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3.2. PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PERSONAL VALUES IN THE INTELLECTUALLY CAPABLE STUDENTS OF THE MAIN SCHOOL (BASED ON THE STUDY OF SOCIAL DISCIPLINES)

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Abstract. *The article analyses the special age and typical features of highly-capable students. The main group of educational values which pupils should learn is determined; there are basic, national, civil, family and personal values. The specifics of the formation of the students' values in the process of studying social disciplines are revealed. The pedagogical conditions for the formation of personal values in intellectually capable students in the process of studying social disciplines (encouraging schoolchildren to form their own valuable judgments; highlighting the roles and values; the formatting of students' critical thinking skills; providing them with personal pedagogical support during the personal values formation and development process; the complex using of two methods of students' interiorization of socially significant values: their representation to teenagers in "complete" form with following assimilation and implementation in practice; the creation of axiological enriched educational environment basing on which highly-capable students are able to define and consolidate their own values.*

Key words: *personal values, intellectually capable students, main school, social disciplines, pedagogical conditions.*

The problem of individual ensuring of interiorization of leading social values has been relevant throughout the entire existence of the mankind. However, this problem has acquired its special importance for the local educational institutions in recent years, due to fundamental changes in the economical, social-political and cultural-valuable spheres of Ukrainian society. It is obvious that the changing its leading substantial priorities raises the need for a profound rethinking of the school education's goal and content, the search for new effective ways of students' personal values formation. It should be mentioned, that this acute

challenge particularly concerns the teachers working with adolescent students, whose considerable development of selfconsciousness takes place in this period since it is precisely in this age they might be in crisis of the “transition period”, there is also the formation of individual ideals, needs and conviction and the assimilation of new social functions. At the same time school teachers should pay special attention on the formation of personal values in highlycapable adolescence students, who with proper education in the future may greatly enrich the intellectual potential of the country. During the scientific research it is also revealed, that social disciplines have the considerable pedagogical potential for the solution of this task. That’s why the problem highlighted in this article is relevant for both pedagogical theory and practice. Recent publications analysis. As it is stated in the study, some aspects of highlighted problem were studied by many scholars. Theoretical and methodological principles of the problem of personal values formation were defined in the works by I. Bekha, T. Butkivska, I. Zyazyun, V. Kremeny, M. Nikandrova, V. Ognevuyk, Z. Ravkina, O. Savchenko, O. Sukhomlinskaya and others. The need for valuable content enrichment of the pedagogical process in modern educational institutions is substantiated in studies by S. Goncharenko, Y. Malovanyi, L. Yerganzhiyeva, E. Yamburg and others. The values’ role and place in its implementation of certain areas of the educational process at school is revealed by M. Boryshevsky, L. Krytska,

B. Chyzhevsky, G. Filipchuk and others. The formation of personal values specificity in adolescent students is also highlighted in studies by O. Prasko, G. Milokhin, Y. Soshina and others. Methods of teaching social science disciplines at school are presented in publications by L. Zhukova, I. Mitiukova, G. Chernova and others. The content of school social science education its anticipated results are described in the scientific papers by V. Areshonkov, R. Mokhnyuk, A. Pometun, I. Smagin and others. Contemporary requirements for the methodological training of the future teacher of social disciplines are analyzed in the works by I. Yermakova, A. Stareva, O. Mykhailychenko, G. Freiman and others. Taking into account the high scientific value and depth of the conducted scientific research, it should be noted that the problem of the formation of the personal values in highly capable students in the process of studying social disciplines hasn’t been the separated subject of any pedagogical study. However, in today’s conditions of modern development of Ukrainian society is of particular relevance. The purpose of the article is to determine the ways of the formation of personal values in intellectually capable students of main school in the process of studying social disciplines. Research methods: theoretical (analysis, comparison, generalization in order to study scientific literature to determine the state of development of the problem raised, the definition of theoretical foundations and key concepts of the study); empirical (observations, surveys, testing, conversation, independent assessment, pedagogical experiment to verify the effectiveness of pedagogical conditions for the formation of personal values in intellectually capable students of the main school in the process of studying social disciplines) Presenting basic material. As it us emphasized in the scientific literature, intellectually capable

