the need to resolve the contradictions discovered during the scientific search. The contradictions can occur between the objective need of the society in teachers distinquished with a high level of professional competence building and insufficient level of competence formation of pedagogical university graduates; between the need to master future teachers' competence in the WebQuests application in the educational process of the modern school and a poor justification of the theoretical foundations of the identified competence formation; between the need of pedagogical university teachers to use effective scientific and methodological support for the process of its formation among students and the lack of such provision in fact.

The connection of the authors' work with important scientific and practical tasks. The conducted research was carried out in accordance with the scientific work curriculum of the H.S.Skovoroda Kharkiv National Pedagogical University and Kharkiv State Academy of Physical Education. Such syllabus is aimed at efficiency increase of the school activities and higher education institutions carrying out the future teachers' training.

An analysis of recent research and scientific works. Based on the study of scientific works, it has been determined that certain aspects of the problem raised in the study are highlighted in the works of many scholars. Thus, the pedagogical possibilities of modern information and communication technologies usage in modern secondary and high schools are analyzed in the works of such scholars as L. Bilousova, I. Zaretska, M. Zhaldak, O. Kolgatin, D. Matros, E. Mashbits, N. Morse, E. Polat, A. Prokopenko, S. Rakov and others. The scientific and methodological principles of future teachers' training for the use of information and communication technologies are substantiated in the researches by O. Gavrilenko, V. Denisenko, L. Petukhova, V. Spivakovsky, O. Sukhovirsky and others. The essence of the WebQuests as the innovative educational technology and the possibility of its application in the subject-learning educational process is defined in the research papers by V. Vihrusch, R. Gurevich, A. Novikova, N. Oliynyk, P. Sysoev, O. Fedorov, O. Shestopalukata and others. The advantages of identified educational technology application in the process of future teachers' professional

competence building are described in publications by T. Bondarenko, S. Its, M. Kademiy, A. Kryzhanovsky, G. Tkachuk, N. Scherba and others. Some issues of competence building of pedagogical specialty students in the WebQuests application for the future pedagogical activity are disclosed in the works by S. Martynenko, G. Romanova, L. Romanova, I. Sokol and others.

Identification of previously unsettled parts of the general problem the article is devoted to. As it was found out in the process of scientific research, scientists have made a significant contribution to the study of the problem of future teachers' training for the WebQuests application in the educational process of the modern school in the context of a competent approach. At the same time, it has been established that this problem requires further development at the theoretical and practical levels. These considerations led to the choice of the subject of the study.

The scientific novelty of the research lies in the synthesis of scientists' theoretical ideas on various aspects of the implementation process of future teachers' competence building in the application of WebQuests in the educational process of the modern school as well as it consists in the author's conceptual provisions developing on this basis for solving this problem, moreover it is aimed at obtaining of significant positive results from the implementation of these provisions in our own teaching practical work with pedagogical specialty students.

Methods of research. In the process of scientific research, a complex of research methods was used: theoretical method (analysis, comparison, generalization, systematization of theoretical positions of various scholars on the problem, with the aim of specifying the essence of the main concepts of research and development of author's conceptual ideas for solving the problem of future teachers' competence building in the WebQuests application in the educational process); empirical method (observation, questionnaires, application forms, interviews, testing, expert evaluation, studying the products of educational activity of pedagogical specialty students, analysis of author's experience in teaching activities aimed at the future teachers' competence building).

The presentation of the main input. The study of the raisen problem firstly required a clear definition of the term "WebQuest". As it was established during the scientific search, this term derives from the English word "kwest", which is translated as "a search", "an adventure". For the first time, the issue of the WebQuest application in the educational process of the educational institution was disclosed in publications by the professors B. Dodge and M. March, the University of San Diego [1–4]. The study determines that scholars express different points of view regarding to the revealing of the WebQuest essence. In particular, this notion is refered to:

– a special type of searching activity, that requires from the subjects of learning to use information from the Internet for its implementation (B. Dodge, N. Scherba [2; 21]);

– a problem-solving task with elements of a role-playing game Internet information resources are used for (Y. Bykhovsky, L. Yevsyukova, M. Kademiya, M. Kozyar, T. March, T. Rak, T. Tkachenko [4; 5; 8; 9]);

– a technology of resource-oriented learning, the main purpose of which is to independently search for the information necessary for the accomplishment of the

task by subjects of learning (N. Kononets, R. Gurevich, M. Kademiya, I. Sokol [7; 11; 17]);

– organized means of Web-technologies in the W.W.W. environment (L. Kuzemko, T. Bondarenko [12]);

– an educational site on a certain topic; pages on sites on the Internet with hyperlinks to other pages in the network on the subject; one of the most effective models of the Internet usage in the educational process (I. Novik, A. Khutorskoy [14;19]);

– the didactic structure in the context of which, the teacher creates the searching activity of subjects of learning, sets the certain parameters; a set of methods and techniques for organizing research activity, the subjects of learning are seeking information using Internet resources for practical purposes (L. Savchenko [15]).

R. Gurevich, M. Kademiya, O. Shestopalyuk in another cowork also note that the concept of "WebQuest" can also be defined as: a model of Internet resources usage in teaching process; the type of educational Internet materials; problem-solving puzzle with elements of arcade games used to capture Internet resources; a model of project-oriented learning, which involves independent searching work of students on the Internet; a kind of Internet-project that gives students the opportunity to use information from the Internet more effectively; the scenario of the students' project activity organization on any topic using the Internet resources [8, p. 12, 13]).

On the basis of scientists' different points of view, it was concluded that the web-quest is an innovative educational technology that involves students' engagement in the implementation of a problem-task with elements of a role-playing game based on the use of Internet information resources. The study also determines that various classifications of WebQuests types are defined in the scientific works, which should be used in the educational process of the modern school. So, in terms of duration, they are divided into short-term and long-term ones. In scope of subject content there exist single-subject and inter-subject WebQuests. According to a mode of conduct, they can occur in real, virtual or combined modes. Within the technical platform, WebQuests are divided into the following ones: virtual diaries and magazines (blogs, "live magazines", etc.), sites, forums, Google Groups, wiki-pages, social networks [12; 13; 17].

It should also be noted that according to the types of proposed tasks the following types of WebQuests are distinguished:

– summary type that requires careful reading of the text on the proposed site on the Internet and writing a summary of this text, independently formulating own conclusions;

– compilation type that provides the choice of the necessary information on certain sites and on the basis of its integration offers to write a new generalized text;

– mysterious (detective) type that requires, based on the study of various Internet sources with contradictory facts, to investigate a certain mysterious case or detective story and to make the correct conclusions on this basis);

– journalistic type that is related to the journalistic investigation survey on the basis of the study of relevant Internet resources, in order to establish the true

picture of the course of certain events and present the results of this investigation in the form of an article;

– planning and designing type that provides a plan in the specified conditions (for example, organization of a certain activity or an interesting event, etc.), project presentation for the implementation of this purpose (for example, planning a trip one should consider the route, discuss transport conditions, etc.);

– creative type that requires, on the basis of study of the relevant Internet materials, creation of a certain creative product in accordance with the set requirements (for example, make a poem, fairy tale, radio play, etc.);

– problematic type that requires the performers' task of the their own position on the solution of the problem to be set. The solution is recommended to involve convincing arguments to confirm its correctness, and later the choice of the best option from the solutions proposed by the students during the codiscussion;

– analytical type that provides for information search from various sources, its processing, systematization, analysis on the basis of the use of critical thinking methods, and, in particular, the establishment of this information reliability;

– self-awareness that requires introduction to the various Internet-based methods and methods of self-awareness presented on the Internet by the participants of the educational process. Subsequently, on the basis of their application in the online mode it provides the revealing of individual qualities and abilities;

– analytical type that appears in the introduction to certain information from the Internet, its processing, generalization and systematization by the subjects of learning;

– evaluative type that suggests that participants, having become acquainted with different variants of the solution of the problem, on the basis of the proposed criteria should put these variants of decisions in a hierarchical sequence, ranging from the best to the worst;

– educational-research type that provides the participants of the quest with a certain topical problem they must investigate in accordance with all stages of scientific research (to get acquainted with the problem, to put forward hypotheses for its explanation or decision, to choose the appropriate methods of research, to find and work out the necessary sources of information, on the basis of the results of the study to conclude whether the hypothesis is right or wrong, to make a report on the work done, to prepare a corresponding presentation) [12; 14; 21].

Furthermore, on the basis of the study of scientific works [10; 16] it was found that the feasibility of WebQuests application in the school educational process is explained by the significant pedagogical possibilities of this technology in relation to the improvement of the learning process, namely:

– intensification of educational and cognitive activity of students, stimulation of their motivation for learning process;

– promotion of students' educational achievements, development of their critical thinking, research and creative abilities, formation of students' abilities of analysis, generalization and evaluation of information, production of various options of problem situation solving and determination of the most suitable solution, ensuring

the improvement of educational interaction and relations between its participants, assimilation of the public presentation skills as well as computer skills;

– ensuring the best combination of printed and electronic resources of information, traditional and innovative methods and forms of education in the educational process;

– improvement of the managing process of students' learning activities, automation improving of the controlling procedure of the educational process results;

– creation of favorable conditions for students to carry out independent educational activities, self-education, self-development and self-realization.

As it was established on the basis of the development of the relevant scientific works, the WebQuest as an educational technology includes the following essential structural components: introduction (formulation of the game topic, description of the participants' roles, quest script and its plan of work); tasks (description of the expected results of the educational activity and the form of its presentation); resources (a list of information resources recommended to be used during the tasks implementation); process (step by step description of actions the students should take to accomplish the task); evaluation (determination of criteria and parameters of assessment by the teacher of the performed WebQuest and participants' self-assessment); conclusion (generalization of the obtained results, that is reflection, summing up the studied material, identification of issues of the chosen topic for possible extension) [18; 20].

The research also took into account the recommendations of specialists (V. Vihrusch, R. Gurevich, M. Kademiya, O. Shestopalyuk, etc.) regarding the fact that work on the WebQuest is done in three stages. Thus, at the preparatory stage of its application, the participants of the game get acquainted with the topic of the quest, they are divided into small groups and the roles are assigned. The second (role-taking) stage of work is connected with the direct performance of the task. The third stage of work on the quest is dedicated to the presentation of the results by its participants. At the final (presentation-assessment) stage, the presentation of the results is offered to the audience [6; 20].

Taking into account the considerable WebQuests potential for improving the quality of school education, the competence of future teachers in this technology applying in the school educational process is an important component of their pedagogical competence. However, the results of the analysis of scientific works and the data of our pilot study attended by 247 students and 39 teachers, showed that the majority of students of pedagogical specialties weakly possess this competence. In particular, according to the results of the pilot study within various methods of scientific research (pedagogical observations, questionnaires, interviews, testing, expert evaluation, study of educational products, etc.), it was found that about 58% of nearly a half of future teachers could not clearly identify the essence and types of web-quests as well as disclose their benefits as educational technology. According to the results of the teachers' survey, it was also established that they did not pay sufficient attention to the issue of the students' competence mastering in the specified field in the process of pedagogical interaction. The pilot study data confirmed the

need for targeted work to build the competence of future teachers in the WebQuests application in the school educational process.

On the basis of the analysis of scientific works, data and results of the pilot research as well as due to our own experience of teaching activity, the conceptual insights of main provisions for solving the problem of research, assigned to provide pedagogical specialties students with necessary knowledge about WebQuests and requirements for their use in students' educational activity, have been provided, future teachers' experience gaining in WebQuests performing on pedagogical disciplines and disciplines relevant to the specialty of their education, as well as incentive to improve future teachers' competence in WebQuests application in school educational process by involving different types of quasi-professional activity.

Thus, implementing the first of these insights, it was ensured that pedagogical specialty students acquire the necessary for the professional activity knowledge about the essence and basic types of WebQuests, requirements for their development and implementation in students' educational activity. It was applied through the use of various methods and forms of organization of educational activity: discussion of relevant issues during lectures and seminars, preparation of reports and abstracts on relevant topics, performance of self-organized and creative works, development of research projects, writing scientific articles in the collection of scientific articles.

The implementation of the second defined conceptual insight assigned the students to gain experience in WebQuests performance from the pedagogical disciplines and disciplines relevant to their training. For example, during the study of the History of Pedagogy, students performed a WebQuest on the following topic: "The problem of teaching capable pupils in the pedagogical heritage of Ya. A. Komensky". The resources of information for this WebQuest presented on the Internet served two works of the outstanding teacher: "Great Didactics" and "On the Culture of Natural Talents". Participants were required to generalize Ya. A. Komensky's views on the raised issue and to assess their relevance in light of the understanding of this problem by modern scholars.

Students also aroused considerable interest in WebQuests devoted to various topics from the course "Pedagogy". For example, while studying the topic "Principles of Learning," students were asked to complete the following task: "Read the tutorials on the proposed sites (http://webquesthistory.blogspot.com, http://slovesnic.blogspot.com/p/blog-page.html, http://svetlanapuziy.blogspot.com) on WebQuests developed by school teachers from various subjects. Evaluate the presentations from the point of view of the authors' compliance with the basic didactic principles".

It should also be noted that in order to improve the competence in the WebQuests application in the educational process, every student was offered a home task to perform several WebQuests designed for students of all ages from subjects relevant to their study. (For example, future English teachers performed quest assignments on the following sites: http://vik60519099.wixsite.com/vik60519099, http://detkam.in.ua/veb-kvest-z-anglijsekoyi-movi-dlya- 11-class-po-themes-types-of-t.html, etc.). It allowed future teachers to acquire the primary skills of working with different types of WebQuests.

According to the third conceptual insight, students were involved in various types of quasi-professional activities aimed at improving the future teachers' competence in WebQuests application in the school educational process. For this purpose, within the small groups, students developed their own WebQuests.

The WebQuest's algorithm included several steps. Firstly, considering existing requirements, its topic was chosen, which corresponded to the curriculum for a certain subject, the content of the task was developed, the resources of information were selected. Then, the developed task was transfered by students into an electronic version. In order to implement it, they either used online web designed samples and patterns for WebQuests design (for example, http://nitforyou.com/webquest-maker, http://www.aula21.net/Wqfacil/webeng.
htm) or they developed their own WebQuest by changing the content of the designed WebQuests. It should be noted that, if necessary, future teachers could apply for advice to teachers in Pedagogy, Computer Science, Teaching Methods of the major subject. After that, in the form of a role-playing game where classmates performed students, members of each small group presented their WebQuest to the audience. At the end of the work, students in the course of the joint discussion carried out the analysis and evaluation of the submitted WebQuest.

Conclusions. To come to conclusions, it is possible to summarize that the future teachers' competence building in the web-quests application in the school educational process is an actual problem nowadays, which requires urgent solution. The evidence of positive results of the practical implementation of the conceptual insights assigned by the authors on the solution of this problem confirms their scientific value. ***The prospects for applying of the study results*** are considered to appear in the compeling of an appropriate methodological textbook on a particular problem, the materials of which will be useful both for students of pedagogical specialties and for school teachers.

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CONCLUSION ON CHAPTER 2

This chapter is dedicated to a detailed theoretical analysis of the category of "professional competence" and the identification of specific ways of its formation. For the first time it was determined, the necessity proved, the structure of such professional competencies was revealed: teacher's inclusive competence; professional competence of foreign students; professional competence of sports disciplines teachers; poly-artistic competence as a part of readiness of the future musical art teacher; literary and methodical components of professional competence of primary school teacher; bilingual component of professional competence of primary school teachers and others. The structure of Professional competence of the modern teacher in Ukraine is specified.

All these professional competences have a complex structure, which is defined by the authors from the peculiarities and conditions, tasks of professional activity, specialists of each specialization and its tasks in the context of modern European and Ukrainian requirements. The experience of forming a teacher's social and pedagogical competence was first studied. We note that the structure of professional competence determines the ways and methods of its formation both. For its successful formation in accordance with the activity approach, the students should be included in those activities that reflect the structure of their future professional activities. Only by doing this

activity, students will receive upon graduation the formed professional competence, which is as close as possible to modern professional activities. Therefore, the whole educational process in the institution of higher education should be built on the principle of professionalism, close to future professional activities, which will form the professional competence of a future specialist, taking into account his specialty and specialization. The research reveals the experience of the formation of professional competence in Ukraine, in China, in the history of pedagogical thought. It is shown possible ways of its formation in modern institutions of higher education: civic education, classroom and out-of-class lessons, practice in a social environment, which proves the need for a holistic educational process in an institute of higher education, professionalization of the whole students' time in university.The necessity of fundamental teacher training along with professional, his comprehensive development as a person, a professional, a person who should be a leader and have a civic position is proved. It specifies the requirements of a new Ukrainian school for teacher training. The authors show the problems and ways of their elimination in the preparation of foreign students in institutions of higher education of Ukraine, which allows us to raise our higher education to the world level by the preparation of competitive specialists in the world labor market. The authors take into account the conditions of formation of professional competence of a future specialist: a specific country, a separate region, specialty, specialization of the future specialist, which give reliability of the research. Specific technologies and methods of forming professional competence are described in more detail in chapter 4.

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CHAPTER 3. FORMATION OF STUDENTS' GENERAL (KEY) COMPETENCIES IN INSTITUTIONS OF HIGHER EDUCATION

3.1. COMMUNICATIVE COMPETENCE AS A PROFESSIONAL QUALITY OF TEACHER FOR GENERAL SECONDARY EDUCATION

UDC 37.091.12:316.772.4

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Annotation. *The article is dedicated to one of the topical problems of the New Ukrainian School – the development of communicative competence as a professional value of a modern teacher of a general secondary education institution. The structure and components of the concept of "communicative competence of the teacher" are revealed. The present educational situation poses serious demands to the specialists. Among them we can stress out the following ones as the communicative competence of the teacher, which is defined as a system of internal resources for effective solution of professional tasks, namely: positions of communication, roles, stereotypes, settings, knowledge, skills, skills which in a certain way is connected with the integrity of the individual. The acquisition of communicative competence becomes the dominant goal of the teaching activity. Taking into consideration the above mentioned facts we are to admit the necessity of training specialists not only at the courses of professional development of pedagogical workers, but also through creative pedagogical communities on a new conceptual basis where the competent approach is updated. The source of the formation of communicative competence of the teacher of the institution of general secondary education is the schools of innovation of the leading, scientific and pedagogical and pedagogical workers of postgraduate education and their network interaction.*

Key words: *communication, competence, communicative, communicative activity, communicative competence, school of innovation, teacher of institution of general secondary education.*

Problems setting. The introduction of a competent approach to the practice of institutions of general secondary education makes it possible to solve a problem that is important for our country, since pupils successfully master considerable amount of theoretical knowledge, but there are significant difficulties in further work that requires the application of this knowledge to solve specific problems, life tasks or problem situations. That is why the introduction of this approach in educational practice, including in its communicative sphere, is one of the prerequisites for the development of domestic education in the post-industrial society [1, p. 13].

Formulation of the problem. Competency approach places the student in the first place, as well as the ability to solve problems that arise in such situations: in the knowledge introduction and explanation of the phenomena of reality; in mastering of modern technology and technologies; in the relations to people, in ethical norms, in assessing their own actions; in practical life when performing social roles of a citizen, a family member, a buyer, a client, a spectator, a citizen, a voter; in legal norms and administrative structures, in consumer and aesthetic assessments; when choosing a

profession and assessing your readiness to study in an educational institution when it is necessary to orientate on the labor market; if necessary, to solve their own problems: life self-determination, choice of style and way of life, ways to resolve conflicts [3]. In our opinion, the success of pedagogical activity is determined by the nature and content of relations that arise in the course of interaction, the condition of which is the establishment of a communicative activity of the teacher, that is, the behavior setting and the conduct of lessons through different types of communication. Therefore, competently oriented training results not only in a student's performing of the answer at the board, but in the creation of the new knowledge product. Masters, scientists, art workers have always been preparing within the framework of the "school" for scientific, artistic, sports, etc., while creating a new product with their teacher and mastering both the information and the rules, but also the method, approach, style of effective work, value system, which guided this master. In other words, learning and education by its very nature is a communicative process. With confidence it can be argued that the basis of the methodological content of the modern lesson should be communicative. In order to improve the professional knowledge and skills a teacher should focuse on "communicative" and "activity" aspects. In these conditions, it is necessary to create freedom for communication, that is, pedagogical conditions for the formation of the communicative competence of the teacher of the institution of general secondary education.

Relevance of the research. The high level of education requirements is dictated by the needs of the present and can be realized only when the teacher is a highly professional, competent specialist in his field, who must not only have the basic education, but also have the professional knowledge and skills corresponding to the level of modern psychological and pedagogical science.

The National Doctrine of the Development of Education in Ukraine in the 21st Century, the Laws of Ukraine "On Education", "On General Secondary Education", first of all, require the preparation of a new generation of teachers with a high general level of professional competence that would be able to put into practice the basic educational principles of education: humanization, humanization, democratization, differentiation and individualization. In the context of the development of humanistic background a system of education is regarded as competently oriented, addressed to the student, then the dialogue of the teacher and students is turned into the foreground of pedagogical activity. In our opinion, these principles can only be realized under conditions of effective formation of communicative competence of teachers of institutions of general secondary education. The development of communicative competence involves active teacher-student interaction, the high level of the general and communicative culture of a teacher, the use of special forms and methods of training. At the foreground in the educational process is the process of communication student and teacher, and not the various technologies of knowledge transfer. Relationships are considered as the primary matter from which the whole system of education and education is built.It is very important that the teacher comprehend the lesson not only as a sequence of stages that lead students to the conclusions and outcomes of cognitive activity. It is necessary that the teacher build a

communicative line of his linguistic behavior, as well as the linguistic behavior of his students. Thus, the teacher needs to eliminate the existing inconsistencies, to develop their commutative competence.

Relevance of the author's contribution to the important scientific and practical issues. The authors of the project "Modernization of education: prospective development" (RF) identified as the main (key) competency of the graduate communicative competence, and the National Association of Communications Specialists (NCA USA) formed a list of key positions in the labor market, which requires a separate diploma on communicative competence (the list consists of 155 items) (V. Zakharchenko, V. Kremen, V. Lugovy, Y. Rashkevich, J. Talanova) [14]. In this context, there is a clear need for the modernization of the communicative training of competitive specialists in higher education institutions and the formation of communicative competence of teachers of institutions of general secondary education. The doctrine is no longer considered as a simple translation of knowledge from teacher to student, and acts as a collaboration – the joint work of teachers and students in the process of knowing and solving problems. All this attaches particular importance to the task of forming a communicative universal educational activity in the institution of education.

Analysis of previous studies and publications. The theoretical foundations of the competence approach are laid down in the writings of many modern scholars (V. Baidenko, I. Zimnya, L. Karpov, A. Markov, A. Pometun, V. Slastonin, L. Horuzha, A. Khutorsky, etc.). These developments served as theoretical basis for the disclosure in our study of the peculiarities of the formation of communicative competence of teachers of institutions of general secondary education. Significant contribution to the development of the conceptual foundations of communicative pedagogy was made by O. Bodalov, V. Kan-Kalik, T. Yatsenko and others. Scientists-psychologists are versatile researching the problems of communication through the prism of pedagogical activity (O. Leontiev) as a social phenomenon (S. Maksymenko), communicative activity (D. El'konin), the side of one unity of human existence (B. Lomov), an element of pedagogical skill (I. Zyazun), a personally oriented approach to communication (I. Beh).

The communicative competence of the teacher was considered by scientists in such perspectives: the communicative competence of the teacher: the structure, stages of formation (N. Azhitok) [1]; communicative competence as a condition for effective professional activity of the elementary school teacher (O. Borovets) [4]; communicative competence of the teacher: a characteristic, ways of improvement (V. Vvedensky) [5]; the structure of the communicative competence of the teacher (Yu. Vtornikova) [6]; formation of the communicative competence of the teacher by means of social and psychological training (N. Gimpel) [7]; diagnostics of the formation of the communicative competence of the teacher (M. Zabrotsky, V. Rochymenko) [9]; communicative competence and representations of the teacher about oneself (I. Makarovskaya) [11]; communicative competence as a component of the professional mastery of the teacher and the means of building a humane relationship between the participants in the educational process (G. Rurik) [15]; vocational and communicative competence of the elementary school teacher

(S. Skvortsova) [16]; the communicative competence of the teacher: the essence and structure (O. Filatova) [17], etc. The aforementioned scientific works have a significant theoretical and practical significance.

The introduction of previously unsolved issues of the general problem discussed in this article indicates that there are no solid scientific developments devoted to the essence, the structure of the notion of "communicative competence of the teacher" and the characterization of its components in the conditions of the institution of general secondary education of the New Ukrainian school. In this regard, the demand for increasing the professional communicative competence of the teacher of the institution of general secondary education is very acute and is to be regarded as a model of linguistic behavior. The communicative literacy of the teacher is one of the main components of his pedagogical culture.

The scientific novelty and the theoretical value of the obtained results are the following: the essence of the notion "communicative competence of the teacher of the institution of general secondary education" is characterized; the components of communicative competence of teachers of the institution of general secondary education are determined; The role of schools of innovation of leading, scientific and pedagogical and pedagogical workers of postgraduate education in the formation of communicative competence of teachers of the institution of general secondary education is revealed. ***Methods of research***: theoretical (analysis of philosophical, psychological and pedagogical literature, normative documents for finding out the essential characteristics of communicative competence as a professional quality of a teacher); generalization and systematization for substantiation of theoretical materials; content analysis to clarify the initial concepts of "competence", "communicative", "communicative competence".

Presentation of the main material. Communication is a process of bilateral exchange of information, the result of which is mutual understanding. If mutual understanding is not reached – communication has not taken place. In order to be sure of the success of communication, you need to have a feedback that tells you how people understood you, how they perceive you, how they relate to the problem you are experiencing. The communicative competence contains the following components: communicability (the ability to establish and maintain the necessary contacts with other people); possession of meaningful information and ability to operate it; the ability to partner with each other and achieve mutual understanding.

The reasons for the failure of communication can be: stereotypes – simplified thoughts about individuals or the situation, as a result of which there is no objective analysis and understanding of people, situations, problems; the saturation of the communicative space with information prevents the adoption of relevant decisions, leads to unnecessary emotional overload, thereby complicating relationships with others; "Biased representations" – the tendency not to take into account what contradicts the person’s established views, that which is new, unusual ("We believe in what we want to believe"). A person seldom realizes that the interpretation of events by another person is just as legitimate as his own interpretation; bad relationships between people – if the attitude of a person is hostile, then it will be very difficult to convince her of the justice of your eyes; the lack of attention and

interest of the interlocutor, and interest arises when a person realizes the importance of information for himself: with the help of this information it is possible to obtain desired or prevent unexpected development of events; regardless the habit of drawing conclusions without a sufficient number of proofs; mistakes in the construction of statements: incorrect selection of words, difficulty of the message, poor persuasiveness, illogicality; the wrong choice of strategy and communication tactics.

For each participant in the educational process, the quality and the result of the professional interaction will be determined by the orientation of the individual (orientation to another person, on the joint activity, the desire to understand it, to maintain the relationship); the pedagogical tact and style of communication (the share of responsibility taken by the participants in the joint activity should be adequate to the contribution to the final result, and forms of communication must reflect not only the social status, but also other subjective qualities of the individual); the level of tolerance (the property of the individual, which implies its protection from the influence of adverse factors, the formation of the electoral tolerance of adverse actions without reducing adaptive capabilities, manifestations of self-control).

The wish to bring about positive changes in their lives is the only positive option of the consequences that can lead to such a kind of pedagogical influence as persuasion. Instead, students have a lot of unpredictable consequences and "unplanned" teacher experiences and feelings in response to such pedagogical methods as suggestion, coercion, destructive critique, manipulation, etc.

It should be emphasized that teachers rarely have time to analyze these feelings and feelings of students, only sometimes aware that each of these types of influence often causes such reactions: anger, hostility, rejection; fear, anxiety; the destruction of hopes and expectations; sorrow, depression; loneliness (frustration); rancor; hatred; hopelessness, apathy; embarrassment; obstinacy; feeling of insignificance; humiliation. Of course, none of the teachers is planning to bring at least one emotion to the student from this list. Sometimes it is not planned but happens.

The communicative competence of the teacher is regarded as a system, which includes, according to D. Izarenkov [10], a number of other competences: speech, linguistic and language.The professional speech of the teacher in the educational process is an indicator of the most important factors of his activity: erudition and methodical skills; character and style of communication with students; an understanding and a desire to see active, independent educators in the pupils.

What do scientists mean by the term "communicative competence"? In detail, the concept of "communicative competence" is analyzed in the works of Yu. Yemelianov [8], which interprets it as experience based on knowledge and sensory, the ability of the individual to navigate in situations of communication, emphasizing that such ability involves socio-psychological training, that is, the further opportunity to learn communication.

Communicative competence is always acquired in a social context. It requires from the personality of awareness: their own needs and value orientations, the techniques of their work; their own perceptual skills, that is, the ability to perceive the surrounding without subjective distortions and "systematized white spots" (persistent prejudices regarding certain problems); readiness to perceive the new in

the external environment; their capabilities in understanding norms and values of other social groups and cultures (real internationalism); their feelings and mental states in connection with the action of environmental factors (ecological psychoculture); ways of personalizing the environment (material embodiment of "feeling of the owner"); the level of your economic culture (attitude to the environment of habitation – housing, land as a source of food, native land, architecture, etc.). Consequently, the communicative competence of the individual is regarded as an ideological and moral category that governs the whole system of human attitudes to the natural and social world, as well as to itself as a synthesis of these two worlds.

According to V. Narolina, professional communicative competence is a means of achieving success in professional-business and personal communication, which is based on the knowledge of values, norms, standards of conduct and communication [12, p. 24]. According to N. Ashitko, communicative competence reflects the integral manifestation of professionalism, which combines the elements of professional and general culture (the level of education sufficient for self-education and the independent solving of cognitive problems), the experience of pedagogical activity and pedagogical creativity, which is specified in a certain system of communicative knowledge, abilities and skills, readiness for professional interaction with all participants in the pedagogical process. The competence of this variety is the property of the individual, which is the representative of its value orientations, internalized qualities, experience, creative thinking, a means that is essential for successful pedagogical activity.Following N. Ashitko, the communicative competence of the teacher is defined as the ability to communicate effectively within the frame of professional duties, which involves the ability to share information, perceive the interlocutor, to understand his needs, to understand his feelings and psychological states, to reach mutual understanding. The competence of this kind involves the teacher’s ability to communicate with different kinds of persons, in which the specialist must maintain a psychological balance, control his emotions and perform professional tasks in a qualitative way [1, p. 11].

When we try to isolate the structural components of communicative competence, we also encounter the unambiguous approach to this problem. In particular, the authors distinguish the following components of communicative competence:

- knowledge and skills (L. Petrovskaya);
- knowledge, skills and methods (L. Mitin);
- knowledge, skills, position, quality (V. Markov);
- communicative abilities, communicative skills and communicative knowledge, adequate to communicative tasks and sufficient for their decision (O. Sidorenko);
- communicative orientation, communicative awareness (knowledge, skills, skills), communicative ability (A. Popova);
- a set of knowledge, skills and dispositions (settings and value orientations) (Yu. Zhukov);

– cognitive (orientation, psychological knowledge and perceptual abilities), emotional (social settings, experience, system of personality relationships) and behavioral (skills and abilities) components (I. Makarovs'ka);

– behavioral, affective, cognitive, regulatory, informational components (N. Burtova);

– conceptual-operational unit (knowledge and skills) and personality (quality, position) (I. Nesterov).

O. Prozorova distinguishes two components. The first belongs to the communicative values, the needs of the communicator in communication. The second component determines the manifestations of communicative competence directly in communication and contains two components, namely: actions during the act of communication (skills and communication skills) and knowledge about communication [13].

Based on the research of I. Zimnaya, the researcher O. Filatov presents communicative competence in the form of a model with the following components:

– a motivational-value component that includes the teacher's readiness for professional development, reflects a steady interest in innovation, a need for professional growth, a desire for self-development and self-realization;cognitive component which includes the awareness of the communicative competence essence and reflects the meaningful role and content of communicative competence which is related to the cognition of a person and which involvs the ability to solve different problems(which might occur during the communication) effectively;

– an operational-activity component is that which includes experience in using competence in a variety of standard and non-standard situations, the teacher's ability to personally oriented interaction during the educational process, the ability to maintain an emotional balance, prevent and resolve conflicts in a constructive way, showing the oratory skills and good level of language fluency both oral and written, public representation of the results of work, the selection of optimal forms and methods of self-presentation, the ability to develop a strategy, tactics and techniques active interaction with people organize their work together to achieve certain socially important goals, the ability to objectively evaluate the interaction of subjects of educational process, the ability to predict and justify the results of efficiency of interaction [17].

The acquisition of teachers' communicative competence takes place during various events and implementation of various forms of educational activity in schools of innovation in Ukraine. For example, one regional school together with 11 district schools of innovation in leadership for scientific and pedagogical workers of postgraduate educational institutions were created in 2012 on the basis of the M. V. Ostrogradsky Poltava regional institute of postgraduate pedagogical education [2].

Schools of innovation widely apply various forms of communication and the dissemination of innovative pedagogical experience: scientific and practical conferences, web conferences, methodical festivals, Internet festivals, methodological studios, pedagogical bridges, workshops, lectures, trainings, pedagogical forums,

"round tables", consultations, video marathon, web-marathon, creative reports, presentations of author's laboratories, basic educational institutions; simulation of lessons; discussion and review of pedagogical and managerial projects; exhibitions of pedagogical ideas and technologies; 'launching' of creative groups of teachers who wish to develop methodological material on a certain theme; creating a professional portfolio and more. The ability to combine several approaches and different styles of pedagogical communication allows the coordinators of schools of innovation to form the communicative competence of teachers in the period of professional assessment with their active participation in various forms of work, which, of course, contributes to the development of their creative thinking, cognitive forces and innovative potential.Let us consider the projective model of the site of the Poltava Regional School of Innovation Leadership, Research and Pedagogical Workers in Postgraduate Education, created on the basis of networking with pedagogical communities.

Giving access to schools of innovation to the Internet is to turn them into innovative development, ensuring quality and accessibility to the results of their activities in accordance with European standards, focusing on the satisfaction of the requests of pedagogical workers. The ability of regional and district schools of innovation to respond to the needs of the society and at the same time to keep the accumulated positive experience is of the utmost importance.Thus, the directions of professional development of a modern specialist are: the development of creative thinking; development of professional competences; formation of skills for working with information resources; desire for innovation.

Designing network interaction is the most effective way to solve the problems of modernizing the education system: qualitative change in the system of resource support, management, updating of the content of education, because network interaction allows us to build programs for real solutions to sectoral tasks and needs as the following: differentiation, variation, integration of general, preprofessional and postgraduate education. Network interaction is the most effective mechanism for the dissemination and development of innovative ideas. Interaction of participants of all-Ukrainian, regional and districts schools of innovation expands the possibilities of network communication. So, computer-mediated communication is a special form of communication, in which people interact with each other on the Internet, and are implemented through the exchange of symbolic, and/or multimedia messages.

Conclusions. Thus, for effective communication, it is necessary to achieve understanding between the partners and awareness of the situation and subject of communication. Communicative competence is the ability to establish and maintain the necessary contacts with other people, the system of internal resources necessary to build effective communication in a certain range of situations of interpersonal interaction. Communicative competence involves the level of interaction with others that allows a person to function successfully in society within his abilities and social status, as well as the availability of life experience, erudition, scientific knowledge, etc. It is necessary not only to develop their own communicative skills, but also to 'instill' students a culture of communication. The teacher needs both knowledge of psychology and constant account of sociological data concerning the peculiarities of socialization and value orientations of modern youth. ***Prospects for the use of***

research results. The perspective directions of the research include the development of methodological recommendations on the development of communicative competence of teachers of institutions of general secondary education through schools of innovation for scientific and pedagogical workers of postgraduate education in the context of integration, dissemination of innovative approaches on the communicative competence approach.

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3.2. ESSENCE AND STRUCTURE OF THE FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE EDUCATORS AND TEACHERS OF PRIMARY SCHOOL

UDC 378.147: 372

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Abstract. *The article reveals the peculiarities of formation of communicative competence of future educators and teachers of primary school in the process of professional training, which involves the formation of their communicatively meaningful personality traits, a pronounced humanistic tendency to communicate with pupils, the possession of a system of integrated professional-speech skills and communicative qualities. The author defines the essence of the concept of "communicative competence of future educators and teachers of primary school" as a process and the result of professional training on the ability to subject-subjective interaction with colleagues and children of preschool age, which contains a complex of communication knowledge, skills and abilities. Attention is focused on creating favorable conditions for the implementation of interpersonal communication with children of preschool age in future professional activities. Identified the components of the structure of the formation of communicative competence, which include: motivational-cognitive (comprehension of the multifaceted personality, understanding of its desires; requirement and motives; positive attitude towards colleagues and children; feeling of community with the team); content (knowledge of norms and rules of communication and interaction, knowledge of ways to resolve conflicts); reflexive (effective use of communicative knowledge, skills and abilities that regulate the communication process, ability to collaborate in joint activities and*

communication with colleagues and children, use of constructive ways of resolving conflicts).

Key words: *communicative competence, formation, future educator, pedagogical institution of higher education.*

Formulation of the problem. At the present stage of development of society, the priority task of higher education is to prepare highly qualified specialists who are able not only to operate with their own knowledge, but also to change and adapt to the new needs of the labor-market, to act actively and enrich professional experience. The importance of educating young people by competent specialists is undeniable, because it depends on the personality of the teacher, his erudition, culture that the successful solution of the tasks of training and educating the future generation.

Analysis of recent research and publications. The problem of forming the communicative competence of specialists is the subject of scientific research of modern language pedagogues. Such scientists as A. Bohush, Ye. Yehorova, A. Nikitina, O. Semenoh, I. Palasevych, T. Symonenko and others consider the content of communicative competence on the basis of competence approach to language learning, differentiation of concepts competence and competency speech characteristics (orientation in the situation of speech, possession of the system of knowledge and rules of behavior during communication, the use of expressive means of language).

The relevance of the research and the absence of its holistic research determined the choice of the ***topic of the proposed article***, the purpose of which is to determine the essence and components of the formation of communicative competence of future educators and teachers of primary school in the process of professional training.

Scientific novelty. In the course of the research, the essence and structure of the formation of communicative competence of future educators and teachers of primary school in the process of professional training was determined. ***Methods.*** The following research methods were used in solving the set tasks and achievement of the set goal: analysis of pedagogical and psychological scientific works, systematization of attitudes and achievements of scientists (to determine the state of development of the problem, to determine the essence of the basic concepts of the research, to develop the methodological foundations of forming the communicative competence of future educators).

Statement of the main material. The concept of competence is the key to a competent approach, which with the spread of ideas of continuing education has become widely used in pre-school education. Thus, A. Khutorskyi under the competence understands the alienated, predetermined social requirement (norm) for the educational preparation of a person, which is obligatory for its effective activity in a certain area (Hutorskoy, 2005). Competence – mastering the corresponding complex of individual qualities of personality (knowledge, skills, abilities, capabilities), determined by the experience of its activities in any social or educational-professional field (Hutorskoy, 2005).

I. Zymnia emphasizes that competence is hidden, probable, potential person's capabilities (knowledge, skills, representation, desire, program of actions, system of values and relations), which are realized in its current and activity manifestations. By the competence, the scientist understands intellectually and personally determined social and professional activity of a person (Zimnyaya, 2004). Relying on the statement of psychologists: a person is the subject of communication, knowledge, labor (B. Ananiev); a person manifests itself in relation to society, to other people, to himself as a person, to work (V. Miasyshchev); the competence of a person has a vector of acmeological development (N. Kuzmina), I. Zymnia identified three groups of key competencies: 1. Competence relating to the attitude to oneself as an indivi.ual, as a subject of life activity; 2. Competencies relating to human relations with other people; 3. Competencies related to human activities that are manifested in all its types and forms (Zimnyaya, 2004).

B. Holub, E. Perelyhina, I. Fishman define competence as a system of values, knowledge, abilities and skills, which is adequately realized in the activity of the individual in solving the necessary tasks. Competence is understood as a qualitative characteristic, the realization by a person in the educational process of acquired knowledge, general methods of action, knowledge and practical skills, appear in the ability and readiness of an individual to actively and productively use acquired education to solve important social and personal educational and practical tasks to achieve high results according to life goals. Scientists define the essence of the concept of "competence" as an educational result (Golub, Perelyigina, Fishman, 2012). N. Morozova, N. Reutska consider competence as the ability to make decisions independently and act in accordance with generally accepted cultural norms, knowledge and gained experience (Morozova, Reutskaya, 2014). Competence (according to I. Palasevych) is a set of certain knowledge, abilities, skills, personal qualities in the corresponding field of activity, ability to solve problems in professional activity (Palasevych, 2017). With regard to the definition of the essence of the concept of "communicative competence" and its components, one should take into account the specifics of training specialists in the relevant fields and specialties.

As for the definition of the essence of the concept of "communicative competence" and its components, then the specifics of training specialists in relevant industries and specialties should be taken into account.

I. Palasevych notes that the communicative competence of educator of preschool children implies the formation of communicatively significant personality traits, a pronounced humanistic tendency to communicate with pupils, the readiness to set up a subject-subject interaction, the possession of a system of integrated professional-language skills, and communicative qualities. The scientist defines the following components: a system of communicative knowledge (in particular in the field of psychology of communication, general-didactic, professional, methodological); communicative skills and abilities (ability to speak, listen, establish contact with an interlocutor, understand his inner state, manage interaction, apply constructive behavior in conflict situations, expressive skills and so on); communicative abilities (features and professionally significant personal qualities), as

well as moral convictions (worldview, ethical view, value orientations and motives of activity) (Palasevych, 2017).

Note that there is no single approach to the classification of communicative competence, but many researchers point out that this: a set of abilities (Ye. Alifanova, O. Dybina); a set of personality traits (L. Trubaichuk); ability to communicate (T. Avdulova, H. Khuzieieva, L. Znikina etc.). Since the relevant skills that the subject must master, due to the combination of acquired knowledge, is an integral part of communicative competence, then O. Dybina identifies in the structure of communicative competence, the following skills: ability to correctly recognize and interpret emotions of others; ability to receive the necessary information in the course of communication; ability to listen and hear a partner, respect the attitude and interests of others; ability to conduct constructive dialogue; ability to maintain emotional calm when substantiating its own point of view;ability to relate their desires and interests with the aspirations and interests of other people; ability to do a common cause; ability to respect other children and adults; ability to help others and receive help; ability to solve conflict situations (Dyibina, 2008). O. Dybina identifies the following structural components of the communicative competence of future educators and teachers of primary school: cognitive, emotional, and behavioral (Dyibina, 2008).

The conducted analysis of scientific literature provides grounds to distinguish the following components of the formation of communicative competence of future educators and teachers of primary school in the process of professional training: *1) motivational-cognitive*: awareness of the versatility of the individual, understanding of its desires, needs and motives; positive attitude towards colleagues and children; feeling of community with the team; *2) content*: knowledge of norms and rules of communication and interaction; knowledge of ways to resolve conflicts; *3) reflexive:*effective use of communicative knowledge, skills and abilities that govern the communication process; ability to work together and collaborate with colleagues and children; use of constructive ways to resolve conflicts.

Scientists (T. Avdulova, L. Znikina, L. Svirska, H. Khuzieieva and others) are convinced that the manifestation of the development of the communicative competence of the individual is the communicative activity itself. We cannot disagree with this point of view, because for the constructive analysis of the content and structure of the communicative competence of future educators, we consider the essence of the concept of association, communication and communicative activities, as well as the peculiarities of communicative activities of future educators and teachers of primary school in the process of professional training (Dobroskok, Portyan, 2016). The problem of communicating and interpersonal relations was a matter for humanity from an ancient time. Plato emphasized the inability of man to meet all his needs independently and as a result – attract other people to this action. Relations that arise between people as a result of communication are defined by them as "reasonable relations of mutual use" (Plato, 2007).

Aristotle should be called the creator of the first scheme of human communication, because, according to the philosopher, for any act of communication, at least three components are needed: person speaking; language in which the person

communicates; person who listens to this speech (Aristotle, 1983). Throughout the ages, the problem of communication was considered from the standpoint of various philosophical directions: existentialism, hermeneutics, information mutual enrichment and like that. Therefore, the analysis of scientific literature (L. Vyhotskyi, O. Leontiev, S. Rubinshtein and others) provides grounds for defining communicative activity as interpersonal interaction, in which process is carried out not only the exchange of ideas, but information enrichment of the participants of communication. However, some scholars differentiate between the concepts of "intercommunication" and "communication", since communication is an element of intercommunication, and intercommunication is an integral part of communication, depending on the meaning that embeds in each of researchers.

