

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

# **Educational Studios: Theory and Practice**

**Monograph**

**Prague-Vienna – 2018**

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H. S. Skovoroda Kharkiv National Pedagogical University**

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The monograph is dedicated to scientific achievements of Department of General Pedagogy and Pedagogy of Higher School in H. S. Skovoroda Kharkiv National Pedagogical University. It contains works on modern transformations of education in Ukraine in methodological, theoretical, methodic and technological aspects. The monograph reveals new scientific approaches in theory of pedagogy, since they have been implemented, experimentally verified and approved in educational practice. New terms and concepts are defined in the monograph, and it reveals the pedagogical conditions for improving the quality of education and upbringing, for they have been identified and tested in experimental work. Social-pedagogical, historical and managerial aspects of improving the realization of the human right to education are outlined.

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## INTRODUCTION

by S.Zolotukhina, I.Trubavina

Changes in modern Ukraine, associated with its European choice, the people's aspirations to democratic values prevailing in civilized world, to a better society, with its desire to enter the international community, rightly caused changes in the state educational policy, legislation on education, requirements to obtaining scientific and academic degrees, state standards of education, in normative documents of educational institutions, generated the Concept of the New Ukrainian School. It is education that influences massively the mind and provides an opportunity of making a life and a social choice to every person in particular and the people in general. In order to be implemented in the practice of education these ideas and changes in educational policy require scientific substantiation, experiments, studying historical experience of solving similar problems, comparative analysis of foreign experience and theory for the best adaptation in Ukraine. These issues raised the need for the publication of scientific research results of H.S. Skovoroda Kharkiv National Pedagogical University Department of General Pedagogy and Higher School Pedagogy which has existed since 1850 and is the oldest Pedagogy Department in Ukraine, in the scientific research "Educational Studies: Theory and practice". This publication has become a collective monograph and the result of extensive scientific research in English by scholars and practitioners interested in science. The monograph reflects the results of scientific research of the members of the department, its postgraduate and doctoral students, friends and colleagues, joint research under agreements on scientific cooperation with other educational institutions and state institutions in recent years. The department consists of 9 doctors of pedagogical sciences, 6 professors, 7 candidates of pedagogical sciences, 5 associate professors, 45 postgraduate students, 7 doctoral students. Over the past 10 years, the department has trained 156 candidates of pedagogical sciences, 31 doctors of pedagogical sciences, who work in different departments of our university and in Ukraine. Members of the department were awarded state awards and honorary titles: Excellence in Education Award (Zolotukhina S.T., Kalashnikova L.M., Popova O.V., Rogova T.V.); K. D. Ushynskyi Medal of National Academy of Educational Sciences of Ukraine (Zelenska L.D., Trubavina I.M., Rogova T.V.); V. O. Sukhomlynskyi Medal of National Academy of Educational Sciences of Ukraine (Kalashnikova L.M., Popova O.V., Rogova T.V.); commendation of the Ministry of Education and Science of Ukraine (Zolotukhina S.T., Kalashnikova L.M., Kin O.M., Rybalko L.S., Tkachova N.O., Trubavina I.M.); for scientific and educational achievements (Kalashnikova L.M., Popova O.V., Rogova T.V.).

The department conducts scientific activity of international nature: under the agreements on cooperation with the universities of Poland, the People's Republic of China, with scientific institutions of National Academy of Educational Sciences of Ukraine, other institutions of higher education it participates in the implementation of international projects: PISA, EU adaptation and integration of internally displaced persons in Ukraine projects, combating human trafficking and protecting children's rights projects, organizing social-pedagogical and psychological work in the East of Ukraine, working with schoolchildren's parents (in cooperation with the public agency La Strada Ukraine). The subject of the department's research corresponds to the scientific theme **"Improving the effectiveness of the educational process at high-**



**er and secondary education institutions”**. This theme conforms to the concept of pedagogical education in Ukraine and the current legislation of Ukraine on education. Research in the monograph is divided into the following sections: 1. Methodological approaches to transformation of education in Ukraine: new approaches; 2. Theoretical basis of educational changes: new categories and views to solving problems; 3. Methodic and technological aspects of transformation of education; it includes as well the introduction, conclusions and information about the authors. To divide the monograph into sections and combine the research results into a single study, we used the methodological analysis of I. A. Lypskiy[1], I. M. Trubavina[2] on the level of methodology in scientific research. Accordingly, we put new scientific approaches to the solution of topical educational problems and the application of known approaches to the solution of new educational tasks into the first methodological section. These are philosophical, comparative, historical, political scientific approaches that determine trends, patterns, principles of scientific research. As well as specific scientific approaches — from other sciences: anthroposophy, theology, etc. to determine content and technique choice for solving educational problems. To the second, theoretical section, we include all pedagogical approaches and paradigms related to the definition of new concepts, categories of education, training, upbringing, etc. The third section, methodological and theoretical, includes all pedagogical approaches that define and substantiate new techniques and methods, conditions of educational activity. The research of the authors of the monograph includes: primary education, secondary education, higher education, historical and pedagogical research, comparative research, socio-pedagogical research, research in the field of professional pedagogy and the theory of pedagogy, informal and non-formal education, educational institution management, informatization of education, professional status of a teacher.

The purpose of the monograph was to define, substantiate and verify the effectiveness of the department members' new scientific approaches to the transformation of education of different levels in Ukraine (formal, non-formal, informal), definition of new categories and methods, technologies, models, pedagogical conditions for increasing the efficiency of education in modern conditions, which make up scientific novelty of the monograph. It is intended for a wide range of scientists in the field of pedagogy, psychology, philosophy of education, postgraduate students, doctoral students, and all those interested in scientific and pedagogical research in Ukraine.

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

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2. Трубавіна І.М. Теоретико-методичні основи соціально-педагогічної роботи з сім'єю: автореф. дис ... д-ра пед. наук / І. М. Трубавіна . – Луганськ : Б. в., 2009. – 44 с.

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# 1. METHODOLOGICAL APPROACHES TO TRANSFORMATION OF EDUCATION IN UKRAINE: NEW APPROACHES

## 1.1 TRANSFORMATION OF THE HIGHER EDUCATION SYSTEM IN THE CONDITIONS OF THE HYBRID WAR IN THE EAST OF UKRAINE

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**O. Karaman, Ya. Yurkiv**

**Abstract.** *The relevance of the article is that transformational processes occurred in the higher education system in the conditions of a hybrid war in the east of Ukraine by moving from education on a local-territorial principle to open education using information technologies. The scientific novelty of the article is that the essence, direction and content of the transformation of the higher education system in the conditions of the hybrid war in the east of Ukraine is disclosed for the first time; the experience of the institution of higher education in the conditions of evacuation is generalized; the ideas of open education in the modern information society is further developed. In the process of writing the article, a set of theoretical research methods is used such as analysis, synthesis, systematization, generalization of experience, learning activities products, forecasting. It is concluded that the open education is the future of modern, continuous, high quality, mobile, individualized education, aimed at training professional identity, able to meet the needs of the global labor market and the progressive development of humanity.*

**Keywords:** *transformation, higher education, hybrid war, information society, open education.*

Revolutions and wars, transitions from one historical formation to another, other critical events in the life of the country always caused a transformation in the field of education. Education has become one of the leading means for the formation of the united Ukrainian nation, the establishment of the united and progressive Ukrainian idea, the reintegration of young people from temporarily occupied territories into Ukrainian space in the conditions of the hybrid war of Russia against Ukraine, the struggle for freedom, sovereignty, the assertion of the subjectivity of the Ukrainian state. At present, scientists and practitioners are actively searching for the new models of the educational system that are oriented towards the formation of a new generation of Ukrainians in conditions of armed and informational confrontation and openness of the information society.

The most vivid transformational processes were manifested in the higher education system of Ukraine, when in 2014, due to the military and information aggression on the part of the Russian Federation, 18 institutions of higher education and scientific institutions were forced to evacuate from the temporarily occupied territory to the areas controlled by the Ukrainian authorities. Luhansk Taras Shevchenko National University became one of such institutions of higher education. The world's experience of open education as a leading trend in the development of the modern information society helped to recover the university

in evacuation conditions. Scientists in the fields of education and information technology are currently studying the problem of transforming the higher education system in the information society, creating a unified open educational space. Thus, V. Bykov studies open education in the Unified Information Educational Space [1; 2]; M. Dmytrychenko examines the transformational processes of the higher education in Ukraine in the context of the Bologna process [3], I. Kulaga explores the problem of forming a unified open educational space as a leading trend in the development of modern education [4], M. Leshchenko conducts an analysis of open education in the categorical field of domestic and foreign scholars [5]; V. Oliynyk, G. Pivovarova, S. Semenov, O. Khomych and others substantiate the technologies of distance learning in the higher education system [6–10], etc.

The transformation and development of university education in the conditions of the hybrid war in the east of Ukraine are studied in the articles of Luhansk Taras Shevchenko National University scientists such as O. Karaman, V. Kurylo, O. Menyailenko, S. Savchenko, M. Semenov and others [11; 12].

The purpose of the article is the disclosure of the transformational processes in the development of the higher education system in the conditions of the hybrid war in the east of Ukraine.

A set of theoretical research methods was used in the process of the implementation of objectives of the article such as analysis, synthesis, systematization of scientific literature to find out the essence of transformational processes in the higher education system in the conditions of the hybrid war in the east of Ukraine; generalization of the experience in determining the directions and content of the transformation of higher education in a higher education institution as a result of the war in the east of Ukraine; studying activity products for demonstration of results of innovative activity of higher education institutions in the conditions of evacuation; prognostic for finding out perspective directions of improvement of higher education in the conditions of the hybrid war in the east of Ukraine.

The scientific novelty of the article is that the essence, direction and content of the transformation of the higher education system in the conditions of the hybrid war in the east of Ukraine is disclosed for the first time; the experience of the institution of higher education in the conditions of evacuation is generalized; the ideas of open education in the modern information society is further developed.

If we try to abstract from dozens of views and assessments on the development and state of modern education, and to look at the problem from the position of global analysis, it becomes clear that the education system in the 21st century undergoes the profound revolution. Education, which arose in the 12th century in Paris, Toulouse, Bologna, Oxford, Cambridge, until recently, almost did not change and existed as an integrated model: students live, study, carry out scientific research, and develop their creative potential in one place - in a relatively compactly located university with expanded infrastructure. Today we see how the fundamentals of the educational industry functioning, which seemed immutable, came into motion. Those states and societies that can correctly catch and predict the direction of this movement will be able to provide their people

with effective development and prosperity [13].

As an example of a change in the traditional paradigm of university education, we will shift the emphasis from clear territorial centers to a global computer network.

As I. Kulaga notes, classical forms of higher education are experiencing the crisis in all countries of the world today. The researcher considers the main factors of this process in higher education: territoriality is an inability to provide for everyone who wants to receive the necessary education; conservatism is a lagging of received knowledge behind the level of the information development and technologies; inertia is a low adaptability of education systems to different socio-economic conditions; locality is a specificity of education, which is received in a separate educational institution; limitation means not all the entire list of specialties that can be provided by regional higher education institutions to those who wish to study in a specific area [4].

In this regard, the deep and objective processes of forming the unified open educational space are already in the world; specialized educational structures of open type are created based on the use of various information technologies and their flexible combination.

The objectivity of the development of the open education system is also that the educational system must be capable not only to equip with knowledge, but, due to the constant and rapid updating of knowledge in our era, to form the need for continuous self-mastery by them, to stimulate a creative approach to gaining knowledge throughout the active life of a person.

The global goal of the open education is to train people who are studying for full and effective participation in the public and professional sectors in the conditions of the information society. The open learning involves a student into deployed system of information databases, removes spatio-temporal restrictions in work with various sources of information.

It is clear that information and its distribution play the decisive role in the development of the open education. Information networks are not new in themselves. Nevertheless, the combination of digital data processing by computers, telecommunications, modern audio-video presentation of information, fiber-optic communication channels greatly enhances the capabilities of such networks, leading to the creation of new information technologies. Video-audio devices, computer and telecommunication facilities are combined with the new unexpected ways. At the same time, the requirements for users are becoming simpler, and information services are more individualized [4].