students are characterized by the originality and flexibility of thinking, high level of mental abilities, the tendency to solve complex problems of divergent type, having clearly expressed desire for accelerated socialization and full self-realization in various spheres of life. These students often differ from the rest of their peers due to specific perception of the existing world, the high speed of mental reactions, good memory and superior self-esteem. At the same time they can display categorical judgments, impatience and even self-will, which might provoke deterioration of their relationship with classmates and teachers. The study also found that a particularly important step in the development of highly capable student is adolescence, because it is during the so-called crisis of adolescence, it undergoes a substantial restructuring, and facing negative external factors this capability may even completely extinguish. In addition, it is precisely in adolescence that the formation of the basic properties and qualities of a person occurs. It is obvious that, depending on the environment in which the student develops, proper personal characteristics can be formed or, conversely, prevents him from general and personal development [1; 2; 10; 11]. Therefore, it is important to provide competent pedagogical support for intellectually capable students at the stage of their education at school. In this case, the special attention of teachers should be given to the formation of students' socially significant values. Basing on the analysis of normative documents, modern scientific literature and practical experience of schools, it is concluded that the theoretical foundation for the organization of educational process in a modern educational institution should be the system of educational values, which contains five leading components (this scientific position is disclosed in the author's scientific work in details [9]). Thus, the first component is a group of fundamental, basic, close to universal values which reflect the persistent values of humanity's priorities. These include the following values: life, human, goodness, nature, happiness, justice, freedom, equality, humanism, etc. The second component is a group of national values (values of national culture): national idea, native language, folk traditions and customs, folklore, national symbols etc. The third component is a group of civil values (values of a democratic society): democratic rights and responsibilities, tolerance to dissenters, religious tolerance, respect cultural and national traditions of other peoples, information, self-education, etc. The fourth component is a group of family values, which include the following: love, respect, loyalty, mutual help, mutual support, mutual care, responsibility, honoring ancestors,

etc. The fifth group is a group of personal values: full personal self-realization, constant self-improvement, education, moral and volitional qualities, etc. It should be noted that the values of the first group determine the choice of national, social and family values, reflecting global values-goals, dominating in the society general ideals of mankind. In its turn, personal values, on the one hand, are the result of the transfer of the first four groups of values to the level of the individual, when they become the property of its individual consciousness and acquire a unique personal sense for it. On the other hand, this group of values includes certain material and spiritual objects that correspond to individual interests,

aspirations, goals of a person, but, at the same time, may not have high social significance. Proposed system of values is sufficiently understandable to help the general education institution determine the general priorities for the organization of the pedagogical process, but at the same time is flexible enough not to prevent it from seeking their own ways of implementing them in practice, taking into account school traditions, specific features of the contingent of teachers and pupils. It is obvious that the definition of leading educational values at the present stage of society development is a less complex problem than ensuring their internalization by students, in particular intellectually capable adolescents, in real school practice. According to the conclusions of the scholars (O. Mykhailychenko, T. Novolodskaya, O. Pometun, V. Sadovnikov, etc.), teachers' special attention to the formation of students' personal values should be presented while teaching social disciplines which, in their turn, are related to the main cultural and historical heritage of mankind, social norms and attitudes [4; 6; 7]. T. Novodolskaya and T. Sadovnikov also specify that in order to ensure successful mastery of the students' basic cultural values and ideals in the process of teaching these subjects, it is important for teachers to adhere to the following requirements: 1) it is necessary to encourage each student to represent the position of the subject in the educational process, to intensify the process of self-study as a unique person and as a member of society; 2) in the process of involving the student into the acquisition of knowledge about society, it is necessary to pay significant attention to the disclosure the role of culture in the history of mankind, the process of development of which ideally involves creating more and more perfect forms of entities and meanings, and therefore, on the one hand, culture is a social phenomenon, and on the other – personal one; 3) it is important to ensure students purposefully to acquire socially meaningful values, norms and ideals that will become reliable criteria in the process of mastering their culture, as well as purposefully develop value-orientation and artistic-figurative styles of thinking in each student as the main ways of knowing the phenomena of culture and life in society; 4) the main purpose of studying humanity disciplines, including sociological disciplines, is the knowledge of various phenomena of world and national culture, since the main attention is paid to the disclosure of not general, but their specific characteristics, which are of primary importance in determining the specifics of a particular model of culture and its place in the semantic field of multicultural phenomena; 5) the main operation in the study of humanitarian objects is the disclosure of their cultural and historical meaning by means of dialogue, empathy and hermeneutics (interpretation, understanding), in this process the explanation, transmission of the idea, plays the important role, but it can not be perceived as a universal method of study in this field; 6) socio-cultural phenomena are the subject of scientific knowledge, but they are closely related to the daily life of the participants of the educational process, and therefore they must be understandable for them [6, P. 67]. R. Mokhnyuk also emphasizes that social disciplines have significant worldview and educational opportunities; in particular, they contribute to the definition of social, life and civil orientations of