In accordance with the concept of O. Leontiev, the following structural elements of communicative activity should be distinguished: motives for communication, that is, what the person is guided by contacting others; need for communication – personal aspiration for self-knowledge; task of communication – a sequence of actions that are carried out in the communication process necessary to achieve a specific goal; communicative possibilities – are a collection of spiritual and material values through which communication is carried out (Leontev, 2005). Therefore, in the context of this problem, we define the essence of the concept of "communicative activity" as an interpersonal interaction in which perception, evaluation and understanding of others are carried out, the information enrichment of the subjects of interaction takes place, and the result of this process will be the formation of stable interconnections that arise in the process of communication.It should be noted that in the process of forming the communicative competence of future educators and teachers of primary school, it should be emphasized that the construction of an algorithm for communicating with children of preschool age is a priority task, since the communication of children of preschool age does not depend on the subjects and practical actions with them.

In researches of scientists (H. Kobelieva, O. Kulykova, L. Kutsakova, M. Lavrentieva, I. Marvina, S. Proniaieva, Ye. Smyrnova, O. Cherenkova, L. Shchepitsina and others) it is proved, that in the period of 5-7 years the structure of preschool group sharply grows: some children occupy the position of leaders, after which the majority of group members goes, others are disadvantaged. A special hidden relationship between children are forming, a special status position of each child in the group. Some children are popular, respectful, they want to interact with most of the children in the group, while others, on the other hand, remain "on the side" from the team, they do not want to play with them. In a senior preschool age, a child needs to compare himself with others, which is the result of not establishing community, but contrasting himself and other children.

Ye. Smyrnova V. Kholmohorova in their research note that children reach highest development level of cooperation in older preschool age and unlike in middle preschool age, the opportunities for communication increase significantly, since children share their ideas and plans with each other, give assessments to others (Smirnova, Holmogorova, 2005). Therefore, it is important that the formation of communicative competence of future educators and teachers of primary school, as a

result of its formation, becomes of great importance, because in future professional activity it will depend on this: 1) ability to interact with each other preschool children, consisting of the skills to see and coordinate their actions with other children, to provide mutual assistance and mutual control, to evaluate the result of joint activity; 2) ability to partner dialogue, including skills to listen to a partner, negotiate with him, empathy; 3) the ability to perceive oneself as a member of a group, which includes a positive attitude towards oneself and others (Kogut, 2018).

Conclusions. Consequently, the analysis of scientific literature gives grounds to assert that under the formation of communicative competence of future educators and teachers of primary school we understand as a process and the result of professional training on the ability to subject-subject interaction with colleagues and children of preschool age, which contains a complex of communication knowledge, skills and abilities. The components of the structure of formation of communicative competence are identified, including: motivational-cognitive, content and reflective. Motivational and cognitive component in the formation of communicative competence of future educators and teachers of primary school contributes to awareness of the versatility of the individual, understanding of its desires, needs and motives, positive attitude towards colleagues and children, feeling of community with the team. As for the content component of the formation of communicative competence of future educators and teachers of primary school – it contains of knowledge of norms and rules of communication and interaction, knowledge of ways to resolve conflicts. The composition of the reflective component of the formation of communicative competence of future educators and teachers of primary school should include effective use of communicative knowledge, skills and abilities that govern the communication process, ability to work together and collaborate with colleagues and children and use of constructive ways to resolve conflicts.

Prospects for using research results. Determining the essence and components of the formation of communicative competence of future educators and teachers of primary school will provide an opportunity to substantiate and develop the technology of forming the communicative competence of future educators and teachers of primary school in the process of professional training and its implementation in the educational process of H. S. Skovoroda Kharkiv National Pedagogical University.

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3.3. FORMATION OF INFORMATION AND DIGITAL COMPETENCE OF FUTURE TEACHERS IN THE CONTEXT OF THE DEVELOPMENT OF THE NEW UKRAINIAN SCHOOL

UDC 378.147:372

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Abstract. *A scientific analysis of the essence of the concepts of "information and digital preparation of the future teacher", "information and digital competence", "digitalization of education", and "the New Ukrainian School" has been carried out. The article proves that one of the factors contributing to the effective development of the educational process is the formation of information and digital competence of future teachers in the context of the development of the New Ukrainian school, because in education precedes a new ideology based on "Digital project activity"v and "Digitalization" of education, where in place of traditional teachers come "gaming-teachers", "coordinators of online platforms and educational trajectories". It is determined that the result of the formation of information and digital training of future teachers in the context of the development of the New Ukrainian School is a formed information and digital competence, which is composed of: motivational-value, cognitive, operational components. The research methods have been characterized for verification of the formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian School according to certain criteria (motivational, cognitive, reflexive-corrective). The results of the conducted questionnaires, testing and interrogation provided grounds to state mainly the medium and low levels of formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian School. On the basis of the obtained results, theoretically substantiated the concept and developed the technology of forming the information and digital competence of future teachers in the context of the development of the New Ukrainian school, which is planned to be implemented at the following stages: professional-motivational, content-activity, reflexive-correctional.*

Key words: *information and digital competence, formation, future teacher, concept, technology, means.*

Formulation of the problem. In modern conditions, information flows are growing at a tremendous speed, technologies for its processing and storage are developing, the real life is becoming more and more "digital". One of the public

institutions that have also been influenced by information has become the education system, since the development of information and digital technologies leads to the development of new teaching tools and makes the learning process more effective.

Relevance of research. Therefore, contradictions arise: the presence of a wide arsenal of means of preparing future teachers for professional activities and the insufficient use of digital technologies in the educational process of the university; unlimited number of information sources and the inability to use them in their professional activities; the urgent need for a new Ukrainian school in teachers who possess digital educational technologies and the real state of development of information-digital competence of future teachers. This determines the need to solve *the problem* of forming the information and digital competence of future teachers in the context of the development of the New Ukrainian School.

The connection of the author's work with important scientific and practical tasks. The confirmation of the urgency in the need for the formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian School is the normative documents: the Law of Ukraine "On Education", the Law of Ukraine "On Information"; Concept of the New Ukrainian School; Accompanying the document Proposal for a council recommendation on Key Competences for Lifelong Learning European commission Brussels, Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education.

Analysis of recent research and publications. The basis of the formation of information and digital competence of future teachers in the context of the development of the New Ukrainian school were the work of scientists in the following areas: the essence and structure of information and digital competence and information and digital culture of future teachers as purpose-setting pedagogical categories (A. Hurzhii, N. Morse, O. Spirin); the use of information and digital educational technologies in higher education (V. Bykov, M. Shishkina). The specificity of these scientific works is that the subject of the research is the study of pedagogical phenomena occurring in the pedagogical reality, which covers physical and virtual (digital) space. Based on the use of modern ICT educational activities (formal and informal) occur at the intersection of two worlds: real and virtual. The methodology and methods of pedagogical studies of classical pedagogy require revision and improvement in the context of the current realities of the educational process, the needs and interests of all its subjects. The limited use of the pedagogical potential of ICT is due to the lack of awareness of the pedagogical community about the possibilities of using digital educational technologies for the individualization of learning, the cognitive and creative development of students, the coordination of interaction in solving educational and research tasks and organizational and managerial tasks, etc.

The purpose of the paper*:* on the basis of the analysis of the conceptual principles of the digital approach to learning and the methodological foundations for its introduction, clarify the essence of the formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian school, theoretically substantiate its concept, develop the technology and

stages of its implementation, identify the means that will contribute the formation of the information and digital competence of a modern teacher, as the result of appropriate training. In accordance with the purpose defined tasks: 1. To reveal the essence of the notions of "information and digital training", "information and digital competence", "digitalization of education", "the New Ukrainian school". 2. Theoretically substantiate the concept of formation of information and digital competence of future teachers in the context of the development of the New Ukrainian school. 3. To develop the technology, stages of its realization and to determine the means of forming the information and digital competence of future teachers in the context of the development of the New Ukrainian school.

Scientific novelty. In the process of the research, the concept of formation of information and digital competence of future teachers in the context of the development of the New Ukrainian School was substantiated; the technology was developed and the means of forming the information and digital competence of future teachers in the context of the development of the New Ukrainian School were determined. The result: the formation of information and digital competence of future teachers in the context of the development of the New Ukrainian School.

Methods. For the solution of the tasks and achievement of the research purpose, the following research methods will be used in the complex: *theoretical*: analysis of pedagogical and psychological works, the systematization of the views and achievements of scientists (to identify the state of development of the problem, to define the essence of the basic concepts of research, to develop methodological principles for the implementation of the information and digital approach to learning, as well as to study normative documents (to determine the specifics of the formation of information and digital competence of future teachers in the context of the development of the New Ukrainian School); methods of pedagogical modeling for building a technology for the formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian school (for which an analysis of curricula, textbooks and teaching aids and an analysis of the potential of instrumental environments will be carried out); *experimental*: pedagogical experiment – to test the hypothesis of the study; diagnostic – questionnaires, observations, analysis of the products of educational activities of future teachers (for collecting data on the formation of information and digital competence of future teachers in the context of the development of the New Ukrainian school as a result of their training).

Statement of the main material. The limited use of the pedagogical potential of ICT is due to the lack of awareness of the pedagogical community about the possibilities of using digital educational technologies for the individualization of learning, the cognitive and creative development of future teachers in the aspect of the buildout of the New Ukrainian School, the coordination of interaction in solving educational and research tasks and organizational and managerial tasks, etc. In our opinion, theoretical and methodological substantiation of the concept of formation of information and digital competence of future teachers in the context of the development of the new Ukrainian school can qualitatively improve the situation,

integrates -bio and -techno and explains how to organize the educational process in terms of its occurrence in real-virtual space.

The present requires the transition to a qualitatively higher level of the use of information and digital technologies in education, and the improvement of state management by this process. In order to solve these and other problems – in view of the current state and potential of the development of the Ukrainian information and digital sector – it is necessary to coordinate the main strategic goals, mechanisms and normative provision of the development of the information society in Ukraine in the near future in the way of creating the "Unified digital platform in education" (UDPiE). One of the factors contributing to the effective development of the educational process is the formation of information and digital competence of future teachers in the context of the development of the New Ukrainian school, because in education precedes a new ideology based on "Digital project activity" and "Digitalization" of education, where in place of traditional teachers come "gaming-teachers", "coordinators of online platforms and educational trajectories" (Romanovskyi, Grineva, Zhernovnykova, Shtefan, Fazan, 2018).

The Digital Agenda for Europe development is foreseen in the following areas:

– digital society (skills and vacancies, health and aging, intelligent life, utilities, cyber security and privacy, Internet trust, etc.);

– research and innovation (innovation, digital infrastructure, new technologies, components and systems, open science, robotics, research consultants, etc.);

– access and communications (broadband access in Europe, telecommunications, open internet, etc.);

– digital education (startup Europe; data; cloud technologies; future of the Internet; consultants etc.) (Hurzhii, 2013).

The dissemination of Digitalization successfully takes place in the areas of e-learning, IT (information technology), TKS (telecommunication services), etc. (Nalyvaiko, 2017).

In the process of research, it was determined that information and digital competence is recognized as one of the key in the context of lifelong learning in the European Union countries, which contributes to the formation of an individual's ability to confidently, critically and creatively use information and communication technologies to achieve goals related to the employment, learning, leisure, inclusion and participation in society. This competence is seen as transversal, contributing to the achievement of other competences relating to the spheres of languages, mathematics, learning to learn, cultural awareness, etc., and belong to the skills of the 21st century that all citizens need to achieve in order to ensure their active participation in society and its economic development (Bykov, Leshchenko, Tymchuk 2017).

The analysis of scientific literature has provided grounds for arguing that the concept of information and digital competence refers to the totality of knowledge, skills and abilities used for information and communication educational systems, including the digital means employed and, in particular, the ability to implement web design, to develop presentations, use graphic programs, information on online

libraries, web browsers, Word applications, etc (Bykov, Leshchenko, Tymchuk 2017).

The information and digital competence lies within the category of "interactive use of means", where such key competencies are pointed out: the ability to interactively apply language, symbols, texts; ability to use knowledge (information literacy); the ability to apply (new) interactive technologies (Formation of Information and Communication Competencies, 2014).

The eight key competences for lifelong learning identified in the European Framework of Reference for Lifelong Learning includes: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression (European Commission, 2007).

In determining *the content of the structural components* of the formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian school, account was taken of the specifics of the educational system, its practically oriented direction, educational and qualification characteristics of the students of H. S. Skovoroda Kharkiv National Pedagogical University and V. N. Karazin Kharkiv National University, as well as the purpose, task and content of the introduction of teaching aids in the educational process of institutions of higher education (Zhernovnykova, Nalyvaiko, Nalyvaiko, 2017).

The motivational-value component of the formation of the informational and digital competence of future teachers in the context of the development of the New Ukrainian School is determined by the focus on the organization of the educational process of students in the real-virtual space, which contains: value orientations and target settings, personally significant cognitive and professional motives for organizing the educational process, giving preference to other types of pedagogical activity (Zolotukhina, Bashkir, Zhernovnykova, 2018).

The cognitive component of the formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian School involves the presence of students psychological-pedagogical and methodological knowledge that includes knowledge on the introduction of modern means of education in a real-virtual educational process, in particular psychological and pedagogical knowledge contains knowledge the peculiarities of the use of digital technologies in the professional activity of the teacher. Methodological knowledge is knowledge of general methods and methods of organizing educational process using digital technologies (Nalyvaiko, Nalyvaiko, 2017). The cognitive component determines the level of knowledge and innovative style of student thinking and is characterized by six indicators (gnostic, design, constructive, organizational, communicative, and creative) that a modern teacher of the New Ukrainian school should possess.

It is revealed that the informational and educational environment significantly and positively influences the process of preparing future teachers for professional activity, is a system-balanced combination of internal and external factors and conditions, and is based on the principles of direct and feedback links

(Zhernovnykova, 2015). The informational and educational environment for preparing students is an innovative open educational environment in which the leading role is in humanistic style of interaction between the subjects of the environment using digital technology (Nalyvaiko, 2018).

The signs of an open informational and educational environment for the training of future teachers in the context of the New Ukrainian School are: availability of informational and educational resources of the environment; the massive use of environmental resources is due not only to the ability of a student studying at any faculty to address them, but also to the degree of their re-use; self-organization of the environment, which is conditioned both by the expansion of the educational resources of the environment, and the construction of various connections between its resources and participants; the presence in the environment of mechanisms of collective co-creation involving students of different courses and faculties (Zhernovnykova, Shtefan, Fazan, 2017).

It is proved that the combination of various forms of training in the process of preparing future teachers for professional work by means of digital technologies positively influences the result of their professional training.

The operational component reflects the formation of informational and digital competence of future teachers in the context of the New Ukrainian School, defines the level of mastering the skills of organizing the educational process of education applicants, aimed at monitoring and assessing the level of formation of the readiness of students of pedagogical universities to professional work by means of digital technologies, appropriate correction of this process.It is determined that the conceptual basis of formation the information and digital competence of future teachers in the context of the New Ukrainian school are systemic, personally oriented, competence, activity, technological and informational approaches.

On the basis of the obtained results, theoretically substantiated the concept and developed the technology of forming the information and digital competence of future teachers in the context of the development of the New Ukrainian school, which is planned to be implemented at the following stages: professional-motivational, content-activity, reflexive-correctional. To test the development of the formation of information and digital competence of future teachers in the context of the development of the New Ukrainian School the following criteria are defined: motivational, cognitive and reflexive-corrective. At the ascertaining stage of the pedagogical experiment, 202 students of H. S. Skovoroda Kharkiv National Pedagogical University and V. N. Karazin Kharkiv National University took part, 102 of which entered the experimental group (EG) and 100 in the control group (CG) (look table). Indicators of the level of formation of information and digital competence of future teachers in the context of the development of the New Ukrainian school according to the relevant criteria are: motivational – positive attitude to future professional activities, the desire for success, motivation for productive activities – was determined by the methods of psychodiagnostics; cognitive – knowledge of the application of digital technologies in the educational process of the New Ukrainian School – was determined by levels of taxonomy of knowledge; reflective-corrective – ability to carry out self-examination and self-

assessment of future professional activity. The levels of formation of information and digital competence of future teachers in the context of the development of the New Ukrainian school (high, medium, low) were also determined.

The results of the conducted questionnaires, testing and interrogation provided grounds to state mainly the medium and low levels of formation of the information and digital competence of future teachers in the context of the development of the New Ukrainian School according to all criteria.

Table

The results of the ascertaining stage of the pedagogical experiment on the formation of informational and digital competences of future teachers in the context of the development of the New Ukrainian School

Criterions	Levels	EG (102 persons)	CG (100 persons)
		At the beginning of the experiment	I section
Motivational	H	–	–
	M	34,2	33,5
	L	65,8	66,5
Cognitive	H	-	-
	M	26,8	23,6
	L	73,2	76,4
Reflexive-corrective	H	11,0	9,9
	M	42,0	42,3
	L	47,0	47,8

Note: H – high, M – medium, L – low levels of the formation of the digital competence of future mathematics teachers.

Conclusions. Thus, on the basis of the analysis of scientific literature, provided grounds for arguing that the concept of "Information and digital competence of future teachers in the context of the development of the New Ukrainian School" refers to the totality of knowledge, skills and abilities used for information and communication educational systems, including the digital means employed and, in particular, the ability to implement web design, to develop presentations, use graphic programs, information on online libraries, web browsers, Word applications, etc. In the article the theoretically substantiated the concept based on system, personally oriented, competence, activity, technological and informational approaches, developed the technology and stages of its realization, which will promote the formation of information and digital competency of the modern teacher, as the result of appropriate training. ***Prospects for using research results.*** The theoretically substantiated concept and the developed technology are planned to be implemented in the educational process of G. S. Skovoroda Kharkiv National Pedagogical University and V. N. Karazin Kharkiv National University.

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3.4. FORMATION OF INTERPERSONAL COMPETENCE OF FUTURE GUARDIANS OF SCHOOL EUROCLUBS

UDK 37.034 – 053.6.

Podcherniaieva N. D.

Abstract. *The problem of forming of interpersonal competence of future school euroclubs guardians is considered in the article. Interpersonal competence has such constituents as co-operation (work in a command), interpersonal skills and abilities, positive attitude toward an unlikeness and other cultures, ability to work in an international environment, ethic obligations.Research of the last years is analysed and basic theoretical approaches of scientists are generalized in relation to preparation of future guardians of school euroclubs in modern pedagogical science. Two generally accepted competency groups are brought: applied (to the profession) and general to the competence, most paid attention that in pedagogical science. A*

need for forming the interpersonal competence of future school euroclubs guardians is underlined in the article. Soft skills should become basis of this competence. The theoretical (study of scientifically-methodical literature, systematization of organizational forms and methods of education) and empiric methods of research (empiric method means an analysis of pedagogical experience and results of school euroclubs activity). Requirements to preparation of school euroclubs guardians are analysed. Advantage of a school euroclub guardianship for a teacher were specified. Influence of self-development of school euroclub guardian is watched and well-proven on forming of active vital position of euroclub leaders. It can be seen on the example of euroclub "Bee" activity (Kharkiv specialized school № 73). The ways of professional preparation of school euroclubs guardians improvement are offered in the article. Here is the list: to create single analytical informative space and work out the quality of methodical providence; to teach guardians how to present the achievements and how to establish social partnership of school and institutes of civil society; to organize the educational training, practical seminars-works and international exchanges.

***Key words**: co-operation, ethicness, euroclub, interpersonal skills, mobilizer, guardian of euroclub, communication.*

Raising of a problem. In Ukraine the modern paradigm of ducation puts forming of competent personality in the center of educational activity. On opinion of CE experts, competence envisages possibility of personality to perceive and answer on individual and social necessities. Exactly the competence formed determines readiness of graduating student to independent life, active public position etc. Conception of modern education, taking into account the requirements of Ukrainian society, condition of its integration to the European and world concords, embraces all spheres of a school life. Development of European education is helped by a school euroclub – form of youth organization, that assists creative realization of its members, bringing young people to participating the European initiatives, informing on questions of European integration, mastering of the European subjects as a new dimension [1, с. 15]. The young generation is formed by well-informed guardians of euroclubs, who are apt at professional development and creative collaboration.

***Research actuality*.** In the modern world soft skills acquire actuality. Soft skills are referred to as totality of productive lines of personality, that characterize his/her relations with environment, communicative capabilities, language skills, personal habits, cognitive or emotional patiency, time-management, collective work and lines of leadership. In the research conducted by the Harvard university, it is marked that 80 percent of career achievements are determined by soft skills and only 20 percent are determined by heavy skills[8]. Thus, forming of interpersonality competence of euroclub guardian must be begun when he or she is a student, for the most effective application of the acquired abilities and skills in educational environment.

Connection of authorial work to important scientific and practical tasks. For today generally accepted is dividing of competencies into two groups: subject specific competences and generic competences, transferable skills. Research of transferrable skills was one of major tasks Tuning project (Tuning of educational

structures of Europe, TUNING), that was initiated in 2000 by the European universities. Competencies are classified after three categories: instrumental ones; interpersonal ones; system ones [6, c. 10-11]. Most essential for the future guardians of school euroclubs are interpersonal competencies: command work and working ethics, interpersonal abilities (pleasantness, attractiveness, sense of humour, friendliness, breeding, patiency, self-control, tolerance, communicability, social skills), positive attitude toward an unlikeness (optimistic, trapped, encouraging, happy, sure) and other cultures, courtesy, flexibility, integrity, professionalism, responsibility, capacity for a verbal commonunication and work in international environment.

Analysis of recent research and publications. In modern psychological and pedagogical studies of Ukrainian scholars, attention is paid to such aspects of the future of teacher's professional training: the improvement of teaching technologies (O. Moroz, L. Petrichenko, T. Yatsenko), professional readiness for pedagogical work (V. Molyako, T. Sorochan), pedagogical competence as a set of qualities that determine the effectiveness of vocational and pedagogical training (Y. Vardanyan, L. Kalinin, V. Motorina). Scientists cover the next issues of European subjects: conducting trainings on European integration (Y. Borenko, H. Chushak), practical advice on creating a Euroclub (R. Dymek, P. Kendzior, L. Paraschenko), experience of Euroclubs (V. Devda, A. Kovbasyuk).

Highlighting of previously unsolved aspects of the general problem to which dedicated article is devoted. Despite the interest of researchers in the formation of the teacher's personality, the functioning of the Euroclubs, the question of the training of guardians of school Euroclubs, in particular the formation of interpersonal competence in them, requires further research. ***The scientific novelty*** is in uncoverage of the concept of interpersonal competence through soft skills, in substantiating of the need for forming of the interpersonal competence of future guardians of school Euroclubs for their further successful work, in outlining of the ways to improve the professional training of guardians of school Euroclubs.

Research methods. To solve the goals and objectives were used theoretical (study and analysis of psychological and pedagogical, scientific and methodological literature, which provided the consideration of general theoretical issues on the issue of research, study, analysis and generalization of pedagogical experience in the formation of interpersonal competence of the guardian of the school Euroclub) and empirical research methods (praxymetric method is an analysis of pedagogical experience and results of activity), through which systematic research materials are organized and systematized.

Presentation of the main material. In 1991, in the textbook published by the Council of Europe "Teaching about Europe", three fields were identified for the implementation of the European dimension of education: learning about Europe (gaining knowledge about Europe); learning in Europe (forming the key skills needed for young Europeans); training for Europe (preparing young people for life in a united Europe) [4, p. 41]. The modern educational process should become such a process in which the individual's socialization, his entry into European social culture takes place. It requires informal, innovative methods of working with students, where

the active part is the joint work of the Euroclub guardian and schoolchildren, their interaction in the communication environment. Therefore, the ability of the guardian to interact in a team, to adhere to ethics, to express a sense of humor, to show foster and empathy, tolerance, to be optimistic, to be happy and confident is important.

The trustee of the Euroclub needs flexibility and non-standard thinking, ability to adapt to rapid changes in living conditions, to use information and communication technologies. In order to be competent in the system of European life, he must become acquainted with international experience. Ukrainian Association of European Studies within the framework of the project "Support for Euroclubs in Ukraine in 2011" conducted a survey among the participants of the distribution of the Ukrainian network of Euroclubs. The purpose of the survey was to depict a portrait of the guardian of the Euroclub. It turned out that the guardian of the Euroclub is mainly a teacher of a foreign language (45%), European studies (20%), history (21%).

About a half of respondents indicated that they were undergoing additional training on Eurostudies, but this was done through seminars in institutes of postgraduate pedagogical education, respectively, their own knowledge on these issues is rather low. Only a third of respondents consider themselves well-informed or have expert knowledge on issues related to European integration. The evidence suggests that there is a need for a more systematic learning of European studies.

About 50% of euroclass guardians of Ukraine said they had additional training on informal and interactive teaching methods. Thus, more than 54% of respondents indicated that they used these methods quite often or constantly, 25% indicated that they sometimes used these methods, and only 2% of respondents practically do not use them. These data suggest that, in their activities, the trustees of school Euroclubs enjoy mostly basic knowledge of European integration, but the format for disseminating these knowledge is informal, interactive. This allows Euroclubs to be more effective in achieving their goals, as in the process of informal education, young people are more interested in the subject of study, knowledge is deeper assimilated through an activity approach, and members of Euroclubs, along with their guardians, become equal participants in the educational process.

The patronage of the Euroclass for a teacher is an opportunity to do something interesting, because for many teachers, Europe is a kind of hobby that they develop with their students; to establish better contacts with students (the relations in the Euroclub are democratic, the hierarchy, undeniable in the classroom, disappears, and the teacher plays the role of guardian, moderator, leader); to develop didactic skills (you can test new unusual solutions that enhance your professional level); to strengthen their position at school, to upgrade their prestige, and to pursue career growth. In addition, in a Euroclub, a teacher can express his/her expression, creativity, inaccuracy and get the opportunity to conduct pedagogical experiments which result will be inspiration and satisfaction with work. Thus, the work of the guardian of the Euroclub requires from the teacher not only professional knowledge in the field of European education, but, above all, internal motivation, a manifestation of flexibility. Unfortunately, the training of guardians of school Euroclubs is not systematic, there is no solid methodological support. But it may be noted that certain

steps of such training are conducted through the organization of trainings and workshops.

Since 2008, the European Dialogue NGO conducts training sessions on training European educators, conducts projects "Training for Trainers for European Education" and "European Champions of Education" (Bryukhovichi) [2]. The participants of the training noted that the project helped them to expand the network of contacts, to introduce new methods, to learn intercultural communication, to improve their understanding of the partners' activities and presentations of their achievements.

In 2010, the training "New Models of Youth Work: Standards, Approaches, European Dimension" [5] was conducted by the team of the Kremenchug Information and Educational Center "European Club" in cooperation with the Youth Center of Chervonohrad Lviv Region. The event was driven by the needs of the caretakers to find out the issue of establishing and maintaining a stable partnership between Euroclubs in Ukraine and abroad; differences in the interpretation of the principles, content, forms and methods of work of Euroclubs; acquiring skills for finding information on youth programs and projects.

In Kamensky, Dnipropetrovsk Oblast, in 2017, the Third Urban Workshop-Practicum of the Guardians of School Euroclubs "Formation of Creative Personality by Means of Information and Educational Technologies in the European Space" took place [4]. Kamensky is still the only city in Ukraine, in which the attention to the guardians of the Euroclubs is constantly paid, conditions are created for the exchange of experience and methods of youth educating in spirit of European values.

As a result of globalization processes, internal migration becomes multinational, teams and guardians of school Euroclubs act as a mobilizer for interethnic tolerance [3, p. 61], who are well versed in interethnic problems, have a technology to overcome conflict situations, create a cohesive pupils' environment, where mutual understanding, mutual respect, mutual understanding, mutual assistance is present. Interethnic tolerance of a guardian begins with his/her interpersonal competencies, pedagogical freedom, personal experience, broad outlook and awareness of contemporary political processes.

In the work of the school Euro Club, the guardian develops the critical thinking of young people, stimulates the search of the solution for the problem; develops awareness of the fact that the essence of many conflicts of the masses is subjective in nature, which most often not because of incompatible goals or interests, but from feeling hostility to another due to misunderstanding of the partner. For this purpose, the guardian picks up situations that correspond to the student's life experiences and cause interest. The active environment for the personality traits of senior pupils (empathy, benevolence, trust, sociability, sociability, initiative, independence, responsibility) and the formation of national self-consciousness, respect for culture, traditions of other peoples is created through the use of new school forms and various activities in the work of the school's Euroclub, because it is the practical acquaintance with the cultures of different nations that teach young people to identify the uniqueness of each nation, to determine its value characteristics. Only the person who owns such skills can teach it. Therefore, when preparing future guardians of

Euroclubs, special attention should be paid to a positive attitude towards other cultures. The Euroclub's tutor takes students to the modern level of social relationships and relationships. Therefore, an important condition for the formation of a positive motivation of the leaders of the Euroclub is the self-development of its coordinator.

The experience of the "Bdzhelka" Euroclass of the Kharkiv Specialized School No. 73 is a striking example of the mutual influence of the coordinator of the Euroclub and its leaders on the motivation to self-development and self-education.

Guardian of the Euro-club "Bee" of the Kharkiv Specialized School №. 73 Tabolina L. V. took part in the training "Methodology for developing of critical thinking of students" as well as in the work of the regional conferences mini-EdCamp-Sumy-2018 "School for Life: Bioethics Dimensions", mini-EdCamp-Odessa-2018 "Building a New Ukrainian School", Mini-EdCamp-Standy of Luhansk-2018 "New Children - New Ukrainian School", mini-EdCamp-Poltava-2018 "From A Happy Teacher to Happy Students and Students", during which the locations "Activities of School Euroclubs: The Experience of the Euroclub» Bee»«, «Eurointegration activity of school Euroclubs», «International activity of school euras Club ". President of the "Bdzhilka" Euroclub Bilostotskiy Illya and speaker Yakusheva Elizaveta became graduates of the first wave of the "School Development Platform" project, which started in 2017 for students of grades 8-10. Activist of the "Bdzhilka" Euroclub Viktor Lukovenko trained as part of a unique project for youth called «Theme», organized by the Youth Council under the Kharkiv city mayor patronage. Consequently, on the basis of the foregoing, one can conclude that the influence of the guardian's self-development on the formation of active livelihood of the leaders of the Euroclub, which, in turn, supports the guardian in new affairs and initiatives and captures them from other members of the Euroclubs, is being monitored.

Conclusions. As the modern educational process requires informal methods of work with students, the ability of the guardian of the school Euroclub to act in a team, to be competent in the system of European life, to show interpersonal skills, to have a positive attitude towards disparity and other cultures, and the ability to work in the international environment are becoming important. Consequently, when preparing future guardians of school Euroclubs, special attention should be paid to the formation of interpersonal competence. ***Prospects for the use of research results.*** These results can be taken into account for the creation of a single analytical information space on the activities of school Euroclubs; for the development of qualitative methodological provision for trustees of school Euroclubs; for teaching how to present achievements and how to establish social partnership between schools and civil society institutions; for the organization of educational trainings and international exchanges.

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3.5. FORMATION OF FUTURE TEACHERS' GENDER COMPETENCE IN THE CONDITIONS OF HIGHER EDUCATION INSTITUTIONS

UDC 371.13:37.043.1

Bezushko S. V.

Abstract. *The development of the gender approach in pedagogy provides an opportunity to focus attention on state's education system in a new way and highly appreciate the great significance of the pedagogical profession for the development of the younger generation. Formation of professional skills and a competent approach in the context of gender awareness among students, future teachers, has strategic importance for pupils' education and upbringing of general education institutions. The clarification of the essential features and content of such concepts as "gender","gender culture", "gender approach" has been described. The problem aspects of gender in education institutions have been determined on the basis of a*

general review of scientific publications. It has been emphasized the importance of specialists' professional training in higher education institutions. The necessity of forming a gender culture of university students based on the idea of gender public policy has been substantiated. The issues of introducing and improving the practical training of students as future teachers and pedagogues have been analysed. The author has emphasized the possibility of students' preparation with additional knowledge on gender issues.

Key words: *gender, pedagogical competence, gender competence, gender culture, gender literacy, gender knowledge, gender approach.*

Setting of the problem. Socio-economic and political transformations that took place during the 19-20th centuries made significant changes in gender-role relationships in all spheres of social life, caused women and men's status change in society, led to the emergence of new forms of marriage, transformation of previously established sociocultural stereotypes of masculinity and femininity, etc. In such a dynamic sociocultural environment, the modern young generation must quickly adapt to new conditions, constantly enrich their knowledge and build their relationships with other people on the basis of tolerance, understanding, respect, collaboration and cooperation, that is a guarantee of gender equality. At the same time, traditional stereotyped views on the role, norms and values, that society continues to offer to men and women in the process of socialization, cannot and shouldn't affect current transformational changes.

Relevance of the problem. Today the issue of ensuring gender equality in Ukraine is becoming more and more relevant. The implementation of the principle of equal rights and opportunities at all levels of social life is a necessary precondition for the formation in the state of a civilized, parity society and its integration into the European educational space. Therefore, the main task, that the scientific community now solves, is the creation of a better world for all people, in which there will be no place for any inequality: class, gender, racial or ethnic. Ukraine, having signed the Millennium Declaration together with 189 United Nations member states, has taken over corresponding responsibilities for this, which in combination with the values and principles of the social development provides for equality between women and men. Implementation of the main strategic directions on gender modernization in education takes place in accordance with the Law of Ukraine "On ensuring equal rights and opportunities for women and men" (2005), the order of the Ministry of Education and Science of Ukraine "On the implementation of the principles of gender equality in education" (2009).

Connection of the author's work with important scientific and practical tasks. In this aspect, fundamental changes in the content of theoretical and methodological approaches in education are naturally occurring, purposes of teaching and upbringing of youth are outlined in a new way. At the same time, we must note that school teachers, educators, other education workers, university students, and a wide range of people still lack information on gender theory and practice in conducting relevant gender education work. This gap is outlined a number of reasons such as the lack of readiness of society for a correct understanding of gender

knowledge, the lack of many programs and recommendations on gender issues, competent specialists, etc. Therefore, gender issues possess significant relevance, which necessitates the necessity of their implementation in educational institutions, in particular through the formation of professional competence in gender literacy among students of higher education institutions. It should be emphasized that the relevance of the study proves out a number of contradictions, in particular, between: the modern requirements of society and the education of a mobile, morally mature person, regardless of gender, and stereotyped norms of the educational process, both in higher education establishments and in general education institutions; the necessity of implementation new forms and methods of educational work in educational institutions and specialists' unpreparedness of their usage. ***The purpose of the article*** is to highlight the content of the concept of «gender» and to substantiate the necessity of forming a gender competence of students of pedagogical specialties during studying in higher education institutions.

Analysis of research and publications. The essential in the context of the issue are numerous scientific studies devoted to gender pedagogy, gender upbringing and education, interpersonal relations, sexual education, general gender theory (S. Vykhor, O. Voronina, O. Vasylenko, T. Hovorun, T. Doronina, I. Yevtushenko, V. Yeremeieva, O. Kikinezhdi, O. Kononko, I. Kon, V. Kravets, L. Levshyn, Ye. Ilin, A. Moskalova, L. Raskin, T. Titarenko, L. Popova, A. Khripkova and others). Particular characteristics of teachers' preparation for work with students of different genders is revealed in the studies V. Kahan, O. Kikinezhdi, A. Krakovskyi, I. Kona, A. Mudryka, M. Savchenko, I. Tsymbal, I. Tsymbaliuka, L. Shtylovoi and others. Methodological aspects of gender education have been studied by foreign educators and psychologists: S. Biem, F. Dzhes, K. Dzheklin, S. Kessler, U. Makkena, E. Makkobi and others. Scientists put forward forceful arguments about the necessity of gender upbringing of student youth and, first of all, familiarization teachers and other education workers with gender issues.

The scientific novelty of the research lies in the fact that for the first time the content of the formation of gender competence among students of higher education institutions has been systematically generalized; the introduction of new forms and methods of development of gender awareness among future teachers has been substantiated; the scientific and methodological provision of the organization of the forming gender professional competence among students of pedagogical specialties has been characterized.

Research methods. To achieve the set purpose and objectives at various stages of scientific search, a complex of complementary theoretical and empirical research methods has been used: theoretical analysis and synthesis of historical, psychological and pedagogical literature in order to establish theoretical and methodological foundations for the formation of students' professional competence of higher education institutions from a gender approach; historical and retrospective analysis; study and analysis of regulatory documents; questionnaires and interviews with teachers and students from gender awareness. Prognostic method in order to predict future research in the field of gender issues.

Statement of basic materials. On the cusp of the XX-XXI centuries, there were significant changes in the traditional views on the concept of "gender", which usually understood the biological characteristics of men and women. However, with the purpose of characterisation and description of the gender-role behaviour of representatives of each gender, such an interpretation was not enough. This necessitated the introduction of a more substantial concept of "gender" in wide scientific usage, in essence, it was the beginning of the development and further study of modeling and constructing the social formation of gender through sociocultural practice [1].

Research the history of the formation of the concept of "gender" gives us an opportunity to say that its affirmation and massive use took place for a long time, while problems arose even at the level of the terminology that it was appropriate to use. For example, H. Sillaste's concept of "gender" was interpreted as "social-sexual relations". According to S. Aivazova, the most precise translation of the concept of "gender" was such definitions as: "socially-organized relations between genders", "social relations of gender", "social gender". Translators of S. Millet's work "Sexual policy" used the term "genus", "generic relationships" instead of "gender relations" [13, p. 72].

O. Voronina emphasizes that the introduction of the concept of "gender" is conditioned by the need to distinguish between the biological and social gender. In this case, the biological gender should be understood as "a set of anatomical and biological features", and social – as "a socio-cultural construct, which society "builds" over physiological reality" [3, p. 76]. She explains that the concept of "gender" denotes the essence and rather complex socio-cultural process: the society produces differences in male and female roles, behaviour, mental and emotional characteristics, and the result is a social construct of gender [3, p. 81].

In the early 90's of the twentieth century, gender research has also appeared in the Ukrainian educational space. Such famous scholars as S. Babenko, I. Zherebkina, S. Zherebkin, N. Zahurska, who specialize in studying the features of gender discourse and practice of institutionalization of gender research in post-Soviet countries, work at the Kharkiv Institute of Gender Studies. According to the results of the analysis of the website of the Kharkiv Centre of Gender Studies, more than two thousand candidate and doctoral theses were defended over the last twenty years, the names of which are the term "gender". Today, many universities have centres or laboratories of gender studies. In five higher education establishments (for example, in the Ternopil Volodymyr Hnatiuk National Pedagogical University), the creation of gender studies departments was supported by the Equal Rights and Opportunities Program for Women in Ukraine and the European Union, which provide expert and technical assistance for the development of gender awareness of the population and gender sensitivity within student youth, etc. [9, p. 22].

Increasing the attention of Ukrainian scientists to the problems of gender prompted them to a scientific search, which resulted, in particular, in the implementation of dissertation researches on gender-specific upbringing of the younger generation. These include the following: O. Vasylenko "Pedagogical conditions of sexual education of senior adolescents in extracurricular activities"

(2007); S. Vykhor "Pupils' gender upbringing of the senior adolescent and early adolescence" (2006); O. Hlavatska "The problem of preparing future teachers for pupils' sexual education" (2000); M. Zubilevych "Gender education for adolescent girls in the UK" (2007); O. Kiz "Forming psychological readiness of boarding school pupils for the creation of a family" (2003); I. Muntian "Gender approach in students' professional training of higher education institutions" (2004); N. Pavlushchenko "Primary school-aged children's gender upbringing" (2011); O. Rybalka "Forming readiness of biological faculties' students to bringing up teenagers culture of interpersonal relations" (2005); M. Savchenko "Senior pre-school children's gender upbringing" (2013). In education, the gender approach is "a means of reality perception, where the opposition and inequality of male and female qualities of the individual, their thinking and their behavioural features establish the relationship between biological gender and achievements in social life" [7, p. 61-78].

In pedagogical theory, one of the first concepts of "gender approach", "gender dimension" was taken by L. Shtylova, who noted that in pedagogy the gender approach was perceived as scientific exotica [2]. In pedagogy, the gender approach is determined by three levels: 1) the macro level is the opportunity to step back from patriarchal dependence, involving men as teachers; 2) meso-level is the importance of forming a teacher's competence, in particular, gender competence; 3) micro level – taking into account the gender characteristics of an educator and a pupil [5].

Over the last decade, the gender approach in education has identified a new branch of knowledge, namely gender pedagogy. V. Kravets, I. Klotsyna, L. Shtylova and many others deal with the formation of the content of gender pedagogy. The educational gender perspective is widely covered in their numerous works. In particular, V. Kravets formed the basis of the grounded methodological base of Ukrainian gender pedagogics, according to this basen gender pedagogy is a "set of approaches aimed at helping children of different genders feel comfortable at school, successfully prepare for gender-role behaviour in a family" [8, p. 9].

In native education, in previous periods, several attempts have been made to implement a gender-based approach in a general education institution. However, the most important part of success in the context of implementing the gender approach in education is the pedagogical skill. Teacher's professionalism is the key of effective educational process. However, the basis of the effectiveness of pedagogical competence in the theory and practice of gender awareness is, first of all, the education of students of pedagogical higher education establishments. The level of mastering the necessary gender knowledge, norms, values, views on the modern social roles of women and men can be defined as the level of mastery of individual's gender competence. Many scientific works are devoted to gender competence: O. Blonska, T. Holovanova, S. Hryshak, T. Doronina and others. Also, the issue of professional training students of pedagogical universities through the prism of gender approach examines a number of scientists (I. Klotsina, A. Mudrik, I. Muntian, O. Tsokur, E. Yarskaia-Smyrnova and others). A significant contribution to the development of the concept of a gender approach in pedagogical education was made by A. Voronina (the development of the theory and methodology of gender research, the determination of their place in the system of students' training), L. Shtylova (the

development of methodological programs for teachers on introduction of gender education and upbringing in secondary school). The gender approach in future teachers' training is represented in scientific works of N. Hendernyk, S. Matiushkova, M. Polyviana, A. Shnyrova, L. Sholokhova and others. As the most part of researchers, we consider that the conception of gender competence has a multidimensional and specific meaning.

Under the gender competence we understand the knowledge of the fundamentals of gender theory; the knowledge of legislative and normative acts; the possession of forms and methods of gender education; the knowledge of psychophysiological features of different children; the ability to organize educational-bringing-up process taking into account the sexual characteristics of pupils and students; the ability to form their own gender identity, as well as to master the gender culture.

V. Zheliezniak described the professional experience of future teachers of gender literacy as "the integral characteristic of a teacher, which has three components: theoretical and methodological reflecting the essence of the conceptual foundations of understanding the phenomenon of gender, gendered society, gender freedom and democracy, egalitarian relations in the educational the environment; organizational and technological orienting the teacher to perform specific functions of professional activity related to the implementation of the principles of the gender approach in education; motivational personalized, which leads to the rejection of outdated gender stereotypes, the expression of gender sensitivity, tolerance, the search for new strategies for self-realization as a pedagogue-genderologist" [4].According to L. Yavorska, we can underline that "an experienced teacher thoroughly knows the typical student's personality traits at different age stages of development, observes the neoplasm of his/her personality, understands the nature of age-old crises" [14, p. 44].However, the work of teachers concerning the education and upbringing of children of different genders is hampered by the fact of today's lack of necessary methodological work, workshops related to gender issues [6]. Even if such developments are available, among the many problems faced by educators during the organization of educational process and educational work, there is a contradiction between the functional need and the practical inability to recreate theoretical developments in practice. This tendency is associated with the fact that the pedagogical team, without having gender methods in relation to the process of socialization of students of different genders, cannot perceive the gender approach in children's education. Thus, we can agree with many researchers who note that in today's educational institutions, the organization of the educational process on the part of teachers is imperfect and has a number of negative features: 1) the absence of a gender-oriented approach in education, in particular: one-sided concentration of attention on a diverse group of students; 2) the lack of a disciplinary approach and creativity on the part of teachers, etc. The imperfection of the educational process provokes an unfavourable environment in the student's team, as well as leads to a lack of a high level of mutual understanding between boys and girls, and negative identification. In addition, in educational institutions there is almost no regulation by teachers of the masculinization-feminization process of students.

It should be noted that the professionalism of students of pedagogical specialties within the framework of gender competence must meet a number of requirements, in particular: formation of their own positive social role; objective evaluation of the qualities of masculinity and femininity in adolescent students; perception of pupils' gender-role behaviour; knowledge of pupils' psycho-physiological characteristics; communicativeness and time management skills. Such students' training on gender awareness should be conducted in order to increase their competence level, future pedagogical culture, etc. This is due to the fact that the problems of modern social society raise new challenges for future and present specialists, while simultaneously demanding from them not only professional activity, but also the ability to be successful in this profession in practice, the ability to think competently and creatively, to have a formed educational base and creative arsenal. And it is necessary to begin with the issue of gender culture, which is a guarantee of gender competence and educatedness of an educator.

Gender culture is a global reflection of the world picture in terms of contemporary gender perspective, the rejection of gender discrimination, the egalitarian recognition of the equality of rights and opportunities of men and women in society [10]. Gender educational pedagogy is determined by the following components: gender literacy, gender self-education, gender sensitivity. In the context of the teacher's professional activities, these components complement each other. The basis of gender culture is the teacher's gender competence. A future specialist must possess a gender competence together with his/her professional competency, which is definitely related to professional activity. Gender culture gives some meaning to the values and orientations of the individual with a strong emphasis on the tolerance of gender roles in society. Thus, gender competence represents knowledge about gender, gender approaches in education, organization strategy of gender approach in pedagogical work. But, as we have already noted, the formation of a corresponding competence level of gender culture among teachers of secondary schools should be started even in higher education institutions, since quite often graduates of pedagogical specialties are not capable of creative activity in practice. After all, these educational institutions should perform not only the functions of knowledge transfer in the process of a competent specialist's preparation, but also to be organizers of educational work at different levels.