The examples of higher education institutions of the open education (both in pure form and in aggregate of individual courses) are Open University of Great Britain, Massachusetts Institute of Technology, University of California at Berkeley, Tokyo University, University of Michigan, University of California at Irvine, Osaka University, Arizona State University, University of Utah, University of Nottingham, Stanford, Yale and Oxford Universities.

The purpose of creating such structures is to provide an opportunity to receive education for people who want to study in a convenient place for them and at a convenient time for them and to provide high-quality education to everyone, everywhere [4]. The contingent of students of such universities reaches hundreds of thousands of people.

So, as M. Leshchenko, A. Yatsyshyn emphasize in their scientific research, the open education is an integral part of the society informatization, which reflects the general tendency of the successive transition of the educational processes from one state to another, the formation of a crucial information and communication basis for the development of education. The main objective of the open education is to prepare a person for full and effective participation in public and professional life in the conditions of the information society. The features of the open education include quality, advancement, accessibility, flexibility, creativity. In this system, the learning process becomes open and creative; the free access to information resources, freedom of choice, individualized approach are provided; the conditions for joint creative development of the world are formed. The open education provides continuity of lifelong learning, changes in the nature of the relationships of participants in the educational activities, efficiency and availability in acquiring knowledge [5].

In addition, the open education is a complex social system that is capable of responding quickly to changing socio-economic situations, individual and group educational needs and requests [14; 15].

The most vivid transformational processes were manifested in the higher education system of Ukraine, when in 2014, due to the military and information aggression on the part of the Russian Federation, 18 institutions of higher education and scientific institutions were forced to evacuate from the temporarily occupied territory to the areas controlled by the Ukrainian authorities. Luhansk Taras Shevchenko National University became one of such institutions of higher education.

Thus, on the eve of the 2014 war, Luhansk Taras Shevchenko National University was one of the largest and most prestigious institutions of higher education in the east of Ukraine, in which more than 26 thousand students studied. It was a multinational, multicultural educational, research and production complex that united 17 separate units in different cities of Ukraine and the Autonomous Republic of Crimea and ranked third in Ukraine by the number of foreign students from 120 countries. Lugansk Taras Shevchenko National University is the first and only university in Ukraine, which twice passed the procedure of independent European evaluation and twice confirmed the right to be called the European University [13].

In September 2014, as a result of military aggression, the seizure of the University buildings by the self-proclaimed authorities of the so-called "LPR", the arrests and persecutions of the administration and scientific and pedagogical workers, the university was forced to evacuate in Starobilsk to its own structural

unit - the separate unit "Starobilsk Faculty of Luhansk Taras Shevchenko National University".

It was lost almost everything: more than 183 200 m<sup>2</sup> of space; 9 educational buildings (with assembly, concert halls and gyms); educational buildings of 7 separate structural subdivisions, "Children's Academy", "Children's Regional Choral Philharmonic of LNU"; a library with five modernized reading rooms equipped with electronic catalogs and a fund of more than 1.3 million copies; sports hall, modern computer park, about 20 multimedia complexes, Satellite TV, own satellite internet channel; campus; (with 6 hostels, a dining room, 3 cafes, 2 shops, a sanatorium-preventorium); educational, scientific and excursion complex of the university (astronomical observatory, winter botanical garden, zoological, geological, anatomical museums); an archeological and ethnographic museum complex that has the status of the National Heritage of Ukraine and includes a park-museum of ancient rock art (over 70 sculptures); Church of St. Tatiana and others. Teachers and most students lost their homes; families broke up. The war took away the life of several distinguished university scientists.

Instead, the university found itself in the area of less than 10,000 m<sup>2</sup>, in addition to which there are two colleges and one lyceum; without housing for teachers and students; proper material, technical, informational, educational and methodical basis; and contingent of students scattered around the world [16].

Due to the lack of territory and material and technical base for the organization of the educational process in Starobilsk, separate institutes and faculties were located on the basis of other separate structures - in Lisichansk, Kreminna, Rubizhne and Poltava. However, the most important thing is that the educational process is organized in a mixed form: internally correspondence distance based on the use of the e-learning platform Moodle. Thus, the open education in Luhansk Taras Shevchenko National University was launched.

Those students who could come to the scheduled sessions began to study in a mixed form. Those who find themselves in other countries and remote areas could study exclusively for distance form. Therefore, in the short term, distance courses were developed on all specialties, educational levels and forms of education, as well as means of monitoring the quality of the educational process within the interconnected and separate distance learning forms of students.

A number of bills that would ensure equal access to the education of youth from temporarily occupied territories, as well as the sustainable development of temporarily displaced institutions of higher education, were elaborated and submitted to the Verkhovna Rada of Ukraine during 2015-2016, on the initiative of the chairman of the Academic Council of the University, the People's Deputy of Ukraine V. Kuril and other deputies.

The main ones were adopted as laws:

- On amendments to some laws of Ukraine regarding the right to education of persons whose place of residence is the territory of the anti-terrorist operation (No. 1114-VIII dated 19.04.2016);

- On amendments to certain legislative acts of Ukraine regarding the activities of higher educational establishments (scientific institutions) that have been transferred from temporarily occupied territory and from settlements in the territory of which the state authorities temporarily do not exercise their powers (No. 1731-VIII dated 03.11.2016).

Due to the laws and regulations, Luhansk Taras Shevchenko National University has developed a flexible system for organizing the educational process, in particular for students who cannot systematically participate in the full-time education.

Now, students have the opportunity to participate in classroom training during the session and use the resources of the distance education site, as well as combine these forms depending on their capabilities.

Lectures, self study, practical tasks, online lectures, online counseling, offline counseling, control module tests, modular creative tasks, discussions, training video, news forum, consulting forum became the most suitable for distance education as well as contact training sessions (interactive communication exercises using multimedia, subject and interdisciplinary trainings, case studies, etc.); individual training sessions, etc.

Here are the main achievements of the university as indicators of the transformation of the higher education system in the conditions of the hybrid war in the east of Ukraine.

Thus, during the period from 2014 to 2018 three distance-learning centers; two distance learning sites based on the use of the e-platform Moodle; regulatory framework and methodical recommendations for its use were created.

More than 15,000 distance courses, teaching and learning complexes for distance learning have been developed and constantly updated, as well as support of traditional training and independent student work. All complexes include work programs, certification requirements, training content, methodological guidelines, practical tasks, tests and links to additional sources.

Most courses contain elements of activating activity using innovative methods;

- The document "Standard for ensuring the quality of education at the Luhansk Taras Shevchenko National University" has been adjusted in accordance with the new conditions for the University to function [8];

- Its own platform "E-University" in the Ukrainian segment of cyberspace has been developed: LNU.UKR, which provides support for the educational process at the university based on the information technology training;

- "Regulations on conducting exams in the online mode" has been developed, "Methodological guidelines for creating educational software (training; computer programs and electronic textbooks)";

- An automated system for managing the public information of the university was developed based on the platform "E-University" which allows automatic data entry, saving, searching and sharing of public information with state automated control systems using the API-interface;

- A portal with video tutorials, text instructions for those who learn remotely has been created; a system of permanent online methodological support for participants of the educational process has been created;

- Free access courses (mooc) for teachers and students to prepare for the use of distance learning technologies have been developed;

- Information systems (own databases) are developed, constantly filled up and used: repository; electronic library (including the Library site: <http://libr.luguniv.edu.ua/>);

- The test access to the OECD platform; access to Cambridge journals, Web of Science and Scopus databases are opened;

- The access to world scientific information, the creation of their own academic resources, as well as the integration of university science into world scientific communication is provided within the Elibukr project ("Electronic Library of Ukraine: Creation of Knowledge Centers in Ukrainian Universities") [16].

In particular, during the evacuation the university developed the architecture of a multicomponent distributed hybrid expert training system, that can use the knowledge base as internal expert systems, as well as external expert systems and artificial intelligence systems that are distributed on servers of the Internet and other computer networks to train. This allows studying using distributed knowledge in the Internet, which significantly expands the didactic capabilities of the system.

The real-time, online e-learning hybrid platform «E-University» is based on the architecture of a multicomponent distributed hybrid expert education system.

The platform is based on: 1) the modular approach to building a system structure; 2) the client-server technologies and educational web-services of the Internet network; 3) the virtual model of the university (electronic lecture rooms (e-Room), etc.); 4) the distributed location in the cyberspace of all participants in the educational process (students, teachers); 5) the maximizing of the use of software, hardware and educational web-services of the Internet (computers, mobile phones, tablets, laptops, etc.); 6) the new principle of learning "everything and everywhere".

Online training platform "E-University" works in three main (basic) modes, which are related to the features of using the client software part: 1) the mode of mixed learning; 2) the direct addressing mode; 3) the indirect addressing mode.

The quality of the online training platform "E-University" essentially depends on the state of the Ukrainian component of the Internet and the technical means (microphone, web-cameras, computers, mobile phones, etc.) [12].

The transformation of the University's mission has taken place too. In addition to the educational mission, the social mission has become especially important: the development of the university as the center of production and distribution of scientifically grounded, objective information and information security in the region; the development and introduction of the effective information technologies, in particular based on the using of mass media, the university site, the development of a new site, social networks; the involvement of diverse social



institutions in the work, etc.

The university began to carry out a high state-building mission: it became a platform for higher education for new student categories - persons from the temporarily occupied territory, internally displaced persons and military men. Thus, as of September 1, 2017, 546 military men are studying at the university, who are participants of the military operations and who defended and continue to defend the independence, sovereignty and territorial integrity of Ukraine. Almost all of them are residents of Lviv, Ternopil, Khmelnytsky, Zhytomyr, as well as Kiev, Kharkiv and other Ukrainian cities. In this way, myths and stereotypes about the "polarity" of the East and West of Ukraine are debunked; students are brought up with a respectful and tolerant attitude to the diversity of cultural traditions existing in Ukraine, a positive image of the Defender of the Fatherland is formed; conditions are created for the development of the university and the upbringing of a new generation of patriots in Lugansk region.

The number of students from the temporarily occupied territories is 373 people. And this is a significant step towards the reintegration of the youth of these territories into Ukrainian space [16].

Thus, transforming itself in the conditions of the hybrid war, Luhansk Taras Shevchenko National University not only survived and resumed, but also firmly took on the position of one of the leaders of open education in Ukraine. At present, students from all regions of Ukraine and many countries of the world are studying at the university. This is especially true for the preparation of masters who acquire a second higher education, implementing the concept of life-long learning. In addition, the university has become the base in the region for providing higher education to military men of the Armed Forces of Ukraine and youth from temporarily occupied territories, performing the most important state-building and peacekeeping mission.

On our firm conviction, the open education is the future of modern, continuous, high quality, mobile, individualized education, aimed at training professional identity, able to meet the needs of the global labor market and the progressive development of humanity.

Improving the technical, content and informational and methodological provision of the open education; mechanisms of combining different forms of learning; providing access to world-wide scientific information through connection to full-text databases; replenishment of the repository and e-library; creation of own academic resources, as well as the integration of the university into world education and scientific communication are in the plans for the future. All this should become the basis for ensuring quality education for different categories of citizens of Ukraine and foreigners [13].

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## 1.2. TRANSFORMATION OF METHODOLOGICAL APPROACHES IN EDUCATION IN THE CONDITIONS OF INFORMATION SOCIETY

UDC 378.147

**Zh. Davydova**

**Abstract.** *The necessity of transforming methodological approaches in education in the conditions of information society is grounded in the article. The author claims that transfer to global information society means automatic change of dominating paradigms, putting forward the information paradigm. Information paradigm in education is aimed at bringing up the information needs of students and means of satisfying them; introducing them into the area of understanding the information picture of the world; mastering the methodology, methods and technology of cross-cultural functions and world-vision sense of information. Domination of information paradigm in education grounds providing information-oriented and hermeneutic approaches into the educational system. It is stated that information-oriented approach in pedagogy is aimed at activization and actualization of the information-oriented pedagogical process of educational establishments. The application of the hermeneutic approach in pedagogy makes it possible to bring the subject under study closer to the subject's inner world, as well as to deepen the subject-subject co-operation.*

**Key words:** *Information paradigm, methodological approaches in education*

Modern objective trends of civilization development connected with the formation of global information society determine the vital necessity for transformation of educational system in training highly qualified specialists who meet up-to-date requirements.

Social changes that influenced greatly on the development of all spheres of modern society have also reflected in Pedagogy. Due to objective needs in transformation of the educational sphere even the conceptual foundations of pedagogy require radical changes.