the individual. Therefore, the author notes that during the teaching of these disciplines young people should be acquainted with the historical past of the Ukrainian people and humanity, the processes of functioning of various political systems, the principles of the rule of law and the interaction of state institutions with civil society, as well as to bring young people to universal and national values, Ukrainian achievements and world culture, to ensure their assimilation of the ideals of humanism, patriotism and democracy According to R. Mokhniuk, mastering the content of social science education gives an individual the opportunity to: identify himself as a resident of a specific region of the country, the representative of the nation, a citizen of the state, a member of the European and world community; to clearly define his own moral, national, spiritual and other landmarks and values, to gain experience of the behavior consistent with him; master the knowledge of a person as a member of society, the history and modern life of mankind, as well as the skills necessary for him to become competent and responsible citizen and a member of a society who understands his own social roles, is capable of successfully realizing himself in various aspects of his own life, objective and constructive attitude to issues and decisions affecting the public and private life of a person, based on the orientation on the basic democratic values, to understand and adequately to evaluate himself and his own opportunities in the field of social relations, to determine individual priorities, focusing on socially significant values [5, p.17-18] The scientist also notes that the main orientation of social science education should be not knowledge, but culture, because knowledge is only a means of mastering this social phenomenon. Moreover, precisely because of culture, the uniformity of the content of education is ensured. As the author emphasizes, this implies a change in the paradigm of social science education - «from the cult of abstract human-object to a specific multidimensional person-subject, who is not only a consumer of goods, but also a creator, responsible worker for the good of his state, his people» [5, p. 3]. During the study, the content of the latest edition of the State Standard of Basic and Complete Secondary Education was also taken into account. In particular, this normative document states that the content of the educational field «Social Science» in the basic school consists of historical and sociological components and is realized through the study of students of certain disciplines (history, law, economics, etc.), reflecting the foundations of the corresponding sciences, integrated courses (civil education, social science, etc.) [3]. On the basis on foregoing, it is summarized that during the teaching social disciplines it is necessary to create purposefully favorable prerequisites for the formation of valuable orientations in highly capable students. On the basis of the analysis of scientific literature [2; 8; 9] and personal practical experience at school, it is also determined that the main issue is the importance of valuable enrichment in the content of these disciplines. This requires the addition of educational material with information about the nature of main groups of socially significant values what is more, their role and place in human life. In addition, in the process of pedagogical interaction, the teacher should purposefully form interdisciplinary,

evaluative, historical and scientific knowledge in highly capable adolescents, which play an important role in the development of the personality and mastering their own valuable orientations. Thus, taking into account the content of the normative documents in the field of school education, the recommendations of experts in the field of pedagogical axiology and pedagogy of giftedness, the results of authors' own pedagogical experience, the following pedagogical conditions are defined for the formation of personal values in intellectually capable students in the process of studying social disciplines: 1. Teachers of the main school in the process of teaching these disciplines should not only ensure the acquisition of the schoolchildren the necessary objective information (for example, dates of certain important events, the content of historical and legal documents, etc.), but also to encourage them to form their own value judgments and subjective assessments of those other concrete events, the influence of well-known state and public figures on the further history of the Ukrainian people and, in general, humanity. 2. Working with highly capable teenagers, an important role should be given to highlighting the role of values in the life of each individual and society as a whole, an analysis of the leading value priorities and their changes in different historical times. 3. Working with highly capable teenagers, an important role should be given to highlighting the role of values in the lives of each individual and society as a whole, an analysis of the leading value priorities and their changes in different historical times. 4. It is necessary to formulate in the intellectually capable adolescents the purpose of forming critical thinking, the ability to determine the essential features of any social phenomenon or process, the causes of its occurrence, trends of further development, and also to predict the possible consequences of its appearance for members of modern society.

5. Interacting with the specified category of schoolchildren it is expedient to use two complex methods of interiorization socially significant values in the scientific literature: 1) presenting them to the teenagers in the «complete» form with subsequent assimilation and consolidation in practical activity; 2) the creation of an axiological enriched educational environment within which capable students, under the teacher's guidance, define and shape their own values, which, on the one hand, are different in social significance, and on the other hand, as closely as possible correspond to the individual characteristics and needs of a particular individual. 6. Teachers of the primary school should provide individual pedagogical support to each high-school student in the development of his personal values, taking into account his personal needs, interests and life plans. Interacting with the specified category of schoolchildren, it is expedient to use two complex methods of interiorization of socially important values in the scientific literature: 1) teens; presentation in the «complete» form with the subsequent assimilation and consolidation in practical activity; 2) the creation of an axiologically enriched educational environment within which capable students, under the teacher guidance, define and shape their own values, which, on the one hand, are different in social significance, and on the other hand, as closely as possible correspond to the individual characteristics and needs of

a particular individual. Teachers of the main school should provide individual pedagogical support to each highly capable student in the development of his personal values, taking into account his personal needs, interests and life plans. The results of the current analysis of the results of the experimental work on the introduction of these pedagogical conditions for the formation of personal values in intellectually capable students in the process of studying social disciplines proves their effectiveness. In the subsequent study it is planned to determine the system of methods and forms of organization of educational activities of these students, which will ensure the successful assimilation of their socially significant values. Список літератури

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3.3. PREPARATION OF CADETS TO COLLECTIVE INTERACTION IN THE COMBAT SITUATIONS AS THE CONDITION FOR FORMING THEIR READINESS TO PROFESSIONAL SELF-REALIZATION

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O.Zahrebelnyi

Abstract. *The article focuses on the need to increase the readiness of future of-ficers to professional self-fulfillment by preparing for a collective interaction in teaching and service activities. The essence of collective interaction in the cadets' environment and importance of such experience in the emergency conditions is revealed. The pedagogical principles of cooperation in the process of carrying out educational and service tasks by future officers, their acquisition of knowledge and skills of collective interaction are revealed. It was found that the training of cadets for collective interaction in combat situations should include the assessment of the collective mental*