It would be extremely useful to familiarize students as future teachers and educators with various scientific and methodological recommendations for the gender education of boys and girls in secondary schools offered by many researchers. Such recommendations can be found in the leading Ukrainian scientists: S. Vykhor, T. Hovorun, O. Kikinezhdi, V. Kravets, O. Lutsenko, N. Pavlushchenko, N. Sliusarenko, O. Tsokur and others. Methodological recommendations will help students to get professional training for work in general education schools (to prepare for the gender education of pupils of different age groups: preschool children, elementary school children, young adults (teenagers) and senior pupils; to learn how to implement a gender approach to pupils in leisure activities during individual educational events).

At present, the examination of hidden discrimination in educational literature and methodological manuals is analysed, and the necessary recommendations and programs are developed, which give an opportunity to rethinking stereotyped ideas about the role of men and women in society. Thus, in "Teacher's Guide" under general editorship of T. Hovorun, O. Kikinezhdi, we find the definition: "Hidden discrimination is the presence of gender stereotypes in school materials that offer children certain models for identification. This type of "hidden" curriculum is present in the content of school education in Ukraine" [12, p. 22]. It is known that the concept of "hidden curriculum" was first used by American teacher Philip Jackson. Three dimensions of a hidden curriculum can be defined in which there are components of patriarchal relations, in particular: in the context of organizing the functioning of the institution (gender stratification of positions, salaries, career growth, etc.); in content of educational disciplines (military training for boys, medical – for girls, etc.); in the teaching and assessment styles of students (encouraging boys to exact sciences, and girls to humanities, etc.).

As the understanding of the gender issue by students is characterized by different motives and imagination, their own feelings, we propose to familiarize students, future teachers, with a dictionary of gender terms, which clearly reflects the meaning of the concepts, in particular:

1) those that reveal the content of the gender approach in pedagogy: "gender", "masculinity", "femininity", "gender identity", "gender role", "gender ideology", "sexism", "gender equality", "gender upbringing", "gender ideals", "gender culture", "gender balance";

2) those that are necessary for the characterization of basic gender-based educational processes: "gender development", "gender socialization", "gender identification";

3) those that characterize the results of gender education: "gender identity", "gender self-actualization", "gender self-actualization", "gender self-expression", "gender culture of relations";

4) those that reveal the essence of gender education as a process of cultural gender orientation, identification and mastery of young people by moral culture in the field of social relations [5].

Particular attention should be paid to the fact that gaining knowledge of students on gender issues is inextricably linked with the concept of "gender ideology in the state". Therefore, future teachers should disclose the main directions of gender policy, describe articles from the Constitution of Ukraine on equal rights and opportunities for women and men, the Law of Ukraine "On ensuring equal rights and opportunities for men and women", Decree of the President of Ukraine of 26.07.2005 № 1135/2005 "On improving of the work of central and local executive bodies on ensuring the equal rights and opportunities for women and men" and others. After all, gender ideology in a secondary school brings an idea of the value of male and female social roles, the culture of relationships, the difference between boys and girls' education, the rejection of "neutral" pedagogy, and the equation for partnership and mutual respect. N. Sliusarenko notes that "pedagogues asking pupils to play the role of a representative of their gender sometimes forget about their gender role, which

should be an example for imitation". Moreover, they, unfortunately, "do not make a special effort to form not just the personality of a person, but the personality of the man and the personality of the woman", and ignore pupils' gender identity. The result is that "many boys and girls go into adulthood with rather vague conceptions about the role of Men and Women in society" [8].

Conclusions and results of the research. Consequently, the system of modern education faces the challenge of gender training of students of higher education establishments, as future teachers, knowledgeable specialists on the identified issues. And we think that its realization is possible not only through the integration of the gender component into education, but also through the integration of the gender pedagogical culture into the policy of education. Considering the dynamics of the implementation of the gender strategy in education, it can be concluded that upbringing cannot be successful without regard to sexual attachment, and its organization should take into account the significant differences between men and women. Only under such conditions, the younger generation will have an advanced level of gender literacy, gender culture, and correctly understand gender equality.

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3.6. THE INFLUENCE OF FAMILY COUNSELLING ON THE FORMATION OF SOCIAL COMPETENCIES OF FAMILY MEMBERS

UDC 37.013.73: 392.3

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Abstract*. Unfavourable demographic situation which has developed in Ukraine and in most European countries is a powerful reason for rethinking and further formation of family members' social competencies. Social competence implies a sufficient level of ability to build partner relationships, a person's ability to interact with the surrounding social environment. The efficiency of this interaction indicates the level of social competence. Relevance of the topic under research is determined primarily by the fact that family is potentially a source of social and cultural risks as well as one of the means of their consequences minimization.The presence of a strategic super-goal in the family education, that is the formation of a socially responsible, comprehensively and harmoniously developed personality, contributes to the continuous expansion of the horizons of family education and a range of its functional capabilities – from the spiritual and moral development of a child's personality to the affirmation of attitudes and practices of a healthy lifestyle. The purpose of the article is the influence of family counselling on the formation of social competencies of family members. The formed level of social competence determines the future of partner relationships, affects an individual's interaction with the surrounding social environment. The efficiency of this interaction points at the level of social competence and predicts the strategies of family counselling.The conducted research opens new perspective problem lines in the thematic field of family relationships. It primarily affects the interaction of traditions and innovations in family relationships, gender specificity of family education.*

Key words*: Social competence, personality, family education, crisis, family counselling.*

Problem statement. Radical cultural and social changes taking place in the modern world are a challenge to traditional educational practices that do not correspond to new constellations of social life. This is especially true for family education.

Relevance of the topic under research is determined primarily by the fact that family is potentially a source of social and cultural risks as well as one of the means of their consequences minimization.Unfavourable demographic situation which has developed in Ukraine and in most European countries is a powerful reason for rethinking and further formation of family members' social competencies.Social competence implies a sufficient level of ability to build partner relationships, a person's ability to interact with the surrounding social environment. The efficiency of this interaction indicates the level of social competence. The structure of social competence is revealed through the model of interacting subcompetencies, or key competencies. The model of interacting subcompetencies includes: intellectual, communicative, reflexive, moral, civic, professional competences.

The analysis of the research on the problem proves that an individual's social competence is one of the basic competencies (V. Kremen, N. Nychkalo, O. Savchenko).The concept of "social competence" in the works of scientists (philosophers, educators, psychologists) is defined as: an individual's complex polycomponent property, an integrated characteristic, a set of certain qualities (I. Pechenko, M. Doktorovych).

The purpose of the article is the influence of family counselling on the formation of social competencies of family members. ***The scientific novelty*** is the development of the strategy of family counselling during the periods of formation of an individual's social competencies on the basis of the authors' methodological programme. ***Methods of the research.*** The theoretical and methodological basis of the research is a complex of philosophical, psychological and pedagogical methods, which ensure the interdisciplinary analysis of theoretical and practical aspects dealing with the formation of social competences of family members in the process of family counselling.

Main material presentation. The crisis of a family education in modern societies, which, according to its definition are the risk societies, is caused not only by lagging of its practice from the accelerated pace of modern societies modernization and changes in the organization of family life, but also by the decline of the culture of life development and pedagogical culture of wider population stratum. The changes taking place in modern families, hasty conclusions about the replacement of traditional family with its new forms, had a negative influence on the state and efficiency of family education, which has always been and remains the resource for stabilizing public life. This crisis is largely symptomatic. First of all, it points to the social, cultural and psychological traumas which occur due to the accelerating pace of globalization.

There is a dialectical relationship between a social organization and the construction of a personal life experience as a complex sequence of interactions. Young people view their lives through a set of personal characteristics that intersect with their individual and family resources against the background of environmental constraints. What is considered to be an individual decision is viewed as being formed in a broad social context. As a result, the subjective life-development is not completely pre-supposed. It is not a free creation, either. It is recognized that opportunities for negotiation and innovation are more limited among those individuals who lack financial strength, education and complex social ties. However, young people are perceived as social subjects who, to some extent, have the potential to advance in their own lives and have abilities to motivate social changes. There is no doubt that changes in socio-demographic and other macro-level conditions had a profound effect on young people's transition into adulthood [8].

There is some sense in thinking of a policy that maintains partnerships in general and tries to prevent many of the problems that lead to breaking the relationship. Common "micro sociological" family problems include alcohol-addiction or drug addiction, affairs, domestic violence, being unable to solve family conflicts and poor communication skills. Thus, providing awareness, support for family counselling and access to workshops and seminars become of great importance and are described below in more detail.

Many forms of such work are offered: individual (Yu. Aloshyna, H. Burmenska, O. Kabanova, O. Liders), family (H. Varha, E. Eidemiller, V. Satir), group (O. Bodalov, O. Zakharov, A. Spivakovska, T. Yatsenko) as well as combined forms that combine simultaneous work with parents and children (N. Akkerman, H. Varha, O. Bodalov, A. Spivakovska, V. Stolin). Problems in married life are the most common reason for turning to a counsellor. Such problems include: 1) various conflicts, mutual dissatisfaction associated with the division of marital roles and responsibilities; 2) conflicts, problems, discontent between husband and wife, due to differences in views on family life and interpersonal relationships; 3) sexual problems, dissatisfaction of one of the spouses with others in this area, their mutual inability to establish normal sexual relations; 4) difficulties and conflicts in the relationship of a married couple with the parents of one of them or both (husband's and wife's parents); 5) an illness (either mental or physical) of one of the spouses, problems, difficulties caused by the necessity of family adaptation to the illness, a negative attitude to oneself and to the environment from the side of the sick person or members of his or her family; 6) problems of power and influence in marital relationships; 7) lack of warmth in the relationship between husband and wife, lack of intimacy and trust, communication problems [5, p. 251].

Analyzing the list of reasons for turning to a counsellor we can assume that there are at least two ways of going to therapists. Either two spouses come together or one of them comes complaining about oneself or the partner. The latter variant is the most widespread.

There are a few advantages as well as difficulties in working with both spouses. Thus, interviewing both spouses is better for making diagnosis as it enables to see the problems and difficulties that are complained about immediately; it is possible to appeal to the patterns of partners' relationships which become evident during partners' interaction during counselling sessions; the presence of both clients allows to use the whole range of special techniques and methods (a family sculpture, contract conclusion, etc.), the use of which is either impossible or complicated if only one spouse is present. When both a husband and a wife visit a counsellor it means that they are more motivated to work and that if there is a need it is possible to support a working motivation of one of them "at the expense of the other one"; counselling a married couple is often more effective as changes in relationships take place much faster and can be significant and stable. It is possible, of course, if both partners have serious intentions and desire to realize what is discussed and noted during consultations.

But, in addition to the advantages considered above, working with both spouses has a number of difficulties and disadvantages. At the early stages of the counselling process the presence of the second member of the couple in one way or another affects the course of the conversation (a husband and a wife can interrupt each other, exchange remarks and argue or, vice versa, they become untalkative, wating for the other one to say something important), that is why a counsellor has to reorient the husband and the wife to work together, organize and direct the counselling process. Working with both members of the family is more effective in case if it doesn't touch upon serious personal problems of contradictions between the spouses, has a less

profound, superficial character. It is also easier to work with one person than with both people, choosing the pace of work which is more suitable for the client.

When counselling a married couple, the main consellor's task at the first meeting is to establish a contact with a client (clients) and to find out what the reason for his/her or their coming is. In order to avoid difficulties in putting forward the essence of the problem, a cousellor has to offer a man and a woman to speak in turns and to comment on the partner's words only after he/she has the right to speak. The first consultation has to be finished with a clear statement of tasks and goals that is what each member of the married couple would like to achieve as a result.

To have a full understanding of a married couple's problem a psychologist has to have the following information: how, when and in connection with what the conflicts began or intensified, in what kind of situations they most often arise, who is the most active conflict initiator, what makes the other partner angry or what each member of the couple doesn't like about each other [4].

When organizing work with a married couple, a psychologist has to follow certain rules: not to form a coalition with any member of the couple, not to meet any member of the coulpe "secretly" without the other member's knowing about it, not to discuss anything on the telephone with one of them without the other partner's knowing about it. Based on the experience of counselling practice, it is worth pointing out that both spouses come to the psychologist when there are intra-family conflicts over the division of marital roles and responsibilities, over sexual difficulties, money problems, that is with something that in one way or another touches upon the interests of both spouses an can be qualified as a common problem.

The first step in dealing with the problems of division of family roles and responsibilities is collecting specific clients' complaints. The more problematic situations they recollect, the better for the counsellor. In order for family responsibilities to be divided more equally, each member of the married couple must know what the other member wants and expects from him or her. The counsellor should not think that he is spending his time in vain when a husband and a wife describe in detail what each of them does or does not do.

In a situation when a married couple goes to a psychologist with the problem of equality in the division of family responsibilities, the counsellor has to act as an expert who justifies inappropriateness and unconstructivism of traditional views on male and female roles in a family. It is better for the consultant to speak about such problems as about the material to think about and to exchange opinions with the interlocutors.

There are some points to be taken into account when a counsellor has to work with differences in spouses' views and guidelines. The counsellor in no case should act as a judge, deciding whose views are right and whose views are wrong. Besides, there is offen husband's and wife's inability to listen to each other and to find an agreement behind such conflicts. In such a situation, the counsellor should try to conduct constructive negotiations with people, which, on the one hand, would allow them to agree on a certain issue, and, on the other hand, would demonstrate the attempts and means of solving the problems and dealing with differences. When conducting such negotiations, it is necessary to use a certain system of statements, not allowing any of the partners to reveal unnecessary emotions instead of stating the facts. Thus, at the

first stage, each member of the family is offered to express his or her opinion on the problem of discussion clearly. For example, whether it is worth sending a child to a kindergarten at the age of two or whether it is better to educate a child at home for one more year. The following stage is argumentation. It often becomes clear in the process of argumentation that in the core of one of the spouses' views there are not logical arguments of understanding, but some views and guidelines, learnt in his or her childhood or read in books. Such arguments are perceived as unquestionable. A benefitial desire to realize one's position no matter how good it is withour considering external circumstances is unlikely to contribute to relationship improvement.

When counselling a married couple about sexual problems, it is necessary, first of all, to figure out what kind of difficulties they are, when they appeared, how they are manifested, whether they exist continually or periodically and so on. This information can give a lot, allowing to make the exact psychological diagnosis, to explain what the sexual problems in relationships are connected with. It is also necessary to pay attention to the fact that in case if the complaints about sexual problems become clear at the beginning of the first session, it reveals their physiological nature or a client's intimate personality problems related to sexuality. Correction in both cases is beyong the counsellor's competence. The client should be directed to other experts.

The most common complaints of spouses about sexual problems are the complaints about partner's passivity in sexual relationships and being dissatisfied with him or her.

In the first case, the main complaint of either a husband or a wife, primarily of a husbsand is that a wife refuses to have sexual contact with him or behaves much more passively than she used to. The counsellor, in order to change the situation has to help the husband to see his own desire to feel loved and needed behind his pretences to his wife's sexuality. Husbands can also be afraid that the wife's refusal and passivity mean negative attitude to him. The counsellor has to take special care about the atmosphere of the discussion and to make sure that a favourable contact with both partners was established; to help them form demands and wishes for one another to change the behavior. It is especially important because the solution to the problem depends on both partners, but not on changes in one of them.

In another complaint, the situation is connected with the love affair of one of the spouses. By the time of visiting a counsellor the situation is often solved (since coming to the counselor and a desire to solve the problem denote the fact that both husband and wife want to live together, trying to forget about the affair).

The most common situation in the practice of counselling is the when the wife/husband knows everything about the other spouse's affair and about the fact that that sexual relations with another partner were good. In this case, the therapist has to remove the strain that was formed between the spouses. The success of this task depends on to what extent the counsellor will be able to organize a trustful discussion of sexual problems, during which each partner gets an opportunity to express his of her expects from another one. It is important that the member of the couple who puts forward new demands, shouldn't focus on what they have lived through. It shouln't be

either as a norm or as a benchmark. Both partners should be focused on finding something for themselves.

Individual psycho counselling of spouses has a number of features. Only one member of a married couple goes to a counsellor in case if he or she hasn’t got a chance to bring along the partner or the partner doesn’t want to come. In such a situation a counsellor has to support hem/her, to make sure that working with one spouse isn’t by any means useless. The client may express doubts, too. As the person who came to a counsellor turns all family problems upon himself/herself, he/she wouldn’t like to become "guilty".

The reasons for which only one partner goes to a therepist are as follows: 1) a husband’s/wife’s alcohol addiction and the problems associated with his/her mental or physical illness. In both cases, a client’s problem is not about how to influence the partner and to make him/her drink less or to make him/her focus less on his/her illness but on what the client himself/herself has to do (to get divorced, thinking that the situation is hopeless; to endure or to wait for some solution to the problem, hoping that the partner will stop drinking, will recove, etc.); 2) husband’s excessive dependence on his parents; 3) difficulties in raltionships with a partner.

When advising on the problems associated with a partner’s somatic or physical illness, the main working material is the client’s story about their problems. It’s important for a counsellor to know what kind of relationships a between a husband and a wife and his behavior were before, how these relationships developed, in what, when and how the problems in behavior occured, how the client usually reacts to them, and in what way a husband usually responses.

We can assume that all cases of appeals connected with the "sick person" can be described with the help of one of the three options: 1) a client’s wife or husband are really ill, the evidence of which is numerous hospitalizations, some diagnosis, taken medicine, etc.; 2) the wife/husband, judging by the client’s story, behaves a bit strange, which suggests the presence of a certain pathology and, accordingly, the need for the client to build his or her life considering this factor; 3) the husband’s behavior and reactions do not give grounds to assume that she/he has some kind of a mental illness, and the situation in general, rather, indicates that there are some serious problems in marital relationships [5, p. 285].

A counsellor should be as frank as possible, which in turn means that if he doesn’t know anything about the diagnosis and the taken medicine, then the opinion should be expressed with caution or should not be expressed at all. Indeed, the client is going to build his future life relying on the information received from the counsellor. The problem is often complicated by the burden of moral obligations: the client has to decide whether to leave or not to leave the sick partner, with whom he or she has lived for many years and towards whom a client feels certain obligations and responsibility.In this situation, the counsellor has to listen and understand what the client is saying. Any person often lacks understanding in everyday life. In addition, while putting forward one’s difficulties and doubts, the client himself advances towards making a decision.

A counsellor often deals with cases in which a person enchains him or herself into impenetrable "armor" of moral constraints, condemning oneself to unnecessary

suffering and leaving no room for even thinking or feeling differently, especially not allowing oneself to think about such things as divorce or separation. A counsellor has to help the client understand his or her sincere feelings and emotions and also to find some compromise solutions which would make it possible to change the situation without waiving moral responsibility. Thus, for example, the option of living separately from the sick person does not prevent the client of the opportunity to look after him or her while living independent life [6].

When one of the spouses turns to a counsellor complaining about a husband's excessive dependence on his parents, the most frequent complaints are: 1) preference is given to the parents' opinion, and not to the wife's; 2) he/she spends too much time with his/her relatives, shares family problems with them and so on. In this situation, a therapist should try to figure out what the client wants from a partner: either more attention to his own family or greater autonomy and independence in life. There might be conflicts with the husband's/wife's parents fighting for their attention and love. A counsellor in order to deal with the situation has to ask one question which is often unexpected for the client: "In what way does your husband's dependence on his parents interfere with your life?" The response to this question turns out to be projective, revealing a client's personal problems. For example, one of the most widespread answers is, "But my relationships with my parents are different". The situation shows that apart from a claim to the husband there are some problems with her own parents such as personal insult, jealousy for a better option for parental and child relationships.

Before dealing with the situation which stems from the intra-family problem, the counsellor needs to help to understand the ambiguity and contradictions of the client's own position, in authoritarian, propraetorial tendencies towards the partner. Sometimes this topic becomes relevant while doing the counselling and overshadows the initial reason for turning to a therapist [3]. When a client goes to a counsellor about the difficulties in dealing with a partner, the subjects of complaints is a variety of a partner's patterns of behavior. These behavioral patterns include: a negative attitude to the child, a husband's desire not to tell his wife about his professional activities, fault-finding, vulnerability and so on. In such a situation the counsellor should be oriented, first of all, at a "healthy" explanation of what is going on. And only in case of insurmountable difficulties on the way, the possibility of pathology is assumed.

If the counsellor thinks the client's suspicions of a partner's mental illness are unreasonable, he or she should try to get the answers to the following questions during the session: 1) why the client wants to make a diagnosis to the partner; what he wants to achieve as a result of the consultation, either normalize the relationships and the husband's behavior or to find a convenient way of depreciating a husband and managing him; 2) whether the partner has always been like this; whether the changes in his behavior arose gradually or were a reaction to some events; what made him change and solve his problems in such a not-adequate way [5, p. 288].

Having discussed the problem of "diagnosis" and not confirming the client's expectations but doubting his or her assumptions, the psychologist has already satisfied the demand in a certain sense, and, therefore, in order to make further analysis of the relationship it is necessary to have a client's consent and his or her interest in it,

because one can't make a person change against his or her will. If the client is interested in discussing the problems of family disorder in the future, the conversation can be led in the same way as it has already been discussed: 1) the therapist listens to the story of family difficulties and problems; 2) the counsellor builds the hypothesis about what provokes inadequate behavior in male-female relationships; 3) what is the client's contribution to what is happening in the family [1; 2].

Conclusions and results of investigation. Family counselling is an effective means of family support. Counselling focuses on specific issues such as conflicts between generations or marital relationships.Consequently, summing up the content and organization of marriage counselling, it should be pointed out that a counsellor should not solve a client's problem by giving him or her clear and unambiguous advice. A counsellor should encourage him or her to solve their problems themselves, to search for the most successful and effective way of behaviour. The formed level of social competence determines the future of partner relationships, affects an individual's interaction with the surrounding social environment. The efficiency of this interaction points at the level of social competence and predicts the strategies of family counselling.

Perspectives of further investigations. The conducted research opens new perspective problem lines in the thematic field of family relationships. It primarily affects the interaction of traditions and innovations in family relationships, gender specificity of family education.

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3.7. PARTICULARITIES OF COMPETENCY-BASED APPROACH IN THE PROCESS OF CRITICAL THINKING FORMING OF FUTURE TEACHERS OF PRIMARY SCHOOL

UDC 159.956:378.147:373.3

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Research actuality. Development of the education system of Ukraine is caused by modern requirements of human society: by necessity of citizens, capable to the acceptance of responsible decisions, vital self-determination, active, creative, spiritually rich, such that preach common to all mankind values. A modern person has not only to own totality of knowledge, abilities and skills, but to be competent, able to use own knowledge, values, experience. Such requirements make impact on requirements in relation to the professional competence of a future specialist, in particular, a teacher of primary grades, as exactly they will become the realizers of new ideas of education in the educational process of school and will bring up next generation. In opinion of S. Martynenko, "nowadays such organization of trade education, the result of that is high quality of competence, possibility to perceive adequately pedagogical innovations, create the own system of activity, to adapt easily oneself to the changes of life, develop own competence" [2]. On the other hand, a modern specialist, a teacher of primary school, will have the opportunity to be a high quality specialist on condition of ability to think independently, critically, logically, by oneself, adequately to perceive information, form own opinion and be able to teach it schoolchildren.Realization of such approach is assisted by forming of critical thinking of future teachers of primary grades, because just critical thinking allows to form abilities and skills, that will allow to realize successfully professional activity, be competent.

Problem statement. However the theoretical and methodological aspects of forming of critical thinking of future teachers of primary school taking into account competency-based approach are not worked out for today.

Connection of authorial work with important scientific and practical tasks. The determination of particularities of competency-based approach introduction to forming of critical thinking of future teachers of primary school is necessary; realization of publications analysis, that are related to the theme; opening of practical realization of this approach; determination of efficiency of its introduction. Fundamental principles in relation to introduction of competency-based approach and development of critical thinking in the system of higher education are determined in the Laws of Ukraine "About education", "About higher education", by realization of Conception of New Ukrainian school, the Order of the Ministry of Education and Science of Ukraine from 15.01.2018 № 36 "About confirmation of the Typical educational program of organization and realization of advanced training of pedagogical workers by establishments of post-graduate pedagogical education" and so on.

Analysis of the last researches and publications. Competency-based approach in education became the subject of researches of home and foreign scientists of pedagogical and psychological branches : I. Ahapov, R. Bader, I. Bekh, N. Bibik, V. Bolotov, L. Vashchenko, V. Davydov, I. Yermakov, I. Zymna, O. Lebediev, I. Lerner, O. Lokshyna, D. Mertens, B. Oskarson, O. Pometun, O. Savchenko, M. Skatkin, A. Khutorskyi, S. Chavdarov, A. Shelten and others. The different aspects of competency-based approach introduction in the system of teaching of higher educational establishments are considered in the researches of the last years: organization of study in higher educational establishment taking into account competency-based approach (N. Hluzman, S. Martynenko, O. Ovcharuk, O. Pometun, O. Savchenko and others); introduction of competency-based approach in the process of different structures of the system of national education (I. Anosov, V. Antypov, Ye. Barbina, N. Bibik, L. Vashchenko, N. Holub, I. Yermakov, I. Ziaziun, O. Novikov, M. Pentyliuk, L. Onyshchuk, O. Sytnyk and others); structure and content of professional competence of a teacher (A. Aleksiuk, B. Andriievskyi, V. Bondar, T. Brazhe, V. Vvedenskyi, S. Honcharenko, O. Zhuk, I. Ziaziun, I. Pidlasyi, I. Kryvonos, V. Luhovyi, L. Perminova, N. Kuzmina, A. Markova, L. Mitina, L. Naboka, V. Nesterova, I. Rodyhina, V. Semychenko, O. Sytnyk, M. Skrypnyk, T. Sorokina, K. Starchenko, A. Khutorskyi, I. Shaposhnikova and others); different directions of introduction and realization of competency-based approach in the system of higher education (V. Baidenko, L. Biriuk, N. Holub, N. Ihnatenko, I. Zymnia, O. Komar, L. Mamchur, O. Savchenko, M. Pentyliuk, L. Petukhova, L. Pukhovska, Yu. Tatur, N. Cherviakova, V. Shadrykov, S. Shekhavtsova and others); meaningful descriptions of professional competence of a teacher of primary grades (V. Bondar, N. Bibik, T. Baibara, M. Vashulenko, O. Savchenko, L. Khomych, N. Hluzman and others).

The research of critical thinking, that acquires an outstanding value with introduction of principles of new Ukrainian school to practice, where it occupies a main place is actual for today. We shall mark that scientists paid attention to critical

thinking long ago, however the founders of modern theory are B. Blum, G. Dewey, D. Cluster, A. Crawford, M. Lipman, D. Makinster, C. Matthews, B. Rassel, K. Popper, E. Saul, A. Fisher, D. Halpern and others; in Ukraine the separate aspects of critical thinking are examined by T. Voropai, O. Pometun, S. Terno, O. Tiahlo, M. Sheremet and others. The theoretical and practical aspects of critical thinking in Ukrainian scientific discourse were examined in such directions: description of critical thinking (T. Voropai, O. Tiahlo, M. Sheremet and others); facilities of organization of cognitive activity of students with forming of critical thinking (N. Kichuk, M. Kniazian, T. Noel-Tsyhulska, V. Radul, N. Sychkova, A. Turchyn, V. Yahulov); mental strategies of personality (B. Ananiev, D. Bohoiavlevska, V. Zinchenko, B. Lomov, B. Teplov); reflexive regulation of mental activity of personality (T. Voropai, S. Sysoieva, O. Tiahlo, A. Shuman and others). We cannot ignore the researches dedicated to methodological principles of professional preparation of future specialists (V. Andrushchenko, I. Bekh, N. Bibik, A. Bohush, I. Ziaziun, V. Kremen, K. Rogers, O. Savchenko, O. Sukhomlynska and others). These works will be determinative for our research for revealing of specific of competency-based approach to forming of critical thinking of future teachers of primary school.

The selection of unsolved earlier parts of general issue, to that is dedicated this article. Without regard to a considerable amount of researches in which competency-based approach in professional preparation of future teachers of primary school and problem of forming of critical thinking are examined, for today the particularities of introduction of competency-based approach to forming of critical thinking of future teachers of primary school remain to be not exposed. ***The scientific novelty of the research*** is determination of particularities of introduction to practice of study in higher educational establishments of competency-based approach to forming of critical thinking of future teachers of primary school. ***Research methods****:* analysis, synthesis, generalization, systematization for determination of initial theoretical positions of scientific research in relation to the use of competency-based approach to forming of critical thinking of future teachers of primary school; planning of content of educational disciplines (lessons), design of educational situations for forming of critical thinking for the students of speciality,,Primary Education".

Statement of basic materials. The modern stage of education is characterized by the change of accents from translation of knowledge and abilities from teacher to student on forming of competences. The dividing of competences into two groups is generally accepted for today: subject specific competences and generic competences, transferable skills [5, p. 9]. The basic competences of a teacher of primary school, determined in the Typical educational program for advanced training of pedagogical workers ratified by the order of the Ministry of Education and Science of Ukraine may be taken to subject specific competences [4]. Professional and pedagogical, social and civil, common cultural, lingual and communicative, psychological and facilitative, entrepreneurial, informative and digital competences are subject specific competences.

The generic competences, transferable skills are capacity for analysis and synthesis, ability to apply knowledge in practice, planning and distribution of time, base general knowledge of the sphere of study, application of base knowledge of profession in practice, verbal and writing communication by the mother tongue, knowledge of the second language, elementary skills of work with PC, research abilities, capacity for self-training, skills of work with information (ability to find and analyze information from different sources), ability of self-criticism and criticism, ability to adapt oneself to new situations, ability to generate new ideas (creative work), solving tasks, making decisions, work in team, interpersonality abilities, leadership, ability to work in the team of specialists from different subdivisions, ability to communicate with amateurs of the branch, attention to differences and influence of culture, ability to work in international context, understanding of culture and traditions of other countries, ability to work autonomically, development and management of a project, initiativeness and entrepreneurial spirit, observance of ethics, providing of quality, will to success [5, p. 10-11].

Exactly competency-based approach is the methodological reference-point of forming of key and professional competences.Valuable for us is opinion of B. Avva, who marks that in the process of competency-based approach "students work on acquisition and expansion of independent experience of real task solving, study and develop abilities to adapt oneself to any unusual situation and find rational decisions. In the context of such study students work not with artificial, but with real projects, study both under a teacher and each other, choose and accept different decisions in the concrete real professional situations, study to think critically" [1].Taking into account the above-mentioned, a structure and content of educational courses of pedagogical higher educational establishments must be cardinally changed – to become oriented to preparation of a specialist for work at new Ukrainian school.We accumulated certain experience in inputing of competency-based approach to forming and development of critical thinking of future teachers of primary school, in particular during the study of courses of philological course.A considerable part of disciplines of philological course is determined by curriculum of educational level of bachelor degree speciality "Primary education" State institution "Luhansk Taras Shevchenko national university ". In particular, "Child's literature with bases of literature studies", "Scientific communication in Ukrainian language", "Rhetoric with bases of culture and elocution", "Modern Ukrainian language", "Ukrainian language for specific purposes", "National education at primary school at the lessons of language and reading".In our opinion, within the limits of the offered educational disciplines it is necessary to pay attention to particularities of giving lessons taking into account competency-based approach to forming of critical thinking of future teachers of primary school.

Firstly, as competency-based approach is inseparablly related to personality oriented and activity approach, then it must be taken into account their particularities: content of education reoriented on subjective acquisitions of one student and realization of the process of study in activity.

Secondly, the lesson at that competency-based approach will be realized must correspond to the following requirements:

– increase of level of motivation of students; use of subjective experience gained by students;

– effective and creative application of the gained knowledge and experience in practice;

– forming for the students the skills to get, to comprehend and use information from different sources;

– realization of organizational clearness and optimization of every lesson;

– increase of level of self-educational and creative activity of students;

– conditioning for intensification of educational process;

– presence of control, self-control and intermutual control of the process of study;

– forming of moral values of personality;

– developing of social and communicative skills of students;

– creation of situation of success.

Thirdly, lessons simultaneously must be refered to forming and development of critical thinking of a student and that is why they must correspond such particularities as defined by O. Pometun and I. Sushchenko:

– tasks that require thinking of high level (analysis, synthesis, estimation) for their solving must be joined in studies;

– the educational process is organized as research of certain theme, that is executed by interactive co-operation of students;

– the result of study is determined not as mastering of facts or stranger ideas, but making of own judgements from application of adequate ways of thinking to information;

– teaching is a strategy of permanent evaluation of these results with the use of inverse relationship on the basis of research activity of students;

– critical thinking requires from students sufficient skills of fact operating and formulating of judgements, conclusions, ability to apply graphics and charts, analyse arguments, prove conclusions [3, p. 12].

Fourthly, the structure of the lesson with the use of technology of critical thinking has three stages: introductory, basic and final parts. [3, p. 48].

We shall consider the particularities of introduction of competency-based approach to forming of critical thinking of future teachers of primary school in the process of study of disciplines of philological course. As study at university considerably differs from study at school by amount of theoretical information, that a teacher (greater part of theory from any discipline, as known, a student seizes independently) gives, then the function of aspiration of student in necessary information and checking of gained knowledge assigned on a teacher. That is for preparation to practical lesson a student must capture the certain sum of theoretical knowledge.

With the aim of these knowledge checking, that are base for capturing the course material, at the beginning of practical lesson we offered the students to do test tasks. For example, for discipline "Ukrainian language for specific purposes" for the theme "Basis of culture of Ukrainian language":

1. Observance of norms of correct pronunciation of sounds, sound combinations and organization of voice stream – is:

A) cleanness of speech ; C) rich and variety of speech;

B) orthoepical correctness; D) speech appropriateness.

2. What from the following concepts is not the sign of culture of speech:

A) orthoepical correctness; C) speech logic;

B) communicative professiogram; D) grammatical correctness.

3. Yes/no. Grammatical correctness is an observance of rules of word changing and their creation, construction of word-combinations and sentences.

4. Yes/no. Speech logic provides, from one hand, knowledge and use of the exact meaning of words, word-combinations, sentences that correspond to the standards of literary language, and from the other hand it is an ability to express the opinions so that they simply were perceived by an addressee of speech.

5. Use of plenty of language units (words, word-combinations, sentences) that differ in their sense and structure – is:

A) rich of speech; C) speech expressiveness;

B) speech exactness; D) speech variety.

6. A sign of speech, that will organize its exactness, logic, cleanness, requires such selection of language means that correspond to the aim and conditions of communication – is:

A) rich of speech; C) speech expressiveness;

B) speech exactness; D) speech appropriateness.

7. This quality most depends on the personality of speaker, his/her erudition, knowledge of language, speech abilities and skills. Language practice testifies that speech is able to excite attention, cause interest of people for said or written. These particularities of speech culture name:

A) rich of speech; C) speech expressiveness;

B) speech exactness; D) speech appropriateness.

8. The system of abilities and skills of the use of knowledge during professional communication for transferrableness of certain information is:

A) speech professional competence;

B) language professional competence;

C) communicative professionally oriented competence.

9. What group of words has an error:

A) hair, plough-land, random;

B) defenceless, causal, to separate;

B) to miror, by bile, priest.

10. Yes/no. The letter N is not doubled, for example danyi (given) in Ukrainian language in the suffixes of participles and derivatives from them.

Except this method, for cheching of acquisition of knowledge we used the game "Alias". We divided a group into sub-groups of 3-5 people. A lead got cards with the key concepts of a practical lesson, during a minute he/she was explaining them for his/her groupmates, not naming the concept itself and words with common roots. The group got a card for every guessed word. Such a game caused very positive emotions and assisted to acquisition of key terms of the practical lesson, in

addition, such a game requires from students engaging many intellectual operations: attention, memory, creative imagination, analysis, synthesis, comparison and so on. For explanation of the defined concept or phenomenon it was necessary to search arguments or analogies that would help quicker and more qualitatively for understanding to explain it for others. Such keywords were offered from the course of "Modern Ukrainian literature language" the theme "Spelling of independent parts of speech": suffix, prefix, flexion, noun, adjective, verb, adverb, participle, verbal adverb, numeral, pronoun, hyphen."Ukrainian language for specific purposes" the theme: "Text as a form of realization of language and professional activity": text, description, thinking, story, coherence, integrity, parcelling, linearity, informativeness, completeness, theme, main idea, "given", "new", connection of sentences. Such exercise, in our opinion, assisted to active use of subjective experience, effective and creative application of gained knowledge, increase of motivation level, forming of moral values of personality, creation of situation of success. Separately such aspects as forming of moral values of personality, creation of situation of success deserve attention as they needed considerable work from the side of a teacher. It is necessary to explain for the students, that although it is a competition, but we are one team and must support each other, respect, try to listen to each other, that, in turn, required training of skills of control and self-control from students.

With the aim of increase of motivation level and most effective organization of cognitive activity during the introduction part of the practical lesson we offered the students a problem question for a practical lesson: "What style of modern Ukrainian language is the most necessary in professional activity?", "Etiquette of professional communication. What for is it?", "The role of lexicology in professional and ordinary life of a person?", "What is it necessary for an effective professional communication?", "Scientific recall and scientific review: the same or not?", "Scientific style has (not) different genres".

On the initial stage of the practical lesson we used mainly such methods of critical thinking as spidergram, brainstorming, clusters, bag of ideas.For example, during the studying the theme "Scientific article as an independent scientific work" we used the method of spidergram. We wrote the word ‘article’ with expected associations on the blackboard: piece of work, science, writing, genre; and not quite expected: difficult, sadly. Thus, such associations needed separate work at the lesson and the plan of the lesson was a little bit changed. It was necessary to find out in the process of work, why the genre of the scientific article causes such associations, and to change them for more positive.The main part of the lesson required reasonable comprehension of studied material and practical application of gained knowledge, making of new abilities and skills. For this purpose we used different methods and ways of forming of critical thinking: graphic forms of organization of material, work in groups, raising of "thin" and "thick" questions, method of prop words, discussion and others like that.

The most difficult task for students became comparative tables and raising of "thick" and "thin" questions according to the text. Therefore we paid considerable attention to this work. As ability to ask a question is a necessary aspect of

professional competence of a future teacher of primary school. During the study of the theme "Scientific recall and scientific review" in discipline "Scientific communication in Ukrainian language" we offered the students to do a comparative table. Such work caused misunderstanding, and the following questions were sounded: "What do you mean?", "What table?", but active collaboration with a teacher allowed effortlessly to decide these questions. Later such work was already executed effortlessly and with curiosity, and during the conversation students witnessed that they began to use such way during processing of other disciplines, as it assists more easy and realized mastering of material.This part of the lesson decided such tasks of competency-based approach: the use of subjective experience gained by students; effective and creative application of the gained knowledge and experience in practice; forming for the students the skills to get, comprehend and use information from different sources; to develop social and communicative skills of students; creation of situation of success and so on. During the final part of the lesson we used the method six thinking hats, microphone, five-minute composition, sheet of auto-evaluation, essay. In our opinion the most effective for students are writing types of reflection because they teach to think, to think critically in the best way.For example, we offered the students to give an answer for a problem question only by 2 of 5 sentences. Such limitation activates thinking activity, forces to analyze acquired information, choose main, major. Work can be complicated, suggesting to point, for example, 2 arguments in behalf on opinion of a student and so on.

Conclusions. Thus, modern system of education, fitting the times, needs significant changes. Such changes are introduction of competency-based approach and forming of critical thinking of future teachers of primary school in the system of higher education. Conceptual positions of this problem are expounded in legislative and normative documents and researches of home and foreign researchers. For today subject specific competences and generic competences (transferable skills) are distinguished (after B. Kremen). The change of modern reference-points of education must affect methodology of teaching, content and structure of educational courses. The most effective means of forming of subject specific competences and generic competences are the use of technology of critical thinking development.The particularities of introduction of competency-based approach in the process of forming of critical thinking of future teachers of primary school are: refocusing of content of education on subjective acquisitions of one student; construction of the lesson in accordance with requirements that are put for lessons taking into account competency-based approach; assignment of lessons on forming and development of critical thinking; three-stage structure of the lesson for forming of critical thinking : introductory, basic and final parts; the use of specially chosen corresponding methods and facilities of technology of critical thinking on each stage of lesson; selection of the system of such methods and content of tasks in disciplines of philological assignment, that most effectively assist introduction of competency-based approach and forming of critical thinking of future teachers of primary school. ***Prospects of usage of the research results.*** Research results can be used in educational process at establishments of higher education and post-graduate education of preparation of primary school teachers; during writing of term, diploma, master’s degree and

competitive papers on issue of the use of competency-based approach to forming of critical thinking of a future specialist. We see the ***prospects of further research*** in development of the system of work in forming of critical thinking of future teachers of primary school.

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3.8. DIGITAL COMPETENCE FORMATION IN THE AUSTRIAN SYSTEM OF ADULT EDUCATION

UDK 374.7(4)

Boiarska-Khomenko A. V, Shtefan L. A.

Abstract. *Lifelong education and integration into the international educational and scientific space are the guiding principles of today's educational activities. The study and analysis of the Austrian experience in adult education promote the use of pedagogically valuable ideas in the practice of educational institutions in Ukraine. The questions of forming the digital competency of the adult population are relevant to the Ukrainian and Austrian pedagogical thought. Austria participates in the educational programs of the European Parliament and is guided by the European standards for the organization of lifelong education and adult education development. The article analyzes the concepts of digital education and identifies the leading ideas and ways of developing digital competences in the adult education system of Austria. The goal of digital education is to master the skills of working with digital tools and media, as well as their responsible use. Austria has three areas for investment in the development of digital competencies:the active use of digital technologies in the teaching and learning process, development of appropriate skills for digital transformation, improving education systems through the effective data analysis and pre-planning. The digital competence system defines key competencies in five areas: information literacy, communication and collaboration, digital content creation, security, solving problem questions. Austrian educational institutions offer a variety of suggestions for improving adults' digital competence. The tendencies of digital competency formation in adult education are: the formation of digital competency of pedagogical staff; the acquaintance with new educational digital instruments and formats; the use of digital media; the introduction of online higher adult education; the establishment of virtual universities; to recognition of digital competences acquired through nonformal and informal education.*

Keywords*: lifelong education, continuous education, adult education, formal education, nonformal education, informal education, Austria.*

Problem statement. Ukraine is a young country with powerful educational and economic resources. The formation of the legal and regulatory framework of Ukraine has actualized the processes of the development of the system of multi-level continuous education [8]. Lifelong education has been proclaimed as one of the key competences of the modern world of knowledge in Ukraine [9]. At the same time, in 2018, the European Parliament and the Council of the EU approved an updated version of the key competences for lifelong education, including digital competence [1]. The European Parliament and the Council of the EU also state that EU member States should support the development of the key competences with particular emphasis on increasing the level of the digital competence at all stages of education and training [1].The active process of globalization and the entry of Ukraine into the European educational space leads to the study of valuable experience of leading European countries in the implementation of the competency-based approach in

education. In particular, the study of issues of the digital competence in the adult education system contributes to continuous education development in Ukraine.

Relevance of the research. In the Law of Ukraine "On Education" (2017), the principle of promoting lifelong education and integration into the international educational and scientific space is recognized as one of the key principles of today's educational activity [7]. Therefore, it is relevant to study the experience of European countries, in particular Austria, in the field of education and the issues of adults' digital competence development. The study and analysis of the Austrian experience will promote the use of pedagogically valuable ideas in the practice of Ukrainian educational institutions. The questions of adults' digital competence are relevant both for Ukrainian and Austrian pedagogical thought, they are often discussed in scientific and pedagogical communities, in the media, in political discussions. In Austria, the problems of digital competence in schools, colleges, universities, adult education institutions are raised, great attention is paid to seniors' digital education.

The connection of the author's work with important scientific and practical tasks. The expediency of the study of the concepts and ideas of adult education of European countries is confirmed by the priority directions of scientific research of the National Academy of Sciences of Ukraine for 2018-2022. There are "Development of formal, nonformal and informal education in different countries and regions of the world", "Methodological, theoretical, methodical principles of education development of various categories of adults in the conditions of the globalization and integration processes" and "Trends in the development of the European space of professional education and training, the European space of higher education and the European research area".

Analysis of recent research and publications. The questions of adult education in European countries are studied by foreign and native scholars: L. Lukianova, N. Mukan, N. Nychkalo, S. Sysoieva, Ye. Posenstok, O. Kapp, Kh. Hanselmann, S. Khof, Dzh. Liudvih, K. Zeiner, M. Shiutts, U. Kheimlikh, Dzh. Vittpot, V. Sitter, E. Ribolitts, R. Arnold, Kh. Zibert, I. Erler and others. ***Unsolved parts of the general problem to which this article is devoted.*** Alongside with this, the issue of the digital competence formation in the adult education system in Austria remains insufficiently highlighted in the scientific and pedagogical literature. The features of the digital education development in Austria in the concept of the European educational space require to be studied. ***The purpose of the article*** is to analyze the concepts of digital education and identify the leading ideas and ways of developing digital competences in the adult education system in Austria.