**The purpose of the article** is to reveal the transformation of methodological approaches in education in the conditions of information society.

**Methods of research:** general scientific (analytical, comparative, diachronic); observational (observation, retrospective analysis of own pedagogical practice and activities of educational institutions, authorities and scientific and methodological institutions), prognostic (expert assessments, generalization of independent characteristics).

Transfer to global information society means automatic change of dominating paradigms (knowledge-oriented, culture-oriented, humanistic etc.) putting forward the information paradigm. Information society is a strategic direction of civilization development in modern philosophic, economic and political studies. The concept of information society is a prospective goal of the development for countries with different levels of economic systems.

Modern scientific views at a personality in the context of his/her inner world and his/her subjective character have an organic impact on transformation of approaches and methods through understanding, dialogue, appealing more to sense than to a fact. Such scientific and educational trends form the foundation for forming an information paradigm in pedagogy which integrally combines both traditional fundamentals and innovative views. Information paradigm is a means for solving a contradiction between the changed picture of reality and traditional pedagogical approaches aimed at objective research.

Information paradigm in education is aimed at bringing up the information needs of students and means of satisfying them; introducing them into the area of understanding the information picture of the world; mastering the methodology, methods and technology of cross-cultural functions and world-vision sense of information.

Information paradigm changes the essence of educational environment and the process itself. Education becomes more global, variable and dynamic.

A researcher Yu.Bohachkov claims that the information crisis of society determines the fragmentation of knowledge. That means that a mass of information is so immense that it is hardly possible to find the proper information for solving a certain problem. That leads to disintegration of knowledge into a set of components which are not properly connected with each other. Solution of such a problem requires a synthetic approach which connects different sciences. It is an

information paradigm that allows to overcome such a crisis and to become a basis for integrating knowledge of different academic disciplines and on the other side for differentiation and better identifying and understanding certain phenomena and concepts (Bohachkov, 2015).

The emergence of such a direction as “informational pedagogy” is conditioned by philosophical and pedagogical searches in response to the challenges of the information age. The analysis of this problem in the field of philosophy and pedagogy was provided by B. Bekh, G. Bekhman, V. Bykov, V. Vashkevich, V. Viktorov, L. Gubersky, O. Kivlyuk, M. Knyazev, A. Kudin, O. Litvinenko, T. Lyutikova, Ya. Lyubyvy, V. Lyakh, S. Maksimenko, E. Makarenko, M. Mikhalchenko, V. Ognevyyuk, L. Ozadowska, V. Pazenko, L. Petrov, P. Postnikov, G. Pocheptsov, I. Poborskaya, V. Saveliev, N. Scotna, O. Skubashevskaya, V. Smirnov, A. Tolstoukhov, L. Khutorskaya and other scientists.

The growth of the informational impact on society highlights the need to transform the content and technology of learning.

O. Kyvlyuk defines “informational pedagogy” as a direction of the philosophy of education, a special type of pedagogy, the nature and content of which are conditioned by the regularities of the functioning of information resources, designed to live by the modern information revolution (Kyvlyuk, 2013).

L. Khutorskaya considers informational pedagogy as a theory and practice of obtaining, transforming, transmitting and assimilating information in the pedagogical process. (Khutorskaya, 2002).

The notion of “informational pedagogy” is used in scientific literature in the following basic meanings: as a stage of development of pedagogical science in the conditions of the information society; as a sphere of general pedagogy, the main task of which is to educate young people in the new information environment; as a means of increasing the information literacy and information culture of the population; as a way of forming a worldview of the members of the society, corresponding to the information picture of the world; as an activity aimed at creating the basics of distance learning using global telecommunication networks; as a professional training of specialists in the field of information pedagogical technologies.

V. Smirnov notes that the purpose of informational pedagogy is to teach a person to live and construct successfully and creatively, to design, and to conduct scientific research fruitfully. According to the authors, this is achieved mainly due to the development of the general ability of thinking and creativity in the process of education, the formation of the individual's ability to transform existing theoretical and practical knowledge, strategies for solving problems and methods for obtaining new knowledge in the individual “know how” (Smirnov, 2005).

According to T. Lyutykova, the subject of information pedagogy is the study of the problems of development and self-realization of the individual in the information and educational environment by the principles, methods of pedagogical

science in those real relations, by which they concern the categories, principles, methods of informology and information technologies in the informational and educational environment (Lyutikova, 2013).

Informational pedagogy generates an informational approach in education, according to which information acts as an instrument, value, content, purpose of education and its result.

The information-oriented approach in pedagogy is aimed at activation and actualization of the information-oriented pedagogical process of educational establishments. It integrally integrates and transports knowledge from various fields of science – cybernetics, computer science, philosophy, semiotics, media communications, and sociology. General pedagogical principles, which are supplemented by specific principles form the theoretical basis of the information-oriented approach.

T. Lyutikova considers such specific principles the novelty of information, the interest of information, the principle of constructing integral information, the principle of transfer and transformation of information, the principle of coding information, the principle of generalization of information, the principle of additionality, the principle of information dynamism, the principle of computerization, etc.

In the context of the information-oriented approach, the pedagogical process is an organized activity for the transfer of information with the purpose of comprehensive development of the subject of training. Information is a connecting link between the main subjects of learning. M. Knyazeva notes that the understanding of the information under study enables the subjects of the educational process to explain, display and interpret information. In this case, the application of the studied methods, theories and principles allows solving new problems, demonstrating the application of knowledge based on the studied information (Knyazeva, 2006).

An information-oriented approach to learning provides acquisition of knowledge and information storage by a person, knowledge accumulation and information transfer. The process of obtaining information and training can be carried out in passive and active forms. Passive learning is based only on perception through passive reading and listening. This type of activity is not accompanied by the active activity of the intelligence of the learner. The effectiveness of active learning lies in the independent discovery of material under study with the help of scientific and educational activities through the phases of research, formalization and assimilation.

The focus on the cognitive activity of the subject, as a determining characteristic of the information-oriented approach, ensures the orientation of the pedagogical process to the student's personality as a central component of education.

The application of the information-oriented approach affects all components of the pedagogical system. Target component, which forms the system-forming basis of the entire pedagogical process, is aimed at acquiring of professional competencies by future specialists, including informational ones.

The content component is aimed at the acquisition of general cultural, general professional and professional competences, which include the ability and readiness of the specialist to apply general scientific and professional knowledge for orientation in the modern information environment. A. Smirnov notes that the content of modern education is an informational culture that performs ontological, orientational and evaluation functions.

The communicative culture that serves a role of a communicator between a teacher and a pupil, a pupil with a student, a person and a computer, an internal dialogue, an imaginary dialogue between a writer and a reader, acts on the procedural side of modern education.

Information-oriented approach is closely connected with hermeneutic approach.

The modern era is marked by outstanding historical changes that have no analogues throughout the history of mankind, associated with the processes of globalization. These changes have given a significant impetus to the development of the world economy and technology, but for socio-cultural life, they have a complex and contradictory nature. Learning and understanding culture is the basis for effective and positive globalization changes in this area. Paul Ricoeur even calls the modern period the "epoch of hermeneutics" in view of the need to study the cultural dimensions of globalization.

Hermeneutics (from the Greek *hermeneia* – interpretation) – is a direction in the philosophical and human sciences, in which understanding is regarded as a condition (awareness) of social being. It is mainly applied in three main meanings: the theory and practice of interpreting texts; direction of modern philosophy; methodology of the humanities, the main task of which is understanding or comprehension of meaning.

The phenomenon of understanding and correct interpretation is not only a special methodological problem of the humanities, but it concerns the entire set of human experience as a whole.

Hermeneutics arose as a theory of human understanding through the works of F. Schlegelmacher, V. Dilthey, M. Heidegger, G. Gadamer, B. Benjamin, F. Jameson and other scholars. Modern hermeneutics includes both verbal and non-verbal communication, as well as semiotics, presupposition and pre-understanding.

Development of hermeneutics gave rise to the emergence of a problem of understanding another's personality, where the subject of expression becomes the aspect of expression, and not the content.

In a wide sense, the main categories of hermeneutics are understanding and interpretation. These concepts are correlated, but they have different meanings: there is a layer of intermediaries between the objective analysis of structures and the subjective understanding of its meanings. It is the "world of text" and "the world of possible ways of real action".

One of the main objects of hermeneutics is the text. By definition, the text is a coherent and complete sequence of signs. Hermeneutics considers the text a verbal expression of a conscious experience that is inseparable from the content



of this experience as an attributive mode of existence of the human life itself. By M. Zakirova's definition, a text is a phenomenon of humanitarian culture and a mechanism that manages the process of understanding (Zakirova, 2006). Human actions, consciousness, the world as a whole are potential texts awaiting creative interpretation (M. Bakhtin, V. Zinchenko, Y. Lotman, M. Mamardashvili).

Often, the understanding of hermeneutics is limited to the interpretation of the text in the field of linguistics. It is indisputable that the text is a part of culture, expressed in a set of characters and symbols. But insufficient attention is paid to such an aspect as cognition and interpretation of objects of reality as elements of culture, the result of which is information and knowledge. Today, hermeneutics has turned into a scientific direction, which is not limited to the problems of the interpretation of the text, but seeks to reveal the nature of interpretation, to show its universal significance in human activity.

M. Plemenchuk notes that culture is a mobile, procedural formation, which is created in response to a situation, in interconnection and in the interaction of individuals. With the help of hermeneutic activity, the transfer of individual experience, emotions, values is carried out (Plemenchuk, 1999).

The works of V. Zagvyazinsky and V. Kraevsky substantiated the importance of applying the hermeneutic approach in pedagogy and its methodological foundations. The hermeneutical approach is most widely disclosed in the monograph by A. Zakirova "Theoretical Foundations of Pedagogical Hermeneutics". A. Lenenko, O. Oleksyuk, V. Osipenko, O. Shyshkin and other scientists also dealt with problems of pedagogical hermeneutics.

The application of the hermeneutic approach in pedagogy makes it possible to bring the subject under study closer to the subject's inner world, as well as to deepen the subject-subject cooperation. Such an approach is the most important component of the humanization of the pedagogical process on the basis of the humanitarian paradigm. As A. Zakirova notes, the basis of the humanistic conception of education is a holistic vision of man in the unity of its natural, socio-cultural and spiritual principles, based on an organic combination of value-semantic and logical-epistemological approaches, an appeal not only to the person and his behavior, but also to consciousness.

The application of the hermeneutic approach in education is justified, because understanding as the main phenomenon of hermeneutics permeates all the spheres of human relations and relations with the objects of the external world. Through understanding the complex interaction between information and knowledge is realized, putting the ideas, expectations, associations of the subject on the first place.

O. Mokienko notes that the application of the hermeneutic approach creates conditions for reflexive and creative mastering new knowledge, the achievement of new levels of personality development of the learners, the ability of students to "sense" in the initial situation of "misunderstanding", finding their own solutions to "uncertain" and "unresolved" situations (Mokienko, 2011). It also contributes to the development of a creative person with independent judgments and assessments,

open to the perception of a new, constructive position in solving difficult tasks, self-motivation.

**Conclusions and results of the research.** So, in reply to the challenges of information epoch, modern education should get rid of the remnants of technocratic approach and the tendency to thinking formalization. But it should keep on providing a person-oriented character of cooperation with culture. For that the most prospective direction is the study of the information understanding and improvement of general mechanisms of semantic formation, actualization of developing and world-view potential of information. Under such conditions implementation of information-oriented and hermeneutic approaches in the system of education is to be carried out.

**Perspective directions** for further researches are identified, such as: determining other relevant methodological approaches in response to modern conditions; designing the system of formation of information competence of students.

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### 1.3.ANTHROPOSOPHIC APPROACH TO THE IMAGE OF MAN

UDC 371.4

**O. Ionova**

**Abstract.** *R. Steiner's anthroposophically oriented views on the essence of man have been analyzed. They are based on ideas about the unity of human body-soul-spiritual being, connection of thinking, feeling and will with physiological organization of man, interdependence of physical, mental and spiritual development in the rhythm of seven years.*

**Key words:** *man, image, anthroposophic approach, R. Steiner.*

Modern tendencies of social development cause changes of priorities of Ukrainian education: a man with his needs in self-actualization, self-development and realization of creative potential becomes the highest value; the importance of inner determinates in providing personal and social growth increases. Such education benchmarks mean coordination of educational tasks with human natural development, approximation of pedagogical process to maximum full revelation of person's inner potential, and that is why these determinates require human-centered substantiation and implementation of education of the growing generation.