Scientific novelty is that on the basis of the study and analysis of the Austrian pedagogical sources scholars' views regarding various aspects of adults' digital competence development have been systematized, the directions of adult digital education and key components of the digital competence have been determined, their content has been revealed, the tendencies of adults' digital competence formation in Austria have been specified. ***Research methods.*** Forecasting and modeling methods have been used to determine the trends in the digital competence development in adult education and to outline the prospects for using the Austrian experience in adults' digital competency development in Ukraine.

Presentation of the main material. In the modern pedagogical science, the idea of inadequate provision of educational institutions with digital educational tools and the appropriate infrastructure, the need for teachers to master digital tools and media is often discussed. In particular, I. Rumaniia says that the goal of modern digital education is mastering the skills of working with digital tools and media [2]. It should be noted that the older generation is involved in digital education less than people of other age groups in Austria. In Austria, there is a broad network of educational institutions for adults' digital competences development and programs of digital education in the workplace are being implemented [2].

Austria, as a country of the European Union, takes an active part in the European Parliament's educational programs and follows the European standards for the organization of lifelong education and adult education. Thus, in 2018, Austria began to implement the principles and directions of digital education development prepared by the European Commission [1]. According to them, Austria is actively supporting people, educational institutions and education systems in terms of digital transformation. It should also be noted that there are three priority directions of "Investing in digital competences development throughout life" in Austria:

– *the active use of digital technologies in the process of teaching and learning* involves the development of a structure of qualifications for the certification of learning outcomes and the verification of competencies acquired in the digital form. This structure will be harmonized with the European Qualifications Framework (EQF) and the ESCO classification. In addition, this direction involves expanding the additional education of teachers in the context of digital technologies.

– *the development of appropriate skills for the digital transformation* involves maintaining a common understanding of the digital literacy and giving people the opportunity to confidently and responsibly use digital technology. The reference framework can be used in all sectors, for example, when developing training programs or assessment tools. This direction also involves the development of a concept for increasing the computer literacy of millions of adults with low qualifications or low levels of education.

– *improving educational systems through effective data analysis and pre-planning* – tracking the main trends in the "digitizing" of educational and teaching materials and their adaptation to use in education systems [1].

It has been found that Austria is implementing a special system which offers tools for increasing the digital competence of citizens. This system is based on the European digital competence framework for citizens (*DigComp 2.0: The Digital Competence Framework for Citizens*). The updating of the structure of the digital competences formation focuses on the conceptual reference model, the new dictionary and optimized descriptors. The digital competences system defines key competences in five areas:

1. Information literacy involves identifying information needs, searching and downloading digital data, information and content, determining the relevance of information sources as well as their contents, storage, management and organization of digital data, information and content.

2. Communication and collaboration for interacting and communicating with the help of digital technologies, understanding cultural diversity and generational differences. It promotes active participation in public life through public and private digital services and civic engagement, enables to manage own digital identity and reputation.

3. Digital content creation – provides for the creation and editing of own digital content, promotes the improvement and integration of information to the world of knowledge without violating copyright and licenses, teaches to provide clear instructions for the computer system.

4. Security is the protection of devices, content, personal data and privacy in the digital environment, the ability to protect physical and psychological health and be aware of digital technologies for the social welfare and social integration, to understand the impact of digital technologies on the environment.

5. Solving problem issues – identifying users' needs, as well as solving problem situations in the digital industry, involves the use of digital tools for innovative processes and products [6]. The content of these key competencies is represented in the table 1.

Austrian educational institutions offer a variety of suggestions for improving adults' digital competence. In particular, there is a special application "Computer Driving License" (ECDL), courses on the use of office software, courses for mastering the skills of working with tablets and smartphones, etc. It is worth noting that mastering digital competence is always considered in close contact with all aspects of adult education [3]. K. Tiien, the director of the Austrian Adult Education Institute, notes that the use of information and communication technologies is not limited to specialized computer training courses for adults.

Digital media are used in a variety of industries, such as languages, business, children's upbringing, politics and society, etc. An additional advantage of using new media is the ability to collaborate online with different educational institutions, it points the way to the international cooperation [5]. An Austrian scholar D. Rotler points out that at the present stage Austrian pedagogical thought calls for the development of a procedure for recognizing digital competences acquired through nonformal and informal education. "The acquisition of knowledge in traditional educational institutions, such as schools and colleges, is complemented by training in nonformal educational institutions. Acquired skills and competences are recognized and certified as qualifications, regardless of where they have been acquired, which makes nonformal and informal educational processes equivalent to formal learning" [5, p. 51]. One approach to such recognition of learning outcomes is to use so-called "open signs" which can be used to participate in nonformal online learning opportunities.

Table 1

Content of digital competences

Branch of competence	Content of competence
Information literacy	Viewing, searching and cleaning of data, information and digital content. Evaluation of data, information and digital content. Data, information and digital content management.
Communication and collaboration	Interaction with the help of digital technologies. Sharing digital technologies. Engaging in social and civic activism through digital technologies. Digital Collaboration. Network etiquette. Digital identity management.
Digital content creation	Digital content development. Integration and processing of digital content. Copyright and licenses. Programming.
Security	Device protection. Protection of personal data and confidentiality. Protection of health and well-being. Environmental protection.
Solving problem questions	Solving technical problems. Identification of users' needs. Implementation of necessary technological measures. Creative use of digital technologies. Detecting gaps in digital competence.

The leading trends of the development of digital competences in adult education in Austria include:

– training of pedagogical staff in the field of "Adult Education" and the formation of teachers' digital competences;

– getting to know new educational digital tools and formats – the use of MOOC and OER in adult education;

– the use of digital media for adults' digital competence development;

– facilitating digital education development through public funding or participation in international projects and grants;

– introduction of higher adult education on-line;

– encouraging cooperation between educational institutions in order to jointly organize digital education;

– the creation of a centralized digital infrastructure (distance learning platforms, web conferencing systems, etc.) with methodological support for adult education institutions;

– the establishment of virtual universities [5, p. 53].

Findings. Digital competence formation is relevant in adult education in Austria. The goal of digital education is to master the skills of working with digital tools and media, as well as the skills of their responsible use. There are three areas in the digital competence development in Austria: the active use of digital technologies in teaching and learning, the development of appropriate skills for digital transformation and the improvement of education systems through effective data analysis and pre-planning. The system of the digital competence formation is being actively implemented. It defines key competencies in five areas: information literacy, communication and collaboration, digital content creation, security, solving problem questions.

Among ***the prospects for using the Austrian experience*** in the formation of adult Ukrainians' digital competence the following ones should be mentioned: determining the content of digital competences for adults; the training of pedagogical staff for work with adult students; determining the procedure for recognizing digital qualifications based on learning outcomes (formal, nonformal, informal education) according to the National Qualifications Framework; improving existing distance learning online platforms and creating new ones; establishing cooperation between educational institutions for the purpose of the joint organization of digital education of adults.

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3.9. THE PROBLEM OF FORMATION OF THE GENERAL CULTURAL COMPETENCE OF STUDENTS' EXTRACURRICULAR ACTIVITY

UDC 378

Gurina V. O.

Abstract. *The article states that the new humanistic educational paradigm leads to changes in approaches to the formation of the personality of a future*

specialist. Modern society requires the formation of a highly educated, competent in their business of a specialist, the education of a socially active, spiritual and aesthetic personality. Under these conditions, the new concept of national education involves a high level of professionalism and the education of a young person, promoting individual abilities, talent and self-realization. Strengthening attention to the formation of the general cultural competence of students after classes should ensure the formation of interest in the chosen profession, the development of aesthetic value orientations, creative personality. Therefore, there is a need for work after classes. Students will be able to creatively implement their professional knowledge, seek professional growth, develop a humanistic worldview, enrich the aesthetic taste, expand emotional contacts and experience creative and aesthetic activity.This problem is disclosed on an example extra-curricular activity of students at H. S. Skovoroda Kharkiv National Pedagogical University, as well as its main directions, are subordinated to the process of formation of the general cultural competence of the students' students - future specialists in the specialties "Musical art. Art culture","Musical art. Director of musical-educational school activities".

The author of the article delves into the directions of extra-curricular work aimed at forming the general cultural competence of students of the faculty of arts: education of the national intellectual elite and the development of positive motivation for the profession; preservation of the best traditions of the university; popularization of the university, search and development of own spiritual values and traditions, development of corporate culture of students and teachers; development of active activities of student self-government bodies; promoting creative self-expression of students.The article proposes to continue research in such areas: more detailed study of individual areas of extracurricular activities of students; issues related to the use of humanistic potential extra-curricular activities for the development of social activity of students in the new socio-economic conditions.

Key words: *competence, general cultural competence, students' extracurricular activity.*

The Problem Formulation. The new humanistic paradigm of education leads to changes in approaches to the formation of the personality of a future specialist. Modern society requires the formation of a highly educated, competent in its business of a specialist, the education of a socially active, spiritual and aesthetic personality. Modern scholars are talking about the general cultural development of the individual, which provides a high degree of creative activity, professional competence, mobility and adaptability to rapidly changing production and social requirements [2, p. 3]. Researchers do not doubt the importance of professional knowledge, skills and abilities, but emphasize that these are means, tools for realizing the humanistic orientation of the individual. That's how it is possible to avoid spiritual limitations, pragmatic orientation of the individual, alienation in the process of professional-personal formation. Under these conditions, the new Concept of National Education provides for the high level of professionalism and upbringing of the young person, promotion of the development of individual abilities, talent and self-realization [1]. Strengthening attention to the formation of the general cultural competence of

students after classes should ensure the formation of interest in the chosen profession, the development of aesthetic value orientations, creative personality. Therefore there is a need work after klasses. Students will have the opportunity to creatively implement their professional knowledge, seek professional growth, develop a humanistic worldview, enrich the aesthetic taste, expand emotional contacts and experience creative and aesthetic activities.

Analysis of Recent Research and Publications. The analysis of scientific sources shows that in the theory and practice of higher education the conceptual foundations of the competence approach in modern education are explored (Bibik N., Savchenko O.). For our study a certain interest is made by scientific works on the analysis of the problems of formation of competencies after class (Grishchenko N., Dobroskok I., Shekhovtsova S.). Recently, the number of scientific studies devoted to the formation of the general cultural competence of students of the technical profile has considerably increased (Vovtsova S., Koval I., Kolomiets I., Konoplyanok L., Pashchenko A.). However, the study and analysis of scientific and pedagogical sources suggests that academics do not pay due attention to the formation of general cultural competence among students of creative specialties.

The Purpose Formulation. The purpose of the article is to determine the role of students work after class as a necessary condition for the formation of the general cultural competence of future specialists and to substantiate the directions of students work after class in H. S. Skovoroda Kharkiv National Pedagogical University.

The Main Material. Non-educational activities of students as a necessary condition for the formation of general cultural competence of future specialists is a subsystem of the educational process of the institution of higher education. We agree with the scientists that the personality and activity are combined into professional-personal systemic quality. We are convinced that extracurricular activities of students should be oriented towards the development of the general cultural competence of the individual.

Therefore, the content, forms and methods of extracurricular activities of students at H. S. Skovoroda Kharkiv National Pedagogical University, as well as its main areas, are subordinated to the process of forming the general cultural competence of students studying at the Faculty of Arts in such specialties "Musical art. Art culture","Musical art. Director of musical-educational school activities". We insist on the leading importance of students work after class in the development of the general cultural competence of the individual and consider it as a component of the educational process of higher education institution.

The humanistic potential of the educational process of institutions of higher education is to implement the guidelines for co-creation, dialogue, tolerance, freedom of choice, adaptability of students and teachers in the socio-cultural environment of the university [5, p. 3]. Undoubtedly, the student’s active position in self-knowledge, self-reflection, in his moral and philosophical-ideological orientation is also indisputable. The humanistic potential of extra-curricular activities of the student forms a socially active personality, which strives for self-actualization, is open to the perception of a new, capable of responsible and conscious choice in various life and professional situations. Among the priorities of social and humanitarian work at the

pedagogical university is the creation of an environment for active livelihoods of students, focusing on activities for creative self-development and self-realization of the individual. It is under these conditions that the student becomes an active subject of education and education, constantly strives to raise the level of general and professional culture, to use creativity and aesthetic potential. Student work after classes should be organized, self-sufficient, based on student self-government.

In a pedagogical university a student's work goes to a class. We have identified her directions:

– education of the national intellectual elite and the development of positive motivation for the profession;
– preservation of the best traditions of the university;
– popularization of the university, search and development of own spiritual values and traditions, development of corporate culture of students and teachers;
– development of active activities of student self-government bodies;
– promoting creative self-expression of students.

One of the tasks of the Concept of National Education for Student Youth is "the preparation of the nationally conscious intellectuals of Ukraine" [3]. Student work after classes should be directed primarily to the education of the domestic intellectual elite and to create a positive motivation for the chosen profession. With the active participation of students in extracurricular activities, the quality of the individual and the activities themselves are in interaction, and as a result formed value orientations of the future specialist, having a humanist orientation.

Among the forms of realization of this field of non-academic work are: celebration of professional holidays (Teacher's Day), conducting of conversations and information hours, participation of students in creative contests and "Open Door Days". Another form of realization of this direction of extra-curricular work is cooperation with institutions of secondary education and cultural buildings, employers for the purpose of employment of students. During the "Fair of Graduates", there are meetings with employers, the best graduates, presentations of students' creative achievements. Students take part in such events. It contributes to solving tasks and professional and personal development, creates a positive motivation for studying art, prepares the future creative intellectual elite of the country.

The formation of the general cultural competence of the student is influenced by the creative atmosphere, historical traditions that have developed at the university. "Taking respect for their Alma Mater, observance and development of democratic and academic traditions of a higher educational establishment" is an important task of the Concept of National Education for Student Youth [3]. The form of realization of this direction of extra-curricular work is participation in traditional events of the university and faculty, such as: "Skovorodin Readings", Ukrainian Music Competition-Festival "Art-Dominant", etc. The musical contests and competitions at our faculty are organized and held annually: the International Fortissimo Music Contest, the International Contest of Performers on Folk Instruments "Art Dominant", the All-Ukrainian Festival of Ensemble Music "Rondo", the National Ballroom Dance Championship among Students of Higher Educational Institutions.

Students conduct research work on the history of the faculty. The origins of the Faculty of Arts begin in 1954, when the specialty "Teacher of Music and Singing" was opened at the Faculty of Philology of the Kharkiv State Pedagogical Institute and the Department of Music and Singing was founded. The head of the department was the founder of the Kharkiv professional school of performers on folk instruments, the head and conductor of the Kharkov Philharmonic Orchestra of the Kharkov Philharmonic Society V. Komarenko. From 1963 to 1969 the department was headed by the well-known Kharkiv composer Mikhailovsky B. In 1982 a section on music, aesthetics and fine arts was created in connection with the opening of the specialties "Teacher of Elementary and Music Classes" and "Teacher of Primary and Fine Arts". In 1983 the section was transformed into a department headed by Kuznetsova O. O. In 1985 on the basis of the Faculty of Primary Education of the Kharkiv State Pedagogical Institute a music department was opened. In 1991, the music-pedagogical faculty was opened on the basis of the department of music. In 1992, the specialization "Choreography" was launched, at which the director of the Kharkiv Choreographic School Natalia Oleksandrivna Rzhevskaya and the Choreographer-Choreographer Zamesova N. V. actively participated. In 2001, in connection with the absence in Kharkov of a higher educational institution for the training of teachers of choreography, the choreography department was founded. Today the educational process at the faculty is provided by four departments: the Department of Theory and Methodology of Artistic Education and conductor-choral teacher training; Department of musical and instrumental teacher training; Department of vocal culture and stage mastery of the teacher; Department of Choreography [6].

Students also visiting educational hours and meetings dedicated to outstanding staff members of the faculty. So, recently, the memory of the conductor of the Yuventa Chamber Choir Korolevsky V. V. It is planned to assign the choir his name in order to remind students of the outstanding teachers of the Faculty of Arts and were proud to know their.

Students continue to work on the formation of a comprehensive information base for graduates of the Faculty of Arts of different years. For its history, the Faculty of Arts has trained a whole range of specialists who have become heads of educational institutions, renowned educators, public figures, scientists, famous figures of culture and arts, artists.The traditions of the faculty are continued by its graduates – current leaders of musical and choreographic teams, involving their pupils to study at their native Alma Mater. This year about 100 graduates have been collected. This search activity promotes communication between generations, identifies students' creative initiative, develops social activity and social experience.

The faculty of arts preserves traditions, because from generation to generation communication of knowledge and art is transmitted. We strive to create a socio-cultural environment of the university, remembering the main thing - the priority of the educational and research activities of future specialists. Among the forms of realization of this field of extra-curricular work – participation of students in conferences. Scientific-practical conferences were initiated and held annually on the faculty: "Time of artistic education", "Topical issues of vocal performance and stage art", "Mystetsky Readings". Where in reports, speeches, publications, achievements

are realized in the development of scientific problems of artistic and conductor-choral education.

The activities of student self-government bodies are important in shaping the general cultural competence of students. The main task of the university administration is to seek out various forms of support for the creative initiative of students, who will be able to make real changes in their professional activities. Only having realized their professional-personal and general-cultural qualities, the future specialist can fully realize himself and as a person, and as a professional in his practical activity. Among forms of realization of this field of extra-curricular work-holding of reporting and election conferences and joint meetings with the administration of the faculty of arts, preparing thematic evenings, concerts; organization of work of student curators; conducting volunteer work. Student self-government is a very effective and initiative association of young people. Representatives of the student college are members of the Council of Young Scientists of the University, duly represent our university in student competitions, actively collaborate with students of other higher education institutions.

Scientists emphasize that the ability to solve non-standard situations is an important professional quality of a specialist, complemented by honesty, responsibility, tolerant attitude to everything that surrounds him. Tolerance, which should become one of the leading general cultural qualities of students, consists of patience, human life experience, as well as respect for others, and accepting them as they are. These personal and professional qualities are formed in the systems of extra-curricular work of higher education institution. Volunteering is an important means of self-realization of students and the formation of social responsibility in them, that is voluntary charitable help, based on an emotional and personal attitude towards a person who needs support. The organization of the volunteer movement is one of the forms of professional training of students, which is being implemented and extracurricular time, and is intended to carry out educational work with students, developing their interest in the profession, general cultural competence, the ability to creatively approach work, apply in practice acquired in classroom knowledge, skills.

Promotion of creative self-expression of future specialists in non-educational activities of artistic and aesthetic orientation, which ensures freedom of choice, acquisition of experience of aesthetic communication. Involving students in a variety of artistic and aesthetic activities, during which develops the general cultural qualities of the individual, is one of the basic components of the professionalism of the future specialist, the key to his ability to dialogue, cooperation. The mastery of the teacher is manifested in the ability to create a spiritually rich personality of the student with the help of the beautiful in the world and the arts [4, p. 260].

Under these conditions, especially effective forms of extra-curricular work, such as: conversations on the spiritual and aesthetic themes; organization of creative student collectives (ensemble of ballroom dance, ensemble of folk dance, orchestra of folk instruments, chamber choir "Yuventa", female choir "Anima"); participation of students and faculty in concerts. Among the various tools that can ensure the effective formation of students' general cultural competencies in extracurricular activities, a special place belongs to art, since it promotes creative self-realization of

the individual. Do not look at the fact that the students mentioned in the beginning of specialties are focused on the study of musical art. But the vector of creative development was directed at us to use different types of art (musical, dance, fine, poetic, dramatic). The nature of art is irrational, intuitive, unpredictable, and this is exactly what a creative flight provides to thoughts and actions. Therefore, we consider it pedagogically expedient to use different types of arts as a means of extracurricular activities of students.

In our opinion, the use of art should be oriented towards the profile of studying and the specialty of students and create a peculiar aesthetic field of their professional training. The process of mastering the art of art should be directed towards the formation of practical skills for understanding artistic works of various types, genres and styles; development on this basis of artistic and creative skills, aesthetic taste, creative approaches to any business; formation of pedagogical skills and individual creative style of professional activity.

Conclusions. In view of the above, we arrive at the following conclusions:

1. The strategic reference point for the development of modern education is the idea of forming a new generation of highly qualified professionals with an innovative, creative type of thinking, a humanistic worldview, and a developed ideological culture.Non-educational activities should create a special socio-cultural environment in which there is self-development, social self-identification and professional self-improvement of the individual, the realization of its natural instincts and creative abilities. Students' needs are met in the process of extracurricular activities as a specific form of conscious, purposeful, active attitude to the surrounding reality, to science and art, to themselves.In the content of the extracurricular work of the Department of Arts, priority areas are identified, implementation of which should ensure the acquisition of general cultural competencies of students. Increasing the level of professional training of future specialists is determined by the complex use in the non-educational work of the diversity of forms of students' creative activity.

2. The study does not claim to solve the problem of forming the general cultural competence of students. Need more detailed study of individual areas of extracurricular activities of students; issues related to the use of humanistic potential extra-curricular activities for the development of social activity of students in the new socio-economic conditions.

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CONCLUSION ON CHAPTER 3

The problem of forming general (key) competencies is relevant for Ukrainian higher education. Previously, it was not given attention in higher education institutions along with the formation of professional knowledge and skills that used the potential of only professional disciplines. Disciplines that were not included in the professional cycle of the curriculum were considered as a means of forming only a general culture of a specialist with higher education. Today the necessity of general (key) competencies for students and adults has been proved, and it is shown the necessity of their formation from secondary school, university and life. These are the competences that ensure the quality of human life, the success of its professional activities, good working relations, social adaptation of a young specialist in the workplace, professional and personal development of a person, the success of her educational activities, implementation in the family and society. Today's general competencies include: 1. Instrumental (cognitive, methodological, technological and linguistic); 2. Interpersonal skills (communication skills, social interaction and

cooperation); 3. Systemic (combination of understanding, susceptibility and knowledge, the ability to plan changes to improve systems, develop new systems) (V. G. Kremen).

In our work we have studied the essence, structure and methods, ways of forming such general competencies as: gender, social, digital, informational, communicative, interpersonal. It is proved that success in professional activity depends directly on the formation of general comentances. We track the connection of general competencies and life skills (critical thinking, communicative skills, decision making, self management, and influence on others). The competence approach is on the base of the formation of all of them. As our studies show, students have an understanding the necessity of forming the general (key) competencies for life and success in the profession, their importance in all spheres of life, for independent adult life, and for successful work. But their formation in the institution of higher education has not been targeted before, the level of their formation in the students is generally low, they are not uniformly formed. The potential of general humanities disciplines, outside the classroom work was not involved in their formation. There is an interesting experience of the forming the digital competence in adults in developed countries. It is proved its absolute necessity for raising the quality of life and the level of professional activity in adults. Information and digital competence of teachers is the basis of their successful work in the new Ukrainian school, which sets high requirements for the professional and personal development of the teacher.

We have found reserves for the formation of general competence in a higher education institution: a cycle of professional and general humanities disciplines, outside classroom educational work, work of a psychologist, participation in euro clubs, in professional development, self-education. This indicates the possibility of professionalising the higher school on a competence approach through all levels of the educational process. An interesting aspect was the formation of gender competence of teachers. This competence was not stated in the European requirements for educational programs (TUNING project), in the requirements of employers and students. But this competence is necessary for Ukraine, gender equality and equal opportunities for men and women through education: first, teachers, then children and their parents. It is proved that the general competencies ensure the implementation of the ideas of European integration of Ukraine (through the work of Euroclubs and the training of trustees to work with them). The technologies and techniques for forming common competencies will be outlined in the next section.

(***I. M. Trubavina, C. M. Luparenko***)

CHAPTER 4. TECHNOLOGIES AND METHODICS OF INTRODUCTION OF COMPETENCE APPROACH TO THE SYSTEM OF HIGHER EDUCATION IN UKRAINE

4.1. PROBLEMS OF FORMING AND DEVELOPING LIFE COMPETENCE OF PUPILS OF SENIOR CLASSES OF CHILDREN'S BOARDING INSTITUTIONS

UDC316.62:005.336.3

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Abstract. *The scientific novelty of the results is that:1) for the first time the theoretical and methodical bases of forming the life competence of the pupils of the senior classes of secondary comprehensive boarding schools are defined and proved: the set of basic concepts of research, the structure of life competence of pupils of secondary comprehensive boarding schools, the concept of forming the designated quality in pupils of secondary comprehensive boarding schools; the criteria (cognitive, characterological, motivational and axiological) and levels (insufficient, situational, sufficient and optimal) of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools are revealed; social and pedagogical conditions of forming the life competence of the pupils of the senior classes of secondary comprehensive boarding schools are defined and proved (modernisation of the content of social and upbringing work on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools; technologisation of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools; the appropriateness of the selection of methods of forming the life skills competence of the pupils of senior classes of secondary comprehensive boarding schools; optimisation of applying the forms of social and upbringing work in the direction of forming the life competence of pupils; 2) the forms, methods and means of socialisation of the pupils of senior classes of secondary comprehensive boarding schools are improved; 3) the scientific ideas about the semantic filling of the characteristics of the components of life competence of the pupils of secondary comprehensive boarding schools (information; legal; valeological; communicative; economic; socio-role and household competence); the principles and stages of forming the life competence of the pupils of secondary comprehensive boarding schools; ways of taking into account the factors of influence of social and educational environment of the boarding institution on forming the life competence of the pupils of secondary comprehensive boarding schools have acquired further development.*

Key words: *life competence, social and pedagogical conditions of forming the life competence, criteria (cognitive, characterological, motivational and axiological) and levels (insufficient, situational, sufficient and optimal) of forming the life competence of the pupils, children's boarding institutions.*

The urgent problem of modern pedagogical theory and practice is forming the vital competence of pupils of children's boarding institutions. Appealing the wide

public, scientists, pedagogues, psychologists to this problem is stipulated by the fact that the pupils of secondary comprehensive boarding-schools under the conditions of democratic society must not remain on the side of a road of the socio-cultural processes, economic life of society, the system of human mutual relations. They have the same rights and freedoms, as well as other members of society, and that is why they should have necessary life experience, correctly perceive, strengthen, creatively use the material and spiritual benefits of the Ukrainian people.Under the conditions of the development of a democratic society in Ukraine it is broad public support for the thought that the children who live in boarding institutions should not be isolated from society, but rather live, learn and actively communicate with their peers, family members, etc. Today it is important to evaluate these children and their education, taking into account the optimal development of their capabilities and the formation of life competence.

The basis for solving these problems is the Law of Ukraine "On Education" (1996), the National Doctrine of Education Development of Ukraine (2001), the Law of Ukraine "On Social Services" (2003), the Law of Ukraine "On Promotion of Social Formation and Development of Youth in Ukraine" (2004); the Decree of the President of Ukraine "On Priority Measures to Protect the Rights of Children" (2005), the Law of Ukraine "On Ensuring the Organisational and Legal Conditions of Social Protection of Orphans and Children Deprived of Parental Care" (2007), the State Target Program of Reforming the System of Institutions for Orphans and Children Deprived of Parental Care (2007), the National Program "National Plan of Actions for Implementing the UN Convention on the Rights of the Child for the Period up to 2016" and the like.

An important role in the system of state organisation of orphans and children deprived of parental care, perform secondary comprehensive boarding schools, the purpose of which is to ensure adequate living conditions, education and upbringing of children, to promote their full development, professional orientation and preparation for independent life. Especially urgent is the problem of forming the life competence of senior pupils-fosters of boarding institutions, as pupils of senior school age when leaving the institution must be prepared for independent life, but in fact they feel often unprepared for their own life choices, they lack basic household, economic, legal, socio-cultural knowledge and skills.

The historical and pedagogical analysis of the sources on the problem of the study allows to assert that the ideas of forming the life competence of a man, a citizen, are reflected in the theological, philosophical, sociological, psychological and pedagogical concepts of many authors, since the ancient times, namely: in the works by Aristotle, Plato, Socrates, Quintilian, A. Diesterweg, J. J. Rousseau, and in the works by the native scholars (D. Doroshenko, M. Hrushevskyi, A. Zhukovskyi, O. Subtelnyi, F. Prokopovych). The phenomenon of competence in foreign human studies was intensively studied in the last century by M. Argal, D. Baacke, R. Bohnsack, J. Habermas, H. U. Otto, K. Filleman and other scholars who present the notion of this phenomenon, disclose its essential features from different methodological viewpoints, characterise peculiarities of its manifestations in the early childhood, at the preschool and early school age, set connections between the level of

competence formed, in particular life competence and the degree of human maladaptation.

The problems of forming and developing the indicators of life skills of competence have been studied by the scientists from many fields of knowledge and specialists-practitioners. Thus, the philosophical aspects of the process of forming the life competence of the individual are outlined in the scientific researches of M. Stepanenko. In the pedagogical and socio-pedagogical investigations of the recent years, various aspects of the problem of forming the life competence of the child and the young person are highlighted: the theoretical foundations of the social assessment of senior pupils of boarding schools for orphans (L. Kanishevska); conditions of forming the social competence of the senior teenager (M. Doktorovych); forming the life competence of the person of senior pupils of secondary comprehensive schools (I. Yashchuk); forming the culture of life self-determination of senior pupils (T. Tsiuman); analysis of the indicators of forming various forms of life competence (D. Voronin – health-saving, T. Drozhzhyna – conflictological); psychological preparedness of pupils of boarding schools for marriage and family relations in the context of their social maturity (O. Kiz); studying the level of social deprivation in adolescents of secondary comprehensive boarding school (A. Polianychko), etc.

The problems of social protection and support of pupils of secondary comprehensive boarding schools have never remained outside the attention of the state social policy of Ukraine, which is confirmed by the materials of the State reports on the situation of the children in Ukraine "Social Protection of Orphans and Children Deprived of Parental Care", prepared on the results during 1999 and 2005 by the scientists of the Ukrainian Institute of Social Researches.

At the same time, investigating the state of study of the problem of forming the life competence of pupils of secondary comprehensive boarding schools has shown that implementing this process is due to a number of *contradictions* among:

– the need of society in educated, cultured, adapted to life under modern conditions leavers of secondary comprehensive boarding schools, these leavers operate by a set of dominant life competences, and the lack of the concept of forming the life competence of pupils of secondary comprehensive boarding schools;

– the trends to use in modern pedagogical theory and practice of the competence-based approach in justifying the social and upbringing process of secondary comprehensive boarding schools and the lack of evidence-based model of forming the life competence of pupils, in particular, senior pupils of secondary comprehensive boarding schools;

– the needs of social and pedagogical practice in effective content-technological provision of the process of forming the life competence of pupils of secondary comprehensive boarding schools and the need of introducing the social and pedagogical conditions of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools providing modernisation of the contents, forms and methods of social and pedagogical work with pupils.

The scientific novelty of the results is that:

– for the first time the theoretical and methodical bases of forming the life

competence of the pupils of the senior classes of secondary comprehensive boarding schools are defined and proved: the set of basic concepts of research, the structure of life competence of pupils of secondary comprehensive boarding schools, the concept of forming the designated quality in pupils of secondary comprehensive boarding schools; the criteria (cognitive, characterological, motivational and axiological) and levels (insufficient, situational, sufficient and optimal) of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools are revealed; social and pedagogical conditions of forming the life competence of the pupils of the senior classes of secondary comprehensive boarding schools are defined and proved (modernisation of the content of social and upbringing work on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools; technologisation of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools; the appropriateness of the selection of methods of forming the life skills competence of the pupils of senior classes of secondary comprehensive boarding schools; optimisation of applying the forms of social and upbringing work in the direction of forming the life competence of pupils;

– the forms, methods and means of socialisation of the pupils of senior classes of secondary comprehensive boarding schools are improved;

– the scientific ideas about the semantic filling of the characteristics of the components of life competence of the pupils of secondary comprehensive boarding schools (information; legal; valeological; communicative; economic; socio-role and household competence); the principles and stages of forming the life competence of the pupils of secondary comprehensive boarding schools; ways of taking into account the factors of influence of social and educational environment of the boarding institution on forming the life competence of the pupils of secondary comprehensive boarding schools have acquired further development.

The author has carried out the analysis of peculiarities of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools, namely: life competence of the pupil of the boarding institution as a set of components of his/her life activity predetermines a number of typical negative stereotypes of social behaviour in the independent adult life; basically, the leavers of secondary comprehensive boarding schools are in a situation of social deprivation; the objective of forming the life competence of the pupils of boarding institutions necessitates organising the targeted social and upbringing work, focused on acquiring the social experience in order to be prepared for independent life and forming the components of the life competence.

The state of the problem of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools is analysed. The process of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools is predetermined by the following features: the impact of negative stereotypes of social behaviour of the pupils of boarding institutions in the independent adult life; manifestations of social deprivation inherent in the pupils of secondary comprehensive boarding schools; peculiarities of

organising social and upbringing work of boarding schools.We have investigated forming the life competence of a pupil of senior classes of secondary comprehensive boarding schools as a process of gradual accumulation and qualitative improvement of indicators of motivational, cognitive, characterological and axiological competences, carried out during the educational-upbringing activities of the secondary comprehensive boarding school.

The conceptual provisions of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools are determined taking into account the principles of consistency, integrity and optimality.

Hypothetically the socio-pedagogical conditions of forming the life competence of the pupils of secondary comprehensive boarding schools are defined: modernisation of the content of social and upbringing work on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools; technologisation of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools; the appropriateness of the selection of methods of forming the life competence of the pupils of secondary comprehensive boarding schools; optimisation of application of forms of social and upbringing work in the direction of forming the life competence of the pupils; the use of interactive technologies in socio-pedagogical work on forming the life competence of the pupils of secondary comprehensive boarding schools; directions of preparation of future social pedagogues on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools. The socio-pedagogical conditions forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools are identified, and the content of a pilot programme for implementing certain conditions in the practice of socio-pedagogical work of secondary comprehensive boarding schools is outlined.

The first condition is the modernisation of the content of social and upbringing work on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools. The process of modernisation is considered as changes that provide for introducing the signs of modernity in society. The content of social and upbringing work in the framework of the study is focused on meeting the needs of developing and forming the life competences. The content of social and upbringing work is defined as a set of directions of social and upbringing work, which combines the objective tasks of the educational-upbringing process and the subjective experience of the individual with his/her relationships, values, abilities, social skills, ways of behaviour, capabilities, and above all – life aspirations and guidelines. The detailed characteristics of these substantial directions of the experimental work is given. The manifestations of the formation of all the basic competences of the pupils of senior classes of secondary comprehensive boarding schools: *information; legal; valeological; communicative; economic; social and role; household.* Technologisation of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools is outlined as *the second* socio-pedagogical condition. *The technologies of forming the life competence of the pupils* of senior classes of secondary comprehensive boarding schools are defined as one of varieties of the social and pedagogical technologies; algorithm of introducing the

effective and rational purposeful interaction of social and pedagogical influence and self-organisation of the pupils for the purpose of optimisation of the result – the formation of the life competent individual. The appropriateness of the selection of the methods of socio-pedagogical work with senior school pupils in the direction of forming the life competence is *the third* socio-pedagogical condition. *The methods of forming the life competence* of the pupils of senior classes of secondary comprehensive boarding schools are a set of ways, means, techniques of joint activity of pedagogues and pupils for the purpose of solving the problem of forming their life competence successfully. It is found out that in the experimental work the following groups of methods have been used: the psychological ones (the therapeutic methods (art therapy, fairy tale therapy, epistolary therapy); the methods of game therapy (role play); the socio-psychological ones (training; counselling); the sociological ones (included observation; the case method); the pedagogical ones (the method of play; the method of competition; the methods of positive reinforcement of activity; the methods of self-organisation of activity). On the grounds of the quantitative composition of the participants in the experimental work the following methods have been used: the methods of individual work (meetings; consultations; conversations); the methods of group work (educational groups; self-help groups; therapeutic groups). *The fourth* socio-pedagogical condition for forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools is identified as optimisation of using the forms of socio-upbringing work in the direction of forming the life competence of the pupils.

The organisational forms of socio-pedagogical work on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools accordingly are defined as the external manifestation of the way of organisation of joint activity of the social pedagogue and nursery school teachers with the pupils of boarding schools. The characteristic features of organisational forms of social and pedagogical work on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools are given: functionality, structure, integrativity, sequence and continuity that have become the guarantor of ensuring systemacity and complexity of the experiment.

The author's experimental programme of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools is offered. The peculiarity of this program is that it is focused not on the leavers, but on the pupils of senior classes of boarding schools; the program provides for various forms of classes (extracurricular and extraschool ones); the program is based on the principles of the competence-based approach to forming the personality of pupils; the program is aimed at meeting not only the urgent needs of the pupils of senior classes of secondary comprehensive boarding schools, and above all – on forming the opportunities for implementing their life plans and prospects.The experimental study is based on the use of the complex forms of socio-pedagogical work. Its complex forms are defined as a set of several organisational forms of socio-pedagogical work, united by a common upbringing goal. The approach on which the three main complex forms of work have been used in the course of experimental work is outlined: School of life-knowledge, the weekend club «Look into the Future» and a number of

thematic holidays.

School of life-knowledge is a comprehensive form of training of the pupils of senior classes of secondary comprehensive boarding schools for future independent activities to implement their life prospects. The content of the classes has been aimed at forming certain components of life competence, namely: legal, valeological, communicative and social-role. Each class is a multistructural organisational form of socio-pedagogical work, the unity of the forms, such as: a meeting with a specialist, a mini-lecture, a report, a video, a conversation, a discussion, a debate, exercises, creative defences, game forms of work (game exercises, role-playing), therapy (art therapy, epistolary therapy, parable therapy), interactive technologies and the like. The content and structure of the club form – *the weekend club «Look into the Future»* are clarified. The choice of the club as a form of work on forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools is due to the advantages of extracurricular forms of work: the possibility of expanding the social experience of pupils of boarding schools, their involvement in socially useful activities under the conditions of the territorial community, the identification and further formation of indicators of information, economic and household competence.The main forms of social and pedagogical work of the weekend club have become: in the direction of forming the information competence – groups of sports and technical modelling; ship modelling and ship modelling sports; of intellectual creativity (the club of experts, the brain-ring); of radio electronics and communication; of office, multimedia and Internet technologies; in the direction of forming the economic competence – the groups «World of Economy» and «Business Centre»; in the direction of forming the household competence – the groups «Publisher Himself», «Hostess». The next complex form of the experimental program is a holiday as a kind of a complex mass form of organisation of life and activity of the group of senior school pupils.The section defines the content of training and conducting such celebrations: the Festival of Professions, the Lovers' Holiday, New Year Celebration, the Sport Celebration (mini-Olympic Games), Literary Masquerade, the Celebration-Meeting with Alumni, the Festival of Laughter, Song Opening Day, the Spring Festival and the like.

The effectiveness of introducing as a condition of experimental work the use of the interactive technologies in socio-pedagogical work on forming the life competence of the pupils of secondary comprehensive boarding schools is proved. *The interactive technologies of forming the life competence of the pupils of secondary comprehensive boarding schools* are defined as a set of actions, operations providing involvement of the pupils in the forms of social and pedagogical work on forming the life competence at the expense of selection and use of the set of active receptions, techniques, means of ensuring the interaction, feedback, choice, communication, optimum accounting of life experience of the pupils. The basic principles of interactive interaction are outlined: the principle of dialogic interaction, the principle of cooperation and collaboration, the principle of active-role (game) and training organisation of the activity. The possibilities of a number of interactive forms of socio-pedagogical work are determined, namely: role-playing games, creative defences, competitions and tournaments.

As a result of implementing the author's technique of pedagogical assessment of the level of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools, the description and generalisation of the empirical results, the definition of absolute and percentage distributions (for each of these criteria of forming the life competence of the pupils of senior classes of secondary comprehensive boarding schools (cognitive, characterological, motivational and axiological) and relevant indicators) are described in detail.

The performed control pedagogical assessment of the results of experimental work on the forming the indicators of life competence of the pupils of senior classes of secondary comprehensive boarding schools has provided an opportunity to determine the results of experimental work on all the criteria, indicators and levels. The analysis of the results of the experiment has made it possible to fix the presence of significant difference in the levels of forming the indicators of cognitive, motivational, characterological and axiological criteria between the pupils of the control and experimental groups.Generalisation of the results of the study of forming the life competence of the pupils of secondary comprehensive boarding schools allows to determine the prognostic directions of this work: forming the life competence of leavers of boarding schools under the conditions of social hostel, be means of creating and functioning such centres as: the centre for social and labour adaptation, the centre for urgent social, psychological and pedagogical assistance and the centre for information support; the work of mutual aid groups under the leadership of former leavers of the boarding school and members of the public; social and upbringing work of the higher educational institution with the leavers the boarding institutions (activating the system of social and upbringing impacts; ensuring the constructive influence of the environment of the higher educational institution; preventive nature of upbringing work; the mentoring system).

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4.2. CONCEPTIONS AND TECHNIQUES OF PROFESSIONAL FUTURE TEACHER'S TRAINING IN THE PEDAGOGICAL WORKS OF THE FAMOUS UKRAINIAN SCIENTIST B. I. KOROTIAIEV

UDK 378.14:371.133

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Abstract. *The article presents an analysis of the original and productive scientific ideas and techniques of future teachers' professional education, developed and applied by the famous Ukrainian scientist-teacher, professor B. I. Korotiaiev. Their comparative comparison with existing in traditional educational practice is presented. Non-standard, but quite timely and acceptable for present teachers and pedagogues of new generation the methodological and methodical positions of the scientist concerning the modernization of the purpose, content and basic methods of professional training in general and, in particular, the formation of the leading competencies of the present and future teacher are found. The purpose of education*

B. Korotiaiev defines not only as the mastery of a certain amount of knowledge and skills (which is characteristic of traditional, authoritarian education), but as an achievement of such way of life that would be guaranteed to protect and strengthen the main value of the person – his physical, intellectual and spiritual health. The technique of the scientific concept of the scientist concerning the future teacher's training consists of the procedures and operations of professional and creative activity. They gradually, but reliably, lead the student to the desired level of learning, the formation of the necessary professional competencies, in particular, the ability to intensive independent work, the possession of modern educational techniques, creativity, creating own educational products – the main indicator of creative self-realization. Everyday independent work, according to the professor's opinion, is the essence of the lifestyle. Its stable is able to provide a positive mental development as well as social and moral health of future teachers. Only the work and persistent, intense and useful labor guarantees student the decent and comfortable life, fate, and most importantly – a healthy spirit and healthy intellect.

Key words: *future teacher, professional training, purpose of education, way of life, professional competence, creativity, independent professional and creative activity, creative self-realization, educational products.*

Formulation of the problem. The modern post-industrial world, in the conditions of the information revolution and the deep social economical contradictions, requires, as ever, highly educated, creative and competent mentors of children and young people. The beginning and basis of such training is in the institution of higher education, where it is necessary to create such social, psychological and pedagogical conditions that it will be possible to form a sufficiently strong professional personality from yesterday (not always better) graduate of high school. After graduation, he must be able to be ready to turn complex problems of modern education into a source of effective spiritual, intellectual and creative growth of the younger generation. The problem of training a modern teacher has always been complicated because of the multifaceted nature of its volume, the multidirectional ways of solution. Besides the fast-moving times, changes in social and economic life are constantly being put forward by new, different from the previous ones, the requirements for the personality of the teacher and his professional excellence.

In search of ways and means to solve the difficult tasks of timely and qualitative preparation of the worthy personality of the future teacher, we considered it reasonable to turn to the professional experience of individual representatives of the outstanding scientific and educational cohort of Ukraine. The volume of the article provides an opportunity to focus sufficient attention on only one significant figure of Ukrainian pedagogical science. It is the doctor of pedagogical sciences, professor Borys Ivanovych Korotiaiev. This choice is explained by the fact that we know the chosen scientist by personally outstanding scientific achievements, weighty criticism of traditional authoritarian education, well-worked out innovative methodological, theoretical and methodical developments concerning the purpose, directions and

methods of professional formation of teachers, as well as successful personal experience of training teachers and scientists.

***The actuality of the investigation*:** the results of study and generalization of the basic concepts and techniques of the B. I. Korotiaiev's pedagogical heritage will contribute to the improvement of the content of programs and courses in pedagogical disciplines. In particular, the mastering by future teachers the innovative ideas, professional and creative competencies, which are revealed in the works of a well-known scientist, not only in the theoretical but also in technological aspects. The current demand of scientific and methodological works of B. Korotiaiev is confirmed by the statutes of the Concept "New Ukrainian School" (2016) about the significant updating either the content or methods of future teacher's professional education.

Connection of the authors' work with important scientific and practical tasks. The authors' work was performed as a component of a complex theoretical and experimental study of the chairs of Sumy State Pedagogical University named after A. S. Makarenko "Creative personal self-realization in the context of heuristic educational technique" (number of the register 011U005731) in accordance with the requirements of the new Law of Ukraine "On Higher Education" and the Concept "New Ukrainian School" on the democratization of the educational process, strengthening the personal approach to a future specialist, creating conditions for his powerful self-development and professional creative self-realization.

Analysis of recent research and publications. In recent scientific sources, the authors seek the solution of the problem in the active use of innovative educational systems and techniques, among them the priority is often given to heuristic education (V. Andreiev, B. Korotiaiev, A. Sologub, P. Freire, A. Khutorskoi and others). Therefore, it is necessary to create conditions for the future teacher, the instructor to constantly set and solve heuristic and problem tasks, to create the products of educational activity, chosen by him and important to him. Existing sources (V. Andreiev, N. Barbalis, B. Korotiaiev, V. Kremen, A. Savchenko, P. Freire, A. Khutorskoi and others) confirm that the general professional pedagogical competences of the future teacher necessarily include creative (heuristic) component: sensitivity to the problem, ability to think critically, ability to creative dialogue interaction, explanation, justification, forecasting. Modern scholars are only beginning to study and objectively evaluate the pedagogical works of B. Korotiaiev. Directions and ways of solving complex problems of training and professional growth of the future teacher through creative (heuristic) educational concepts and techniques are presented in famous scientist's works from the position of the philosophy of education. ***Separation of previously unsettled parts of the general problem.*** It is worth noting that most of the works we have worked out do not contain novelty in the development of the organization of the professional training of the future teacher, its strategy in the context of crisis phenomena in society and education. The obscurity of the purpose and the main tasks of educational (pedagogical) training of students, while supporting the traditional education and obsolete technologies, make it necessary to find the optimum output in the researches of innovative pedagogy, including in the works of contemporary Ukrainian scholars. Among them, in our opinion, one of the prominent places is occupied by the

theoretical concepts and techniques of professional training of pedagogical staff of the famous Ukrainian scientist, doctor of pedagogical sciences, professor Borys Ivanovych Korotiaiev. He is the creator, according to many scientists (V. Yevdokymov, V. Kurylo, A. Kucheriavyi, M. Lazarev, S. Savchenko and others), of outstanding and bold scientific ideas and professional techniques. ***The purpose of the article*** is to reveal the essential characteristics and significance of the scientific concepts and techniques of future teacher' education, which in recent decades have been developed and presented in the works of the famous Ukrainian scientist B. I. Korotiaiev.

Scientific novelty. This article presents for the first time the analysis of original and productive scientific ideas and techniques of future teachers' professional education, developed by the famous Ukrainian scientist-teacher B. I. Korotiaiev, their assessment and comparative comparison with existing in educational practice. Non-standard, but quite timely and acceptable for present teachers and pedagogues of new generation the methodological and methodical positions of the scientist concerning the modernization of the purpose, content and basic methods of professional training in general and, in particular, the formation of the leading competencies of the present and future teacher are found. ***Methods of research:*** analysis and synthesis of ideas and techniques of professional training, systematization and classification for the study of theoretical ideas and techniques; comparative-comparable method that allows to clarify, reveal and evaluate different positions, theoretical definitions and positions; structural-functional method that allows to reveal the content, structure and functions of theoretical positions, proposed ways of forming pedagogical competencies, strategic and tactical components of innovation education; methods of diagnosis and evaluation of different groups of professional and creative competences of the future teacher.

Presentation of the main material. Borys Ivanovych Korotiaiev is a well-known and most experienced national scientist, pedagogue-innovator, works in the system of higher education of Ukraine from 1964 till now. The first significant achievement of Boris Korotiaiev is the creation in the 80s of the last century of the new concept of teaching students on the basis of creative activity. B. Korotiaiev, the first teacher of the Soviet Union, using progressive philosophical, psychological and pedagogical theories, his own outstanding talent of a scientist-thinker and innovator-teacher, reasonably argued that the educational process will only become a factor in creating a true personality – a creative, humane, hardworking, patriotic – if the activities of teachers, instructors, schoolchildren and students are transformed into a real creative process [6, p.]. "A social order for the formation of a creative person capable of selfless working for the welfare of the Fatherland can only be realized by creatively working teacher. The pedagogy of student and teacher cooperation, their mutual enrichment and humanistic relations are realized in mutual creative activity – there is no other way. The idea of cooperation excludes authoritarianism, exploitation of memory, unreasonable control and evaluation scheme "you know – you do not know". It stimulates a combined search, a student's faith in his security and the right to mistakes ... the faith of the teacher in the spiritual forces of his disciples" [6, p. 3-4]. The theoretical concept of creativity as the basis of the educational process was

gradually equipped with carefully written in the works of B. Korotiaiev in 80-90 years of the last century techniques of cognitive and creative activity of students in various components of the educational process. The author develops and tests clear educational technique as a complete system of cognitive and creative activity of teachers and students in the educational process. The scientist has defended it for over 30 years. In the famous work "Doctrine is the creative process", which was reissued twice (in 1986 and 1989) in the publishing house "Enlightenment" (Moscow), and later it became part of the 2 "Selected Pedagogical Works" (Lugansk, 2006), the author in expanded form, vividly and clearly, with the selection of necessary arguments and examples, sets out the original theory and technique of cognitive activity, addressed simultaneously to both scientists and teachers, who are working and only going to work in future. The basis of the scientific system of B. Korotiaiev, tested by many years of his own practice, is the procedures and operations of cognitive-creative activity, which gradually, but reliably, remove both the schoolchildren and the students to the desired level of teaching – independent and creative, and therefore extremely beneficial for their personal and civil growth. In this and other works, the author gradually and naturally "raises" the subject of the educational process on the cognitive "elevator" from the ground floor of creative knowledge (**description** of objects, events, phenomena with their constructs, complex connections, interdependencies) to the second, more complex and more attractive, on the floor – **explanation** of the causes of interrelationships and the variability of cognitive objects. Then on the upper levels of purely creative, that is, creative activity – **prediction** of the results of the development of knowledge and skills, **design** of their specific application during creation own meaningful for the individual educational products and their use in practical life. It was an incredibly daring, but prudent and verified step to a new educational paradigm – a paradigm of heuristic (cognitive-creative) education. In such education (later it was developed by V. Andreiev, A. Khutorskoi, A. Korol, O. Kryvonos, M. Lazarev, and others) for the student and pupil there was a clear and attractive goal of studying: not to learn the rules, words, formulas, definitions and dates, but create by their own and, as a rule, strong emotional and mental energy chosen by them the same specific, close and meaningful product: a description of the object or phenomenon, an explanation of the content of the task or mini-product or project. It’s impossible to create such product without knowledge. However, knowledge of the traditional purpose of learning is astonishingly transformed into Borys Korotiaiev’s concept in convenient means, which can be taken from a textbook, a reference book, a dictionary, a written explanation of a teacher, etc. They do not need to be specially memorized; they themselves fall in memory when we use them as an instrument, creating a product we invented or an exciting professional project of a school holiday.

In connection with the development of basic cognitive steps (description, explanation, prediction, design, diagnostics of created products), B. Korotiaiev also created a system for studying the basic competencies that are needed to master such steps. It is appeared a unique but fully developed technique of creative mastery of cognitive and creative competencies for the specified types of cognitive activity aimed to the final result of various types of educational products.For example, the

procedure for explanation Borys Korotiaiev, as well as modern philosophers of epistemology, is regarded as central to any cognitive or scientific process. At first, pupils or students explain the following three operations (observation, trial transformation of an object or phenomenon, recognition of constant connections, sentence formulation) on the basis of teacher's model, which are performed on a reproductive basis. The fourth operation – the justification of the correctness of the sentence – is realized on the creative basis: pupils and students master the experience of independent use of typical methods of proof. This operation is one of the most complicated and therefore requires a lot of time and effort [6, p. 63]. It is the author's opinion that acquiring some experience all four operations for explanation are performed independently on the basis of the necessary forecasting of the minimum required knowledge.

Professor B. Korotiaiev proves that the application of the complex of procedures of description, explanations and predictions correctly clarifies and facilitates the development of the theoretical and practical foundations of the disciplines: grammatical rules, physical laws, mathematical formulas, theorems, etc. The author is convinced that the results of educational activities should be evaluated from the standpoint of spending all the forces of educational subjects – spiritual, moral, physical. According to the scientist, "the measurement of the results of educational work can only be by a qualitative assessment, and not by marks, for example, to evaluate them as outstanding, excellent, good, and satisfactory. Unsatisfactory assessment is unnatural and senseless ... It is not necessary to build such an educational process through reforms and orders, but on the basis of science, that is, pilot-experimental search from scratch in artificial variants and on small pedagogical grounds of free educational space [3].

The scientist owns the most radical and at the same time the most complete development of the goal of the future teacher's professional training. In his opinion, such formulation and definition of the goal of education should not be. In the modern sense, this goal is reduced to giving the younger generation a high-quality education at all levels of its maturity in accordance with established state standards, that is, curricula. Under the quality of education, it is accepted to understand the quality of the acquisition of knowledge, skills and abilities, their amount is planned in these programs. The theory created by B. Korotiaiev's pedagogical philosophy indicates that this goal is incorrect, illusory and unattainable for the vast majority of students and therefore should have a new formula. In his opinion, it is reduced to the fact that the purpose of education should not be the quality of the learned knowledge, but the quality of life in the learning process in terms of protection and development of health as the main value of any particular person. Then B. Korotiaiev clarifies the main goal of professional training: "the purpose of education is not just the quality of life, but such a way, which would be guaranteed to protect and strengthen the main value of the subject – his health in all components" [5].This is what should happen on the "entrance" or on the first link of the entire technique chain of the educational process itself.

The second link is the creation of a free pedagogical space to track the implementation of a new reformatted goal of education in limited pedagogical areas

within the educational time with the release of one hundred percent result. Experimental work in this unit should be built from scratch, preferably from September 1 and from the first year, and certainly if it's prior thorough preparation, including the students themselves. Everything related to the second level does not occur in the non-free educational space.

The third link in the technique chain to implement the reformatted educational goal is to organize and conduct the university lecture as a lecture of "direct action" with full depths of either students or teachers in a pre-prepared text. The lecture should not be a means of presenting the entire amount of knowledge laid down in the program, but rather a means of psychological, moral and methodological preparation of students for their full independent work with academic and scientific literature. This is what is not happening in the current practice, but it should take place during experimental and research work in a free educational space. However, overview and advisory lectures are not excluded.

The fourth link of the technique chain is the organization and conducting of students' independent work with academic and scientific literature in the operational mode immediately after lectures of direct action with a number of conducting a small number of seminars. They is arranged within the educational time every day under pedagogical supervision and control, not less than 4 hours a day. Daily independent work – is the essence of lifestyle, the stability of which is able to provide a positive development of mental, social and moral health. Only persistent work, intense and useful labor guarantees the student a decent and comfortable life, fate, and most importantly – a healthy spirit and healthy intellect. Nevertheless, in order to have a healthy body, it is necessary to be engaged in more than 4 hours – sports and fitness, household and craft, aesthetic activities. Only such an integrated approach allows blocking the destructive processes that occur in the lives of most students (laziness, lethargy, apathy, passion for entertainment and comfortable living). The accompanying loads mentioned above are in effect the temporary pauses in which the brain restores the bioelectric energy expended during the intellectual load [3].

The fifth link in the technique chain is the final one on all micro-macro stages of motion, both intermediate and final. The system of tracking, monitoring, measuring and evaluating knowledge created today should not work, although it works everywhere in all higher education institutions. It is built on a false basis – on catching and counting errors, which contradicts the pedagogical philosophy. It's theory suggests what should happen in higher education, and not only knowledge, but the successes and achievements due to the way of life, including behavior, actions, activities, work and leisure, should be evaluated. At every intermediate and final stage, each student protects his success as an independently created "product" or "creation" publicly in the presence of colleagues and experts [3].

It is pleasantly impressive that the oldest, most experienced in our country, and still active scientific teacher, has created, formulated and laid out in many printed works the most daring and simultaneously the most complete concepts and techniques of restructuring in the 21st century our educational science and practice. Only "Selected Pedagogical Works in 4 Volumes" by B. Korotiaiev, published in 2006-2009, occupy about 2 thousand academic pages. Moreover, beyond them, other

printed publications – not less than a thousand pages – on the problems of theory and technique of the educational process, the philosophy of education. Surprisingly, for over 30 years these non-standard content and form, useful and constructive ideas and projects of real constructions of native innovation education almost did not find feedback from the leadership of education and academics. However, in recent years we can name important comments-reviews of two well-known doctors of pedagogical sciences, professors Oleksandr Kucheriavyi and Viktor Yevdokymov on the latest fundamental book by B. Korotiaiev "Non-standard look at higher education standards" (2016) [4], published with the involvement of co-authors of professors V. Kurylo and S. Savchenko. Supporting the ideological and conceptual content of the book, prof. O. Kucheriavyi notes: "When reading a book, one cannot wonder about the fact that with worthy of surprise the realistic sobriety it is depicted here the environment of education that artificially created communities of heaps in the way of revealing the student's own potential, self-realization already during training". O. Kucheriavyi evaluates the work of the Master as a statement of conceptual-strategic and semantic-conceptual plans about the ways and means of exiting from a deadlock, in which the higher education of Ukraine appeared. He supports the author's refusal from the traditional system of organizing the educational process in higher education, from the thematic lecture and replaced it by lecture of "direct action". The scientist acts like Korotiaiev, against the poly-subjectness as a "black hole" in the content of higher education. He replaces it by the mono-subjectness when powerful opportunities for organizing creative and, in fact, independent work of students, creative and constant cooperation of the present and future teachers, aimed at the self-realization of their professional and creative potential are created [7, p. 5-11].

Professor, Corresponding Member of the National Academy of Sciences of Ukraine Viktor Yevdokymov as a reviewer of this book notes that traditional approaches to solving problems of higher education, various improvements do not yield results. Therefore, he agrees with the author of the book: it is impossible to improve what needs to be replaced. The proposed new type of education, which is an alternative to the traditional one, is understood as a special type of education, in which the optimal conditions for the development at students the ability to self-education, self-determination, independence and self-realization are created ... [1, p. 296]. "We are convinced that the pressure of public interest to replace the polytechnic education will be intensified ... To the end result of study in any educational segment became an educational product, it is necessary to change the whole system, rather than separate segments ..." [1, p. 296-298]. V. Yevdokymov supports Borys Korotiaiev's position on changing educational goals. "Non-standard view ... on the existing standards of control and quality of higher education is to change the goal of higher education. It is not the quality of knowledge, skills and abilities in training highly qualified personnel for the needs of the state and all its spheres, and the quality of life, which would guarantee the quality of higher education ... It should be noted, in particular, that measurement and evaluation should be oriented towards success, rather than for mistakes as it is today " [1, p. 297-298]. The reviewer, supporting the author's position, does not exclude that certain

provisions of his theory may be controversial, and emphasizes that the final versions of the new educational system should appear by search and experimental way, gradually. Then it is not excluded that there will be other projects of the new system of higher education. Moreover, the book "Non-standard look at higher education standards" is an invitation to a thoughtful analysis of the obvious state of higher education and the prospects for its development in the state [1, p. 289-229]. We strongly support this position of V. Yevdokymov, as well as his assessment of the huge contribution of prof. B. Korotiaev in pedagogical science and development of national education.

Conclusions. The pedagogical heritage of the famous Ukrainian scientist-teacher professor Borys Ivanovych Korotiaiev is marked by a multidimensional scientific research, research depth, original and valuable results of theoretical and applied nature. His development of the foundations of a new system of higher education, the training of professional teacher-creator, armed with important professional and creative competencies, are definitely innovative and useful to the nature of society, but unfortunately, they are not sufficiently studied, developed and implemented in pedagogical science and educational practice. ***Perspectives of further investigations*.** Monographs and numerous articles of professor B. Korotiaiev, written in bright, original, understandable and sophisticated words, with the observance of scientific logic and thorough evidence, are worth studying and widely used in the professional training of bachelors, masters, postgraduate students, as well as in all forms of teacher training, educators, teachers of institutions of higher education. Scientific analysis, generalization, comparative comparison and objective assessment of the innovative scientific ideas, educational systems and techniques of professor B. Korotiaiev and the research of innovative achievements of other well-known Ukrainian scientists (V. Lozova, I. Ziaziun, N. Tarasevych, A. Sologub and etc.) can be useful for researchers of the history of pedagogical science and comparative pedagogy, for transforming the pedagogical science into a purely creative subject, worthy of admiration and profound study by students, postgraduates, teachers, and all educators.

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4.3. FORMATION OF PROFESSIONAL-CREATIVE COMPETENCIES OF FUTURE TEACHERS ON THE BASISOF HEURISTIC EDUCATION TECHNOLOGIES

UDK 378.14:371.133

Lazarev **M. E, Lazareva O. M, Lazareva K. S.**

Abstract. *In the article on the basis of the results of the theoretical and experimental study the possibilities of heuristic education and its technologies are revealled for the formation of professional and creative competences of the future teacher. Heuristic education is considered as an entire, nonlinear and non-equilibrium system of educational activity, aimed at the development and self-realization of creative competences of the individual, that is the ability to create personally significant educational products. The research has proved that the basis of the professional training of the future teacher and the formation of his professional and creative competencies on the personal level of the main types of heuristic professional activities – heuristic-search, reconstructive and especially constructive and creative is taken a leading place. The developed and tested heuristic technologies of general competencies formation of professional-creative character are considered: "lectures of direct action" for creating a solid foundation of theoretical knowledge at the stage of their initial development already; colloquiums of co-creation between a teacher and a microgroup of students", heuristic technologies for the improvement of students' independent work, seminars and practical classes, pedagogical practice as a system of design and research studios of master-teachers and future teachers.*

Keywords: *future teacher, professional-creative competences, heuristic education, heuristic educational technologies, constructive and creative activity, educational products.*

Task setting. The achievement of the high and ambitious goal of the Ukrainian state and all teachers, that is written in state documents of the last decades, is the creation of the necessary conditions for the preparation and creative self-realization of the individual, connected with solving the complex problem of professional training of the modern teacher.

Immediacy of the problem. The immediacy of the research on solving the problem of preparing the future teacher with the developed skills of master and creator can be explained by the fact that such training can be carried out only under the conditions of an innovative educational system with qualified, modern managers and executives, equipped with the latest technologies of education and upbringing. However, innovative transformations in education at the state, local, university level are carried out too slowly, there is no concrete road map of the successive steps of the transfer of innovations to the educational system, in particular, of pedagogical universities. The system of professional training, in particular of modern teachers, is clearly obsolete. Therefore, in the research some attempts have been made to develop and implement innovative heuristic technologies to improve the professional training of the future teacher and, above all, the formation of a leading professional and personal component – professional and creative competencies.

Connection of the author's work with important scientific and practical tasks. The study was conducted in accordance with the requirements of the new Law of Ukraine "On Higher Education" regarding the democratization of the educational process, the provision of greater academic freedom and initiatives of the University, its teachers and students, strengthening the personal approach to the future specialist, creating conditions for his powerful self-growth and creative self-realization.

***Analysis of recent research and publications*.** Recent scientific sources show that solving the problem of forming the professional and creative competences of the future teacher should be sought first and foremost in the active use of innovative educational systems and technologies – really democratic, truly creative, personally oriented and effective [1; 2; 4]. Among such educational systems of today, according to many supporters of the substantial modernization of the existing traditional system of education, a heuristic education is taken the leading place (V. Andreev, N. Guzii, A. Korol, B. Korotyayev, A. Sologub, P. Freire, A. Khutorskoy and others.). Studies by foreign and native scientists have revealed that the basis of heuristic education has become cognitive-creative and professional-creative activity as the main feature of professional education and a leading factor in the formation of the future teacher's professional competencies. The contents and results of his educational activity are determined not by the volume of the remembered educational material (as in the traditional education), but by the number and quality of educational products that are created and protected by him (V. Bespalko, B. Korotyaev, V. Lozova, M. Lazarev, A. Khutorskoy and others). Therefore, it is necessary to create the conditions for the future teacher, that he could have the possibility to develop intensively professional competencies as a system of values, motives and skills to create the products of educational activity that are important for him and his educational programs.In the course of the research analysis that is related directly to the problem of the educational competencies formation, it was found that, firstly, according to leading foreign and native scientists (V. Andreev, N. Barbalis, V. Evdokimov, B. Korotyayev, V. Kremen, V. Kurilo, O. Savchenko, P. Freire, A. Khutorskoy, etc.), general professional pedagogical competencies necessarily include the creative (heuristic) component: the sensitivity to the problem, the ability to clearly and critically comprehend the scientific text material, compare different sources, ability to positive partnership, constructive and creative activity, creative dialogue interaction and cooperation; the ability to operate with independent research methods and be able to explain its results at a high scientific level; be able to make an original scientific contribution to discipline, in particular, within the framework of qualifying work.

Selection of previously unsettled parts of the general problem to which this article is devoted. It was found out that the development and transfer of models and technologies of innovative heuristic education, solving complex problems of their liveliness in the educational process did not become the first strategic tasks of modern pedagogical research. Therefore, the urgent purpose of the research was to discover ways of introducing existing and new technologies of heuristic education for the effective formation of professional, in particular, the professional and creative competences of the future teacher, the basis of his preparation for a complex mission of teaching and upbringing of the younger generation.

The scientific novelty of the research results is seen: a) according to the author's conception the professional training of the future teacher and the formation of his competencies occupy a leading place in mastering the main types (which are gradually becoming more complex) heuristic professional activities – heuristic-search, reconstructive, and the most important, constructive and creative; b) it is proved that the application of modernized and developed by the authors the system of heuristic education that corresponds to the basic stages of professional training (lectures of direct action, creative colloquiums and regular interviews on the results of students' independent work, presentations and protection by students of professional products, their diagnostics on the basis of the developed criterial base and correction, research and design studios of students and teachers-masters during the pedagogical practice, etc.) and under conditions of comfortable humanistic interaction the teacher and students significantly optimizes the training and formation of future teachers' leading competences.

Methods of the research: analysis and synthesis, systematization and classification for the study of theoretical ideas and the development of technologies; comparative-comparable method that has made it possible to clarify and disclose various concepts and interpretations of heuristic education technologies; structural-functional method that allowed to reveal the structure of pedagogical competencies, strategic and tactical components of heuristic education and its technologies; pedagogical experiment to determine the effectiveness of heuristic technologies for the formation and diagnosis of professional-creative competences of the future teacher.

Presentation of the main material. Having applied systematic, axiological and competent approaches to educational activities and the identified research methods, some technologies of heuristic education for the formation of professional-creative competencies, in particular, professional-creative autonomy, ability to partnership, dialogue interaction, constructive and creative ability to make educational products have been developed and experimentally tested. It was revealed that the primary source of the formation of the leading professional competencies of a future teacher is his/her natural desire for self-affirmation, self-development, self-actualization of inner forces. And the cognitive and professional creativity of a future teacher serves as a reliable, convenient and natural way of such self-realization. Analogues of creativity as a helpful, inspiring and developing engine of a person were not found by anyone, as there were no boundaries for the prosperity and development of creative forces of a person. Therefore, the younger generation must be timely, patiently and persistently taught to apply the creative activity, in particular in various forms of accessible heuristic activity. Comprehension and generalization of theoretical concepts of professional competence enabled to suggest own definition of this pedagogical category. Professional-creative competence is an internally significant, actively formed personality's ability to realize self-transformation and integrate spiritual values, theoretical knowledge and practical skills for solving multidimensional, non-standard tasks of professional pedagogical activity [2].

Heuristic education and its component – heuristic learning – are considered to be a holistic, nonlinear and non-equilibrium system of educational activity, the

strategy (the main purpose) of which is directed on the development and self-realization of creative competencies of a person, especially the ability to create personally significant educational products (external and internal). For this purpose, different kinds of creative work are used according to the increasing level of complexity: searching-heuristic, transformative (reconstructive), constructive and, finally, higher in terms of complexity and value – creative activity.The research of scientists and the practice of teachers undoubtedly proved the need to upgrade significantly the dialogue with pupils and students, primarily through the development of the uneasy foundations of inquiry activities. And it is real if the teacher personally acquires the culture of a modern civilized humanistic and constructive dialogue, he/she will overcome the main problem of the authoritarian-traditional dialogue, when the teacher asks, and students or students are doomed to answer only, having neither rights nor the ability to pose their own important questions. Among the modernized and authored heuristic technologies that had been discovered in the process of research in 12 Candidates of Sciences' theses, 5 monographs and many scientific articles of our scientific school, it is essential to highlight such heuristic technologies as: "lecture of direct action", the construction of a system of heuristic questions, the training of the skills of using heuristic dialogue, and dialogue interaction, formation and diagnostics of cognitive-creative independence of pupils and students, technology of rhetorical culture and pedagogical artistry formation, technology of professional-creative situations solving, cognitive-researching collaboration among teachers and students, research and design studies during the pedagogical practice, etc.

Heuristic technology «the lecture of direct action», initiated by Professor B. Korotyayev [1, p. 24-80], has undergone a significant transformation, but preserved the strategic orientation of its original source. The purpose of "the lectures of direct action" is to overcome the significant shortcomings of the traditional lecture, which has a number of disadvantages that are destructive for the professional and creative training of specialists. "The lectures of direct action» in the technological process are mainly focused on the promoting the conditions for active, motivated creative work of a future teacher in the process of cognitive-creative activity, for example: listening of the main motivating and instructional settings of the teacher; careful, profound reading of the previously given text of the lecture, rereading of separate fragments of their own choice and according to the teacher's advice; search for the variants of transformation, convolution of a text to write out short theoretical definitions, positions, fixing their own critical opinions and suggestions; announcement in the mode of speaking the results of work on the text; listening to other readers-researchers in order to compare and correct their own achievements. The work is resumed with short written summaries (1-2 handwritten pages) with a reflection of main and personally significant material of the lecture. Another option is writing answers to heuristic questions about the basic concepts, explanations of pedagogical phenomena, methods of heuristic solving of educational problems, practical recommendations, etc. The teacher has to deal with tasks much more complicated than in the case of traditional lecturing. The prepared text material of the lecture should be interesting, accessible, scientifically and logically strict, convincing

and understandable. This, among other issues, helps to adhere to the principles, methods and rules that predict the application of theoretical or empirical knowledge (P. Kopnin, G. Kostyuk, B. Korotyayev). It was taken into account in the process of experimental teaching of pedagogy and pedagogical creativity at the 2nd and 3rd years of Pedagogical University that the students of the newest generation Z had already learned to find very quickly in the Internet interesting information. They are able to switch attention quickly and continuously to the new objects, but have not mostly formed the abilities and habits for a long-term concentration on the necessary cognitive objects, to penetrate into their hidden deep essence and paradox, to re-read and re-think the printed texts, to interpret scientific and artistic literature.

The competence, mastered due to the technology of "lecture of direct action", is further refined with the help of heuristic technologies for the organization of individual work. It was succeeded to reduce curriculum to 3-4 major disciplines, which simultaneously were studied during the semester by students of the humanities with the agreement of some dean's offices in the process of experimental work. Even such a slight reduction in poly-disciplinary education has given positive opportunities to some extent to revive European and American standards for the organization of independent work of students, apply heuristic technology to deepen, improve, synthesize the acquired theoretical knowledge in the process of individual activity – searching, reconstructive, constructive and creative [3]. Students, following the recommendations of the leading teacher, who conducted lectures of direct action, independently after classes studied recommended theoretical and methodological sources related to the elaborated lecture, created their own short reviews, summaries, sections of scientific works, prepared – either verbally or in writing – answers to specific heuristic questions raised by the lecturer and students. Colloquiums with groups of 4 to 6 people were conducted as practical classes or workshops at the expense of hours for individual work (planned for students and not planned for teachers) – for dialogic benevolent and actual cooperation, discussion and conclusion of the results of individual work on the materials of the lecture and recommended sources. Thus, a continuous system of in-depth work on the leading structural and semantic components of a discipline was formed, the level of mastering the main material at lecture classes and in the process of independent work was revealed as well as the readiness of future teachers to create the planned educational products.

Seminars and practical classes in heuristic education were organized unusually – as a presentation and protection of individually created professionally directed educational products (at the choice of students) of constructive or creative level (theoretical report, essay, scientific article, development of a training module for studying the topic (section) from a particular school discipline, educational project, etc.). Each of these products is provided with a clear diagnostic toolkit (a system of criteria and indicators that correspond to a certain level of educational achievement – high, sufficient, average, initial. The level of performance and personal protection of current and final educational products chosen by students in heuristic education becomes crucial in assessing the development of educational disciplines.

Heuristic education, unlike traditional as a more creative and more humanistic level of modern education, enables students – the creators of educational products –

based on the teacher's recommendations and comments to concentrate productively not only on performance, but also on correcting the shortcomings of the work, to improve it meaningful, linguistic and stylistic characteristics, to make their own thoughts more profound in order to get a higher grade. Pedagogical practice in heuristic education included in the experiment the system of teachers' and stusents' design-research studios in the experiment. Further they are future teachers. Teachers-methodologists of the University together with the teachers-researchers from basic experimental schools, the heads of the practices of individual students' groups, together with the students defined the themes of future creative projects and helped with teaching materials and gave some useful advice. Before the practice the students presented and defended such projects at practical classes, received concrete help from scientists and teachers. It did not overload the students, because the experimental groups had just one working day a week at school when they had the pedagogical disciplines and practical activities of students with schoolchildren.

Creative projects as a combination of educational wisdom of experienced masters and bold initiatives of future teachers were often recognized the best at the presentations of methodical studies, professional contests, creative exhibitions and even at the National festival of innovative educational technologies. Many of these projects were used in dozens of diplomas, masters and thesis. Future teachers having attended the experimental vocational-pedagogical bachelor and master training significantly improved their pedagogical skills, in particular, the quality of the leading professional creative competencies. According to the data carried out by the graduate students and the professors of our scientific research school, more than 82% of bachelor graduates and about 90% of masters have discovered high and sufficient level of professional creative competencies during the defence of their final qualifying works. The growth of many of these qualitative characteristics of definite competencies in graduates was from 27 to 40%.

Unfortunately, the modern politics of university education does not allow to expand the application of the experimental practices of modern heuristic innovations in vocational-pedagogical training of specialists, in particular, the use of monosubjective practice in the education, in the organization of students' independent work of American and European institutions of higher education, a broad and permanent cooperation between the University and the institutions of secondary education. So we are waiting from the Government and the Ministry of education and science of Ukraine decisive and fundamental steps to support innovative research and pilot projects of scientific schools and art groups of universities, and organization of permanent cooperation between universities and their departments with school groups. Without innovative changes, including the use of technologies of heuristic education, the state cannot hope to prepare creative, competent and responsible young teachers, the main spiritual strength of a democratic, fair and civil society.

Conclusions and rezalts. Created and implemented the author's version of future teachers' training, the system of the formation of professional creative competencies based on ideas and technologies heuristic education prove the feasibility of prioritizing heuristic-search, constructive and creative activity in the

professional formation of modern teachers. According to research, more than 82% of bachelor graduates and about 90% of masters have discovered high and sufficient level of professional creative competencies during the defence of their final qualifying works. The growth of many of these qualitative characteristics of definite competencies in graduates was from 27 to 40%. Therefore, the training of creative personality in heuristic education must be supported by powerful administrative, material, motivational and organizational factors.

Prospects of the application of the results of the study. Noting the significant progress in the development of theory and practice of innovative education, it is impossible not to pay attention to the slow development and rare application of complex heuristic technologies in the modern teacher's training. Therefore, the scientists of pedagogical universities should carefully, critically and constructively look at the results of our and similar researches. Scientific quests develop the ways and means of significant professional and creative improvement of technologies of university education, including lectures, seminars, practical classes, students' self-study, future teachers' pedagogical practice, cooperation on a permanent basis of the universities and institutions of secondary education, experienced teachers and the future generation of creative ones.

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4.4. IMPLEMENTATION OF HEURISTIC EDUCATIONAL TECNOLOGIES FOR FORMING FOREIGN LANGUAGE COMPETENCES OF STUDENTS

UDC 378.147:377]:63](477)(043.3)

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Abstract. *The implementation of innovative heuristic educational technologies of teaching foreign languages instead of traditional ones is important in the context of reforms in higher agrarian education in Ukraine. The authors investigated the phenomena of heuristic educational technologies; resumed and adapted key principles of heuristic education to the requirements of higher agrarian education; formulated a heuristic situational assignment as an effective technology of mastering foreign languages for professional communication; represented heuristic situational assignments verified in the academic process of agrarian higher school. Students were taught the methods and mechanisms of heuristic activity, such as «analysis through synthesis», analogies and associations, methods of questioning activities, dialogue interaction, etc. It was found out that the permanent application of heuristic educational technologies resulted in students' motivation to study foreign languages profoundly, create personally significant educational products, release them from the psychological barrier of using foreign language in a professionally oriented situation and enable students to apply foreign language competences for their future professional activities in agriculture.*

Key words: *heuristic educational technologies, heuristic situational assignment, agrarian higher education, foreign language for professional communication.*

Formulation of the problem. Heuristic education is an original scientific and pedagogical concept that offers students to "create knowledge»" by comparing it with cultural and historical analogues and completing education with personally meaningful content. The productivity of heuristic education is expressed both in personal and general cultural growth, but its content is based on the inner need of a person in individual development through its creative productive activity, but not only in the demand of society [12]. According to C. Rogers, the sense of creativity is in the very nature of the existence of a human individual development: only the one who creates is the one who realizes the potential possibilities. But creativity is an inevitable consequence of the freedom of choice. Creative achievements are possible when a student has the right to choose the content and goals of education, educational trajectory, the creative work, the form of its implementation and protection. The freedom of a student's choice means the autonomy of academic activity. Therefore, it is not enough to give freedom of activity, it is essential to learn how to act, to reveal personal potential and self-realization [10, p. 315].

Relevance of research. Heuristic educational technology is often defined as a solution of problem tasks in the process of cognition and aimed to identify, transform and regulate the patterns, mechanisms and methodological means of anticipation, as well as the construction of new knowledge and purposeful ways of working and communicating, created on the basis of generalization of existing experience and

design of future models [1]. However, in Ukrainian higher agrarian education innovative heuristic technologies are not commonly and systematically used. The lack of theoretical and practical researches on the topic results in reluctance of most lecturers to apply innovations that bring impulses of cognition and development to academic environment. Sometimes superficial and unreasonable attitude prevents lecturers from putting aside traditional reproductive methods of teaching foreign languages that cannot provide the sufficient level of students' competences in this sphere.

Analysis of recent researches and publications. Analysis of pedagogical and psychological sources (T. H. Davenport, J. Dewey, N. Harvey, L. Prusak) showed that the effectiveness of heuristic educational technologies lies on preparing human psyche to the moment of «enlightenment», establishing the connection between consciousness and sub-consciousness; and intuition that «extracts» the necessary information and promotes solving the problem. This complex mental act of extracting relevant information is called actualization, and the implementation of the received information to the solution of the educational task is called its organization. Methods for updating and organizing information in the heuristic search can be different. Some of them are based on the recognition of the elements that have already been met in solving other problems. Other methods of updating and organization of information are based on the separation of the elements of the task from each other, their combination in the right direction for heuristic search [3, 4, 6].Effective implementation of heuristic educational technologies is based on the principles of heuristic education. The study of the scientific work of the classics of heuristic learning (N. Burbules, J. Dewey, A. Maslow, K. Rogers) and modern studies in the field of heuristic education (H. Ben-Horin, S. Pion, I. Kali, R. Goldwin-Jones, M. Payne et al.) enabled authors to reflect creatively the main ideas and principles of heuristic learning and adapt them to the peculiarities and specifics of teaching foreign languages in agrarian university.

The purpose of the article is to study the potential of heuristic educational technologies targeted to form foreign language competences of students who master agricultural professions and their practical application in learning the English lexical, grammatical and phonetic material as well as removing the psychological barrier of using foreign language in a professionally oriented situation. ***Methods of the research.*** A complex of methods, namely theoretical methods (system-structural, problem-objective methods, logical analysis, synthesis for the study of scientific sources, systematization and generalization of ideas of heuristic education, its technologies and tools; empirical methods (method of psychological-pedagogical observation, interview, pedagogical experiment of implementing heuristic educational technologies in the academic environment of agrarian higher education) has been used for this study.

Presentation of the main material. Application of innovative heuristic educational technologies in the academic process of agrarian university is impossible without taking into account future specialists' usage of foreign language competences in their professional activity as well as the principles of heuristic education. The

classic principles of heuristic education have been adapted to the context of higher agricultural education as follows:

1. The principle of personal goal-setting: the training of each student is based on individual educational motives and peculiarities of future professional activities.

2. The principle of choosing an individual educational trajectory: a student has the right to approve the choice of the main components of education with a teacher: the content, goals, tasks, tempo, forms and methods of teaching, the system of monitoring and evaluation of results. Discussion of different points of view and positions in the classroom, protection of alternative creative works on the topic can teach the tolerant attitude of students to other points of view and perspectives, help them to understand the law of the diversity of ways to comprehend the truth.

3. The principle of meta-subject fundamentals of the content of education: the knowledge of real educational objects leads students to go beyond the usual educational subjects and transit them to a meta-subject, interdisciplinary, integrated level of knowledge, when the diversity of concepts and problems is reduced to a relatively small number of fundamental educational objects, namely, categories, concepts, symbols, principles, laws, theories. This principle is especially important as it concerns the study of humanities (foreign languages as well) in the traditionally scientific academic environment.

4. The principle of productive learning: heuristic learning is oriented not so much on the study of already known, but on the discovery of unknown, when students create their own educational products. In the process of creating educational products according to the curriculum, students develop their competences that are essential for the specialists in the relevant science or field of activity.

5. The principle of primacy of educational products: the student's personal content of education is ahead of the study of educational standards and generally recognized achievements in the research field. Traditional activity «from the study of knowledge» is substantiated by the activity «for the acquisition of knowledge». Fundamental knowledge cannot be alienated from the personal knowledge and experience of a student, but must be based on them.

6. The principle of situational learning: the educational process is grounded on the professionally oriented situations, which involve the self-determination of students and the search for their solution. Its purpose is to cause motivation of students' future professional activity.

7. The principle of educational reflection: the educational process is combined with the reflexive awareness of the subjects of education by students and teachers. Reflection is an essential condition for students and teachers to visualize the scheme of organization of educational activity, to work it out according to the educational goals and programs, to realize the emerging issues.

Heuristic learning involves sufficient students' possession of mechanisms, methods and techniques of creative activity such as «analysis through synthesis», brainstorming, a logical set of heuristic questions, methods for developing empirical knowledge to the theoretical level, association, comparison, generalization, abstraction, objective and detailed diagnostics for evaluating their own or someone else's work, etc. It provides real autonomy, creativity and continuous interaction of

teachers and students, and involves evaluating the results of productive educational activity, which can be improved, corrected, changed within a certain time frame [8, 11, 12]. The implementation of heuristic educational technology of professional situational assignment, which includes a series of consistent heuristic tasks from interrelated topics, gradually lead students to create a personally meaningful educational product.

The main purpose of such heuristic situational assignment is to organize the activities of students, which can help them not only to learn something new, but also realize their individual creative abilities and create their own system of knowledge of the subject. The heuristic situational assignment allows an open, unfinished solution to the main problem, which stimulates students to find opportunities for other solutions on a different level. The most heuristic one is the situational assignment in which the teacher is involved as a participant, the problem being solved is not a learning one for him/her, but a real one that he/she has to solve together with the students. The results of such training are the most productive and correspond to the essence of heuristics as the basis of modern education [7, 9].The heuristic situational assignments, applied during the pedagogical experiment, involved the stimulation of real contacts with employers or institutions of professional internship, that adjusted the educational personal goals of students with their orientation to future practical activities, prompted profound studying the English language in order to obtain the knowledge necessary for their future professional activities in agriculture. For instance, a heuristic situational assignment "The role problem-solving" implemented one of the main provisions of heuristic educational technologies, dialogue interaction of participants in the educational process and provided the opportunity for collective modeling and solving professional or business situations [2]. It required the setting of a particular problem by the participants of the situation and the distribution of roles between them for its solution, singling out the general purpose, but different vectors of professional interests, interaction of participants in the reproduction of the situation, analysis of the results and evaluation criteria [5, p. 12]. Such situational assignments had been successfully applied to summarize several topics at the heuristic immersion, for example, "Travel", "Going through passport and customs control", "Meeting a business partner", etc. Students distributed roles and had several minutes to discuss the main scenario.

Further, everyone acted in accordance with the chosen role and strategy, following the general development of events. The teacher did not interfere into the process, but made notes, pointing out the correctness and expediency of using the English vocabulary, professional concepts, terminology, grammatical structure of sentences. These situational assignments required the unprepared verbal communication that gave the best opportunity of objective control of mastering the English lexical, grammatical and phonetic material. Moreover, this experience helped to remove the psychological barrier of using English in a real life situation with native speakers of English, which was the best indicator of students' foreign language competences [9, p. 92]. Having completing the situation, the teacher analyzed students' achievements using the notes, let the students know the results and enabled the students to correct the errors by themselves. It was also expedient to use

multimedia, including video recording for further reviewing by the participants and self-adjusting. It was found out that the teacher should be able to determine the readiness of students to solve a certain heuristic situational assignment taking into account the individual characteristics of students and their training. Too high degree of uncertainty in solving a heuristic situation assignment could become unbearable for a student, and relatively low one, in its turn, would not cause the student's necessary heuristic efforts, therefore, his/her personality would change insignificantly.

At the beginning of the training course, teachers created heuristic situational assignments with a medium degree of uncertainty, during which the teacher formulated the problem and the general goal of the situation, and the students themselves chose the means of accomplishing tasks. Consequently, students formed their individual educational trajectory within the frames of the training course independently. After qualitative changes in students' knowledge level had been discovered, teachers began applying heuristic situational assignments with a higher degree of uncertainty. The teacher described a certain problem situation, and students formulated the corresponding tasks, set the general goal of the educational problem and achieved it.

Conclusions and results. Thus, it is revealed that the implementation of heuristic educational technologies in the process of studying English by the students of agricultural professions can ensure the transition from reproductive, formal-logical educational actions to creative ones. The effectiveness of the academic process based on heuristic technologies is ensured through the involvement of a complex of important pedagogical factors, in particular: a) motivation of students to create personally significant educational products; b) teaching students to apply methods and mechanisms of heuristic activity («analysis through synthesis», analogies and associations, methods of questioning activities, dialogue interaction, etc.); c) mastering foreign language competences with the help of heuristic professionally oriented assignments. Creative approach to mastering English for the future professional activity of students tends to form their productive thinking, necessary for solving complex tasks, the rejection of stereotypes, and gaining unexpected results [9, p. 107]. ***The perspectives of further researches*.** Higher degree of students' inclusion in the process of educational content forming that leads to their individual self-realization needs further pedagogical research and assessment. This process is determined by students' abilities to set goals, select themes, plan, control and evaluate their academic work.

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4.5. STUDENTS CREATIVITY DEVELOPMENT: MOTIVATION AND STIMULATION

UDC 378. 018 (477)

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Abstract. *The article discloses the variety of those means that can be used to stimulate and motivate students creative activity and those that have been introduced into practice of the given higher educational institution. As the problem of lack of students academic motivation as well as their motivation to creative activity is rather acute today for local higher educational establishments special attention is paid to innovative and developing educational environment which has to be created to guarantee successful professional training of future specialists. Thus, the diversification of university educational services is characterized. It has been demonstrated that the retargeting of educational process to the formation of professional competence and future specialists' competitiveness is a powerful means for students' motivation to creative activity. These can be realized through the following: continuous adaptation of study subject-matter to students' future*

professional demands, full-scale realization of developing and educational potential of the content of education; everlasting renovation of the content of education according to employers' demands; the use of modern person-oriented interactive and information-and-communicative technologies of learning (dialogue-and-discussion, play, training, project, case technologies, web quests, webinars, workshops, etc.); the provision of psychological and pedagogical escorting, individual support of student's training activity; students involvement into different forms of practical activity directed to realization of professional initiatives in cooperation with university economic partners and employers; active involvement of students into research and individual project work.

Keywords*: motive, stimulus, creative activity, motivation to creative activity, educational environment, technologies of learning*

Problem statement. The integration of Ukraine into European educational space and modern level of the development of Ukrainian society put forward new, increasingly high standards to the preparation of professionals, require that future specialists be competitive in the labor market. In accordance with the Bologna principles, quality education is guaranteed not only at the level of the state, but also at the levels of a University, department, instructor, and student. The same applies to the structure of responsibility for fulfilling an extremely important task of society – formation of a personality of 21-st century.

Latest researches and publications. In recent years, the pedagogy of higher school has paid special attention to the issues of motivation of the curricular activities of students because it determines the quality of educational activity as it is (V. Aseev, J. W. Atkinson, L. Bozhovych, R. Gardner, J. Devis, M. Drygus, A. Dusavytskyi, V. Kovalyov, A. Markova, A. Maslow, V. Merlin, O. Skrypchenko, N. Yudina and others). Psychological aspects of motivation were studied by L. Bozhovich, J. Buner. Ye. Ilin, D. MacCleland, H. Heckhausen, P. Jakobson and others. Motivation matters drew attention of V. Davydov, D. Yelkonin, G. Kostyuk. Current psychological and pedagogical studies are concentrated on the search of new ways of motivation support for educational process: the development of cognitive needs (P. Galperin, M. Mahmutov, G. Shchukina and others); the merger of individual and group forms of educational activity (T. Vasylyeva, I. Cheredov, Yu. Malovanyi, A. Mudryk, G. Tsuckerman); the use of problem-based learning (A. Aleksiuk, I. Lerner, V. Lozova, O. Matiushkin, M. Mahmutov and others).