The problem of anthropologic orientation of pedagogical process is not new both in Ukrainian and world pedagogy. The philosophers of Antiquity, the Middle Ages and the Renaissance had anthropological ideas and considered the education to be a process of comprehensive human development. Anthropological tradition got its further development and enrichment in works and practical activities of famous philosophers, psychologists and pedagogues of different countries and times (O. Bollnow, K. Jaspers, Jan Komensky, H. Nohl, Jo. Pestalozzi, J. Piaget, M. Pirogov, J. Ritter, H. Skovoroda, V. Sukhomlynskyi, K. Ushinskyi).

Anthropological ideas were actively developed by Rudolf Steiner, a founder of Waldorf school and anthroposophy (from the Greek άνθρωπος – a man and σοφία – wisdom), spiritual-scientific human studies.

According to R. Steiner's ideas, cognition of child's nature is both starting point and meaning of pedagogical process, the basics of education. The task of

anthropology is to reveal the peculiar things that distinguish human being from other creatures' being and that make us human.

R. Steiner's works present fundamental anthroposophic image of man as a particle and spawn of the Universe, reveal intellectual, emotional and volitional aspects of human being in their manifestation at different stages of life and, considering it, the synthesis of different approaches while teaching school subjects was substantiated. New pedagogical ideas and innovations that were offered by R. Steiner in the first third of the 20<sup>th</sup> century remain relevant, modern and innovative nowadays.

However, in Ukrainian literature there is an apparent lack of serious research of heritage of R. Steiner who was able to bring impulses of cognition and development to the lives of many people and different areas of culture. Sometimes superficial and unreasonable thoughts, incompetent attempts to criticize anthroposophy, his brainchild, can be seen.

**The purpose of the article** is to reveal anthroposophic ideas that are the focus of the image of man in R. Steiner's pedagogy.

**Methods of the research.** A complex of methods has been used for this study. They are: *theoretical* methods (system-structural, problem-objective, comparative methods, logical analysis, synthesis for the study of scientific sources, systematization and generalization of anthroposophic ideas about the image of man), *empirical* methods (method of psychological-pedagogical observation, self-observation, self-evaluation for confirmation of legality of anthroposophic ideas about the essence of human being).

The analysis of R. Steiner's creative heritage allows to conclude that human image formed by him is based on a number of anthroposophically oriented statements, the main ones are the following: considering a man to be body-soul-spiritual being, the correlation of person's psychic life and his body, on the one hand, and soul and spirit, on the other hand; ideas about human development in the rhythm of seven years.

Let us examine this in more detail.

R. Steiner, like many of his followers, thought that the problem of development of the true psychology of personality could be only solved if *the conception of man as a triune of body, soul and spirit* is the basis of consideration of human nature. The human being is a physical creature that comes from the soul-spiritual by every part, so there is nothing physical that would not be revelation of the soul-spiritual [7; p.59].

When forming the image of man as regulated interaction of body and soul-spirit functions and kinds of activity where the highest principle of man – his spiritual individual forces – has a priority role, R. Steiner emphasizes that anthropology as a doctrine of the spiritual and scientific basis of man in no case reduces the significance of life of the physical body. Thus, anthroposophy regards its purpose in education is to preserve healthy physical body, and "it means use of such spiritual means, means of education, due to which human physical body in adulthood will resist the spiritual side of life the least. Putting forward this goal before school pedagogy, we should do the best so that human being we deal with would grow up to feel free" [8; p.54-55].

In other words, the main purpose of educational process is to ensure healthy development of the body-physical component as the basis of free expression of the soul-spiritual component in a child. So, according to the ideas of R. Steiner, "education for freedom" and "education for health" are identical and synonymous.

The awareness of the *mutual influence of human bodily, soul and spiritual being* is of great importance for ensuring harmonious human development.

In the triune of body, soul and spirit, the human soul covers two poles – the physical sphere and the spiritual sphere. Instincts and inclinations originated from the physical world. Human body, obeying certain laws, always develops according to the aim set at the beginning – mature organism. Creation, balance and decline have the main part in this process. In the spiritual sphere the human soul is in real spiritual world where man's own "I" is as a spiritual being that can be perceived by the soul in awareness of own "I" and understanding of it. Unlike the body, the spirit that penetrates the consciousness of human "I" is future-oriented and seeks freedom. Human soul, being between the physical and spiritual spheres, is the arena where the both forces meet and a man appears as being "here and now".

According to R. Steiner's ideas, in order to understand the ratio of mental life of a person and his body, on the one hand, and soul and spirit, on the other hand, it is necessary to proceed from the triune of body, soul and spirit. It means that it is necessary to distinguish neuro-sensory system, rhythmic system (the system of respiratory and blood circulation) and the system of metabolism and organs of motion in human organism (body), and we also should distinguish the states of wakefulness, dreaming and sleeping in the spiritual element [6, 7, 9].

The correlation between spiritual expressions and organic processes in human organism is carried out in such a way: thinking is based on the neuro-sensory system, feelings and emotions are based on the rhythmic system and will is based on the processes of metabolism and organs of motion.

It should be noted that the connection between thinking and the neuro-sensory system is sufficiently known and well-studied by scientists. However, the correlation of emotional and volitional spheres with human organism has been studied little, in psychology in particular. According to R. Steiner's ideas, it can lead to exaggeration of the role of the neuro-sensory system, which, in turn, can cause non-recognition of independent life of both man's emotions and feelings and his volitional element. Besides, the three main components of human mental life – thinking, emotions and will – are associated only with the neuro-sensory system. Thus, the task of this system is only to provide mental activity of man [7].

For example, the neuro-sensory system mediates life of will and metabolism. So, nerves should be considered as carriers of perception, namely carriers of perception of the movements themselves; the processes of metabolism, which penetrate the human body up to muscle activity, are carriers of the spiritual volitional element in human body. It is not psychologically difficult to find the spiritual element while observing metabolic activity in the organism. If the volitional life of man is in order (he is active, full of energy), a man experiences it as an inner force, inner activities that live in him up to the muscles. If a man has disturbance of volitional life and is in

crisis, he has feeling of inner weakness, slackness, and it is spread up to the muscular systems.

The bodily basis of feelings can be realized similarly. Any emotion is accompanied by certain process of rhythmic functioning of the circular system, i.e. inner life of emotions is accompanied by what happens in blood, formation of lymph and oxygen exchange. Nerves only perceive what which occurs directly between mental sensations and rhythmic processes in organism. For example, musical emotions are balancing of the auditory perception and the rhythmic process (breathing, blood circulation). It means that a man experiences the impact of music by the rhythmic system, and something experienced in the rhythmic system is mediated by a man through nerves and thereby something heard is born in the neuro-sensory system as impression.

Any life experience of a man can be illustration of R. Steiner's views on interconnection of man's psychic life with body organization: everybody knows how strong emotions influence the processes of breathing and blood circulation, disturb sleep etc. For example, in a serious mental state a man can have a feeling as if everything is compressed in the chest, he can breathe in but he cannot breathe out, his hand become cold and the pulse slows down. A frightened man becomes pale, his pulse becomes frequent and his heart is nearly ready "to jump out of the chest". Laughter, crying and sorrow etc. – they all affect both breathing and blood circulation.

Numerous sayings connected with human organs show interconnection between the spiritual and physical parts. For instance, if a man is surprised at some event, he can say "it took my breath away". There are a lot of sayings about human heart. For example, in unusual situations a man can say that "my heart is bleeding" or even "my heart is broken". We often say about "a heart of gold", "hearty handshake" etc.

R. Steiner's states that not only the neuro-sensory system but all physicality as a whole creates the physiological base of human spiritual life. During the 20<sup>th</sup> century this statement was scientifically confirmed due to the experience in psychosomatic medicine, first of all. The practical experience, achievements in different fields of anthroposophically oriented activity (Waldorf school, medical pedagogy, medicine etc.) are the bright and convincing confirmation of the results received by R. Steiner [1, 2].

As continuation and concretization of the investigation of the essence of a man, R. Steiner reveals human image that derives from the above-mentioned human body-soul-spirit organization. He develops the idea of four-element human structure that has been known since the time of Aristotle. According to Aristotle's doctrine, a man is a system that consists of four main components: mineral-physical, vegetative (related to the plant world), instinctive (related to the animal world) and human.

Similarly, R. Steiner considers a man as unity and interaction of four essential components each of which has its own principle of action [5, 6]. These components are: physical component, life component, mental component and "I"- consciousness. The physical component (body organism) gives shape and image of a man in space. The life component unfolds in time, coordination and cooperation of nu-

merous rhythms of human organism, and each of them causes certain process and in total these rhythms support the body as a whole. This organization provides vital functions of a man, his growth, development and biography. It is a base of the most important processes that provide man's thinking, ability to memorize and forget (memory), formation of temperament, habits etc. The mental component is a carrier of consciousness, aspirations, emotions, desires, joys, passions, instincts etc. This organization as a logically operating system is outside space and time but influences the rhythmic organization of the life component (every emotion, impression or aspirations accelerates or slows down certain rhythms) and it influences the physical body through it. "I"-consciousness is the highest principle of a man, his essential spiritual core, conscience. Due to it, a man is an individual being, and it distinguishes and raises him above the plant and animal worlds. Human "I" is responsible for making life and the destiny of a man meaningful.

The idea about human development in the rhythm of seven years is important in R. Steiner's concept. It is connected with the fact that a man is "inscribed" in the universe and obeys cosmic laws: man's life, as well as people's lives, is not chaotic event flow; cyclical regularities of celestial phenomena reveal in human life and in all earthly relations.

R. Steiner emphasizes that at man's birth the components of his essence – physical, life, spiritual and "I"-consciousness – reveal differently in the physical sphere and are at different stages of formation. Human development is nothing but stage formation of these components of human personality as a result of consistent "birth" of the physical, life, spiritual components and "I"-consciousness at the moments of physical birth at the age of 7, 14 and 21 correspondingly [4].

This idea is the basis of age periodization at R. Steiner's pedagogy that distinguishes three main periods of man's development until the age of early adulthood, namely [4, 6, 8]: the period from birth till change of teeth (age up to 7 years) is the period of physical mature, predominantly formation of child's body; the period from change of teeth till puberty (age from 7 to 14 years) is the period of mental maturity when the focus should be on educating the soul; the period from puberty till early adulthood (age from 14 to 21 years) is the period of social mature and predominantly education of the spirit.

Let us examine in details the three above mentioned interrelated directions of person's education and development – body, soul and spiritual.

Children's physical development comes from "head" through "chest" to "limbs", i.e. "a child grows up from head". Actually, if we can watch a baby, his rather big head (in comparison with other parts of the body) especially catches the eye. In the process of further development the ratio of the sizes of head and other parts of body becomes harmonic, like adults have. Besides, sensory organs that play the main role in baby's life are concentrated in the head. In the second seven-year period the emphasis is shifted to the development of chest organization: newborn child has irregular, uneven breathing and pulse, but they become rhythmic in a child after the age of seven. In the period of puberty, teenager's arms and legs especially intensively grow, but the head does not change in size.

The soul component of human develops mainly from the will that is laid in the first seven years, through feeling to thinking. The development of child's vo-

litional sphere occurs simultaneously with formation of physical organs and all physicality. The behaviour of a child at the age till change of teeth is a vivid illustration of this statement: a child is constantly moving, his arms and legs do not rest.

For better understanding why human feelings develop mainly at the age from 7 to 14 years, let us compare the life of a preschool child and the life of a teenager. A preschool child's life of feelings is directed outwards: any changes in the environment are immediately reflected in child's emotions. A teenager's life of feelings on the verge of puberty is an enclosed space. It is connected with the birth of independent life component and, thus, with the beginning of formation of inner life of feelings. In turn, until puberty it is closely connected with the activity of physical organism, which causes child's offishness from the world. Emancipation of feeling at the period of puberty makes it possible for a teenager to become open again to the world around him and to touch it with his own mental forces.

At the period of puberty, the birth of person's independent mental component occurs. It is the basis of independent thinking and, thus, a man "gets an opportunity to develop objective cognition of nature and his moral freedom" [3; p.39].