Unsolved items. Despite numerous investigations devoted to motivation and stimulation of students to their creative activity and constant search for new methods and means for their stimulation this problem is far from being solved. Considering this fact we have intention to go into the question at large. ***Purpose statement.*** The aim of the research is to disclose the variety of means that can be used to stimulate and motivate students creative activity and those that have been introduced into practice of the given higher educational institution. ***Academic novelty.*** Certain means of stimulation of students creative activity, implemented at Alfred Nobel University, have been singled out and summarized. ***Methods of research***. To solve the main problem under investigation the following methods were used: general scientific

(analytical, comparative); observational (observation, retrospective analysis of own pedagogical practice and activities of educational institutions).

Results and Discussion. Under the influence of motivation the outlook of a personality is formed, as well as behavioral reactions, inner emotional state, which affects human's perception not only of the surrounding world but rather his/her own inner world, an adequate assessment of the situation and its adequate comprehension. The problem of lack of students academic motivation as it is and especially their motivation to creative activity is becoming urgent today for local higher educational establishments. Characteristic features of present time (economic crises, political instability, social insecurity, constant natural disasters) suppress local youth, cause disbelief in a better future, give rise to negativism and indifference. Under these conditions it is becoming increasingly important to find those means and instruments that will stimulate future specialists to creativity, professional and personal growth. However, before sharing the experience of Alfred Nobel University in addressing the examined issue, we will clarify the essence of such phenomena as "motive", "stimulus".

According to A. Maslow, motive is person's inner desire to realize oneself in what she/he feels potentially being capable of (Maslow, 1970); a set of stimuli to engage in the activity related to the satisfaction of person's needs. The motives may include ideals, interests, beliefs, social settings, values and needs of a personality.As far as the concept of "stimulus" is concerned, it, although similar to the motivating force of human's activity, has certain differences. "Stimulus" comes from the Old Greek word and denotes a long pointed stick, used to goad bulls or mules (Podlasnyi, 1999). The verb «to stimulate» means to motivate, to push, or to urge", and the noun "stimulus" is treated as *the external motivation* to activity. The understanding of the essence of these phenomena helps us realize that the task of a higher educational establishment is to find a variety of stimuli that would contribute to an increase in the motivation of students to creative activity. Why variety? The reason is that every incentive means is differently perceived by students, followed or not by a feedback from their souls.What are the means of stimulating creative activity of students that were implemented in Alfred Nobel University?

First of all, it is *the creation of innovative-developing educational environment in the process of professional training of future specialists* by which we understand innovative-spiritual dynamic unity of participants of educational process and the system of their relations. In this case, the product of these relations between the subjects of educational space is the innovative-developing environment which is actually the subject of the examined phenomenon. Within the innovative-developing environment of the University a favorable psychological climate is created, which contributes to personal growth of all participants of educational interaction – a teacher who follows the path of continuous self-development, compiling creative educational products, and the students who are active participants of creative spiritual interaction, interpenetration and mutual enrichment of the inner individual space of self-improvement of a teacher.

Innovative-developing educational environment of the University can be represented as a set of specially organized psychological-and-pedagogical activities,

which result in the stimulation of self-development of the personality of the future specialist, in forming his/her professional skills, in the diversification of pathways of socio-professional self-development. Modern University is a complex organism, an integral part of innovative-developing educational space whose basis is the corporate culture, which as a powerful strategic tool directs all employees to accomplishing general common goals, mobilizes the initiative and facilitates productive communication between them. It plays a decisive role in mobilizing resources of the University to enhance the processes of self-development by all subjects of innovative-developing educational space. It can be characterized by the following features of the socio-labor relations:

1. Perception by both an instructor and a student of themselves as the subjects of educational space, whose professional-pedagogical labor activity affects the overall performance of the University, its rating, determines further strategy of its development.

2. A conscious acceptance of personal responsibility for the "educational product" as the result of personal activity. Creative initiative attitude to professional duties, to teaching activity accepted as the norm of behavior of the subjects of innovative-developing educational space.

3. Orientation of the higher educational establishment's teaching staff towards continuous search for, and development of, new methods, forms, optimal means of fulfilling professional activities. Pedagogical activity turns into a creative field for self-realization, self-actualization of personality, professional mobility.

4. Professional-pedagogical activity becomes a source of personal development, self-improvement of the teacher. The teacher is deeply interested in his/her subject area, takes care of the development and self-development of the student.

Thus, the process of creating innovative-developing space starts with the formation of a team of like-minded educators as the corporate community of the University that emanates and produces basic values that are reflected in the paradigm and main concepts of the University, in all the elements that constitute the innovative-developing education space. Under conditions of forming a free and creative atmosphere among teaching staff, of the formation of creative interaction in the system "teacher – student", it becomes possible to implement stimulating measures to motivate students to creative activity.A powerful tool to motivate students to creative activity is the reorientation of educational process towards the formation of professional competence, competitiveness of future specialists.

The above requires:

1. *Conducting continuous adaptation of the contents of curricula to the future professional needs of students, fully-fledged implementation of the developing and pedagogical potential of educational content,* creation of preconditions to rely on various levels of knowledge, different sources of obtaining information, different ways of combining education content, the Internet, media space and personal individual experience of the subject of educational activity.

Design of the content the of each discipline is performed based on the logics of tasks in the future professional activity and relevant educational needs of students,

thus ensuring results of such professional training which can be successfully applied "here and now" in the personal, public, and professional practice. This approach makes teachers take into consideration the following requirements: to design a curriculum course as the subject of student's activity; to design student activity in order to assimilate specifically selected educational tasks that simulate basic types of professional tasks. In this case, we argue that the acquisition of knowledge from the very beginning is carried out in the context of practical and professional activity of future specialists.

In addition to the above-mentioned, it is necessary to emphasize that the teaching staff of the University understand that knowledge can never become an incentive for a student unless it is aligned with his/her feelings, or not accepted. In other words, only the knowledge that has received appropriate emotional response, emotional perception, which gradually turned into a system of needs, values, beliefs, and which becomes a permanent direct stimulus for certain actions thus determining the overall behavior of students.

In the opinion of V. Sukhomlynsky, "conviction is not only the human's awareness of the truth of philosophical and moral concepts, but also his/her personal readiness to act in accordance with these rules and concepts. Conviction is observed when the human's activity is motivated by the worldview, when the truth of this or that concept not only causes doubts in a person, but also forms his/her subjective state, his/her personal attitude to the truth" (Sukhomlynsky, 1976). With the aim of encouraging students to creative activity, the content of their professional training should be focused not only on arming them with deep scientific knowledge, but also on the *formation of their attitude to knowledge, of ability to find personal meanings*. Therefore, knowledge must be perceived by students as a value. The above is possible under condition that the learning content is designed as a *subject of student's activity implying a transition from training through quasi-professional to professional activity* (the contextual approach by A. Verbitsky).

2. *Continuous renewal of learning content according to the requirements of employers.* The Public Council on the assessment of professional competencies of graduates fruitfully works at the University, its *aim* is to provide leadership of the University with recommendations based on the activities, undertaken by its participants, related to an independent expert control and assessment of the quality of educational services rendered by the University. Members of the Public Council are the leading employers in Dnipropetrovsk region, representatives of professional associations, state and local self-government bodies, justice, employment service, the public. Activity of the Public Council addresses the following tasks:1) providing an independent expert evaluation and control over the quality of educational services rendered by the University as a whole, by its separate departments, teachers; 2) engagement of representatives of the public, employers in executing such a control; 3) improvement of effectiveness of the University's interaction with employers and search for different forms of cooperation to improve quality of the educational services; 4) elimination of elements of subjectivity and stereotypes when assessing the level of knowledge and professional competencies of students and graduates of the University. Recommendations of the Council are taken into

consideration by the management of the University, they are discussed at the meetings of Academic Council and the Rectorate, they form the basis for taking appropriate decisions.

3. *The use of modern person-oriented, interactive and information-communicative learning technologies* (dialog-discussion, game, training, project, case-technologies, web-quests, webinars, workshops, etc.). When noting the usefulness of interactive learning, it is worthwhile mentioning slightly changed and prolonged the words of the Chinese philosopher Confucius: "I hear and I forget. I see and I remember. I do and I understand. (Confucius). The continuation of this phrase could be: "I hear, see, and discuss I understand. I hear, see, discuss, do and I gain knowledge and skills. I give knowledge to others and I become a master".

Interactivity serves as a characterological feature of modern educational process with the use of computer technology that contributes to the establishment of the subject- subject interaction between teacher and students, students with each other, based on the activation of processes of empathy, reflection, the feeling of co-operation, etc. Due to the interactive person-oriented technologies the information source, the carriers of educational and professional norms and requirements are the students themselves, and the indicated norms and requirements are perceived by students as their own choices and decisions which is a considerably stronger stimulus than the external coercion.

Students obtain a possibility to analyze a wide range of professional issues, which are actually considered; to actualize their needs for self-fulfillment and to feel effective participants in the educational process; to make a unique contribution by each participant to joint effort, essential for the success of the entire group. Advantages of the interactive teaching methods are that they allow each participant to have their own views regarding a solution to the set problem, which may have multiple solutions; students are engaged into collective creative activity, meaningful communication and interaction, allocation of tasks among members of the group; mutual learning and mutual control are implemented. As far as the information-communication technologies are concerned, due to a quite powerful computerization of the University's facilities students have possibilities to be regular listeners of video-lectures, teleconferences, webinars, etc. Teachers have to choose among the various technologies those that contribute to:

– "the launch" of the internal mechanisms of self-development, self-realization, and self-improvement of personality in various kinds of activity;

– a change in the stereotypes and realization of the necessity in personal changes;

– reflection on their own achievements in personal growth.

The result is the *students that gain their own experience, which is the most powerful incentive for creative mastering their future professional activities.* Thus, the scientific-pedagogical staff from Alfred Nobel University designed a course for learning the English language by students majoring in psychology, which is fully oriented towards communication for professional purposes. Students examine professional cases in English as business simulations which contributes to mastering professional language.

Business simulation for educational purposes has become widespread in the learning process at the Alfred Nobel University and is applied within the framework of studying courses related to economics, organization and management, accounting, law, connected with new forms of management under market conditions, when studying foreign languages. The University has seen intensive development of inter-departmental, interdisciplinary projects. For example, students majoring in tourism prepare individual or group projects in foreign language using knowledge of marketing, advertising, economics.

4. *Provision of psychological-pedagogical support, individual support of learning activity of each student.*The issue is not about any form of assistance but rather support, based on the provision of maximum freedom and responsibility of student when choosing solution to the problem.The main thesis of psychological-pedagogical support is: training to make a choice, creation of the orientation field of self-development in educational environment of a higher educational establishment. The basis of support is believing in the inner forces of the student, reliance on the need for self-realization in the educational-pedagogical process. Its fundamental characteristic is the formation, with the student's involvement, of personal and professional goals, life plans, resolving socio-cultural, socio-communicative, social, educational issues, provision of psychological and pedagogical assistance in situations related to inadequate psycho-emotional condition, professionally designed and inter-personal communication, life and professional self-identification. The psychological-pedagogical support assumes a student's desire to get help from a teacher, or from an experienced companion. This testifies to his/her subjective, personal attitude to the whole set of interrelated factors. This is the attitude to the activity itself, which can be both significant and indifferent, positive attitude to the teacher who offers assistance, to fellow students who are engaged in direct communication and mutual activities. In other words, a *student is to be programmed to cooperation*, which is possible only under condition of the existence of a special system of relationships and value orientations, harmonization of personal and public spheres.

An important means of stimulating is creating a situation of success – understanding the inner world of the individual, interest in his/her emotional state, the desire to understand and help. Emotional upheavals that accompany success not only determine the state of oneself and self-satisfaction, but also influence further development, coordinate its pace and direction, as well as specialized activity of the personality. Technologically, this assistance is provided by a number of operations for personal support described by K. Rogers – "If I can create relationships that are characterized on my part by sincerity, transparency of my real feelings, warm acceptance and a high score of another person as a separate individual, such a fine capability to see his world and himself, as he sees them themselves, then the individual in these relationships will feel and understand his qualitied, which in the past were suppressed, will detect that he becomes a more holistic personality, capable of useful living, will become the person, more similar to the one which he would be, will be more self-regulated and sure of himself, will be the person with a better expressed individuality, will be able to better express himself, better understand and

accept other people, will be able to successfully and patiently deal with life problems" (Rogers, 1994). Systematically informing student about the success he/she achieved produces a significant motivational effect, encouraging belief in his/her own strength and reinforces the desire to be engaged in creative activities.

Provision of psychological-pedagogical support, individual support of learning activity of each student requires changing a position of teacher as the informer, the transmitter of knowledge, the controller with the status of:

– *teacher-consultant.* This implies the absence of traditional presentation of the course material by a teacher, replacement of training function with consulting, both under actual and distance modes. The main goal is to teach the student to learn.

– *teacher-moderator*. Underlying modeling is the use of special technologies that help organize the process of free communication, the exchange of views that lead the student to the approve of a decision by implementing inner opportunities. The basic methods of work of the teacher-moderator are those that encourage students to activity and activate them, those that identify their problems, organize a discussion process, create an atmosphere of friendly cooperation. Teacher-moderator acts as an intermediary that establishes relations between students.

– *teacher-tutor*. S/he provides pedagogical support for students. The activity of the teacher-tutor is aimed at working with the subject experience of a student, at the analysis of his/her educational interests, intentions, needs, personal aspirations. Communication with tutors is performed through tutorials, seminars, groups of mutual assistance, computer conference. The task of the teacher-tutor is to help students get the most out of learning, to follow the course of the learning, to receive feedback in the process of fulfilling the tasks, to conduct group tutorials, to consult students, to maintain their interest in learning over the entire period of studying the subject, to provide a possibility of using different forms of contact with him/her (personal meetings, e-mail, video conferences).

– *teacher-facilitator*. The teacher-facilitator accepts and understands the inner world of his/her students, stays friendly, helps in dealing with complex issues, creates favorable conditions for the interactive cooperation during learning.

In order to retrain University teachers so they meet the specified requirements, the department of didactics conducts seminars-trainings and master-classes for them on a monthly basis.

5. Ensuring the diversification of educational services of the University. Diversification reflects the formation of innovative educational paradigm, more oriented towards the personality rather than production (Gitman, 2009). It characterizes an increase in the degree of flexibility of the educational system, its capability for rapid adjustment, the necessity of taking into account the increased requirements of society to the actual results of educational systems; establishment of subject personality in the field of educational services, when a personality has a possibility to independently choose, design, implement educational trajectories according to own possibilities, requests and needs.The University has created all conditions for the implementation of own activity of students in the surrounding cultural-educational environment, their self-education. They can enrich, on their own desire, their knowledge by attending computer and language classes (Italian, Polish,

Spanish, Chinese, etc.), taking part in the hobby circles (psychology, intercultural communication, etc.), summer schools (psychological, marketing), taking part in excursions, trainings for personal growth, in the work of "Education Workshop", "Psychological Living Room." The above is a powerful way to stimulate creative activities and professional self-improvement.

6. Engagement of students into various practical activities for the implementation of professional initiatives in cooperation with economic partners of higher educational establishment and employers. The above is implemented through the creation of a unified system of practical training of students. There is a developed system of cooperation between the departments and employers that invite students during practice sessions, which provides them with high-quality training to a certain type of employment.The aim of practice sessions is the formation and development of students' professional capability to take independent decisions under conditions of specific production, to master modern methods, forms of organization of work, tools in the area of their future activity. Places of practice sessions are modern enterprises (organizations, institutions) in various sectors of the economy, science, education, health, culture, trade, agriculture, public administration, as well as locations outside Ukraine. Based on this approach, students, while at the HEE, get a chance to obtain professionally directed practical skills, which helps them better adapt to the professional competitive environment. It is clear that in order to create competitiveness of future specialist, the number of companies-partners that provide practice sessions has to increase constantly. The University cooperates with more than 150 companies, firms, organizations of the region, of Ukraine, domestic and international.

Cases of the students' best practice are discussed at conferences, highlighted in the television programs, photo-exhibitions. Departmental and general University conferences on practice sessions are held with participation of leading experts from the enterprises-partners. Reports at the conferences are presented by students who were recognized to be the best by the results of submitting practice sessions reports with their experience of practical activity being the most successful. Engaging junior students to participate in such conferences has become a good tradition.

As far as the activities that were proposed to students are concerned, the most effective proved to be meetings (twice a month) with representatives of the enterprises (at presentations, tours, vacancy fairs, career days, contests, diversified activities in the framework of "Career week" – a discussion club "My proactivity and talent" in the framework of which a master-class "Attain the peaks of career" was held); seminars-dialogues ("Your activity and talents are the key to your career", "Self-assessment and career planning", "Stages at searching a job", "Writing a resume and supporting documents", "Interview stages"), "round tables", consulting and interactive training, business, role games, educational practice of students, training at domestic and international companies, etc.

Engaging students into research work (the introduction of elements of research, elements of creativity into educational process), which must be carried out with the aim of improving quality of specialists' training, their competitiveness on the labor market, development of creative abilities of teachers and students.By informing

potential customers of scientific products, the University acts as the initiator of scientific conferences, seminars, symposia, invites its researchers to similar activities carried out by other institutions; organizes presentations of new educational courses, forums for young scientists and contests for the best scientific developments "Days of Science "; publishes its own scientific papers, scientific collections, special promotional materials, promotes the publications of its researchers in reputable journals. In the process of multilevel training, students are provided with the possibility to conduct independent research activities, to carry out in parallel with the learning process individual and collective research, to work in scientific and scientific-methodological centers and laboratories. They can publish in scientific collections issued every year.

As far as the varieties of scientific-research work of students at the University are concerned, the most effective are:

– work in student research seminars, groups, associations;

– participation in the work of scientific conferences at the departmental, the University, regional, all-Ukrainian, international levels with reports to present the results of students research work;

– participation in the contests for grants, within the state, inter-university or university grants, which are carried out at the departments and in academic units of the University;

– participation in competitions in disciplines which are studied (Olympiads);

– work in student research and information, translation, economic and other bureaus;

– fulfillment of individual tasks, projects on specific problems under the guidance of tutors;

– publication activity, as well as work on the creation and protection of intellectual property.

Engagement of students into extracurricular work. All activities that are conducted at the University during extracurricular time are aimed at creating conditions for the development and implementation of leadership, civil, professional potential of students, at the formation of a necessity and readiness to improve own personality, enriching the spiritual world, developing independent thinking. Each student may choose a creative activity based on interests and available talents. For the personal growth of students, Alfred Nobel University organizes and holds programs in different subjects. The goal of these programs is to discover young people clearly focused on personal growth and self-success, provide student youth with a possibility to grow in the chosen field. The University operates such programs as "School of professionals" for students of 1-5 years of study majoring in psychology, social pedagogics, social work; a series of workshops on the topic: "Where can I build a successful career?"; "Practical journalism of tomorrow".

Conclusions. Thus, we can conclude that the motivation of students should be developed by many stimulating means in a complex, based on their experience, taking into consideration their preferences and opinions, and the result of this work will come in the form of highly competent professionals capable of adapting to social, life, and industrial conditions much better, those who can effectively use them,

develop, and change. It is a creative personality that can be competitive in today's world, it is a holistic, spiritually rich, creative person who can truly manage the future, only such a personality can confidently look in the face of the new reality.

Further use of investigation results. We are sure that the variety of presented means and methods, that can be used to stimulate creative activity of students, create a specific active environment which encourages both students and teachers to creative activity. In this case we meet with effect of so called «marinated cucumber» – a cucumber when it is in marinade becomes salty anyway. The situation with students is of the same nature: when they exist and operate in innovative and developing environment provided by university they are «forced» to become active participants of the environment that gives plethora of opportunities, «launches» their inner mechanisms of self-development, self-realization and self-perfection in different spheres of their activity, helps them to realize the necessity of personal changes and professional growth.

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4.6. INDIVIDUALIZATION OF FORMING THE ABILITY TO WORK INDIVIDUALLY AMONG STUDENTS STUDYING NATURAL AND MATHEMATICAL SPECIALTIES AT UKRAINIAN HIGHER PEDAGOGICAL EDUCATIONAL INSTITUTIONS IN THE 60 S – 70S OF THE XX TH CENTURY

UDC[378.147:5](477)"19/20"

Pisotskaya M. E.

Abstract. *The article provides the author's understanding of «learning individualization» concept. The author has analyzed scientific literature along with archive materials related to organizing the educational process of students studying natural sciences and mathematical specialties at the Ukrainian SSR pedagogical institutes in the 60s – 70s of the XXth century. They have codified individualization forms and methods used by teachers to form the students' ability to work individually: rational organization of individual work while teaching first-year students (providing essential knowledge, assistance in organizing individual work, performing tasks, exchanging experience among students) and helping senior students in their individual work. The author has defined certain groups of individualized and differentiated tasks, as well as means of fixing students' performance of individual tasks used to visualize the progress of both a single student and the whole group, additionally motivated and contributed to learning individualization. It was emphasized that forming the ability to work individually among students of natural and mathematical specialties was facilitated*

Key words: *learning individualization, the Ukrainian SSR pedagogical institutes, general competencies, ability to work individually, the 60s – 70s of the XXth century, natural and mathematical specialties.*

General problem statement. Economic competitiveness of the country along with global technological changes are determined by industries dependent on high-quality natural and mathematical training of human resources. The necessity of such training stipulates the request of Ukrainian society for highly qualified teachers of the disciplines mentioned, whose efficiency largely depends on their cognitive autonomy along with ability to effectively self-study throughout their lives being formed. In the context of determining the strategic course for reforming Ukrainian system of higher education conceptually basing on person-oriented learning, and since the ability to work individually is not only an important general competence of an individual but also a personal feature, learning individualization becomes of particular importance for its formation. Reconsidering historical experience along with valuable progress in scientific and methodological searches of Ukrainian teachers regarding individualization of forming the ability to work individually among students studying natural and mathematical specialties at Ukrainian pedagogical educational institutions greatly contributes to resolving the above issue.

Analysis of recent research and publications. In modern pedagogical science the problem of learning individualization has been disussed in numerous scientific works, with its various aspects being revealed: terminological field (V. Volodko,

T. Hodovaniuk, S. Honcharenko, H. Selevko, P. Sikorskyi, M. Skrypnik, A. Kirsanov, I. Unt and others); characteristic of learning individualization process, its structure, types, forms and efficiency conditions (B. Beziazychnyi, I. Butuzov, V. Volodko, O. Horina, A. Kirsanov, M. Maloivan, S. Melikova, V. Monakhov, N. Nychkalo, S. Ovcharov, I. Osmolovska, M. Prokofieva, P. Sikorskyi, A. Stepaniuk, M. Soldatenko, V. Firsov, L. Fridman, I. Unt and others); individualization of individual work of those who study and forming their cognitive autonomy (L. Aristova, O. Bilous, V. Buriak, D. Vilkeev, H. Danilochkina, B. Yesipov, I. Zakirova, I. Ziaziun, A. Kirsanov, V. Lozova, P. Pidkasystyi, N. Polovnikova, I. Unt, and others); developing the idea of learning individualization in the history of Ukrainian education (L. Berezivska, L. Bondar, T. Vozhehova, N. Hupan, N. Dichek, L. Dubrovska, S. Zolotukhina, O. Luchko, O. Nalyvaiko, Y. Oleksin, O. Suhomlynska, V. Fomin, N. Tsios). However, historiographical research has proved that by now general experience of teachers of Ukrainian pedagogical educational institutions in the 60s – 70s of the XXth century concerning individualization of forming the ability to work individually among students of natural and mathematical specialties has not been systematically laid out.

The purpose of the article is to highlight the forms and methods of individualization of forming the ability to work individually among students studying natural and mathematical specialties at Ukrainian higher pedagogical educational institutions in the 60s – 70s of the XXth century in order to use them in modern educational process.The following general scientific methods have been applied in the study: historical and pedagogical analysis, synthesis, generalization, comparison and systematization of archive materials along with scientific literature.

Presenting the main issues. In the present study different approaches to defining the concept of "learning individualization" have been determined [6]. Being deeply analyzed and systematized, these approaches allowed to highlight its essential features: this is a process aimed at developing student’s individuality, it provides for distinguishing (selecting) the student while studying in order to consider their personal features, as well as requires implementing the system of individualized methods and techniques along with strong cooperation between the teacher and students at all stages of educational process. Historiographic search has shown that in the 1960s – 70s developing individualization of forming the ability to work individually among students studying natural and mathematical specialties at Ukrainian higher pedagogical educational institutions was greatly facilitated by faculties and departments of Kyiv, Luhansk, Odesa and Kharkiv pedagogical institutes creating tasks and plans for each student’s individual work which contained: the number and content of disciplines to be studied during the year along with corresponding seminars, practical classes, colloquiums, exams and tests; basic and additional literature on each topic; topical tasks with the time limit set for their completion; specific methodological guidelines for students’ individual work [13, p. 10; 15, p. 159]. At Luhansk Pedagogical Institute in 1963 – 1964 such plans were implemented at the Departments of Biology, Physics and Mathematics for the first and second year of studying, as well as for the whole five-year studying period at the Department of Geography [16, p. 85]. In our opinion, such tasks plan was a prototype

of student's individual plan of studies introduced to the educational process of pedagogical institutes together with the credit-module system of education.

It should be noted that in the 1960s and 70s there was another interesting innovation – the most talented students were allowed to study with individual education plan, for example, in Nizhyn, Odesa, Uman, Chernihiv and other pedagogical institutes [13, p. 10; 15, p. 159; 16, p. 83]. In the 1960s at some pedagogical institutes of the country one more way for teachers to create the opportunity for students to systematize their educational process taking into account their personal features, to prepare for practical classes in advance and to study with their own pace was to provide the students with exercises for practical classes for the whole semester [16, p. 84]. In this context, the experience of history of pedagogy teachers at O. Pushkin Kirovohrad Pedagogical Institute is quite remarkable, as they advised students to form individual annual or semi-annual plans for analyzing historical and pedagogical literature, in which they had to roughly determine the deadline for studying certain original sources. [7, p. 116].

The analysis of archive materials has proved that in the 1960s and 70s teachers used a wide variety of activities for teaching first-year students to organize their individual work, namely: a). to provide essential knowledge, they: read a series of lectures on the subject (in the 1960s at Odesa Pedagogical Institute [9, p. 6]); organized individual and group counselling once the students had analyzed the relevant literature [11, p. 21], (in the 1970s at Odesa Pedagogical Institute [ibid., p. 31]); b). for students to exchange experience in organizing their individual work, the teachers: created special stands (on anatomy and physiology in the 1960s at Kirovohrad Pedagogical Institute [16, p. 84]); promoted interaction between senior and first-year students (in the 1970s at Kyiv Pedagogical Institute [13, p. 6]); organized students methodological conferences to exchange experience in studying original literature; c). to assist in organizing individual work and carrying out the tasks provided, they: implemented personal responsibility of second-year students for students in the first year (in the 1960s at Kyiv Pedagogical Institute [16, p. 84]); conducted self-training classes for first-year students when the teacher supervised students' individual work, determined the difficulties they faced and provided timely assistance (in the 1970s at the Department of Physics [14, p. 26] of Kyiv Pedagogical Institute).

The results of the study conducted suggest that since the 1960s a special feature of the second stage has been to provide the students with individual, individualized and differentiated tasks. We emphasize that at that time performing such tasks by the students was considered to allow the teacher to collect information about their particular individual features, namely, ability to develop pedagogical [2, p. 34] and research skills [10, p. 35] and in some way organize their individual work. Among the tasks provided to students of natural and mathematical specialties we can distinguish:

1. Home tasks on preparing for seminars differentiated by: a) students' level of cognitive autonomy. Thus, in the 1970s the tasks provided by pedagogy teachers at Ivano-Frankivsk and Odesa Pedagogical Institutes included reading a pedagogical magazine article on the subject (starting from articles in "National Education" and

"Family and School" pedagogical magazines, ending with articles in "Soviet Pedagogy" magazine) and then making a simple or extended plan, abstract, annotation, summary, review or a small work of fiction [10, p. 35]; b) students' tastes and interests. Such tasks were used, for example, in the 1960s at Luhansk and Cherkasy Pedagogical Institutes. They required analyzing the lessons attended [1, p. 78] and generalizing the class teacher's experience [19, p. 37]. In this case, the teachers of methodology of mathematics at Cherkasy Pedagogical Institute [1, p. 78] provided each student who worked on a problem common for the whole group with a separate task that implied gathering certain information while training in specific educational conditions and then presenting a report on it. The teachers of the Department of Nature and Geography at Luhansk Pedagogical Institute allowed the students to choose their research topic on their own and even offer the topics of abstracts for seminars and special seminars [19, p. 37]; c) experience in teaching specialized disciplines. In particular, pedagogy and psychology teachers of Uzhhorod State University in the 1970s linked the topics of abstracts for biology students of distant learning department not only to interests but also to experience in teaching the natural cycle disciplines [2, p. 32]. They provided the topics of abstracts dependent on students' individual practical experience in the 1960s at Luhansk [19, p. 37] Pedagogical Institute.

2. Home tasks for practical classes in the natural and mathematical cycle disciplines, namely: a) individual tasks for solving problems different from those provided during group classes. Such tasks were common in the 1960s at mathematical and physical departments, for example, at Ivano-Frankivsk [18, p. 85] and Kharkiv [12, p. 35] Pedagogical Institutes; b) individualized and differentiated tasks. For example, mathematical analysis teachers of Voroshylovhrad Pedagogical Institute in the 1970s offered the students to choose the exercises (tasks) themselves according to certain requirements, among which were topicality, motivation to actively search for solutions, the need to demonstrate elements of creativity, the task being of student's interest and not exceeding their abilities [4, p. 13-14]. The Department of Physics at Kharkiv Pedagogical Institute [12, p. 35] developed special tasks for students with poor progress in the 1960s.

3. Additional topical differentiated home tasks on school education programme of the natural and mathematical cycle disciplines aimed at eliminating knowledge gaps and preventing poor progress of students in mainly junior courses (in the 1960s at Ivano-Frankivsk [18, p. 86], Mykolaiv [21, p. 93], Kharkiv [12, 35, 35] and Cherkasy [3, p. 90], Pedagogical Institutes).

In the context of this study it seems important to emphasize teachers' providing personalized assistance to students to help them perform their tasks. So, for this purpose they: created methodological and educational tutorials on science sections most difficult for students to understand (K. Hryhorov, Professor of the Department of Physics at Berdiansk Pedagogical Institute in the 1960s [17, p. 73]), references on tests and preparation for special seminars (60 teachers of the Department of Physics and Mathematics at Ivano-Frankivsk Pedagogical Institute [18, p. 90]); provided individualized assistance at individual consultations organized for particular students if needed (teachers of Nizhyn [5, p. 64] Pedagogical Institute in the 1970s); assigned

a teacher responsible for 2-3 students who needed special approach and more attention in teaching process (at the Department of Physics and Mathematics of Lutsk Pedagogical Institute in the 1960s [20, p. 187]); checked students' individual work in the dormitory (in the 1960s in Odesa Pedagogical Institute [8, p. 9] and others).

It should be noted that the results of those individual tasks for seminars and practical classes were checked at these classes and consultations along with the results of additional topical differentiated tasks on school educational programme of the natural and mathematical cycle disciplines provided for students with poor progress in mainly junior courses [3, p. 90; 1, p. 35].

Moreover, the means of fixing students' performance of individual tasks that were used to visualize the progress of both a single student and the whole group, additionally motivated and contributed to learning individualization are quite remarkable. Thus, in the 1960s at Cherkasy Pedagogical Institute students' performance of individual tasks on certain topics of laboratory work in mathematics was recorded in special individual cards which students had to provide to the teacher during the relevant exam [1, p. 78]. In those years at mathematical and physical departments of Ivano-Frankivsk [18, p. 85] and Mykolaiv [21, p. 90] Pedagogical Institutes each student's performance of individual tasks was recorded in special journals kept at the departments and showed it on a special «progress screen» on a special stand. Students were also motivated for better performance of individual tasks by teachers of pedagogical departments in the 1970s at Odesa [11, p. 36] Pedagogical Institute as they provided the opportunity to the authors of the best works to present them to school teachers, students of other courses, at scientific club meetings and students scientific conferences.

Conclusions. The conducted research allows to reasonably state that in the 1960s and 70s teachers of higher pedagogical institutions fully understood the need to form the ability to work individually among students of natural and mathematical specialties, and for that reason applied interesting forms and methods individualizing this process: when teaching first-year students to rationally organize their individual work (visits to the library, lectures, talks, individual and group counselling on the basics of library and bibliographic issues, methods of individual work with books, interviews with senior students, students methodical conferences, assigning a tutor responsible for each first-year group, personal responsibility of second-year students for students in the first year, individual preparation of first-year students under teacher's supervision); when assisting students in their individual work (providing instructions on organizing individual work on certain issues at the lectures and practical classes, reading relevant lectures exclusively for students with very weak skills in individual working with books, creating methodological and learning tutorials on the science sections most difficult for students to understand, references on tests and preparation for special seminars, providing individualized assistance at individual consultations, assigning a teacher responsible for 2-3 students who needed a special approach in teaching, etc.). Forming the ability to work individually among students studying natural and mathematical specialties was greatly facilitated by creating plans and tasks for each student's individual work, requirement to make individual annual or semi-annual plans for analyzing historical and pedagogical

literature, providing the exercises for practical classes for the whole semester along with individual, individualized and differentiated tasks and allowing the most talented students to study with individual education plan. ***Prospects for further research***. In the future we plan to continue analyzing the experience of individualization of forming the ability to work individually when organizing scientific research and different kinds of practical training among students studying natural and mathematical specialties at Ukrainian higher pedagogical educational institutions in the second half of the XXth century – the beginning of the XXIst century.

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4.7. FROM THE EXPERIENCE OF DEVELOPMENT OF OVERALL COMPETENCIES AMONG THE FUTURE LAW ENFORCEMENT OFFICERS ACCORDING TO THE PROGRAM OF THE SECTION "EXTREME"

UDC 378.017 : 351.74 – 057(477) : [614.8+504.4]

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Abstract: *The article considers the development of overall competencies among the future law enforcement officers with the help of section for prevention and correction of nervous and mental disorder «Extreme» under difficult and extreme conditions. A strategic objective of the higher school is a preparation of the competent future police officers, capable to act efficiently beyond educational situations, to solve routine and challenging tasks in their own professional activity. For this reason, development of overall competencies is important in view of extreme conditions of work of the future law enforcement officers; instrumental, interpersonal and systemic competencies, which enable to make informed decisions, to be guided under new conditions and to foster relationships and communicate with all kinds of people, etc. are very important.The program of «Extreme» section serves as an acquisition, consolidation and enrichment of knowledge, received by the students concerning theory, practice and formation of skills and competencies (social and personal, general scientific, general professional, specialized professional and instrumental), matrixed into muscle memory for their implementation both in everyday life and in extreme conditions, which are orientated for development of professionally important qualities of the future law enforcement officers, that carried out in accordance with curricula and syllabi of Sumy Branch of Kharkiv National University of Internal Affairs (Sumy Branch of HNUVS).*

Keywords: *competency, overall competency, extreme conditions, working capacity, time-management, training status, sound gymnastics, autogenic training, meditation.*

Problem's setting. Formation of the national systems of students' physical education requires fresh approaches to physical education classes, restructure of a physical education process, a transition to the developmental and humanistic education system. Physical education is an integral part of general and professional culture formation of individuals in higher education institutions in accordance with the requirements of the present, preservation and promotion of health, organization and securing of the healthy living and increasing the level of working capacity. Within the context of declared as the main educational strategic document – the National Policy for the development of education of Ukraine, the competency-based approach to the transformation of the context of professional training as one of the most important problems for Ukrainian higher school, requires the high level of specialists' professional competency, their comprehensive preparedness to activities in new conditions. Formation of professional qualifications of the future law enforcement officers to work in extreme conditions with the help of the program of the section of prevention and correction of nervous and mental disorder "Extreme"

during professional education shall be based first of all on the competency-based approach to the context of education, which in its turn, emphasize its practical orientation. Preparation of the future competent law enforcement officers, able to act effectively beyond educational situations, to solve typical and challenging tasks in their professional activities is the strategic task of the higher school.

Relevance of the study is to define new forms and types of training of future law enforcement officers as integrated, harmonious people, seeking to be professionals, who are focused on self-development and self-realization and who are able to adapt to emergency situations, to make decisions, to be creative and build new systems and ways to solve problems. Training at higher education institutions is complicated, multifunctional system that is integrated by the target figure and includes all methods, kinds and forms of educational and extra-curricular activities, focused on students' theoretical and practical training to their future professional activity. Nowadays it is necessary to improve training of the future law enforcement officers, to develop new ways and modes of study in order to enhance such training. New methods should take into account all current trends in science and pedagogics, necessarily consider practical experience as a serious reserve of training improvement of future law enforcement officers and it should be based on competency-based approach.

Connection of authorial revision with important scientific and practical challenges. Trainings of the program of the section of prevention and correction of nervous and mental disorder "Extreme" is organized in accordance with requirements of the Law of Ukraine "Concerning Education", "On Higher Education", "National Policy for the Development of Education of Ukraine in 21-st century", Law of Ukraine "Concerning the Police", regulatory legal acts, orders of the Ministry of Internal Affairs of Ukraine, regulations of the Ministry of Internal Affairs of Ukraine, decision by the Collegium of the Ministry of Internal Affairs of Ukraine, instructions by the MIA of Ukraine and documents, regulating the activities of the law enforcement agencies and education institutions of the MIA of Ukraine. Physical education in the higher education sector is intended to provide students with the necessity to receive expertise, knowledge and skills independently, that should be supplemented by developed qualities, obtained valuables and readiness to diverse real-life situations, and all this characterize overall competencies.

Actual scientific researches and issues analysis. Available researches in the area of preparation of future law enforcement officers to work in extreme situations were studied by the following scientists: V. Androsiuk, L. Kazmirenko, Ya. Kondratieva, M. Kostytskyi, H. Tumanov and others, they revealed the legal, psychological and organizational basis for training of future law enforcement officers to work in extreme conditions. Attitudes of a new vision of the nature of students' professional training in the system of higher education institutions of the MIA of Ukraine are represented in works of O. Bandurka, V. Diachenko, I. Kotieniev, V. Lukashevych, V. Plisko. V. Horiainov, S. Kubitskyi, V. Lefterov, H. Yavorska; representatives of psychological science, such as O. Okhremenko, O. Timchenko, M. Chunosov; representatives of forensic psychology, such as M. Anufriiev, V. Venedyktov, O. Syniavska and O. Yarmysh made a considerable contribution to

the development of the current theory and practice of professional education of law enforcement officials. However, the problem of overall competencies formation among the future law enforcement officers according to the program of the section of prevention and correction of nervous and mental disorder «Extreme» was not a subject of special study in the theory of professional training.

Emphasizing previously unresolved parts of the overall problem, to which this article is devoted. Previously the study entitled: «Formation of professional qualifications of the future law enforcement officers of the Internal Affairs of Ukraine to work in extreme conditions» was carried out, but let's consider training of the future law enforcement officers with the help of the program of the section of prevention and correction of nervous and mental disorder "Extreme" more detailed. The goal of the section's program «Extreme» is acquisition, consolidation and enrichment of knowledge, received by the students in theory, practice and formation of skills and competencies (social and personal, general scientific, general professional, specialized professional and instrumental), matrixed into muscle memory for their implementation both in everyday life and in extreme conditions, which are orientated to development of professionally important qualities of the future law enforcement officers, that carried out in accordance with curricula and syllabi of Sumy Branch of Kharkiv National University of Internal Affairs (Sumy Branch of HNUVS).

The goal of the article is to identify opportunities of the section "Extreme" for the formation of overall competencies, development of its content and corresponding training methods. ***Scientific novelty*** of the research is that the context of the program of the section of prevention and correction of nervous and mental disorder "Extreme" was developed for the first time for future law enforcement officers of Sumy Branch of HNUVS on the basis of the competent approach. ***Main methods of the research.*** In the preparation of this article, we applied theoretical analysis of resources, polling methods, experience generalization method, the method of resources specification and systematization and modeling.

Statement of basic materials. On the basis of diverse polling methods and analysis of sources on the issue it has been found that the future law enforcement officers suffer a shortage of preparation for the work in extreme conditions, they receive it during the working process "along the way" and through the advanced training. Ill-preparedness to work in extreme conditions causes the reduction of motivation to work, increase in cases of injuries, deaths, sicknesses, burnout and criminality of law enforcement officers, social adaptation to such conditions, in spite of government guaranteed measures to improve the security of law enforcement officers and conditions of their work. Human element defines the quality of work in extreme conditions. Law enforcement officers require special education in the following field of study: prevention of the loss of professional values, positive motivation to work, health promotion, self-education, and formation of emotional stability, resistance to stress, self-esteem, psycho-pedagogical and special knowledge and skills at work in extreme conditions [1, с. 72]. In this study, we used theoretical analysis of resources, experience generalization method in the training of future law

enforcement officers, specification and systematization of researches concerning professional preparation of future law enforcement officers, modeling and polling.

Today activities in preparation regarding promotion or preservation of opportunities for law enforcement officers to act in extreme situations, readiness to act in the situation of demanding requirements, preservation of positive motivation to work, professional sustainability, resistance to stress, etc. shall be planned during the preparation in higher education institutions of the Ministry of Internal Affairs of Ukraine. It has been found that the current standard of preparation of the future law enforcement officers in higher education institutions of the Ministry of Internal Affairs of Ukraine of Sumy Branch of HNUVS gives competencies on specific isolated extreme conditions without their possible combination mainly on diagnostic and stereotypical levels, while extreme condition requires heuristic skills and creativity. General legal, special and professional trainings contribute to the formation of ethics of knowledge and skills but not emotional-volitional, personal and motivational components of professional readiness for work in extreme conditions. In general, extreme conditions as certain training program are not considered in the standard, competencies on their solution are not defined in professional tasks, though single acts of law enforcement officers are reflected in the standard in different disciplines of special and professional training. In other words, extreme conditions are scattered on the standard [2, c. 9]. For this reason formation of overall competencies is important taking into account extreme working conditions of future law enforcement officers, instrumental, interpersonal and systemic competencies, which enable to make informed decisions, to get oriented under the new conditions, to foster relationships and communication with different people, etc. That is why we offered the program of "Extreme" section to address these problems of competence formation among the future law enforcement officers.

Let’s consider the definition of "extreme working conditions" in the activities of future law enforcement officers. Working conditions are combinations of environmental factors and the process of discharge of one’s duties, having an impact on health and working capacity during professional activity of a person [3, c. 44].

Extreme working conditions of the worker of law enforcement agencies are such working conditions, which are on the edge or exceed body reserve capacity, where one or more factors have extreme meaning, which is a maximally possible constant value. An important feature of extreme working conditions of law enforcement officer is the fact that their influence provokes strongly marked emotional reactions, having an impact on mental processes and efficiency of the activity [4, c. 40]. For our research, it is important to define the essence of the concept of competency, constituting a dynamic combination of knowledge, understanding, skills and abilities [5, p. 8]. There are other equally important competencies, which are mastered by a student during such an education program, but they have a universal character, which does not depend on the subject area. For example, it is a capacity to study, creativity, language proficiency, knowledge of basic information technologies, etc. Though these competencies should be balanced with special competencies, during the development of educational programs their development has to be planned [5, p. 10].

Program of the section of prevention and correction of nervous and mental disorder "Extreme" is a complex tasks solution of physical, technical and tactical training, the formation of competition experience, control of preparedness and appliance of special knowledge and skills in extreme conditions. Program's orientation towards the formation of overall competencies, acquisition of professional experience by students in extreme conditions and development of professionally important qualities of psychological stability such as: resistance to stress, reliability, stability, self-control, personal security of law enforcement officers and confrontation to extreme conditions are very important facts. Practical task of the program of the section of prevention and correction of nervous and mental disorder "Extreme" is the following: raise of students' interest to trainings in the section for professional activity in extreme conditions; formation of value orientation, strengthening of active professional position and professionally important qualities (reliability, psychological stability, resistance to stress, purposefulness, insistence, stability, self-control, self-confidence, communication etc.); development of humanistic orientation among students in different situations of professional activity; digestion of self-regulation, autogenic training and formation of overall competencies among future law enforcement officers in extreme conditions. All this is included into instrumental, interpersonal and systemic overall competencies of future law enforcement officers.

In accordance with the requirements we developed and suggested to introduce the program of the section of prevention and correction of nervous and mental disorder "Extreme" for future law enforcement officers of Sumy Branch of HNUVS in modules: 1) extreme condition and scientific organization of labor among law enforcement officers, time-management and working capacity; 2) sound gymnastics. Pressure prevention by means of sound gymnastics; 3) physical training breaks and pauses; 4) psycho-emotional relief: somatic concentration (autogenic training), meditative exercises and exercises for self-control 5) health promotion and preventative exercises (rhythmic gymnastics).

When studying optional course of the program of "Extreme" section it implements training, developmental, health-related, cognitive and educational goals. It is a one-year program. Duration of the training takes two hours, twice a week. Physical, mental, moral, aesthetic and labor education is implemented in the course of training. Active motor activity and positive emotions strengthen all physiological processes in the organism; improve work of all organs and systems. Unexpected situations, arising during trainings, teach students effectually use acquired motor skills and abilities. Trainings according to the section "Extreme" regulate student's behavior, promote the development of mutual aid, collectivism, fairness, disciplined approach, responsibility, and also educate self-possession, courage and determination. The primary target of teaching physical education in work with students is their motivation in making physical exercises and their independent implementation of simple physical actions and safety measures in extreme conditions.

It should be noted that during trainings in "Extreme" section, certain methodological rules should be observed. Thus, an instructor teaches students to be more conscious in relation to their actions, analyze their successes and failures. Using trainings, an instructor has: 1) to strengthen students' health, to promote their proper

physical development; 2) to improve necessary moral and strong-minded qualities in extreme situations among students; 3) to provide students with managerial skills and habit to engage in physical activity systematically; 4) to promote vital motor skills and their perfection in extreme situations. The most relevant teaching methods according to the program are lecture, narration, explanation, demonstration, illustration, presentation, conversation, specific situations analysis, didactic game, experience, exercise, problem solution and supervision. Debates, discussions, case analysis, brainstorm, gaming simulation, problem statement, a method of concretization example, role-playing and business games traditionally belong to the main methods of active learning. Methods of control, which are appropriate to apply are the following: assessment of students' work during practical trainings with challenging conditions; continuous and modular assessment; final examination.

Outline of the program of sectional trainings for prevention and correction of nervous and mental disorder "Extreme" for second-year students of Sumy Branch of Kharkiv National University of Internal Affairs takes 118 hours, among them theoretical lecturers make 9 hours and practical trainings make 109 hours. *Theoretical topics*: 1. Extreme conditions of law enforcement officers and the role of scientific organization of labor in their overcoming. The necessity for working capacity and time-management in extreme conditions – 2 hours; 2. An appliance of sound gymnastics for overcoming the consequences of extreme conditions and upbringing of moral and strong-minded qualities among future law enforcement officers – 1 hour; 3. Physical education and its significance for the work of law enforcement officers in extreme conditions – 1 hour; 4. Psychoemotional relief of law enforcement officers – 2 hours; 5. The essence of health and preventive activities in rhythmic gymnastics for overcoming the consequences of extreme conditions – 1 hour; 6. Rules, organization and execution of examination – 2 hours.

Practical topics: 1. Organization and implementation of diverse measures in extreme conditions and conduction of training in time-management in extreme conditions – 26 hours; 2. Exercises in sound gymnastics and pressure prevention by means of sound gymnastics and exercises for development of moral and strong-minded qualities – 20 hours; 3. The perfection of physical exercises in extreme conditions – 22 hours; 4. An appliance of autogenic training and meditative exercises – 24 hours; 5. Complexes of rhythmic gymnastics – 15 hours; 6. Pass/fail exam and examination – 2 hours.

In order to solve program practical implementation it is important to identify the essence of concepts "training level", "training" and ways of their implementation. Training level is "complex multifactorial concept, comprising the level of technical, tactical, physical, psychological and functional training of sportsmen, all this in total determine the level of their general and special sport efficiency and the readiness to achieve the best results in sport [6]. Physical level of training is the degree of the ability to make physical efforts, which require endurance, strength or flexibility, and which are caused by the combination of physical activity and genetic abilities [6]. Trainings are the system of human body training with the purpose of its adaptation to strict requirements and difficult working and living conditions [7]. Trainings are implemented by means of practical, sectional, and independent classes, extramural

and sport works that is by means of any student's practical activity that is organized appropriately. Forms of training organization are training exercises, independent classes and sporting events. Methods of training are verbal, visual, practical continuous and interval on raising physical qualities, gaming and competition-based methods. Stages of training organization with the purpose of formation of practical skills and abilities among students can be organized in the following manner: task description; explanation of ways of tasks execution through knowledge (development of consciousness); practical indicator; performance of exercises; improvement in training and in revision of exercises; monitoring [7]. Ways of achievement of training level or training methods are exercises, tasks, games, tasks of stereotyped, diagnostic and heuristic character. Increasing complexity of exercises is possible on the following directions: growth of self-reliance; growth of creativity; reduction of time; reduction of data or their redundancy (in unfamiliar circumstances); combination of several extreme conditions; creation of conflicts of interests (life or duty), conditions for fighting with motivations, situations of choices; attention to one stage of work in extreme conditions to several stages; combination of several goals.

Let's define the concept of autogenic training and meditation: autogenic training is a method of psychological relief and removal of psycho-emotional stress by means of special mobilizing techniques [9]. Currently, autogenic training is applied as an effective method of treatment and prevention of various neurosis and functional disorders in organisms. Furthermore, it turned out that autogenic training may serve as an effective means of psycho-hygiene and psycho-prophylaxis, means of management of human condition in extreme conditions of activity [10]. Meditation is just a mental exercise, created to learn how to control your attention and to choose where to become more concentrated [8]. Thus the following competencies were delivered for the research: ability for analysis and synthesis; flexible thinking; openness to appliance of physical knowledge in everyday life; ability to conduct research in a group under the supervision by a leader, such skills, demonstrating the ability for adherence of strict requirements of a disciplines, time planning and management; ability for effective communication; compliance with ethical principles with relation to integrity. The program of the section of prevention and correction of nervous and mental disorder "Extreme" was developed according to three requirements of higher education institutions of the Ministry of Internal Affairs of Ukraine on introduction of modular-rating system in the educational process and can serve as a basis for the appliance of a test check of students' overall competencies in extreme conditions at the Faculty of Humanitarian Disciplines as one of new elements of learning technologies, meeting current conditions in Ukraine.

Conclusions. The program of the section of prevention and correction of nervous and mental disorder «Extreme» was developed on the basis of competent approach such program includes instrumental, interpersonal and systemic overall competencies of future law enforcement officers, necessary for their work in extreme conditions. When organizing the program content digestion by the future law enforcement officers, the optimal trainings were the following: debates, discussions, case analysis, brainstorm, gaming simulation, problem statement, method of concretization example, role-playing and business games, which offered

opportunities for students to get professional experience in extreme conditions; development of the following professionally important qualities: psychological stability, resistance to stress, reliability, stability, self-control, personal security of law enforcement officers; confrontation to extreme conditions; regulation of law enforcement officers behavior; promotion of the development of mutual aid, collectivism, fairness, disciplined approach, responsibility, and also educate self-possession, courage and determination. ***Prospects for research findings usage*.** Materials of the program of "Extreme" section of prevention and correction of nervous and mental disorder "Extreme" can be used for advanced training of future law enforcement officers, in particular on the level of Master's degree, etc. and they require further experimental check.

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4.8. SOCIAL-PEDAGOGICAL SUPPORT FOR THE ORPHAN CHILD THROUGH SELF-FORMATION UNDER CONDITIONS OF MODERN SOCIETY

UDC 37.018.32-058.862

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Abstract. *The paper reveals the content of social-pedagogical support for the orphan child in modern society. The problems faced by the orphan child and the ways of their solution are considered. The most urgent problems of the theoretical and methodological (empirical) plan for the socialisation of orphans under modern conditions include: the institutional problems of the socialisation of orphans; the problems of understanding the essence of the phenomenon of socialisation; the problems of the refusal of orphans from the goals of socialisation. The main mechanism for overcoming orphanhood in the state on the basis of the state family policy is the system of the social-pedagogical support for childhood which foresees the effective assistance to children and families of the group of risk; comprehensive*

assistance to children with disabilities and their families; development of family forms of life, social adaptation of orphans-leavers of residential institutions. In our study, the social-pedagogical support for orphan children is a system of activities of the subjects of social-pedagogical work aimed at finding out, identifying and solving problems of the child in order to implement and protect his/her rights to a promising and safe childhood, whose main directions are medical-psychological, organisational-communicative, social-legal and social-pedagogical assistance. The social-pedagogical support for development of the child in each particular case is determined by the problems of the family environment of the child, relationships with peers and pedagogues. This means that the subject of the social-pedagogical support is the process of determining together with the child his/her own interests, goals, possibilities and ways to overcome the problems that prevent him/her from preserving his/her own human dignity and achieve independently the desired results in learning, self-upbringing, communication, the idea of life. The main principles that provide the social-pedagogical support are the consent of the child to be helped; reliance on the personality's potential capabilities; faith in these opportunities; orientation on the child's abilities to overcome difficulties independently; compatibility, cooperation, promotion; confidentiality; charity; safety, protection of health, rights, human dignity; realisation of the principle "do not harm"; the reflexive-analytical approach to the process and result. The forms of organising the social-pedagogical support of orphan children under the modern conditions of orphanages and some technologies of the social-pedagogical support, such as social-pedagogical maintenance and social-pedagogical patronage are analysed.

Key words: *orphan child, social-pedagogical support, social-pedagogical patronage, social-pedagogical maintenance.*

The problem statement in the general form and its connection with important scientific and practical objectives. Today in Ukraine there is worsening of social problems: increasing the homelessness, the disadvantage, rising the number of orphans and children deprived of parental care. This is due to the socio-economic and political changes, the instability of society, the degradation of human values, the decline in living standards, and military actions that are taking place in Ukraine. In the area of social risk there are more than 150 thousand children.

The analysis of the recent studies and publications. The social-pedagogical support for orphan children under the current conditions is carried out in a rather broad problem field. Based on the analysis of works on the nature and structure of the phenomenon of socialisation (I. Bekh, N. Holovanova, M. Donnik, I. Zvierieva, A. Kapska, A. Kovalova, A. Mudryk, Ye. Diurkheim, D. Koulmen, T. Parsons, I. Rohalska, S. Savchenko, N. Tallmen, S. Kharchenko), about the influence of the social environment on the formation and development of the individual (O. Bezpalko, V. Bocharova, L. Vakhovskyi, N. Havrysh, M. Halahuzova, V. Kurylo, A. Ryzhanova and others), on the peculiarities of social development and the upbringing of orphans and children deprived of parental care (L. Bozhovych, A. Husiev, I. Dubrovina, L. Kanishevska, M. Mukhina, Zh. Petrochko, I. Piesha, A. Prykhozhan, L. Slavina, N. Tolstykh and others), about the specifics of social-

pedagogical support for orphans in various forms of foster family care (B. Almazov, H. Bievz, T. Holubenko, L. Zilkovska, N. Ivanova, N. Komarova, V. Oslon, N. Paliieva, H. Semia, L. Tarusova and others) the most general features regarding the social-pedagogical support for orphans in modern society have been separated. Among them, it is sufficiently important to highlight those ones related to: the institutional problems of socialisation and social upbringing of orphans; not taking into account the socio-ethnic aspect in the development of orphans; the unsatisfactory state of the social-pedagogical support for orphans; the peculiarities in applying the mechanisms of the social support for orphans.

Presentation of the main research material. In the course of the scientific search it has been found out that most of the investigations (H. Andreieva, Yu. Manuilov, I. Chepuryshkin; V. Shyshova) are devoted to the problem of the influence of the environment on forming the personality of the orphan, as well as the analysis of the process of divergence of the social environment, which reduces the chances of orphans for effective adaptation in society (I. Dementieva and T. Safonova). The conclusions of the results of L. Antonova, A. Burlakova, A. Dovhalevska, N. Ivanova, I. Lanhmeiier, Z. Mateichek, M. Mid, V. Mukhina, O. Nievierova, V. Oslon, I. Piesha, O. Romanovska, H. Semia, Yu. Chernetska and others have become the basis of argumentation in favour of various forms of the social-pedagogical support for orphans in the process of their socialisation.

The transformations and changes that take place in the social life of our state substantially transform the objective conditions of the socialisation of the younger generation, especially the process of socialisation of orphan children. Orphanhood as a factor destroys emotional connections of the child with the surrounding world and with its social environment, with the world of adults and peers, and causes profound secondary violations of physical, mental and social development. The situation of orphanhood imprints on the life of a child, and then an adult, which essentially complicates the process of socialisation of the individual. In our opinion, the most urgent problems of the theoretical and methodical (empirical) plan for the socialisation of orphans under the modern conditions include: the institutional problems of the socialisation of orphans; the problems of understanding the essence of the phenomenon of socialisation; the problems of the refusal of orphans from the goals of socialisation.

The main mechanism for overcoming orphanhood in the state on the basis of the state family policy, according to many scholars' and practitioners' thought (S. Vasylieva, L. Volynets, I. Ivanova, A. Kapska, N. Komarova, H. Laktionova, I. Piesha, N. Yakovenko and others) is the system of the social-pedagogical support for childhood which foresees the effective assistance to children and families of the group of risk; comprehensive assistance to children with disabilities and their families; development of family forms of life, social adaptation of orphans-leavers of residential institutions. Within the theory of social-pedagogical work, the term "social-pedagogical support for childhood" is considered as a special type of activity aimed at the full-fledged education of children in accordance with their age, interests and abilities; good nutrition and care; timely medical services; providing

opportunities for the social and emotional development of children; assistance in obtaining all the necessary social services for children [4].

Thus, in our study, *the social-pedagogical support for orphan children is a system of activities of the subjects of social-pedagogical work aimed at finding out, identifying and solving problems of the child in order to implement and protect his/her rights to a promising and safe childhood, whose main directions are medical-psychological, organisational-communicative, social-legal and social-pedagogical assistance.*

The social-pedagogical support for development of the child in each particular case is determined by the problems of the family environment of the child, relationships with peers and pedagogues. This means that the subject of the social-pedagogical support is the process of determining together with the child his/her own interests, goals, possibilities and ways to overcome the problems that prevent him/her from preserving his/her own human dignity and achieve independently the desired results in learning, self-upbringing, communication, the idea of life (O. Hazman). The main principles that provide the social-pedagogical support are the consent of the child to be helped; reliance on the personality's potential capabilities; faith in these opportunities; orientation on the child's abilities to overcome difficulties independently; compatibility, cooperation, promotion; confidentiality; charity; safety, protection of health, rights, human dignity; realisation of the principle "do not harm"; the reflexive-analytical approach to the process and result (O. Kazakova, L. Shypitsyna).

The process of the social-pedagogical support is combined with the process of social maintenance. The main component of the general theory of social support is the concept of social insecurity. Orphaned children are unsecured if they are affected by the negative factors from the contact with the orphanage and other social institutions and do not benefit from them. In the orphanage, this means that a socially unprotected child will be the object of the authoritarian influence (listening to negative remarks, often being punished, being subjected to violence, etc.) and will not be fully rewarded with everything offered by the educational and upbringing community space.

In understanding the essential characteristics of the phenomenon of social insecurity and its impact on the quality of social-pedagogical work in the orphanage, we have focused on the changes in the interaction between the orphanage and the foster child (cumulative nature; dependence to a greater extent on the culturological characteristics of the foster child than on its structural characteristics; positive relationship with society, which inhibits the growth of behavioural problems (L. Olifirenko, T. Shulha).

In connection with the above mentioned features of the phenomenon of insecurity, the method of support and maintenance for the development of foster children has in its active the methods (technology) for preventing social insecurity, which contains not only the tasks of preventing the emergence of problems, but also such as the desire to increase the factors that stimulate favorable development. Algorithm of general prevention of social insecurity in the system of maintenance and support is built on the basis of the following approach. All the initiatives

(information, consultation, coordination, prevention or stimulation) are aimed at eliminating or neutralising the factors that systematically slow down the positive development of a child, or at strengthening the factors that stimulate the positive development of pupils [1].

In connection with the undeniable importance of supporting the life of the foster child of the orphanage, the social-pedagogical service of support and maintenance must function in it. In the process of its activities a set of measures for social protection of the individual in the orphanage, his/her development, formation, education and upbringing must be carried out. Here, social pedagogues study the medical-psychological and pedagogical peculiarities of the personality of the foster children and their micro society, identify interests and needs, difficulties and problems, conflict situations, deviations from the norm in the behaviour of the orphan children in order to provide them with assistance and support in a timely manner. The social-pedagogical service of the orphanage carries out documentation work, which focuses on the information about each child since the child's entry into the orphanage. This gives grounds not to lose contact with the child after his/her leaving the educational institution.

The most important part of the social support service is the activity associated with the placement of orphans in the family. In cooperation with the specialists from various social services in the region, the orphanage support service provides a comprehensive training of the children to meet with future parents, guardians (trustees), provides assistance, recommendations on communication and child's upbringing. The medical service sector in advance acquaints potential parents with medical diagnoses of children, provides a certificate on the treatment that the child receives in the orphanage and which should receive in the future, provides advice and recommendations for the treatment and preservation of the child's own health [1]. The social-pedagogical support service in the orphanage communicates with the orphans after they leave the walls of the educational institution.

The whole complex of measures for the solution of issues of adaptation and rehabilitation in the process of upbringing the child in the foster family is carried out by the social pedagogue, together with the relevant local and regional authorities on issues of the family, maternity and childhood, according to an individual program of comprehensive support of the foster family [2]. The individual program of the integrated support for the foster family should be developed as a set of measures that include certain types, forms, volumes, timing and implementation of rehabilitation actions aimed at restoring the lost social ties and integrating the child into society. The basis of this program is comprehensive diagnostics of the needs of the child and the resources of the foster family. As experience shows, the program includes the following mandatory steps for the rehabilitation of the foster child, as:

- preparatory-prognostic;
- of direct rehabilitation of the adopted child into the foster family;
- of social adaptation of the adopted child after his/her upbringing in the foster family (L. Antonova, A. Kotova, S. Koshman, V. Marchenko).

Special attention of the social-pedagogical service of the orphanage should be devoted to the issues of socialisation of orphans and children deprived of parental care at the stage of the social adaptation of the adopted child after his/her upbringing in the foster family. It is about vocational training, employment and the creation of his/her own family. Transformed into a methodical center of the social service, the orphanage is the centre of systematic work with a foster family in its region, which involves a social educator or social worker in this work:

– targeted propaganda of the foster family (together with the family service specialists, public organisations and the mass media);

– selection and training of foster parents (together with family service specialists and public organisations);

– comprehensive support of foster families (together with specialists of social-pedagogical, educational, psychological, legal, medical directions of the family service and other existing services);

– social adaptation of orphans (housing, vocational training, employment).

The social pedagogues of the orphanage as a methodological centre are coordinators of the comprehensive support of foster families. Their competence includes innovative work on establishing of support and maintenance programmes for foster families, in the course of which the strategic goal of support is implemented: restoring the functions and social links lost by the child, improving the child's health, social activity and self-realization. Creating such programmes begins with participating social educators in the development of a common consolidated form of the family and the child, which receives the entire complex of information: age, social status, health, child's progress, additional employment, results of medical control, participation in different groups, sections, etc.

For the purpose of early diagnostics of problems, the social-pedagogical service of the orphanage-methodical centre is engaged in preparing projects, interagency orders and instructions between the subjects of the prevention system in the region, first of all, with health care institutions, education institutions, which identify the maintenance issues of the children left without parental care, the term for submission and exchange of information between the services according to different aspects of fosters' vital activity. The social pedagogues of the orphanages-methodological centers develop and sign agreements with heads of the city and village communities on joint activities on the prevention issues for children left without supervision, assistance in the social support for foster families, elaborate forms for housing and living conditions, household characteristics for foster parents, etc., for conducting a single documentary circulation in the region, which is distributed among the specialists of educational institutions, health care institutions, social protection institutions, administrative and public institutions, etc.

The social pedagogical staff of the orphanage organise the activities of the family council, which solves the issues of the way of life of orphans and children deprived of parental care, and also makes decisions on establishing and functioning foster families. A separate aspect of the activities of social educators is work with foster parents, during which not only control of the maintenance and upbringing of

children is proceeded, but also the necessary comprehensive assistance is provided. An effective means of working with parents is to hold a monthly cultural event of the type "Mother Heart", which purpose is to promote successful foster families and the very form of placement of the children left without parental care. The work of the so-called "schools for parents" ("School of Candidates for Foster Parents", "School of Foster Families", etc.); organising the "Days of Health" as an active family holiday, various creative activities and cultural events have shown positive results.

The specialists of the social-pedagogical service of the orphanage-methodical centre have the opportunity in cooperation with the educational, scientific and cultural institutions to implement the project "Child's Videopassport" (N. Ivanova) [1] – a unique opportunity at the current level to process, store and disseminate information about children deprived of parental care in the form of a complete set of necessary and relevant video information about the child.

One of the types of the upgraded orphanage-center may be an orphanage-centre for the social-pedagogical and psychological support for a foster family (T. Shaido). The basis of the conceptual idea of the functioning of the orphanage of this type is the data of the longitudinal study of foster professional families, which have demonstrated that implementing the effective family reception is virtually impossible outside the system of social, psychological and pedagogical care (V. Oslon), since spontaneously created, without any support such foster professional families or cease to exist as foster ones, or in them adopted children live in a situation of emotional exclusion, which is contrary to the purpose of fostering.

Conclusions and perspectives for the further investigations. Thus, the most acceptable variant for solving problems is creating a single social and educational complex based on the orphanage-centre as a system of inter-departmental continuous psychological and pedagogical support for a foster family. It should be noted that under the social-pedagogical supporting (support) for a foster family we understand the system of psychological and pedagogical measures aimed at preventing family disasters, overcoming the difficulties of upbringing in the foster family, which provide such psychological-pedagogical and socio-psychological conditions of life of foster parents and the child, contributing to the full development and socialisation of the foster child's personality and increasing the psychological and pedagogical competence of foster parents (N. Khrustalkova) [6]. As a result of this understanding of the support of the foster family the activities of the social-pedagogical service of the orphanage-centre of the foster family is built, which in a schematic form can be represented by the corresponding model of the process of psychological and pedagogical fostering of the family [3, p. 114]. In accordance with the model of the psychological and pedagogical support for the foster family, a step-by-step work of the social pedagogue of the specified direction is carried out (see Appendix G) [3].

It should be noted that the main objective of the social-pedagogical support of a professional foster family (foster and patronage family) is to create favorable conditions for the short-term stay of the child in the family in order to ensure his/her socialisation and preparation for an independent family life in the process of acquiring the experience of living in the family, assimilation of the family roles and gender models of the family behaviour. So, the tasks of social educators is to find a

family that is ready to become patronising (by means of testing, interviewing, collecting information); to prepare them for patronage (through the system of training); to conduct social, pedagogical, psychological, medical diagnostics of children at the time of being admitted to the patronage family; to provide conditions for rehabilitation and adaptation of the child during his/her stay in a foster family; to ensure social protection of the rights of the child in his/her subsequent placement after leaving the family (N. Khrykina).

While analysing the socio-pedagogical literature (B. Almazov, L. Artiushkina, T. Bevz, O. Bezpalko, M. Bieliakov, I. Bohdanova, L. Bodnar, T. Vasylkova, Yu. Vasylkova, L. Volynets, A. Kapska, N. Komarova, I. Piesha) [4; 5] it has been found out that the operational-tactical tasks of the social pedagogical service of orphanages of all types are as follows:

- ensuring the development of the emotional and volitional sphere of the child;
- developing and implementing the content and technologies of upbringing aimed at assigning orphan children of social values that are adequate to specific values;
- ensuring the variability and continuity of activities for the adoption of social values during all the stages of child development;
- including the activities on the adoption of social values by orphan children in the context of the activity of the orphanage for the acceptance by fosters of other groups of basic values (spiritual, moral-aesthetic, intellectual, etc.);
- organising the developing environment that would promote the adoption of social values by orphan children, in fact, creating such basic archetype forms of environment as "home", "family", "temple", "workshop" and others (T. Burlakova).

Of particular importance for the activities of the social-pedagogical service of the orphanage is solving the problems associated with the development of the emotional and volitional sphere of the personality of fosters and the adoption of the most important values of life.

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4.9. THE COMPETENT APPROACH OF THE CONTENT OF THE ACTIVITIES OF UKRAINIAN DOCTORS IN PRAGUE AS A COMPONENT OF PROFESSIONAL PREPARATION FOR YOUTH

UDC 378.147: 614.23 / 25 (477) (437)

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Abstract. *The peculiarities of the organization, the content of the professional training, scientific, auxiliary and public and cultural activities of the Union of Ukrainian Doctors in Prague as a professional public association in the Czechoslovak Republic during 1922-1940 are examined. The emphasis is placed on the competent approach of the problem and the role in the professional development of future medical men, outstanding cultural and educational figures of Ukrainian emigration, the implementation of European experience in the professional training of future medical men and the improvement of professional skills of certified doctors. The institutional forms and types of professional development of the members of the Union of Ukrainian Doctors in Prague are presented through the formation of special, general, personal and key competencies of future doctors.*

Key words: *emigration, vocational training, competence, professional societies, the Union of Ukrainian doctors, the content of activities, cultural and educational and organizational activities.*

The introduction of problem and relevance of the research. Professional associations and unions (membership) of Ukrainian foreign countries of the first third of the 20-th century were most clearly represented in the Czech-Slovak republic, because especially in this state the cultural and educational work of Ukrainian emigrants of the second wave was most fully found through the support of the government. The rapid development and the activity of professional societies was conditioned by the presence of high-level specialists from various fields who conducted teaching activities in high schools of the Czechoslovak Republic and a large number of their entrants and graduates who were grouped and involved in scientific, auxiliary and socio-cultural activities of these trade unions and determined their sectoral orientation.

The connection of the author's work with important scientific and practical tasks. A proper quality assurance of higher education is impossible without the application of a competent approach, especially when the language comes to the professional training of young people in higher educational establishments. The traditional for higher education of Ukrainian foreign countries was the creation of professional associations as establishments, which were directed to structure and deepen the contents of the educational process and direct it to the practical side.

The analysis of recent researches and publications. A significant informational material on the research problem is contained in the monograph T. Boriak "Documentary heritage of Ukrainian emigration in Europe: Prague archives (1945-2010)", works "Foreign Ukrainians: A Guidebook" (headed by the colleague-author S. Lazebnik), "Ukrainians abroad" (V. Yevtukh, V. Troshchinskiy, A. Popok), "Ukrainian science in the international arena: scientific cooperation in the interwar period" (G. Sagan) and etc.The issue of the content of the activities of professional organizations of the Ukrainian foreign state of the first third of the twentieth century. They are also represented in the scientific works of the researchers of the Ukrainian diaspora (S. Narizhniy [12; 13], P. Jul', M. Semchyshyn [11]), scientists of independent Ukraine (I. Bitiuk [1], V. Vlasenko [3], Ya. Hannitkevich [5], M. Yevtukh, V. Kemin [8], N. Kotsur [10], M. Boichak [2]) and others.

Identification of previously unsettled parts of the general problem, to which this article is devoted; the purpose of the article. The need of returning to the modern professional education of Ukraine of experience in the field of training specialists in Ukrainian diaspora establishments for various fields of labor, preserving of the ethnic and spiritual identity of generations of Ukrainians who were born outside their homeland, their identification them with the land of their parents, with all the cultural heritage of the Ukrainian people, causes depth study of the issue of professional training of young people in the content of professional associations and unions of Ukrainian emigration in the interwar period, because especially in the 20's and 30's of the twentieth century. The favorable conditions for their development have been made in Czechoslovakia. At the same time, it should be noted that the

article intends to highlight the content of the activities of the Union of Ukrainian Doctors in Prague (UUD) as a professional association in the Czechoslovak Republic (CHSR), which most actively realized the opportunities provided by the government of the Czechoslovak Socialist Republic(CSR) and geopolitical circumstances, having focused attention on the competent approach of professional training of youth. Though, it was precisely the formation of special, general, personal and key competences of the future medical specialist and where the content of the company's activity was directed.

The scientific novelty is in the fact that it first attempts to systematize and generalize available information regarding the content of the professional training of young people in the activities of the Union of Ukrainian Doctors in the Czechoslovak Republic,the data on the national and civic education of the members of the UUD in the historical and pedagogical retrospective, focused on the competence approach of the union of practicing doctors and those who have received a doctor's degree in higher educational establishments. ***Research methods:*** search and bibliographic, comparative and collative, historical and retrospective, generalization and systematization of the revealed materials, data, positions obtained in the study of the literature which concerns the topic.

The presenting of main material. In the Czechoslovak Republic during the 20-30's of the 20-th century were about seven professional organizations of scientific and technical intelligentsia, which were united by a certain profession or a professional orientation of activities, as well as the desire to meet the material and cultural needs of its members, most of whom were skilled workers with graduated or non-graduated (students) higher education.Thus, the improvement of the material position of its members was a principal issue in the work of most unions and societies. Most successfully this direction was implemented in the Union of Ukrainian doctors by providing scholarships to its members or promoting and of course the material support according to the emigration of Ukrainian qualified doctors to Czechoslovakia. [11, p. 62; 2, p. 144]. The Union of Ukrainian doctors community was founded on December 10, 1922, thanks to the efforts of Boris Matiushenko, a former Minister of Health and Care in the Government of the Ukrainian People's Republic (November 1918 – February 1919), chairmen of the Ukrainian Red Cross Cross Office (1920-1921), one of the founders of the Ukrainian Economic Academy, professor of the Ukrainian Free University, professor and doctor of medicine at Karl University in Prague, head of two departments of the Evgeniyskogo Institute in Czechoslovakia, a man of "great personal abilities, with high all-sided education, knowledge of world languages and long experience in public work" [11, p. 68]. Thanks to public-political ties and personal acquaintance with the Czechoslovakian Minister Dr. Vaclav Girssoyu, who previously worked as a doctor in Ukraine, the Ukrainian Doctors Union had the greatest support from the Government of Czechoslovakia.

Among the honorable members of the SAL are Professor Ivan Gorbachevsky, the first ethnic Ukrainian-Minister of Health of Austria-Hungary, the rector of the Charles University, a long-time dean of his medical faculty, the rector of the Ukrainian Free University, Ukrainian chemist, biologist, hygienist and

epidemiologist, terminologist, public a political and educational figure, academician NASU, candidate for the Nobel Prize in Physiology and Medicine in 1911, Vsevolod Garmashiva – Rector of the Ukrainian Pedagogical Institute named after. M. Drahomanov (UPPI), head of the Department of Biology and Hygiene of the Department of Environmental Protection, a publisher and writer of Modest Levytsky.

At the beginning of the activities of the Union Ukrainian doctors were allocated by 25 thousand crowns. Unmarried applicants were entitled to material assistance (they were awarded a scholarship in the amount of 1 thousand crowns each month) and married (at 1,500 kroons and another 200 kroons for the child) members of the Union of Ukrainian Doctors. An important condition for obtaining the assistance was as a practical benefit for UUD, working in clinics and hospitals, so "... the executing duties according to Ukrainian state" [9, p. 19-20]. It is worth to be noted that a significant number of UUD members were former military servicemen (military doctors of various formations of the Ukrainian Army), high-ranking officials in the government of the Ukrainian People's Republic (UPR) or those who were in the diplomatic service abroad, therefore, in the conditions of emigration, they continued their activity, including the ranks of the Czechoslovak Army. So, since 1926, Ivan Ocheretko has been working as a doctor of military affairs of the Ministry of National Defense of Czechoslovakia - Konstiantyn Bryzgun [14, p. 119; 2, p. 150].

The Union of Ukrainian Doctors in the person of its head Boris Matiushenko January 16, 1923 appealed to the leadership of the Charles University in Prague to grant permission for Ukrainians to improve their professional skills by working in his surgical clinics. As a result, since 1923, Vasyl Nalyvayko and Kost' Voyevidka have been given permitted to work [2, p. 149]. An important achievement of UUD was the receiving of financial aid from the government of the Czech-Slovak republic for 120 thousand crowns for the publication of the non-periodical journal of clinical and social medicine "Ukrainian Medical Journal" (during 1923 – 1925, six of its 40 issues were printed) [9, p. 91]. Their original works "from the amount of clinical and theoretical medicine were published in the journal, ... social hygiene and eugenics", not only members of the UUD, but also contributors from Kyiv, Lviv, and Chernivtsi [11, p. 63]. The "Ukrainian Medical Journal" make acquainted with Ukrainian doctors and those who intended to become doctors, with Ukrainian medical life, the development of Ukrainian medical terminology, the success of Western European medicine. According to the point of view of researchers of Ukrainian medical science, the periodical magazine "met a high grade and promoted the publication of Ukrainian medical literature" in the UkSSR. It served as a model for the "Ukrainian Medical News", which began to issue in Kiev in 1925, and "Medicinal Journal" in Lviv [11, p. 63]. The appearance of the latest periodicals caused the cessation of the publication of the Czech Ukrainian medical journal [2, p. 153].

"Scientifically worked" and were published on the pages of the listed editions such members of the Union of Ukrainian Doctors, such as Doctors Hnat Belei, Mikhailo Kachaluba, Mykola Prokopiv, Ivan Rykhlo, Yaroslav Rybak, Mykola Ravych (internal diseases); Prof. Dr. Vsevolod Garmashiv (surgery and hygiene), Professor Dr. Ivan Gorbachevskiy (chemistry), Professor Dr. Antin Gonchariv-Goncharenko (hygiene), Dr. Yuriy Dobrylovsky (female illnesses and gynecology),

Dr. Natalia Mazepa (bacteriology and hygiene), Prof. Dr. Kostya Voyevdka (female illnesses), Professor Dr. Borys Matiushenko (social hygiene and eugenics), Dr. Vasyl Nalyvayko (surgery), Dr. Ivan Ortinskiy (pathological anatomy, skin and venereal diseases), Dr. Mykola Sisak (pathological anatomy), Dr. Yaroslava Shmatera-Koval'ova (radiology and balneology) [11, p. 63].

In 1926 thanks to the efforts of the chairman of the Union of Ukrainian Doctors Dr. B. Matyushenko and Dr. V. Nalivika in Prague, the unique "Medical Latin-Ukrainian Dictionary" of Martyriy Galina – a surgeon and one of the founders and chairman of the medical section of the Ukrainian Scientific Society in Kyiv, the author of the first scientific surgeries published in the Ukrainian language, and the first Ukrainian-language medical dictionaries, the General-Headed Medical Service of the UNR. In the introduction of the "Medical Latin-Ukrainian Dictionary", especially there was noted: "Our medical terminology is still far from to be a fixed one, it is now, in recent years, energetically is being created and tested – not only theoretically, as before, but also practically, in the daily work Ukrainian medical schools, in the running medical literature" [4, p. 3]. Dr. Ivan Rykhlo (one of the organizers of the Legion of Ukrainian Sich Riflemen in Kyiv in 1917, during the period of 1918-1920 the medical chief of the Sichovy Striltsy Corps, later the Army of the UNR) was included in its terminology commission, professor Vasyl Simovych (Ukrainian linguist, philologist and cultural Actor, Doctor Modest Levytskiy (Ukrainian writer, cultural figure, teacher, doctor and diplomat, health minister at the State Center of the UNR in emigration), Evmen Lukasevich (Ukrainian diplomat, journalist, doctor, publisher and public figure, Minister of Health of government of UNR, Ukrainian-author of the first "Dictionary of Anatomy"), Professor John Gorbatchevskiy. From the beginning, the commission worked in a full staff, but finally prepared a dictionary for the publication of Boris and Maria Matiushenki, Vasyl Nalyvayko. On October 29, 1938, 20 copies of the Medical Latin-Ukrainian Dictionary were presented by the Union of Ukrainian Doctors presented to the Ministry of Public Health of the Carpathian Ukraine, which at that time gained autonomy in the part of Czechoslovak Republic [15], the majority was deported to the Eastern Ukrainian lands (UkSSR) [11, p. 64].

The professional training of future Ukrainian doctors was assisted by the publishing activity of UUD during 1923-1925 when, together with the Ukrainian Public Publishing Fund, more than 10 manuals for a medical school high school were published. Among them are "General Biology" and "Osteology" of the Ukrainian biologist, researcher of the anatomy and medicine of the teacher, founder of the Ukrainian anatomical school, professor, head of the department of biology of the Ukrainian High Pedagogical Institute named after. M. Drahomanov, academician of the Ukrainian Academy of Sciences Arsen Starkov; the first Ukrainian scientific textbook on anatomy "Short anatomy for medical students" by Mykola Pavlichuk; "School Hygiene" by Dr. Vsevolod Garmashiv; "General Hygiene" by the lecturers of the Department of Hygiene of the Department of Hygienic Medicine Dr. Antin Goncharenko; "Social Hygiene" by Boris Matyushenko and others. In addition, the above-mentioned authors and their colleagues prepared a series of medical-popular

statements on tuberculosis, venereal diseases and reports for anatomy and first medical aid [2, p. 155].

The results of scientific research were presented by the Union of Ukrainian Physicians at Ukrainian medical forums in Prague (October 7, 1926, March 24, 1932), and other scientific events. In particular, I – VI congresses of doctors and naturalists in Lviv (both internally and with part - time participation by sending reports of members of UUD for publication or "reading") [11, p. 64]. At the Second Congress of Ukrainian Naturalists and Doctors in Lviv (June 5-6, 1927), B. Matyushenko, N. Dobrovolskiy, M. Dolinskiy took part. The chairman of UUD took the floor at one of the sections of the Third Congress of Ukrainian Naturalists and Doctors on May 24-25, 1931 [2, p. 157].

Close contacts were supported by the Union of Ukrainian Doctors in Prague with Western and East Ukrainian (mostly Lviv) colleagues: contributed to the participation of Ukrainian doctors from Western Ukrainian lands in European scientific events, published their researches in the Lviv medical journals (for example, "The Health Book"), together with the Ukrainian Pharmaceutical Society in Lviv, SUL has been represented for some time in the All-Slavic Medical Union; participated in the founding of a Ukrainian hospital in Lviv (he collected donations to this establishment and organized a special committee of "The People's Lichnitsia" in Prague, which was engaged in collecting donations (Ukrainian doctors of the Czech-Slovak republic donated more than 15,000 Czech krones).

Contacts with the Dnieper, which at that time was part of the UkSSR, were weaker. At the same time, even from "Great Ukraine" received articles for their "Medical Bulletin" and sent their materials to colleagues. So, in 1927, UUD transferred to the Medical Section of the Ukrainian Academy of Sciences in Kyiv "a large transport of professional German literature previously purchased for Ukraine", which since 1919 was hiding in Berlin. The UUN supported the relationship between Ukrainian colleagues who emigrated to other countries of the world, primarily Canada, often taking the floor as a mediator between the latter and doctors in the Ukrainian lands [11, p. 64].

It should be noted that the cooperation of the Union of Ukrainian Doctors with All-Slav organizations and all-Czech professional doctor associations because of the negative attitude of the last ones to "foreign-born doctors" who "do not care about their interests, but even often harm them", especially, that "the vast majority of Czech doctors are set up by the Russophiles and Ukrainian doctors do not feel sympathetic" [11, p. 64]. Especially complicated were the conditions for Ukrainians to stay in Czechoslovakia in the connection with the adoption of the UkSSR in the League of Nations (1934), the unfolding of the global economic crisis and the normalization of relations between the Czechoslovak Socialist Republic and the Soviet Union, which in 1935 led to the signing of a pact of non-aggression and mutual assistance between these two states [6; 7, p. 13].The final break in the Union of Ukrainian Physicians with the All-Slav Medical Union took place in 1938, when it was reorganized according to the state principle (and not national) without voting rights. We consider it necessary to provide an official explanation of the UUD according to the exit from the professional organization: "representatives of several Slavic states have forgotten

that before the World War they were in the same condition as now Ukrainians and that then the national principle of membership in the All-Slav Union it seemed to them quite expedient. Before the World War, the Ukrainians participated in the Union on equal terms with representatives of other Slavic peoples, but this, apparently, the new generation did not consider Slavic doctors to be morally responsible. We must admit to confess that the representatives of Bulgarian doctors were against the mentioned decision" [11, p. 65].

Despite the mentioned above, the members of the UUD actively collaborated in both the Czech and other non-Ukrainian medical journals, participated in the Czech scientific societies and establishments, performed at various scientific congresses and "meetings", contributing to the professional training of youth and future doctors in their professional formation [11, p. 65].

The educational context of the functioning of the Union of Ukrainian Doctors as a factor in the training of youth has been manifested in the active social work of its members. So, the members of the UUD took an active part in the founding and organization of the Ukrainian Scientific Association in Prague, were members of the Ukrainian Academic Committee for International Intellectual Cooperation, the Association of Supporters of the Ukrainian Academy of Economics, the Committee for Assistance to Ukrainian and Byelorussian Students, the Committee for the Remembrance of Professor Puliui, a number of public associations. But still in 1923, with the organizational complementarity of the Ukrainian Medical Society, the Union organized eight reports for Ukrainian students and senior citizens "on tuberculosis and sexual illness" in Prague. For the Scouts - reports on anatomy and first aid. In the same 1923, 11 reports with discussions were read in the UUD, an excursion to the exhibition was organized at the Czech anti-tuberculous congress, etc. [11, p. 65].

The appearance of Carpathian Ukraine in 1938 and geopolitical changes before the Second World War also brought about changes in the activities of UUD: many of its members expressed a desire to return to ethnic Ukrainian lands, the more so the head of the medical "hut" (chamber) was the emigrant doctor Dr. Ivan Rihlo. In the Czechoslovak Republic there were only 20 members of the Union.

In general, during its existence from 1922 to September 21, 1940, the Union of 33 members at the beginning of its activities grew to 119 members (dormitory in 1939), including two honorary ones (I.Gorbachevskiy, V.Garmashov) and 10 veterinarians, who were a separate sub-section. According to the national composition, besides Ukrainians, there were 1 more Russian, 1 Armenian, 3 Belarusians. At different times, the leaders of the UUD were B. Matyushenko, Y. DobrylovskIy (since 1935), M. Zavalnyak (since 1940).

Conclusions. Summarizing the above, we note that the studying and analysis of the competent approach to the content of the activities of the Union of Ukrainian Doctors in Prague as a component of the professional training of youth during 1922-1940 made it possible to systematize and generalize available information on this issue, to update the data on the national and civil education of UUD members in historical and pedagogical retrospective, to highlight the role of UUD in preserving national traditions of professional training of specialists in a foreign-speaking environment and using the newest methods of world medical practice in order to

implement them in conditions of independent Ukraine. ***Prospects for using research results.*** Further researches need similar issues of the activities of the Ukrainian Society of Physicians of North America – a professional non-governmental organization of physicians, which continued the tradition of supporting and professional Ukrainian students in the diaspora.

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4.10. THE RESEARCH ON FORMATION OF GENERIC COMPETENCIES OF THE STUDENTS OF THE FACULTY OF PHYSICAL EDUCATION OF PEDAGOGICAL UNIVERSITIES

UDC 378

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Abstract. *The article reveals the state of formation of generic competencies of the students of the Faculty of Physical Education at a pedagogical university, in particular: instrumental, interpersonal, systemic competencies at high, average and low levels. The authors outlined the methods of determining the level of these competencies formation, their indicators and criteria. The study shows the influence of the educational process of a pedagogical university and all its components on the formation of generic competencies of future teachers of physical education. The reserve and the possibilities of various academic disciplines (humanities, elective subjects, professional subjects) for the formation of generic competencies are revealed. The ways of these competencies formation and the ways of their acquisition in different kinds of student activities, the influence of students' experience on the acquisition of competencies at the university, students' attitude towards them and understanding the necessity for competencies formation are determined.*

Key words: *generic competencies, students of the faculty of physical education, pedagogical university, the levels of generic competencies formation, future teachers of physical education, sustainable development.*

Problem Statement. The introduction of the competency-based learning into the educational process of higher educational institutions of Ukraine is a new issue for the higher education system. That is why the problem of formation of generic and professional competencies for some specialties is a new issue as well. This issue requires its analysis and experience generalization in order to develop recommendations for optimal competencies formation. In particular, this issue concerns the training of future teachers of physical education. The of formation of students' generic competencies while studying at a higher education institution is associated with the necessity to produce a competitive specialist – a teacher who would correspond to the changes in the legislation on education of Ukraine, its European choice, world values, who would be an intelligent and an academically mobile professional. For Ukrainian teachers the requirements to organize education and training of the younger generation in the context of the purposes of sustainable development, especially in the spheres of poverty reduction, overcoming famine, the development of farming, health and well-being, quality education, gender equality, pure water and proper sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduction of inequality, sustainable urban and community development, responsible consumption and production, climate change mitigation, marine resources conservation, terrestrial ecosystems protection and restoration, peace, justice and strong institutions, partnership for sustainable development, are set [15]. Special attention in these purposes achievement is paid to human health, environmental and human ecology,

education, healthy lifestyle, people's ability to interact with each other in a peaceful way. It is emphasized today that a future specialist in physical culture is a person who purposefully acquires a qualification in accordance with a certain educational-qualification level in the process of specially-organized educational activity in a higher educational institution, aimed at preparation for further professional activities on the formation of a high level of physical culture and the culture of pupils' health protection [12]. Most of the goals of sustainable development are achieved by teachers' competencies, especially by the teachers of physical education, who train children and young people to realize them. This is also confirmed by the fact that the specialist in physical culture today is viewed as a person who has to transfer the physical culture of society to a qualitatively new level of development. The effectiveness and efficiency of this process depend on a specialist's abilities and possibilities [12]. On the other hand, we have to develop, implement and apply a competency-based approach for teaching at higher educational institutions [5; 6]. It is required by new legislation on higher education in Ukraine. Still, a competency-based approach does not only include the formation of professional competencies, it also includes the formation of generic competencies. According to the conclusions of the TUNING project for Europe, the research done by A. Khutorskyi [14], V. Kremen [11], generic competencies (cross-curricular competencies, cross subject field competencies) are determined as a person's ability to carry out complex polyfunctional, cross subject field, culture-oriented types of activities, to solve topical individual, social and other problems [4].