The spiritual development of a child at the age from birth till early adulthood has three main stages: awareness of "I" that occurs in the third year of life; experiencing of "I" that starts at the age of 9-10 and develops fully at the age preceding puberty; aspiration to realize "I" in the youth. It should be noted that at every stage of spiritual development, its previous forms acquire new content [2].

The spiritual development influences the development of human consciousness. A baby has not got conscious mental life yet. Child's first impressions and ideas begin to form consciously only when the permanent teeth appear. R. Steiner compares the state of consciousness of a child at the age up to 7 years, when she does everything unconsciously, with "the state of dreaming". When the teeth change, human consciousness becomes imaginative, full of fantasy, that is why it is similar to "waking dreams or sleep with a dream". Starting from the period of puberty, a man can comprehend a clear, abstract thought and knows how it appeared, can explain the elements of logical sequence both for himself and for other people. R. Steiner characterizes this stage of consciousness as "consciousness that does not sleep" [6].

Human development within seven-year cycle is not smooth and has certain "critical points" in which child's spiritual development undergoes significant changes. For instance, the period from change of teeth to puberty has three stages, which is connected with the fact that there are two important moments in child's life – at the age of about 9(10) and at the age of 11(12).

R. Steiner emphasizes that though changes in a child are closely connected with his age, at every age stage it is necessary to stimulate and direct the processes of development through education. It makes a basis for development of human spiritual autonomy, formation of sense of confidence in life, social activeness and deep interest in life around.



The main approaches to a child, taking into account the specifics of his age, means that during the first seven years it is necessary to form child's understanding that "the world is kind and moral"; in the second seven-year period of development a child should come to the conclusion that the world is full of joy and beauty and "the world is beautiful"; in the third seven-year period it is necessary to awaken child's desire to search for truth, he should be aware of the fact "the world is true" [6].

For example, there is no need to develop child's intellectual abilities constantly and directly if we have a task to form. At early stages (preschool age) children learn efficiently through acting and moving, later – through development of fantasy and gradually-forming life of feelings. The ability to think abstractly appears with puberty and is often confused with mental comprehension of something already considered by someone. Truly creative thinking, which can make a person independent of any externally-imposed ideas, can be revealed in a teenager only if he has already formed spiritual forces of feeling and will.

So, the first eight years at school cover the period of formation of inner life and education of feeling; in senior classes the formation of ability to think independently is a basis of development. The time and duration of these stages of development vary slightly in different children, unlike the formation of intellectual and special abilities. However, the transition from one stage to another does not occur abruptly. For instance, during the first three academic years, significant development of will also occurs, and children show features which are typical for the age of imitation. Children's comprehensive tendency to imitate at the beginning of school education should be actively used through involvement of children's volitional activity in educational process. At the same time, child's volitional aspect through artistic teaching forms emotional life that begins to achieve autonomy. Respectively, in education it is necessary to take into consideration the fact that independent emotional life during the first years of education (or independent thinking at the beginning of senior classes) is not developed fully: it is always in the process of development.

**Conclusions and results.** So, anthroposophic concept of human development is based on the following ideas: the unity of human body-soul-spiritual being, connection of components of the psyche with human physiological organization (thinking is connected with neuro-sensory system, feeling is connected with the system of respiratory and blood circulation, will is connected with the system of metabolism and organs of motion), interdependence of physical, mental and spiritual development in the rhythm of seven years.

**The perspectives of further researches.** The perspectives for further researches may be conducting a comparative analysis of anthroposophic approach to a man with existing modern scientific psychological-pedagogical concepts of personality.

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### 1.4. NEW APPROACHES TO SOCIAL - PEDAGOGICAL WORK WITH THE FAMILY UDK37.018.26

#### I. Trubavina

**Abstract.** *The relevance of the article is connected with the need to search for the provision of social conditions for the development of the family, and not for its*

constant support. The scientific novelty of the article is: 1) the family-centric approach developed by the author as a theoretical basis for providing social and pedagogical services to families; 2) the methodological foundations, first substantiated in the theory of social pedagogy, of providing socio-pedagogical services-the concept of "help for self-help" and "crisis intervention". According to family-centred approach, protective and security function of a social educator is of prior importance. Social and pedagogical work protects the rights of a family in the society and the rights of family members in a family; it is the subsystem of social work in social service centres for a family, children and youth and is directed at solving family problems. On the basis of the family-centred approach and methodical foundations of social and pedagogical work system in social service centres for a family, children and youth of Ukraine is worked out and introduced. It includes the components: 1) of methods and structure of the work with a family and 2) the conditions of its realization.

**Key words:** family, family rights, family members rights, social and pedagogical work with a family, family-centred approach, the system of social and pedagogical work, "help for self-help", "crisis interference".

The Convention on the Rights of a Child signed by Ukraine in 1991 testifies the intensifying the attention to the problems of a family. The Convention defines the rights of a child for education, upbringing and custody in a family, as well as numerous decisions adopted on the state level concerning the support of the family. The protection of the family rights on the whole and the rights of family members in particular were proclaimed the priority directions of the state family policy. Social work is one of the ways of protecting the rights of a family and the rights of its members (Law of Ukraine "On Social Work with Children and Youth in Ukraine"). Social-pedagogical work with a family in the sphere of social work is a component part of social services within the system of social service centers for a family, children and youth. In its essence, it appears to be the legal-protecting structure aimed at the creation of social conditions for the realization of rights, interests of children and youth, and members of their families. This aspect of social-pedagogical work with a family isn't properly investigated in the Theory of Social Pedagogy [1].

Modern scientific investigations reveal the theoretical foundations of social-pedagogic work with children and youth. (I.Zvereva, A.Kaps'ka, G.Laktionova, L.Mishchuk, S.Gil, Yu.Polishchuk, A.Ryzhanova, S.Kharchenko); they investigate the social-pedagogical activity with a family in the context of social work (J.Baris, I.Gryga, V.Gurov), psycho-pedagogical provision of social work (V.Torokhtiy, B.Khubiev); reveal the foundations of activity of a family social educator with the accent on help to the family in educating and upbringing children (F.Kevlya, T.Lodkina, G.Selevko); pay attention to solving family problems (K.Akstmann, N.Garashkina), to social-pedagogical support of families at different levels: state level (L.Alekseeva, S.Darmodehikhin), regional level (O.Arsentyeva, L.Belichava, F.Ildarkhanova, G.Novokshonova), local level (O.Bezpal'ko, O.Samorodova). Investigators pay attention to separate directions of social-pedagogical and psychological work with a family – custody over children (S.Badora, G.Bevz, N.Komarova, D.Mazhets, I.Pesha),

overcoming the violence in the family (M.Liborakina, E.Nikulina), preparation of youth to family life (V.Kravets), formation of conscious parenthood and parental competence (T.Alekseenko, I.Bratus, Z.Zaitseva, R.Ovcharova, G.Radchuk), culture of family relations and pedagogical culture of parents (J.andE.Bim, V.Kostiv, V.Satir, M.Stel'makhovych, N.Stinnet), revealing the needs and problems of the family and children (N.Boldvin, A.Kholman), overcoming the family crisis (G.Repyntseva, T.Shulga, I.Evgraphova and others). The works of the classics of pedagogical science who proved the role and place of the family in upbringing the personality, substantiated the tasks, content and methods of family education, became the theoretical basis of the investigations (Ya,Komenskyi, J.Lokk,G.Skovoroda, K.Ushins'kyi, P.Lesgaft, A.Makarenko, V.Sukhomlyns'kyi and others).The works of the classics of social pedagogy T.Nool and P.Natorp who laid the theoretical foundations of work with children and youth are the basis for modern investigations.On the whole the existing investigations are aimed at solving such family problems as: family support in its fulfilling such functions as educational, reproductive, communicative ones; correction of inner family relations; diagnostics of the state of families in Ukraine [2]. Thus, the theoretic-methodical foundations and the system of social-pedagogical work with a family useful for overcoming the crisis in a family and for family development, are absent in the Theory of Social Pedagogy. There are some contradictions in the existing practice of social-pedagogical work with a family, too. We may attribute the following ones to *external contradictions*: contradiction between the declaration of the idea of law protection in regard to the family and the absence of orientation of social-pedagogical work to the protection of such rights; contradiction between the declaration of equal rights of family members and the accent in practical work on maternity-and-child protection only. *Internal contradictions*: the contradiction between the necessity of effective social-pedagogical work with a family and the absence of theoretic-methodical foundations and the system of such work; contradiction between the existence of orientation in the social-pedagogical work on family support in fulfilling its separate functions characterized by the necessity to work with orientation to family development, realizing the family rights and the rights of the family members, fulfilling all its functions [1].

Purpose of Investigation: to work out and substantiate the theoretical and methodic foundations of social-pedagogical work with a family and check them up experimentally in the social service centers for a family, children and youth. The hypothesis of work was formulated on the basis of the goal of investigation; it foresaw that it would be possible to upgrade the level of social-pedagogical work with a family in the social service centers for a family, children and youth of Ukraine if put it into practice: take into consideration the whole complex of family problems and direct the social-pedagogical services to all rights and functions of a family; to consider the social-pedagogical work as a subsystem of social work with a family in the Social Service Centers for a Family, Children and Youth (SSCF-CY) worked out on the basis of a family-centered approach and methodical foundation (conceptual approaches "Help for Self-Help" and "Crisis Interference"), and

at the same time as a self-reliant system with a purpose-oriented component as a system-forming one, and other components (the one that reflects the structure and methods of work with a family and those that reveal the conditions of its fulfillment); on the basis of state complex-purposeful programs of work with a family, state social standards of rendering social-pedagogical services to families, unified scientific-methodical provision of work connected with the practice of rendering services to families [1].

The following methods of investigation were used for attaining the goal put forward and for checking up the hypothesis: 1) theoretical: retrospective and comparative analysis of philosophical, sociological, judiciary, psychological and pedagogical literature on the problem of investigation for specifying the notion "family", formulating the category-conceptual apparatus of investigation; analysis, synthesis, generalization, classification of theories, facts, data attained, and modeling for working out the family-centered approach, methodical grounds and a system of social-pedagogical work with a family; 2) empiric methods: studying the experience of social-pedagogical work with a family, questioning, pedagogical observation of the work with a family, qualimetric method for revealing the effectiveness of work with a family; social-pedagogical experiment for testing the efficiency of the hypothesis put forward, studying the accounts and statistic documentation in order to define the state of the Ukrainian family and its problems, to single out the tendencies in the social-pedagogical work with a family [1]. The investigation was carried out on the level of state within the system of social services for a family, children and youth of the Ministry of a Family, Children and Youth of Ukraine, the candidate for a scientific degree used to work there as a consultant in the National Academy of State Management under the authority of President of Ukraine (Kharkiv, Kyiv). This scientific establishment carried out the Courses of Further Training (Refresher Courses) for the CSSFCY workers. The investigation was being carried out during the period 1998-2008.

Summary. In formulating the conceptual foundations of the investigation we proceeded from the fact that social-pedagogical work with a family should be aimed at the development of a family, overcoming its crisis, assistance in its functioning by way of creating conditions for the realization of the family rights in a society, rights of family members in a family. It demands the elaboration of new theoretical and methodical foundations of social-pedagogical work with a family. Investigation was based on the following conceptual provisions:

1. Family is considered as a separate object of social pedagogy [3]. It is a special social group with its own values, social institution with certain rights and duties in a society, its primary collective with distribution of powers and responsibility, social system with special ties that exist nowhere else but in the family – parental-children's, spousal, brotherly-sisterly ones. Family progresses and socializes under the development of different factors; it may also be both – the object and the subject of socialization. Adaptation and personification (gaining autonomy) are the mechanisms of socialization. Development of a family as the basis of its well-being is the consequence of successful family socialization.