The connection of the author's work with important scientific and practical tasks. It is the content of teachers' generic competences which contributes to achieving the goals of sustainable development. The content of these competencies includes: *instrumental competencies* (cognitive, methodological, technological and linguistic abilities); *interpersonal competencies* (communication skills, social interaction and cooperation); *systemic competencies* (a combination of understanding, perceptibility and knowledge, the ability to plan changes to improve systems, develop new systems) [11]. It is these competences that enable to achieve the goals of sustainable development by means of education with the help of teachers including the teachers of physical education who are more powerful force among other teachers due to their being focused on a healthy lifestyle and generic competencies. ***The analysis of recent research and publications***. The research available in Ukrainian pedagogical science deals primarily with the formation of professional competencies of future teachers of physical education. These are the works by S. Volkova, H. Hats, I. Ivanii, A. Konokh, S. Medynskyi, S. Khomenko and others [1; 2; 7; 8; 9; 10; 13]. Unfortunately, we haven't found the research on the formation of generic competencies of future teachers of physical education, though the researchers have already written about the necessity for their development [4].

Selecting previously unsolved parts of the general problem, to which the article is devoted. The comparison of the goals of sustainable development and a teacher's generic competencies lead aiming generic competencies of teachers of physical education at such purposes of sustainable development as: good health and well-being, quality education, gender equality, pure water and proper sanitation,

affordable and clean energy, peace, justice and strong institutions, partnership for sustainable development. That is why it is interesting to determine the level of formation of generic competencies of future teachers of physical education as it is these competencies that contribute to the achievement of the goals of sustainable development, determine the possible trends and perspectives for their formation in the educational process of higher pedagogical educational institutions and will provide the students with the ability to meet other goals of sustainable development. ***The purpose of the research*** is to determine the content and the level of formation of generic competenceis of future teachers of physical education, the ways of their probable formation in the educational process of higher pedagogical educational institutions in order to achieve the goals of sustainable development in Ukraine. ***The scientific novelty of the research*** lies in the fact that for the first time, the state of formation of key competencies of future teachers of physical education and the indicators of their formation were determined, the methods for their detection were described, the ways and gaps of their formation and the real impact of the educational process on genetic competencies acquisition in the pedagogical university were identified. ***Methods of the research:*** theoretical analysis of sources, synthesis, generalization, using questionnaires, self-evaluation.

Main material presentation. As the competency-based approach is officially approved by the legislation of Ukraine for higher education, it is implemented in the standards of education at higher educational institutions, we tried to investigate the level of formation of generic competencies of future teachers of physical education. Students of the third year of the Faculty of Physical Education took part in the survey. 32 students were involved. We developed a questionnaire, which included the questions on the formation of generic competencies of future teachers of physical education by means of self-evaluation. We tried to study the level of these competencies formation of future teachers of physical education anonymously, on the basis of students'self-evaluation. We tried to investigate what contributes to or prevents the formation of these competencies at the institution of higher learning, the level of their formation, the differences in their formation among the students of different faculties, who possess the same professional competencies. When developing the questionnaire, we were guided by the "The Complex of Normative Documents for the Development of Components of the System of Higher Education Standards for Different Fields", which is based on the competency-based approach through the formation of a new system of diagnostic tools with the transition from knowledge assessment to competence assessment and determining the level competency in general [6, 2-8]. The concept of "competency" offered by the European project TUNING [16] includes cognitive, operational-technological components, motivational, ethical, social, and behavioural aspects (the results of education, knowledge, skills, system of value orientations). We also considered that when forming a competency the decisive role does not only belong to the content of education, but also to the education process organization, educational technologies, including students' independent work, etc. The questionnaire consisted of fifteen questions, ten of which were close-ended questions and five open-ended questions. The question was formulated in such a way that the answer "yes" indicated the

formation of certain competencies, the answer "no" pointed to the absence of competency formation, while the answer "yes and no" indicated that the competency was formed to a certain extent. Respectively, the results of the responses indicated the high, low and average levels of competency formation. In accordance with V. H. Kremen's recommendations we included the following competencies into generic competencies: 1. Instrumental competencies; 2. Interpersonal competencies; 3. Systemic competencies. The students were asked tell us the ways of acquiring generic competencies at the university and outside it, that is why the questionnaire included the following questions: Tell us the ways of acquiring generic competencies at our university, which you have used (range then from 1 to 5): educational process; extra-curricular educational work; scientific work with students; sports and healthcare work with students; psychological work with students. Please, tell us where you acquired generic competencies outside the university. In order to investigate the students' opinion regarding the provision of competencies at the university during the classes, the seventh question was asked: "Have you developed generic competencies while studying general disciplines; elective subjects; professional disciplines?" The students' opinion on how to improve the process of mastering their competencies acquisition was studied, thanks to their response to the following question: "What, in your opinion, can encourage the formation of generic competencies at our university?" The students were asked to determine the need for generic competencies to work in the specialty, conditions for their successful and unsuccessful formation by answering the following questions: "Do you need generic competencies to work in a specialty? What prevented you from generic competencies acquisition?" What contributed to your better generic competencies acquisition? In order to study the possibilities of university education and design a faculty curriculum for students' generic competencies formation, the following question was asked: "Is there a need for special elective courses designed in order to form generic competencies at our university? Would you choose that kind of courses? Did you have a chance to choose elective courses while studying at the university?" We also investigated the students' awareness of the need for generic competencies acquisition by asking the following questions: "Have you come across the lack of generic competencies to solve everyday problems? Is it necessary to form such competencies starting from secondary school? Do you think it is necessary to spare time on the formation of generic competencies at the university?" 32 third-year students of the Faculty of Physical Education of H. S. Skovoroda Kharkiv National Pedagogical University took part in the survey. As a result of conducting the survey, we obtained the following results (Table 1).

Table 1

The State of Students' Generic Competencies Formation (Based on Self-evaluation Results)

Competencies	Levels					
	High		Average		Low	
Instrumental competencies						
	Quantity	%	Quantity	%	Quantity	%
Capacity to analyze and synthesize.	28	87,5	2	6,2	2	
Capacity to organize and plan.	29	90,6	2	6,2	1	3,1
Basic general knowledge	29	90,6	3	9,4	0	0
Mastering basic knowledge in the chosen field	28	87,5	3	9,4	1	3,1
Oral and written communication in a native language.	16	50	10	31,2	6	18,7
Knowledge of a foreign language.	17	53,1	5	15,6	10	31,2
Elementary computer skills.	15	46,9	6	18,7	11	34,4
Information management skills (ability to find, analyze information from different sources).	17	53,1	6	18,7	9	28,1
Problem solving.	18	56,2	6	18,7	8	25
Decision-making.	18	56,2	3	9,37	11	34,4
Interpersonal competencies:						
Ability to criticize and self-criticism.	30	93,7	1	3,1	1	3,1
Interaction (teamwork).	29	90,6	0	0	3	9,4
Interpersonal skills and abilities.	27	84,4	3	9,4	2	6,2
Ability to work in an interdisciplinary team.	22	68,7	5	15,6	5	15,6
Ability to communicate with experts in other fields	20	62,5	2	6,2	10	31,2
Positive attitude to inequality, other cultures.	26	81,2	3	9,4	3	9,4
Ability to work in an international environment.	20	62,5	2	6,2	10	31,2

Continuation of the table 1

Systemic competencies						
Ability to apply knowledge in practice.	28	87,5	2	6,25	2	6,2
Research skills and abilities.	23	71,9	5	15,6	4	12,5
Ability to learn.	27	84,4	2	6,2	3	9,4
Ability to adapt to new situations.	25	78,1	4	12,5	3	9,45
Ability to generate new ideas (creativity).	25	78,1	4	12,5	3	9,4
Leadership Qualities.	23	71,9	3	9,4	6	18,7
Understanding culture and customs of other countries.	21	65,6	3	9,4	8	25
Independent learning	28	87,5	2	6,2	2	6,2
Project planning and project management.	20	62,5	2	6,5	10	31,2
Initiative and entrepreneurial spirit.	20	62,5	3	9,4	9	28,1
Caring for quality.	26	81,2	2	6,2	4	12,5
The desire to succeed.	28	87,5	2	6,2	2	6,2

Here are some of the results we received in response to the open-ended questions. When asked about the effective ways which were used by the students of our university for acquiring generic competencies (question 4 of the questionnaire), most students selected scientific work; the second place was taken by psychological and extra-curricular forms of work (Table 2).

Table 2

The Generalized Results of Students' Responses on the Methods of Formation of Generic Competences at the Pedagogical University

Ways of generic competencies formation	Quantity	%
A) Educational process	5	15,6
B) Extra-curricular forms of work	7	21,9
C) Scientific work with students	10	31,2
D) Sports and health-protection work with students	3	9,4
E) Psychological work with students	7	21,9

While studying other institutions at which the students acquired generic competencies we found out that the first place belonged to general secondary school (8 students (25%)) and work (8 students (25%)). The responses also included the following: at a sports school (7 students (21.9%), while attending some courses (4 students (12.5%)), workshops (3 students (9.4%)), in a foreign educational establishment (1 student (3.1%)). The results of student's responses to the question: "What else, in your opinion, can contribute to the formation of generic competencies at H. S. Skovoroda Kharkiv National Pedagogical University?" were the following: individual work (6 students (18.7%)); practice in schools, sports schools and distance education technologies (4 students (9.4%)); lectures (1 student (3.1%) people);

seminars (4 students (9.4%)); conversations (1 student (3.1%) people); studying more elective subjects (4 students (9.4%) men); teachers' leniency and kindness (1 student (3.1%) people); interaction with group mates (5 students (15.6%)). Students' responses to the question: "Were generic competencies developed while your studying different kinds of disciplines?" are shown in Table 3.

Table 3

The Influence of Educational Disciplines on Students' Generic Competencies Formation

Disciplines	Yes		No	
	Quantity	%	Quantity	%
Humanities	26	81,25	6	18,7
Elective subjects	17	53,1	15	46,9
Professional disciplines	24	75	8	25

Among the reasons that prevent from generic competencies formation, students primarily mentioned lecturers' attitude to their subject. However, the factors contributing to the formation of generic competencies as perceived by the students are: independent work, training, team support – in the first place (10 students (31,2%)), practical classes – in the second place (9 students (28,1%)). Most respondents, namely 23 students (71.9%), believe that elective courses contribute to the formation of students' generic competencies at H.S. Skovoroda Kharkiv National Pedagogical University. The respondents noted that half of them (16 students (50%)) hadn't faced the problem of lack of generic competencies in their lives, while the other half pointed out that they had come across such problems. All the respondents unanimously stated that this type of competencies should be formed in general education institutions, and continued to be developed at higher educational establishments.

***Conclusions and recommendations*.** Thanks to the conducted pilot experiment, it was found out that the third-year students of the Faculty of Physical Education of H.S. Skovoroda Kharkiv National Pedagogical University have the following competencies formed at a high level. They are: 1) instrumental competencies – the ability to analyze and synthesize, organization and planning, basic general knowledge; 2) interpersonal competencies - the ability to criticize and self-criticism, interaction with others, interpersonal skills and abilities, positive attitude to inequality, ethical obligations; 3) systemic competencies: the ability to apply knowledge in practice, to study, work independently, desire to succeed. It should be pointed out that more than half of students' generic competencies are not developed to a high level. They are: instrumental competencies – language, computer skills (those which are necessary for communication in a team and working with documents), skills in problem-solving and decision-making (a teacher is the leader in a group of children, he/she is the only adult in the classroom, who is responsible for children); interpersonal competencies: ability to work in an international environment, in interdisciplinary teams, with experts in different fields, which is required by a New Ukrainian School and Ukraine's European integration; systemic competencies: understanding the culture and customs of other countries, project

planning and project management, initiative and entrepreneurial spirit which are essential for project activities and involving grants to schools, tolerance and cooperation with other people, that are important for pupils' socialization under the conditions of European integration. At the same time it was discovered the following factors contribute to the formation of generic competences at the university: scientific work with students, psychological and extra-curricular work with them. This indicates paying particular attention to students' extracurricular time, its organization through a variety of activities, not just practicing sports. In addition, while studying at the university, it is possible to form students' generic competencies in the workplace as well as at secondary educational establishments, in sports schools, while attending various courses and trainings, which points to the necessity to identify and study such an experience in order to consider it for the organization of educational process at the higher educational institution, providing conditions for students' subject leisure. It should be pointed out that the students determined the most effective ways of generic competencies acquisition. They are: individual work, practice, seminars, working in a team. This means that in the pedagogical process a combination of individual, frontal and group forms of work, mentoring and tutoring, and a high level of students' self-government is realized. However, the students could not determine what prevented them from the formation of generic competencies, more than half of them do not see the necessity for their formation for their professional activities. Half of the students feel the lack of formed generic competencies in everyday life. The same number of students is ready to acquire these competences while studying at the university. Most of these students are ready to master the competencies while studying general and professional disciplines which, in their opinion, contribute to competencies acquisition most of all, unlike elective subjects. It should be noted that the third-year students of the Faculty of Physical Education of H.S. Skovoroda Kharkiv National Pedagogical University point to the necessity for generic competencies formation starting from school and continuing at the university. ***Prospects for further research*** are the development and experimental verification of the model of generic competencies formation on the basis of holistic and competency-based approaches to train teachers of physical education at a pedagogical university.

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4.11. MOBILIZATION OF EXTRA-CURRICULAR WORK'S RESOURCES WITH THE AIM OF FORMING FUTURE ENGINEERS' NECESSARY COMPETENCES TO INTERCULTURAL COMMUNICATION

UDC 378.147:656.61.071.1-056.87(043.3)

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Abstract*. The article is devoted to the research of the issue of mobilization of extra-curricular work's resources with the aim of forming future engineers' necessary competences to intercultural communication.The role of extra-curricular work in preparing students to effective and successful intercultural communication has been emphasized. It has been noted that due to involvement in extra-curricular activities, students have the opportunity to obtain an additional reserve in order to broaden their outlook, to unite for achieving learning goals and objectives, to establish subject-to-subject interaction, to maintain the atmosphere of friendship and coherence, to increase their motivation and interest in studying and mastering education material that were previously presented within the classroom activities. The measures implemented during the preparation of future engineers to intercultural communication during extra-curricular work at Pervomaisk Branch of Admiral Makarov National University of Shipbuilding, in particular, within the framework of the "Cross Cultural Club", have been presented. The potential of activities carried out in the framework of extra-curricular work on forming the competences necessary to effective and successful intercultural communication has been highlighted.*

Key words*: intercultural communication, extra-curricular work, competence, subject-specific (professional) competences, general competences, extra-curricular activities, club.*

Setting of the problem. The rapid development of society, mobility, the growth of international contacts bring to the fore necessity for specialists training in engineering specialties to intercultural communication, and, consequently, to a non-conflict, partner, subject-to-subject communicative interaction among representatives of various linguo-cultural communities. Specialists training to such communication in Ukrainian higher education establishments becomes one of the priority directions, as it provides the capability to extend the opportunities for lifelong learning through the exchange of knowledge among colleagues from abroad, participation in various courses, advanced training programs, programs for the exchange of best practices, joint projects. In the "The conception of national and patriotic education of children and youth" among the main tasks of education is rightly emphasized the necessity "to form a tolerant attitude towards other peoples, cultures and traditions" [8], among the principles is the principle of multiculturalism which "involves the integration of Ukrainian culture into European and world space" [3].

Relevance of the problem. Thus, such training is extremely important for specialists in engineering majors, in particular marine engineers, as nowadays their professional activities pass side by side with representatives from different countries and cultures. Thus, knowledge, skills and abilities of intercultural communication are

components of both special and general training, as, on the one hand, they refer to the essential professional knowledge, skills and abilities (subject-specific (professional) competences) [13, p. 9] which are necessary to fulfil the professional duties of future engineers in the multicultural crews (for example, during the negotiations for intraship communication; in cooperation with colleagues in the engine room; during the watchkeeping and giving over the watchkeeping; during various reports on the bridge; in the course of business correspondence; etc.), as well as to social, universal knowledge, skills and competences (general competences) [3, p. 9], which are necessary for specialists regardless of the specifics of their activities (for example, during leisure time activities with foreign colleagues; while staying in ports, in particular foreign countries; etc.).

Connection of the author's work with important scientific and practical tasks. Classroom activities provide a clear, detailed planning, organization and management of educational activities for forming future engineers' necessary competences to effective and successful intercultural communication, and also systematic control of this process as well as students' results. As the analysis of applied research shows, the substantial reduction of the time allocated to such subjects as "English", "English for Specific Purposes" (disciplines whose content is focused on the students' preparation to intercultural communication) negatively affects the quality of mastering the students with the necessary knowledge, skills and abilities and their preparation to effective and successful communicative interaction with a foreign partner. The reduction of the time of practical classes limits the possibilities for creative organization of the educational process, for creation of optimal conditions for students' independent work, for immersion in the authentic environment for real individualization and differentiation of education and upbringing, for expansion of local educational space, for development of partnership relations, for implementation of the subject-to-subject interaction in joint activities. However, to a certain extent, solving the above-mentioned problems are possible with the help of extra-curricular work. Thus, there is an urgent necessity together with classroom work to attract resources of extra-curricular work, in order to increase the effectiveness of preparation for intercultural communication and achievement of the highest results, in other words, knowledge acquisition, acquisition of abilities and skills and the possibility of their practical usage. The significance of this issue is presented in "State National Program "Education" ("Ukraine XXI century")" in which among the key principles of implementation is the principle of indivisibility, it means that "education and upbringing consist in their organic combination, subordination of the content of education and upbringing to the formation of a coherent and fully developed personality" [4].

Analysis of recent researches and publications. In psychological and pedagogical science, the problem of researching extra-curricular work and its role in training specialists are outlined in the scientific works of such scientists as I. Bekh, I. Zadorozhna, A. Ivashchenko, L. Kondrashova, N. Kuzmenko, L. Onuchak, O. Palekha, I. Sokolova and others. Different aspects of the problem are highlighted in their works, in particular: the education of personality, personally oriented education (I. Bekh) [2]; conditions of effective organization and types of extra-

curricular independent work (I. Zadorozhna) [5]; creative self-realization in extra-curricular work (A. Ivashchenko) [6]; professional self-affirmation in the process of extra-curricular educational work (N. Kuzmenko) [9]; pedagogical conditions of organization of students' extra-curricular independent work (L. Onuchak) [11]; organization of extra-curriculum independent work, in particular, in higher education institutions of the Great Britain (O. Palekha) [12]; organizational and methodical conditions for improving the efficiency of extra-curricular work (I. Sokolova) [14].

The purpose of the article. At the same time, the problem of forming future engineers' necessary competences to effective intercultural communication with the usage of extra-curricular work is not given enough attention. Therefore, the lack of practical development of the problem has led to the choice of ***the theme of scientific research:*** "Mobilization of extra-curricular work's resources with the aim of forming future engineers' necessary competences to intercultural communication".

The scientific novelty of the research lies in the fact that for the first time the potential of extra-curricular work's resources for forming future engineers' necessary competences to effective and successful intercultural communication has been revealed. ***Research methods*** are the analysis of scientific and theoretical sources in the field of forming future engineers' necessary competences to intercultural communication; the development of a hypothesis on the basis of materials studies; generalizations and conclusions.

Statement of basic materials. Taking into consideration scientific work of E. Azimov and A. Shchukin, we can find out the meaning of the concept of «extra-curricular work», that scientists consider it as "<...> the work carried out outside the classroom. It involves students' participation in evenings of rest, meetings with interesting people, watching movies, performances, etc., and these activities are a reserve and a means to achieve the goals of studying" [1, p. 40]. Yu. Matviiv-Lozynska notes that the element of self-actualization prevails in the process of extra-curricular work. She emphasizes that it "gives an opportunity for students to harmonize the internal and external factors of professional culture formation, to create additional conditions for the implementation of internal capacity and satisfying those requirements that cannot be satisfied in the process of classroom work" [10, p. 175]. Taking into account such characteristics of extra-curricular work, we can emphasize that its resources help to increase students' internal motivation and their need for mastering the material, facilitating a better acquisition of the necessary knowledge (for example, through engaging in professionally-oriented situations within the framework of extra-curricular work, considering problems of future professional activities, etc.).

Among the typical features of extra-curricular work, S. Ivanchykova defines independence and voluntary engagement. She notes that the purpose of extra-curricular work is "the development of students' motivation for knowledge and creativity, promotion of personal self-determination, adaptation to life in society, involvement in a healthy lifestyle. Skills, knowledge and abilities acquired during such work contribute to the realization of social, recreational and leisure time-free function, extra-curricular work gives students the opportunity to use their free time with maximum benefit, combining leisure with self-perfection and creativity" [7,

p. 192]. According to K. Halatsyn, the purpose of extra-curricular work is "the development of students' creative abilities and activation of their intellectual activity; formation of students' need for sustainable self-development; consolidation, enrichment and deepening of knowledge gained during the training process and their practical application; formation of students' outlook and their ideological culture; formation of students' interests in various fields of science, technology, art, sports; detection and development of individual creative abilities and inclinations; organization of meaningful leisure for students, cultural leisure and entertainment; providing students' comprehensive upbringing, forming their communicative culture" [3, p. 32].

As M. Fitsula points out, that a teacher of a higher education establishment should "not only impart knowledge and professional skills to students, but also enculturate them" [16, p. 308]. We agree with the opinion of L. Onuchak, that «a teacher as an organizer and head of students' independent activities» plays a significant place in the course of extra-curricular work [11, p. 18]. The teacher, within the scope of both classroom and extra-curricular work, and self-education, ensures the personal professional development of each student individually and the group as a whole.

Consequently, combining extra-curricular work along with classroom work creates conditions for a deeper, thorough future specialists' preparation for intercultural communication, gives an opportunity for broadening the sphere of application of knowledge, skills and abilities acquired during classroom hours, realizing students' potential through their voluntary engagement to different kind of events. It should be noted that extra-curricular activities can provide an additional reserve for expanding students' outlook, intensifying their motivation and interested in studying and mastering problems that were previously presented within the classroom, unite the students' team, establish the subject-to-subject interaction among the students of the group, maintain the atmosphere of friendship and coherence.

In the context of our study, we will present measures that have been implemented for the development future engineers' competences to effective and successful intercultural communication during extra-curricular work at Pervomaisk Branch of Admiral Makarov National University of Shipbuilding, in particular, within the framework of the "Cross Cultural Club". The purpose of the club functioning is to create the necessary conditions for the successful integration of future engineers into a modern multicultural, multinational environment, creating situations of interest and positive mood for intercultural communication with foreign colleagues while working in multicultural teams, upbringing of tolerance, peacefulness, social activity and intercultural responsibility, openness, rejection of aggression, domination and violence.

The main tasks of the "Cross Cultural Club" include: 1) expanding the cultural and ethnographic outlook of future specialists of engineering majors due to the saturation of various events of the club with country-specific, linguistic and socio-cultural information, which reflects the specifics and strategies of future specialists' behaviour in the context of interaction with foreign colleagues whose cultures, customs, traditions, values orientations, religious beliefs, norms of behaviour,

etiquette are, as a rule, extremely different; 2) increasing the level of future specialists' adaptation to communicative interaction with colleagues whose culture and ways of communication are significantly different; 3) formation and development of team work skills, intensive cooperation in the team, friendly relations among fellow students, organization of subject-to-subject interaction and positive orientations in students' interpersonal communication; 4) the formation of stable motivation to the perception of the cultural diversity of the modern world, the similarities and differences of cultures; 5) the formation of tolerance, multiculturalism, empathy, mobility of behaviour, absence of ethnocentrism, creativity, individual persistence, reflection, social activity and intercultural responsibility, openness, readiness for productive dialogue; abilities to perceive and understand other cultural positions and values, rejection of aggression, domination and violence; the establishment of respect for customs, traditions and culture of the peoples of the world; 6) creating conditions for self-realization of future specialists of engineering majors in accordance with their abilities, their own and public needs, interests, preferences, inclinations.

The activities of the "Cross Cultural Club" are based on such principles as: *humanization* (it focuses on students' comprehensive development for their successful professional fulfilment in a modern multicultural, multinational environment); *practical orientation* (it deals with the realization of connection of extra-curricular work with future professional activity due to the willingness to increase the level of adaptation of future specialists to communicative interaction with foreign colleagues, whose culture and methods of communication differ, create additional conditions for expansion students' cultural and ethnographic outlook, conscious usage of their acquired knowledge, skills and abilities); *systematic* (it depends on the orientation to the close connection of extra-curricular work with classroom work and self-education for the integrity and consistency of all stages of future specialists' preparation to intercultural communication); *consciousness and activity* (it focuses on the formation of students' desire for constant self-improvement for their professional and personal development for the purpose of effective functioning in the modern multicultural space); *intercultural orientation of education* (it depends on the formation of pluralistic vision of the world cultural space, the awareness and acceptance of the diversity of human culture manifestations); *integration* (it deals with the realization of unity and interdependence of subjects and issues presented in the framework of the club activities and aimed at expanding students' cultural and ethnographic outlook, their preparedness for adaptation of future specialists to interaction with foreign colleagues, representatives of different from their own linguistic and cultural communities); *creativity* (it focuses on creation of conditions for students' creative and productive self-realization in accordance with their abilities, their own and public needs, interests, preferences, inclinations with the aim of applying the obtained practical experience in further professional activity, in particular, in situations of intercultural communication); *axiological* (it depends on the orientation on the mastery of the achievements of world culture in an organic combination with customs, traditions, national history and culture); *openness, tolerance and empathy* (it deals with organization of subject-to-subject interaction

and positive orientations in the course of interpersonal communication, as well as setting on mutually-friendly communication with tolerant, friendly, balanced, cultural internal setting, showing empathy both to the representatives of native culture and foreign).

We can provide some examples of activities implemented within "Cross Cultural Club": "English language courses", club meetings ("We are for world peace", "The problem of specialist's intercultural adaptation in a multicultural environment"), meetings ("Intercultural dialogue"), round tables ("Unity of power"), quizzes (to the International Day of Tolerance "We are different, but we are equal", "What do we know about customs, traditions and culture of other countries?"), mini-festivals ("National cuisines from different countries of the world", "Customs and traditions of Christmas celebration in the world"), competition of thematic posters (to the International Day of Tolerance "Tolerance as a way to professional self-realization in the modern multicultural space"), debate ("Features of etiquette communication in different cultures: necessity or desire?"), trainings ("Stereotypes and biases in intercultural communication"), discussions ("Justice in a multicultural, multinational environment: a myth or reality? "), collective review of short video clips ("Non-verbal communication in different cultures"), web-quests ("Cultural portrait of the country"), competitions ("Let's Sing European Songs") and others. It is important to highlight some activities and characterize the competencies that are formed within these measures for preparing future engineers to effective intercultural communication.

First of all, with the help of scientific works of V. Zakharchenko, V. Luhovyi, Yu. Rashkevych, Zh. Talanova we should note that «competences represent a dynamic combination of knowledge, understanding, skills and abilities» [13, p. 8]. The process of forming students' competences takes place during training courses within the framework of the classroom work. At the same time, extra-curricular activities also have significant potential for competence development. Classroom work and extra-curricular work in the context of students' preparation to intercultural communication should be interconnected and interdependent, complement each other, acting as a single system of intensification of the whole process of preparation for interaction with foreign partners. It is necessary to represent the possibilities of some extra-curricular activities in order to develop the necessary competences to effective intercultural communication.

Therefore, there are "English language courses" within the club's activities, students join these courses voluntarily. "English language courses" helps students to expand and deepen their knowledge of English, to develop their skills of using this language in professional and personal activities; to develop the ability to overcome communicative barriers, to develop cognitive abilities; to raise a stable positive motivation to study a foreign language, to get ready for productive dialogue and recognition of cultural diversity. The volunteers from the US Peace Corps in Ukraine, in particular, Alex Poole, have been helped students to overcome all kinds of barriers that arise during intercultural communication, to expand students' cultural outlook, communicative culture, to expand local educational space. Harmonious interaction with a foreign partner has led to students' practical application of the acquired

knowledge, skills and abilities, the expansion of knowledge about the cultural diversity of the modern world, the formation of the qualities necessary for intercultural communication. Thus, the above mentioned activities within the framework of "English Language Courses" have contributed to the development of such competences as: *instrumental* (knowledge of a foreign language, information management skills (ability to find and analyse information from different sources)); *interpersonal* (ability for self-criticism; ability to work in international environment); *systemic* (ability to apply knowledge in practice, ability to adapt to new situations, understanding of culture and customs of other countries).

The meeting "We are for world peace" in the framework of the "Cross Cultural Club" has been presented on the occasion of International Day of Peace (September 21st) and has been aimed at: familiarizing with the problem of preserving peace on Earth, in particular, during the intercultural interaction among different peoples and their cultures; the disclosure of the significance of the preservation and strengthening of peace and the prevention of all kinds of conflicts; developing skills for forecasting, preventing and overcoming conflict situations; the establishment of students' respect for the customs, traditions and culture of different peoples in order to preserve peace in the world. The debate "Justice in a multicultural, multinational environment: a myth or reality?" has been aimed at: reporting on the role of social justice as one of the fundamental principles of peaceful and successful coexistence and interaction of people in a multicultural, multinational environment; development of communication skills in a team, in particular, multinational on the principles of equality and justice; the cultivation of peace, the pursuit of social justice, respect for tolerant interaction, social activity and intercultural responsibility. Consequently, the above-mentioned activities of "Cross Cultural Club" held at Pervomaisk Branch of Admiral Makarov National University of Shipbuilding have contributed to the formation of such competencies that would facilitate further future specialists' productive intercultural communication as: *instrumental* (information management skills (ability to find and analyse information from different sources); problems solution, decision-making)); *interpersonal* (ability for self-criticism; ability to work in the international environment; interpersonal skills and abilities; interaction (teamwork)); *systemic* (ability to apply knowledge in practice, ability to adapt to new situations, understanding of culture and customs of other countries, desire to succeed).

Conclusions and results of the research. Thus, we can note the considerable potential of extra-curriculum work in their harmonious combination with classroom work and self-education for the development of competencies, in particular those, that are necessary for future engineers, especially, for their effective and successful interaction with foreign partners. This scientific research does not exhaust all aspects of the problem of attracting extra-curriculum resources in order to form competencies necessary for future engineers to their effective intercultural communication. ***The perspectives of further research.*** The extra-curricular tools and their potential in preparing future engineers to intercultural communication need further research.

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4.12. USING COMPETENCY-BASED APPROCH FOR TRAINING FUTURE FOREIGN LANGUAGE TEACHER TO WORK WITH A MULTI-AGED GROUP OF LEARNERS

UDC 378.091

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Abstract. *The article stresses the importance expediency of using competency-based approach for training future foreign language teachers to work with a multi-aged group of learners. The meaning of the term «competence» is revealed. The most essential competences to be taught to future foreign language teachers to be able to work with a multi-aged group of learners are described.*

Key words: *foreign language, multi-aged group, competency-based approach, competence, future foreign language teacher, linguistic competence, methodological competence.*

Problem Statement. Considering Ukraine's vector of European integration and the processes of globalization, more and more people realize the importance of learning foreign languages. In Ukraine foreign languages are taught at higher educational establishments, in foreign language schools and centres, under the conditions of corporate education, in universities of the third age. Among students of higher educational establishments there are both traditional learners who attend universities right after school, and non-traditional learners, who return to school after having spent time working or raising a family [14]. An average language school group may include high-school pupils, students of higher educational establishments, adults and senior learners. The age of learners within one group may vary from 14 to 65 or even older.

Topicality of the problem. In spite of increasing demand in foreign language learning, growing number of educational institutions providing educational services, expanding students' age range there aren't enough teachers who are prepared and trained to teach foreign languages in a multi-aged group of learners.

The connection of the author's work with important scientific and practical tasks. The article reveals the importance of using competency-based approach for training future teachers of foreign languages considering the ways of higher education modernization. The most essential competences to be formed in order to be able to work in a multi-aged group of learners are outlined.

The analysis of recent research and publications. Ukrainian researches have already started studying the ways of implementation of competency-based approach into the system of preparation of future foreign language teachers [2; 13]. Some aspects of future foreign language teachers' professional competence formation have already been discussed [3; 6; 7; 11].

Selecting previously unsolved parts of the general problem, to which the article is devoted. Considering the facts that the age of students studying at both formal and informal educational establishments is expanding and the popularity of learning foreign languages is constantly growing, it is important to train future teachers to be able to work in a multi-aged group of learners. This issue has not been discussed in scientific literature so far.

The purpose of the research is to provide theoretical grounds for using competency-based approach for training future foreign language teachers to work in a multi-aged group of learners, to describe those professional competencies which are essential to be formed in order to prepare future teachers to teach multi-aged groups of students.

The scientific novelty of the research. The main competences which have to be formed at higher educational establishments in order to teach future foreign language teachers to work in a multi-aged group of learners are described for the first time.

Methods of the research: theoretical analysis of sources on general and developmental psychology, pedagogy, sociology; synthesis; comparison; classification; deduction; induction; generalization.

Main material presentation. New approaches and practical recommendations on the reformation and development of higher education of Ukraine as well as on the development of pedagogical education are presented in the new law "On Education", "On Higher Education", "Concept on Education Development", "Concept on Professional Education Development", State National Programme "Education" ("Ukraine of the XXI Century"), the Recommendations of the European Council. These documents emphasize the main trends of education development which include: competency-based approach; renewal of content and forms of educational process; introduction of the system of long-life learning; introduction of new technologies; formation and development of general national and human values.

As mentioned above, renewal of the system of education of Ukraine includes implementation of competency-based approach into the system of Ukrainian higher education. The Law of Ukraine "On Higher Education" defines "competence" as a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, which determines an individual's ability to carry out professional and further educational activities and is the result of learning at a certain level of higher education [4]. Scientific works which are devoted to training teachers on the basis of competency-based approach view professional competence as the most important characteristic a future teacher's theoretical and practical readiness to conduct pedagogical activities. Teachers' professional competence consists of a group of competencies [1; 5; 9].

Business dictionary defines "competence" as a "cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act efficiently in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations [15]. A. Shyshko in her research on the formation of future foreign language teachers' professional competence defines "competence" as a person's integral charachteristic which defines functional readiness to do some activity, contains a combination of knowledge, skills, personal qualities. The category of "competence" is wider than "knowledge and skills", it does not only embrace cognitive and operational-technological, but also the axiological, motivational, social and behavioural areas of a specialist's personality [12].

Researchers share an opinion that professional competence is the leading teachers' competence. Teachers' professional competence is determined by the unity of methodological, special and psychological-pedagogical preparation, the formation of certain competences, which allow to achieve the goals which are important for him/her [1]. Professional competence includes knowledge of didactics, general and developmental psychology, linguistics, psycholinguistics, theory and methods of foreign language teaching. There are lots of approaches to defining the most important competences for a foreign language teacher. Some of the scientists firmly believe the basic competence is linguistic competence [7; 8]. According to S. Nikolaieva, it consists of language, speech and socio-cultural comptetence [8]. Others put polycultural competence in the first place. T. Kolodko points out linguistic, socio-linguistic and pragmatic competences formation [10]. Considering psychological and individual characteristics of a multi-aged group of learners we distinguish the following competences to be formed and developed as a part of future teachers' of foreign languages professional training: linguistic competence, communicative competence, methodological competence, speech competence, cultural competence, reflexive competence, information competence, prognostic competence.

In addition to linguistic competence and communicative competences, special attention should to be paid to the formation of methodological competence of future teachers of mixed-aged groups. Methodological competence presupposes the ability to teach foreign languages with a view to achieving professional purposes. Future teachers should also know theory and methods of foreign language teaching, content and means of foreign language teaching, ability to find the way in modern scientific and pedagogical approaches, ability design the materials, to use personal programmes and technologies. In order to provide possibilities for effective communication future foreign language teachers have to master linguo-cultural and socio-cultural competences.

Conclusions and recommendations. In the article we emphasized the importance of introduction of competency-based approach into the reformation of the system of higher professional education considering the present day social and economic situation as well as transformation to the information society. We outlined future teachers' main competences which have to be formed at the departments of foreign languages. They are: linguistic competence, communicative competence,

methodological competence, speech competence, cultural competence, reflexive competence, information competence, prognostic competence. ***Prospects for further research*** are describing professional competences of future teachers of foreign languages in more detail as well as building a model for future foreign language teachers' professional competence formation. The models should consider the interests of a multi-aged group of learners.

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CONCLUSIONS TO CHAPTER 4

Formation of professional and general competences of future specialists in the system of higher education requires continuity with secondary education, taking into account historical achievements of solving the issue, support on the already existing life competencies of young people, taking into account specialization in the profession, the use of effective educational technologies, the introduction of various conditions for the implementation of the competence approach, the elaboration of new training programs, etc.

We determined in this context that:

– -the content of higher education needs to be updated. Thus, new programs of specialists training on a competent approach should take into account clearly defined general and special conditions for future professional activities of specialists, base on individualization of training for personal and professional development of students, their independent work on their development and competence, taking into account effective foreign and domestic experience;

– -in the process of forming the general and professional students' competencies, teachers should stimulate and motivate students to form their subjectivity and autonomy in learning. This is most strongly facilitated by heuristic learning technologies that belong to the problematic type of learning. This training motivates the most to search new knowledge and ways of action, to master new competencies, and to form creativity. At the same time, "creativity is formed only on the basis of reproduction" (B. Korotyayev), so these technologies do not substitute all others for the study of new, they are possible at different stages of learning and accustom students to autonomy.

– -formation of professional and general students' competencies is more successful if students had previously formed the vital competencies, and in the university not only educational lessons on different disciplines are used for their formation, but also extracurricular work and social-pedagogical support are used, especially for students with special needs. Special attention is now given to the professional competence in the implementation of a competent approach in universities, while general competencies are determined by students as necessary for life and professional activity at the same time, but they are almost not formed in institutions of secondary education, during studying at the university and they have great opportunities for their formation in extracurricular diverse work;

– -individual work of students was and remains one of the best methods for training students in higher education institutions, if it is individualized and meets their educational needs;

– the content of training process from the standpoint of competence approach requires the creation of new programs of all disciplines that would contribute to the formation of not only professional but also general competencies, and besides the general competences require the continuity of these programs and communication with extracurricular work, relying on the life and cognitive experience of students, which they got before study at the university.

(*S. T. Zolotukhina*, *I. M. Trubavina*)

CONCLUSIONS AND RECOMMENDATIONS

The conducted theoretical analysis of introduction of competence approach in Ukraine and worldwide, development of theoretical basis of this approach and generalization of the experience of using it leads to the following conclusions.

1. Competence approach reflects the needs and requirements of the present and the future, employers and society to specialists of a new generation and working specialists, corresponds to Ukrainian and European legislation on higher education, encourages Ukraine's European integration due to the human factor and creates conditions for specialists' mobility, including students and lecturers' academic mobility. This approach is necessary for higher school and professional development of specialists in all spheres of human activity. It helps to form students' professional and general competencies (not abstract knowledge and non-systemic skills), makes their education conscious and promotes their systematic understanding and awareness of goals in learning.

2. Competence approach updates the content of higher education because it reflects specialist's professional functions that are specified in his professional tasks, the implementation of which provides a set of competencies. Before introduction of competence approach, the content of education was based on knowledge, skills and abilities which were selected due to the requirements to professional activity and general culture of a specialist with higher education. Competencies are formed while studying different subjects, and list of competencies determines a set of subjects. Each educational discipline and a cycle of disciplines promote formation of some professional and general (key) competencies. General competencies are formed by a cycle of disciplines, and it takes more time to form general competencies than professional competencies. General competencies are used in professional and private life, allow people to acquire education throughout life, and they are a tool of mobility and competitiveness along with professional competencies.

3. Competence approach is a scientific approach in pedagogical science, and it is connected with other scientific approaches of different levels. For instance, it is connected with synergy, psychosynergy, pragmatic approach in philosophy and psychology, with general scientific approaches (comparative, historical, activity, systemic, ergonomic, resourceful, axiological approaches), with social-pedagogical approaches (family-centred approach, in particular), with psychological approaches (client-centred, problem-oriented approaches). This approach is autonomous and determines the content of higher education as a pedagogical approach. It is affected by other approaches and gives directions for defining the principles of higher education, namely: professionalization of education and human-centeredness, specialists' training directly in activity, taking into account its tasks. Moreover, this approach determines the selection of technologies and methodics of training in higher

school, forms and methods of education, depending on its tasks, the determined content of education, goals and specific features of professional activity. So, this approach is leading for pedagogical process in institutions of higher education.

4. The content of education in modern higher school on the basis of competence approach requires its orientation on profession, specialty and specialization, focuses on taking into consideration future specialist's working conditions (ordinary, extreme, peaceful, military etc.), the peculiarities of the object of professional activity (for example, this may be children, adults, schoolchildren of primary, secondary of high schools for teachers, psychologists etc.). The content of education should be combined into the cycles of disciplines. Each cycle is aimed at formation of professional or general competencies while general competencies are the same for all specialists and the cycle of disciplines should be basic for all institutions of higher education, regardless of areas of training specialists. It gives grounds for academic mobility of students even in their first year. It also provides for the possibility of specialization of higher educational institutions by the cycles of disciplines and credits. Professional competencies are formed by the cycle of professional disciplines, unlike general competencies which are formed by all cycles of disciplines and for a long time. Professional disciplines can be planned in the curriculum linearly or concentrically, but they should provide solution of professional tasks and ensure the performance of professional functions. These disciplines can be integrated or problem-oriented, but they should reflect the content of professional activity in different working conditions. This causes the existence of cycles of disciplines by choice of institutions of higher education and by student's choice and basic disciplines for all institutions of higher education. The selection of the content of academic disciplines requires the knowledge of the structure of student's certain professional competencies (inclusive, multicultural, pedagogical and other competencies) and general competencies. It allows to structure the content of academic discipline and plan the study of it.

5. The technologies and methodics of training students on the basis of competence approach should be selected taking into account their opportunity to provide or maintain students' motivation in learning, promote self-assimilation of new material and initiative in cognitive activity, stimulate them to study throughout their lives, educate and develop themselves and improve their qualifications continuously. Problem learning, heuristic technology problem learning, heuristic technology and individualization of students' learning provide it the best. It should be noted that extra-curricular work, social-pedagogical and psychological work, focus on students' competencies formed at secondary school are reserves of training future specialists in institutions of higher education.

6. It has been revealed that the level of formation of students' general competencies is low, though they ensure future specialists' successful social, work and family adaptation, their career advancement and socialization. These competencies are needed for acquisition of all academic disciplines and students' academic mobility, though very little time is given to form them in pedagogical process of institutions of higher education. Studying both professional and general humanities disciplines, organizing students' extra-curricular work, motivating them to develop themselves and study throughout life are reserves of increasing the level of formation of these competencies. Planning curricula and selecting the content of subjects in institutions of higher education on the basis of competence approach should be carried out, taking into account both professional and general (key) competencies. Before introduction of competence approach, lecturers planned training, upbringing and developmental purposes of classes. But after introduction of it, different kinds of competencies should be planned in notes of lectures and seminars and training programs on subjects. The opportunities of all academic disciplines in the aspect of formation of general competencies, hierarchy and interconnection of these subjects, their gaps and resources should be determined.

The perspective directions of further researches can be the following: improving the content and technologies of education according to competence approach with focus on students' profession, specialty and specialization, identifying the effectiveness of them, new planning and methodical support of educational process, pedagogical management of introduction of competence approach, providing lecturers' advanced training for introduction of competence approach, etc.

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Scientific publication

THEORY AND PRACTICE OF INTRODUCTION OF COMPETENCE APPROACH TO HIGHER EDUCATION IN UKRAINE

Monograph

edit. by
I. M. Trubavina.
S. T. Zolotukhina

Responsible for the issue:
S. Luparenko

Signed for publication on 26 02 2019. Format 60 90/16.
Times New Roman. Off set paper.
Digital printing. Conventional printed sheet: 23,13
Circulation: 300 copies. Order № 840377

Printed by Premier Publishing s.r.o. Vienna,
Vienna, Austria on acid-free paper.
Am Gestade 1, 1010 Vienna, Austria

Published: Entepreneur Cherniak L. O.
16 Bahalyi Street, Kharkiv, 61002,
Certifi cate № 2480000000079553, dated May 16, 2007