2. It was revealed that family crisis is the negative peculiarity of family life-activity in Ukraine; it means inability to fulfill independently family functions in a society because of the abundance of difficult complex problems with separate families; if a family fails to fulfill one function, it entails the problems with fulfilling all other functions. We connect the overcoming the family crisis with its re-orientation towards the way of development which demanded in accordance with the logics of our investigation the introduction and revealing the new categories of social pedagogy: family development, family socialization, clarification of family peculiarities as the subject and object of socialization. Family development as the category of social pedagogy means quantitative and qualitative changes in it as in the entity; these changes characterize its movement from lower to upper level of life-activity. These changes in the family touch upon acquiring by every separate family and its members certain roles, rights and duties, forming life-skills and paternal competence, family values, parenthood, gaining independence in a society by every separate family through adaptation and personification. Family socialization is a natural process; it occurs in the direction of adaptation and personification (gaining autonomy) simultaneously under the influence of different factors. Family is the subject and object of socialization, each family itself chooses the degree of its subjectivity/objectivity. Social-pedagogical work which may remove negative factors of family socialization and on the other hand, optimize other factors useful for its development, is necessary for the successful family socialization [2].

3. Methodological (philosophical, psychological), general-scientific, concrete-scientific, social-pedagogical approaches, theories, conceptions on the human rights as the basis for interaction of social educator and a family, family development, social-pedagogic work, its structure, principles, directions, content, conditions of realization specified by family-centered approach – all these conditions are considered as the theoretical foundation of social-pedagogical work with a family. It's necessary to rely on the conceptions of human rights and human development in the social-pedagogical work; steady development of a society urges the social educator to put forward the rights of family members in a family, the rights of a family in a society; it makes his work a legal-protecting one in its essence, significantly increasing the role of guarding-protective functions. Social educator fulfills communicative, guarding-protective, social-therapeutic, diagnostic, warning-preventive, organizational, correction-rehabilitating, prognostic, motivational, educational functions, functions of upbringing and social control, in his work. The essence of family-centered approach lies in the fact that social-pedagogical work with a family should be directed to creating conditions (by way of rendering social-pedagogical services) for the realization of the family rights in a society and the rights of family members in a family. It provides for the successful socialization of a family and its development. Family-centered approach predetermines the extraction of social-pedagogical component in the work of specialists in different spheres; the rights of a family and family members are the landmarks of their work in the interests of a family [2].

4. Conceptual approaches “help for self-help” and “crisis interference” according to which a family appears to be the subject and object of work and the work with a family itself as carried out as a complex of social-pedagogical services: support, assistance, self-assistance and interference – are the methodical foundations of social-pedagogical work with a family in the Centers of Social Services for a Family, Children and Youth of Ukraine (CSSFCY since 2005). The services are directed towards overcoming the family crisis, its transition to functioning and development, solving family problems in fulfilling all the functions of realization of all the rights of a family and the rights of family members [1].

5. The system of social-pedagogical work with a family in CSSFCY should be based on the family-centered approach as a theoretical basis of work and methodical foundations of work (“help for self-help” and “crisis interference”). Purposeful component of a system which provides for the orientation of work to the development of a family through services directed at the protection of family rights and the rights of family members and their realization appears as a system-creating factor. The components of the system are: 1) those ones that reflect the structure and methods of work with a family (motivational, diagnostic, prognostic, contextual, operational, control-correctional) and 2) the ones that reveal the conditions of its realization (orientational, ethical, methodical, organizational [4].

6. We conducted a social and pedagogical experiment to test the hypothesis of the study. The hypothesis put forward previously, was confirmed. It was revealed that at the beginning of experimental work (2001) the level of social-pedagogical work with a family in the system of CSSFCY was rather low (characteristic for the work in the regime of coming-into-being). The forming experiment carried out in 2001-2005) consisted in introducing the system of social-pedagogical work with a family on the basis of theoretic-methodical foundations worked out by us into Centers of Social Services for a Family, Children and Youth. All the components of the system were realized. The rise of the level of social-pedagogical work of CSSFCY with a family was marked: from the average indices 0,132 in 2000 to 0,93 in 2005. The quality of family life upgraded, too: in 2000 12,3% of the families clients of the Centers overcame the crisis successfully, in 2005 – already 33,4%. Social-pedagogic experiment proved the efficiency of the proposed system, made the social-pedagogic work effective concerning the upgrading the quality of life in the families-clients of the Centers. Practical importance of the results achieved lies in the following: the author worked out and realized the State Complex-Purposeful Programs of CSSFCY in regard to social work with a family (“Social Support of a Family” (2001-2003), “Social Support of Unhappy Family” (2002-2004), “Social Accompaniment of DBST and Adopted Family” (since 2002); prepared the draft conception of state family policy of Ukraine, draft Laws of Ukraine “On Social Work with Children and Youth”, “On Bodies and Services in the Matters of Under-agers”, “On State Support of Families in Educating the Children”; draft conception of the State Program of the Cabinet of Ministers of Ukraine on supporting the families for 2006-2010; state social standard on the activity of social educator-specialist of CSSFCY, provisions on social inspection of families, social accompaniment of

a family, applied the qualimetric model of evaluating the social-pedagogic work with a family as the instrument of measuring the efficiency of such a work. The results achieved in the course of investigation were laid down as a foundation for methodical provision of realizing the elaborated system of work with a family in the form of textbooks, manuals, monographs, methodical recommendations and materials, booklets, dictionaries for specialists of each regional CSSFCY of Ukraine, each corresponding Higher Educational Establishment [1].

7. The scientific novelty of investigation lies in the fact that the family-centered approach to social-pedagogical work with a family was substantiated for the first time, and methodical grounds and the systems of such a work in the social service centers were worked out; the notion "family" as the object of social pedagogy was substantiated; the necessity of social-pedagogical work with a family being in a state of a crisis in the entire system of social work as its self-reliant subsystem, was proved and the contents of social-pedagogical services to the families (prevention, rehabilitation, accompaniment, services) were defined; the following categories and notions were discovered and put into scientific circulation of social pedagogy: family-centered approach, family development; family socialization; support, assistance, family self-help, interference as a complex of social-pedagogical services; social-pedagogical prevention, social-pedagogical service, social-pedagogical rehabilitation, social-pedagogical accompaniment; family rights and their enumeration, social custody primary, secondary, ternary social-pedagogical prevention in the work with a family; criteria and indices of evaluating the efficiency of social-pedagogical work with a family (quality of family life, quality of social-pedagogical work) [1,5,6].

**Conclusions and results of investigation.** It was substantiated that philosophical, psychological, historic, general-scientific, concrete-scientific, social-pedagogical approaches, family-centered approach that reveal the functions of social educator in the work with a family, emphasize the priority of the custody-protecting functions of social educator. Family-centered approach generalizes the acquisition of previous approaches and precedes their action in the direction of developing the custody-protecting function of social educator in regard to family rights and the rights of its members. As the premise of its appearance, this approach has the theories on human rights and human development, conception of steady development of a society, principle of family-centrism; the latter wasn't revealed on the level of approach. Family-centered approach lies in the fact that social-pedagogical work with a family I considered as a law-protecting one in its essence and should be aimed at creating the conditions (by way of rendering social-pedagogical services) for realizing the rights of a family in a society and the rights of family members in a family. The rights of a family provide for its status in a society, its autonomy. Realization of these rights permits to define the family as a happy one (legally able to function). It was defined that the best footing for introducing the family-centered approach in Ukraine are the centers of social services for a family, children and youth. Conceptual approaches "help for self-help" and crisis interference" which realize the ideas of family development, protection



of family rights and the rights of family members in a family through the complex of social-pedagogical services, appear to be the methodical foundations of social-pedagogical work with a family in the system of CSSFCY. The above-mentioned complex includes: support, assistance, self-help, interference, and each service has its purpose and set.

**Perspectives of further investigations.** Methodical foundations and system of social-pedagogical work with families in the institutions of education, reformatory-labor colonies, orphanages and shelters for women, departments in the affairs of children, organs of internal affairs and other organizations demand further elaboration, etc.

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## 1.5. THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF FUTURE SOCIAL TEACHERS' TRAINING FOR SUSTAINABLE DEVELOPMENT OF SOCIAL GROUPS

УДК 378.141:013.42

**N.Kabus**

**Abstract.** *The relevance of future social teachers' training for sustainable development of social groups as well as the essence of the concepts "sustainable development of social group" and "social and pedagogical activity on the sustainable development of social groups" have been determined in the article. The essence, methodological, theoretical and methodical principles of future social teachers' training for sustainable development of social groups have been revealed. The essence and structural components of future social teachers' readiness for sustainable development of social groups are determined. The technology of future social teachers training for sustainable development of social groups, its program content, teaching and methodological support materials as well as pedagogical conditions that ensure the effectiveness of such training have been considered. The results of the experimental work proved the effectiveness and the feasibility of introducing the developed system into the practice of future social sphere specialists training.*

**Key words:** *sustainable development, social group, future social teacher, professional training, readiness, social and teaching activity, teaching and methodological support materials, technology, conditions*

Implementation of the strategy of civilization's sustainable development, which has been recognized by the world community as a leading strategy of the third millennium, requires combining efforts of various social groups, in particular children, youth, adults, families and communities, since solving global problems of mankind can not be achieved by the efforts of individuals.

However, nowadays these groups are not characterized by the harmony of their own existence, their representatives often have unstable personal and social position, they are not aware enough of the importance and urgency of joint activities both for solving their own problems and important social tasks. A significant number of problem social groups, as well as crisis phenomena, that are characterized for children, youth, adults, families (as important communities that make the basic social structure of society and determine the vector of its development), determine the relevance of moving social groups to the level of sustainable development. It is also noted in main international and state documents [1; 2; 3], which determine the activities of social institutions of society. A significant contribution to solving this problem can make social teachers, who, interacting in their professional activities with different social groups (children, youth, adults, family, representatives of "risk groups"), by their professional competence can and should become important actors of stimulating various social groups to sustainable development. At the same time, our observation both of graduate students and specialists of the centers for social services for

family, children and youth, as well as social teachers of educational institutions has shown that they are not ready enough to implement the system of work with a view to sustainable development of social groups, which requires purposeful training of future specialists in this direction. The analysis of recent publications. Analysis of numerous scientific papers, monographs, dissertations shows that the idea of sustainable development in socialpedagogical science is almost not used. Accordingly, the problem of professional training of future social teachers for sustainable development of social groups was not the subject of special scientific research. A holistic concept of moving personality, social group and society up to the level of sustainable development (which can be the basis for developing effective methods, strategies for its implementation, taking into consideration the specifics of a social group) is still not developed in pedagogical science. Thus, the relevance and socio-pedagogical importance of solving the problem of future social teachers' training to activities in the contest of sustainable development of social groups require a special study.

**The purpose of the article** is investigation of theoretical and methodological foundations of future social teachers' training for sustainable development of social groups. Methods. In accordance with the purpose of the article the following research methods have been used: analysis of scientific literature, international documents, the theory and practice of higher social and pedagogical education as well as of our own teaching activity with the view to substantiate the system of professional training of future social teachers for sustainable development of social groups; pedagogical experiment to identify the effectiveness of the program content, teaching and methodological support materials of the developed system; analysis of the experience of students' professional training in the context of sustainable development; observations, testing, analysis of products of creative activity and expert assessment method to identify the results of the work. The main material. The study of philosophical, sociological, cultural, psychological and pedagogical, socio-pedagogical aspects of sustainable development [6; 7] allows us to affirm that the concept of «sustainability» is the opposite of imbalance, disharmony and means the ability to provide sustainable progressiveness, harmony, integrity of development, the positiveness of its results on the basis of self-control, the ability to warn and on the basis of creativity solve the problems that arise. Accordingly, the sustainability of the development of social communities is possible provided the conscious life and cultural development of each individual as a key element of the social community of any level on the basis of its realization of the basic laws of effective life, as well as responsibility for their own destiny and the fate of society. Given the essential features of the social group as a phenomenon [4; 5], sustainable development of a social group is understood as steady harmonious progress of a social community on the basis of humanism, positive social interaction and solidarity, allowing for reaching the level of self-organization – the ability to ensure self-assistance and mutual-assistance, self-improvement, social creativity and unification of efforts aimed at the improvement of one's own and social life. Taking into account modern researches (I. Bekh,

A. Brushlinsky, I. Glazkova, T. Dmytrenko, H. Popova, I. Prokopenko, V. Tatenko and others) there have been determined factors influencing the dynamics of social group development are revealed (objective, subjective, personal, human, factors of differentiation and integration), internal barriers on the way to such development (motivational, mental, operational, individual psychological and socio-psychological), as well as components of sustainability of social group development (spiritual-value, intellectual-world-view, subject-activity, personal, social). Given the leading role of the influence of internal factors on the dynamics of the social group, the main conditions for the sustainable development of the social group are determined. Firstly, it is the progressive development of the individual as a responsible subject of his own life, capable of conscious self-creation of his own life, determination of the main directions of his development, control and correction of his results, prevention of crisis situations, effective creative response to the challenges that arise in life. Secondly, it is formation of the individual as an active social subject who realizes his own affiliation with solidarity social communities of different levels – families, communities, nations, civilizations and consciously acts for their positive development, increasing the level of integrity and consolidation. Thirdly, it is the ability of representatives of the social group to social creativity, joint activity, association as an effort within the group, and different social groups for the purpose of sustainable progressive development of society. These conditions became the basis for determining the main directions of the social teacher's activity in the sustainable development of social groups. The social and pedagogical activity oriented at the sustainable development of social groups is a specially organized system of purposeful influences on the motivational and value-based, outlook and activity-behavioral orientation of a social group aimed at the intensification of the processes of its self-development and selforganization, at allowing its representatives to realize themselves as the subjects of the processes that take place, at forming a stable personal social position. This activity is carried out at different levels of the hierarchy: realization of state social policy; establishment of social partnership, joint activity of various social subjects in order to stimulate social groups to sustainable development; realization of socioeducational, educational, preventive activity of social teacher; individual acquaintance of representatives of various social groups with specific developmental methods, ways of self-organization, development of subjectivity, etc. It is proved that the effectiveness of such activity is ensured by the establishment of the processes of organization, management and communication [8, p. 102-103], which are the basis of the stages of the technology of social and pedagogical activities on the sustainable development of social groups (motivational-value, developmental-activity, stage of self-development and self-government). Effective implementation of such activities requires special training of future social teachers, forming their readiness for activity in the context of sustainable development. Taking into consideration the works of O. Bezpalko, M. Vasilieva, R. Vaynola, A. Kapskaya, H. Popova, A. Ryzhanova the training of future social teachers for sustainable development of social groups is defined

as a purposeful, specially organized, pedagogically guided process of students' acquisition of sustainable outlook principles and a system of knowledge and skills that allow them to exercise a convincing influence on the values, motives, beliefs, decisions, actions of representatives of various social groups, the process of gaining experience of development and realization of the system of social and pedagogical activity aimed at sustainable development of social groups, which simultaneously provides for future specialists' sustainable development and self-development (spiritually and value-oriented, personally and socially-oriented, professionally and creativity-oriented). The conceptual framework of future social teachers' training for the sustainable development of social groups are systemic-synergetic, civilizational-cultural, personal-social, activity-oriented, subject-activity-oriented, resource and competence-creative approaches, which ensures the integrity and effectiveness of the specified process [8; 9].

Accordingly, the readiness of future social teachers for sustainable development of social groups is a stable integrative personal and professional ability, based on the acquired motivational, theoretical and practical values, significant personal and professional qualities and manifested in the active creative social and pedagogical activity aimed at sustainable development of social groups, considering the specific characteristics of different of them. Motivational-axiological components of this readiness includes steady professional orientation of future specialist on social pedagogical activity, his value attitude to professional preparation for activities on sustainable development of social groups, formation of values of sustainable development. Competence-creative components reflects completeness and character of the assimilation of the system of methodological, theoretical and technological and methodological knowledge necessary for successful activity in the sustainable groups; the formation of the system of skills to carry out professional activities in the context of sustainable development; capacity for professional creativity; activity in professional self-disclosure. Personality-reflexive component of future social teachers' readiness for sustainable development of social groups is characterized by the development of professional and personal qualities (humanistic orientation, responsibility, creativity, initiative, communicative, sustainable person-social and facilitation professional position), necessary for effective social and pedagogical work on the sustainable development of social groups; the formation of strategic thinking; the desire for professional self-improvement on the basis of reflexivity and evaluation activities; students' self-esteem about the formation of their respective readiness. The technology of future social teachers' training for sustainable development of social groups with stages: professional-motivational, cognitive-ideological, creativity and activity-oriented, reflexive and self-creativity-oriented and appropriative methods ensures the formation of the readiness of future social teachers for activity in the context of sustainable development. Thus, the professional-motivational stage of technology is aimed at forming a stable professional focus on social and pedagogical activities for sustainable development of social groups, a system of values and motives as well as the development of

strategic thinking of specialists. The purpose of cognitive-ideological stage is the mastering by future specialists necessary knowledge for activities in the contest of sustainable development, deepening their professional outlook, strengthening the system of values and beliefs, forming stable personal-social and facilitation professional position of students. Creativity and activity-oriented stage is directed at developing the system of professional skills as well as gaining by students the experience of activities for sustainable development of social groups in the process of practical, research, socio-educational, volunteering. It is also important to develop students' ability to professional creativity that is an important condition for the effectiveness of social and pedagogical activities with a view of sustainable development of social groups. Reflexive and self-creativity-oriented stage of technology is focused on: deepening, generalization and systematization, creative application of knowledge, improvement of professional skills; further development of strategic thinking and formation of a stable reflective position of students; exteriorization of professional and creative achievements of future specialists. The program content, teaching and methodological support materials include content modernized program of vocational-pedagogical disciplines (such as "Introduction to specialty", "Socialization of personality", "General pedagogics", "Technologies of social and pedagogical work", "Socio-pedagogical activity in educational institutions", "Social support of the family", "Management of social and pedagogical work", "Fundamentals of professional creativity in the social sphere", "Advertising and information technologies", "Methodology and organization of work with children's and youth organizations", "Methodology of organization of volunteer movement", "Methodology of social and pedagogical activity", "Actual problems of social pedagogy and social work" and others). Moreover, these materials include the program and teaching support materials of the course "Methodology of organization of social work with different social groups", special course "Socio-pedagogical activity aimed at sustainable development of social groups", Volunteer activity program for improving the quality and content of volunteer activities; a programme of activities of the Theater-studio of socio-pedagogical clowning as an innovative form of professional training of future social teachers and an unconventional form of socioeducational and correctional-rehabilitation activities in the context of promoting social groups to sustainable development. In details this form of work is presented in author's previous publications [8, p. 214-216, p. 257-260, p. 386-392; 10]. They also contain teaching tasks to support a specialty practice course, practice in social services, children's health camps, general education and higher education institutions. Pedagogical conditions that ensure the effectiveness of future social teachers' training for the sustainable development of social groups have been defined. They are: implementation of the idea of sustainable development in the content of professional training of future specialists throughout the period of study; creation of a spiritually rich developmental and creative educational environment; strengthening of the practical orientation of training of future specialists; encouraging students to selforganization and self-management by their own activities and development;

deepening the professional competence of teachers in ensuring the training of students in the appropriate direction [8; 11]. Professional training of future social teachers for sustainable development of social groups is carried out in various types of activities in a higher educational institution (educational, socio-educational, practical, research, self-education), which provides students with the experience of social and pedagogical activities in the specified direction, their access to the level of sustainable development and selfdevelopment. Such training is taking place in the process of studying the cycle of professionally-oriented disciplines throughout the period of study according to the programs, enriched with the problems of sustainable development, through the introduction of a special course "Social-pedagogical activity on the sustainable development of social groups", in the process of organizing practical, science and research work, as well as due to special organization of extra-curriculum educational and volunteer activity of students by their involvement in the activities "Volunteer" workshop and the theater-studio of social-pedagogical clowning.

**Conclusions and results.** Implementation of the developed system contributed to significant changes in the formation of motivational-axiological, competence-creative and personality-reflexive components of future social teachers' readiness for sustainable development of social groups. Thus, students were characterized by a stable professional focus on social and pedagogical activities, high level of activity in professional self-declaration, original creative approach to solving professional problems, significant development of communicative-stimulating and organizational and managerial skills, stable humanistic orientation, responsibility, personal-social and facilitation professional position, aiming at the formation of a system of values and the development of meaningful personal qualities from representatives of different social groups. This confirms the effectiveness of using the complex of means of program content and teaching and methodological support of the training of future social teachers for the sustainable development of social groups, in particular the significance of the special organizing systemic volunteer and social and educational activity of students in various social spheres, which is a powerful means of their spiritual, personal, social, professional and creative self-development, acquisition of practical experience, a vivid example of professional creativity, aimed at achieving positive socially meaningful results [10]. All this proves advisability of the developed system introduction into the practice of future social sphere specialist training.

**Prospects for further research** is the study of the problem in the aspect of developing educational and methodological support for the process of professional development of practicing social teachers, as well as identifying the specifics of future social workers' training for ensuring sustainable development of "risk groups" representatives.

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## **1.6. CONCEPTS OF MODERNIZING THE FUNCTION OF PLANNING WITHIN THE FRAMEWORK OF NEW EDUCATIONAL PARADIGMS**

UDC 378.112.001.76

### **R. Chernovol-Tkachenko**

**Abstract.** *The article focuses on theoretically substantiating new concepts of the function of planning content. It has been emphasized that consistency is an evolutionary process of the educational system in quality terms, which expands its horizons, and hence, planning. It has been explicated that the content of the planning function is integrity of two conceptual domains: the source and target ones, which is expressed conceptually; locally it is an implementation of professionally specific management activities, a tool to achieve specific goals in a specific organization. There has also been a certain interdependence of directive, indicative and strategic planning determined. Developmental strategies of an educational establishment have been outlined. It has been proved that modern managers have to be innovatively educated, able to reasonably select modern technologies that will really contribute to realizing new meanings of management, and having both a conceptual and a local vision of planning, understanding the logic of his/her actions as for applying the modern range of specific methods.*

**Key words:** *conceptual, local, source and target understanding of planning, consistence, plan, directive, indicative and strategic planning.*

The modernization of the educational process in the State makes manag-

ers of educational establishments meet the requirements of professional mobility, ability of mastering new management functions. In the academic world and among practicing managers there have been constant debates and discussions concerning general management functions, their content, purposes and updating processes. At the same time, almost all scientists and scientific schools pay significant attention to planning function, which belongs to key priorities in organization activities, ensuring its focused sustainability. Planning as a complex and responsible process has found its legal and theoretical support in the documents of the Ministry of Education and Science of Ukraine. Particularly, the National Strategy for the Development of Education of Ukraine for the period until 2021 (2013) deals with the need for solving the contradiction between the necessity of reforming the educational sector by means of implementing innovations and the insufficient readiness level of educational management in terms of fundamental conceptual changes, as their planning and forecasting goals show. The above includes, for instance, the fact that while planning the work of educational establishments, there is no consideration of systemic links; plans are either too detailed, or of a too general character, thus losing their practical value. There violation of the optimal balance of academic and extra-curricular work is obvious. Besides, their staff structure and educators' professional experience is not always taken into account [4, 8].

Education managers often do not realize their mission as a clear expression of the reasons for the existence of their organization, being unaware of its part in decomposing goals, which in most cases causes subsequent lack of awareness and validity of both strategic and tactical goals. That is why studying and researching the function of planning does not only remain actual but is also urgent in the context of innovative transformations in the field of education. Our analysis of scientific and theoretical research works on issues of foreign and Ukrainian management has proved that the function of planning as specifying goals in the system of organization activities, implemented through a system of measures as for realizing plans developed have been considered by R. Griffin, M. Martynenko, M. Meskon, M. Albert, F. Hedouri, V. Tereshchenko, F. Hmil, V. Yatsura and others; a system of principles as basic rules that enhance avoiding unconstructive planning has been substantiated by O. Vasilchenko, A. Yermola, B. Kobzar, L., Moskalets, O. Surzhik, T. Ryabchenyuk and others. Such scientists as V. Belogolovsky, N. Horodova, T. Deyatov, G. Elnikova, O. Kobernyk, P. Telvin, E. Hrykov argue that the most essential parameters that determine systems of plans at educational establishments are organizational structures and profiles of their activities, scales and sustainability of all their activity mainstreams. In their works B. Andrushkiv, O. Hirnyak, P. Drucker, L. Danylenko, L. Karamushka, P. Karstanye, P. Lazanovsky, M. Meskon, M. Albert, F. Hedouri have explicated the role of the mission, on the basis of which goals that serve as criteria for the entire sequential decision-making process at different organizational levels are set. V. Biloholovsky, L. Danylenko, G. Elnikova, O. Marmaza, V. Maslov, I. Osadchy, A. Popova, I. Rumyantseva lay a special emphasis on the fact that on the basis of analyzing and forecasting external and internal circumstances

planning is to model updated images of the future state of educational organizations, to determine the logical structure of achieving a constructive modernized and adapted to modern social conditions conditions objective, as well as necessary resources and conditions, executors and their interaction, deadlines, activity standards, criteria and indicators for evaluation and assessment. All the above mentioned lets us conclude that despite being researched quite extensively, the function of planning still remains fuzzy, requiring changes and innovations in the practice of managing modern educational establishments.

**The purpose of the article** is to analyze scientific and theoretical sources concerning management basics and educational management to study the concept of modernizing the function of planning within the framework of a new educational paradigm.

**Research methods** are the analysis of scientific and theoretical sources in the field of education; the development of a hypothesis on the basis of materials studies; generalizations and conclusions.

Consequently, the new philosophy of education requires reviewing many accepted positions as for the function of planning. However, we must admit that updated content of planning does not mean denying the previous concepts and theories, rather implying a selective collection of all the rational and positive [10]. Innovative technologies in planning is primarily changing content and meaning of the relationship between managers and employees. The main purpose of planning in the context of the new educational paradigm is not only to ensure the functioning of educational establishments when available management capabilities are used within the framework of the corresponding requirements, but also their development as a quality increase in new features and their implementation. Directing the vector of planning at development, managers have to realize this process not through the prism of stereotypes and their own understanding, but above all through a scientific understanding, expressed in particular laws through in a novel understanding of well-known phenomena. If this aspect is not taken into account, we risk missing important components we are unaware of or they can seem insignificant to us.

In the conceptual aspect planning proves to be a management function, presupposing a preliminary analysis, setting goals, forecasting, creating new programs that covers a specific range of actions that are necessarily reflected in the process of making plans. In the local aspect planning must be regarded as ways of taking management decisions, as a professionally specific activity of a manager, as a tool of achieving specific goals in a particular organization and not as a management function [5]. Local planning cycles get necessarily repeated in performing each function during the implementation of the entire management cycle [3].

Exploring management functions, researchers [5; 9; 10] state that planning is a form of revealing the process of sustainability aimed at developing plans as the key product. A plan is primarily a document, containing core principles of organizational activities: forecasting future development, intermediate and ultimate goals and objectives; priorities in terms of distributing resources that are neces-

sary for the implementation of the objectives set; mechanisms of coordinating activities of various organizational levels.

Thus, consistent sustainability is an evolutionary process of developing educational systems in quality terms, which expands its horizons, and, hence, planning. B. Jasynsky and O. Hydey [10] point out that in the economy of the early twentieth century led to a consistency between the demand and goods production. We stand our ground firmly that consistent sustainability in the system of education has determined the need for reforming it, standards present, an awareness of a new philosophy of training and education on the basis of subject-subject relations.

Studying the content of the function of planning, researchers [3; 5; 10] argue that it can include the source and the target view. The source view is planning organizational activities directed at ensuring functioning sustainably and experience aggregated. In itself the possibility for an organization to use source concepts makes it look as if there were virtually no planning. But under the conditions of modern social instability the organization has to take into account external influences and to avoid threats of destabilization in achieving the goal set. Thus, the available potential to realize the goal does not seem to be sufficient, as it is necessary that the questions concerning what, when, and what resources should be used for goals to be achieved should be answered. Such a type of planning is called the target view. Integrating the two views (those of source and target) into a plan concept makes the essence of the function of planning.

Depending on the content and status in management systems we distinguish between directive, indicative and strategic planning [2].

Our analysis of scientific sources lets us assume that under the circumstances of using directive planning in the system of education it retains its functions within the framework of realizing laws and various legal acts, from the Ministry of Education to local governments on a regional level. As for the definition of "indicative planning", scientists still differ in their approaches. For example, it is believed that in the field of economy it is power that forms the basis of directive planning, while it is money that makes the core for the indicative mainstream [10]. Studying the essence of indicative planning, we have seen that it is useful to integrate it into the system of education, especially in the context of its reform. This type of planning is connected to soft directive influence through legislative acts concerning educational processes, contributing to the creative direction of the staff as for the development of innovative technologies, author programs, concepts, etc. Thus, on the one hand, indicative planning, is a system of non-binding recommendations for managed objects and it outlines just certain priorities that are to be supported to a maximum degree. On the other hand, part of indicative planning is directive, in particular, it concerns measures that are budget-financed. Besides, it is measures that have something to do with material provision of educational establishments, paying for pedagogical staff's work, etc. that are directive and controlled.

Adapting B. Jasynsky's and O. Hydey's points of view as for the field of education, we can single out the following basic functions of indicative planning: a

retrospective analysis, forecasting and substantiating purposes, terms, conditions and potential of educational establishments and the social development of the country; developing a system of direct state decisions in the field of education; elaborating target comprehensive programs; a rational combination of national interests with internal and external factors of influence on educational establishments as a whole; the coordination and relationship between developing indicative planning with the potential of financing education from the state budget. Summing it up, it is an updated perspective as for the system of planning, taking into consideration changes in the paradigm of education under the modern conditions of the development of our state – from strategies to tactics of developing educational establishments.

To recapitulate, indicative plans should be more like a market in the sense of interaction freedom of planning process subjects, where creative teaching staff designs their development, taking into account their own potential and state financing, making a sound context of competitiveness with other educational institutions.

As it is known, the home to a classic approbation of indicative plans in the field of economy is France. Ukraine, having abolished the bureaucratic system of planning in 1993, almost switched to indicative planning [10]. Thus, the introduction of the French model of indicative planning based on democratic principles of coordinating state positions and those of a particular region in the system of Ukrainian education has to expect the state authorities to regulate the state management of educational processes so that the state bureaucracy should not get “strangled” the effective functioning and development of a particular educational establishment.

The content and structure of such a plan are generated as a result of multi-stage integrations and a consensus (as all participants are interested in its implementation). At the same time, ministerial directives serve as indicators-information media concerning expected results, that is, they have a conceptual rather than a directive nature.

Let us consider comparative characteristics of traditional and indicative planning in more detail. So, while traditional planning ensures functioning (staff’s potential gets realized through regulations), indicative planning implies development (a quality increase in terms of new capabilities and their implementation). Traditional planning focuses on knowledge and skills (a compelling compliance of students’ knowledge to the requirements of curricula, textbooks that still contribute to forming a personality), and it does not emphasize awareness of the new quality of knowledge, which means knowledge for the development of individual axiological potential, as it is provided by indicative planning. Lack of criteria and assessing measurements as for knowledge quality, aimed at developing a personality, leads to assessing the quality of reporting in traditional planning, whereas in indicative planning the legislative delegation of developing new criteria for assessing the quality of knowledge is based on qualimetric, comprehensive, rating approaches. The desire to transfer education management from the operation

mode to the mode of development in the context of maintaining functional reporting makes the basis of traditional planning, and indicative planning is oriented at ensuring a sufficient level of participants' innovation literacy who determine developmental trends of educational processes.

Obviously, under the transition period conditions in the economy and politics of the state it is essential to find an optimal balance between indicative recommending (priority) and purely indicative (directorial) types of planning, remembering that recommending (priority) planning presupposes its participants' right for creativity, their own vision of developmental mainstreams. For example, to eliminate certain problems in educational establishments their management develops a system of steps to put an end to them, taking into account the selected mission. Indicative (directorial) planning from the standpoint of the Ministry of Education, local governments forms ways of the strategic development of the field in general, determines proportions, sets priority objectives on the national strategic level.

There is no doubt that between strategic, annual and operational plans there should be forward and backward linkages that ensure their consistency compatibility. If the strategic plan determines what has to be done, annual and operational ones outline how to do it: time, stages, measures and doers. The principle feature of strategic planning is that its multi-dimensionality is integrated into the private strategy of an educational establishment.

Thus, indicative planning is a planning system of an educational establishment, which is its strategic, annual, monthly and weekly work plan. An annual plan is the main document in the activities of an educational organization which describes the purpose and objectives for the year, and on the other hand it is a specialized tool of management or a functional form of continuous strategic planning as the major component of indicative planning.

At the same time, it has to be mentioned that, realizing the necessity of developing strategies, a significant number of school principals still prefer the quick actions. If methods of annual planning have been improved significantly in the functional system of educational establishments, the system project planning is still a prerogative of not all educational organizations. Perspective plans have mainly rather static than conceptual or analytical content, there is no theoretical substantiation of their mission as a basic prerequisite for the existence of an educational institution. In particular, the National strategy of education development in Ukraine for the period up to 2021 and other legislative documents are not secured with the system of multi-level complex target programs for regions, educational establishments of different types and forms of ownership, etc. There is no established and appropriate techniques of planning, although lately there have been works by national scientists dedicated to this problem (L. Danylenko, A. Hydey, H. Elnikova, A. Zaichenko, L. Karamushka, F. Chmiel, L. Fedulova, V. Yasynsky and others) published. Adapting the elements of indicative planning methodology to the planning system in educational institutions is a path to effective leadership management under conditions of rapid changes in social life and education reforms.

**Results and conclusions.** In this context of the above, we believe that indicative planning in education does require a deep theoretical reflection, in particular concerning both its content and forms of its representation. An important feature of this phenomenon is a possibility of adjusting the development of educational establishments, depending on external and internal fluctuations, which are management hierarchy bodies, our society and intramural school processes. The content of the concept "indicator" itself (a device for measuring, determining; substance, after introducing of which into a solution it is possible to establish its chemical nature) contains the essence of changing the vector of planning from prescriptive/directive planning to flexible, forecasting, even alternative and variable planning for one and the same organization. In other words, this implies integrating the core plan with the two others: results of pessimistic and optimistic planning [10].

Therefore, determining a strategy of developing an educational establishment, it is advisable that several variants of it should be elaborated and on the basis of their evaluative assessment the best one should be chosen, common tasks subdivided into such minor components that would specify and clarify the activity mainstream of an educational establishment not only in its tactical (annual) plans, but also in operational ones, ensuring strong direct/forward and feedback/reverse linkages. If we mean adaptive management, it is exactly it that will be represented in indicative planning with developmental guideline norms and strategies taken into account.

**The perspective of our further research** is a theoretical substantiation of factors, indicators and criteria of assessing the quality and effectiveness of indicative planning.

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### 1.7. TERMS OF SUCCESSFUL REALIZATION OF PERSONALIZED APPROACH TO PEDAGOGICAL COLLECTIVE MANAGEMENT

UDK 371.11

#### T. Rogova

**Abstract.** *In this article the essence and features of personalized approach to pedagogical collective management is enlightened, external terms (such as democratization, humanizing of all spheres of human's life; the orientation of social institutes to humanistic, personality-oriented aims and values; providing of realization of social and political, socially-domestic, normatively-legal, spiritually-moral factors of personal and professional development of teachers) and internal terms (orientation of management on personality; high degree of leader's acmeological position manifestation; realization and expansion of teachers' and pupils' subject functions; high level of a pedagogical collective development) of successful realization of the personalized approach to a pedagogical collective management are defined and theoretically substantiated too.*

**Keywords:** *personalization, humanizing, personality orientation, subject, pedagogical collective, management, terms.*

The modern tendencies of the educational system updating determine the necessity of personality orientation of management, its necessities, creation of terms in educational establishments for providing of all-round development of all educational process participants. Success of this aim achievement is provided by realization of personalized approach to the management.



Methodological bases of personalized approach to pedagogics are fundamental philosophical ideas in the theory of education management, foremost, philosophy of a man, position of existentialism, personalism, philosophical anthropology; conception of personalization, that is worked out by psychologists A. Petrovsky, V. Petrovsky. Questions of personalization, administrative relations, process of specialists' preparation are investigated by these scientists: pedagogs (V. Grachov, I. Kaloshyna, N. Loginova, A. Solonina, I. Shaposhnikova), psychologists (I. Dubovyj, V. Perevalov), lawyer (T. Kylmashkina).

Aims of the research were determination and theoretical substantiation of terms of successful realization of the personalized approach to a pedagogical collective management.

Research methods: methods of analysis (problem-purposal, comparative, retrospective) for comparison and comparison of different points of view in philosophy, psychology, pedagogics on separate aspects of the investigated problem; a substantiation of essence, features, terms of successful realization of personalized approach to pedagogical collective management; praxometrical methods were used for the analysis of educational establishments headmasters' administrative activity.

Personalized approach to the pedagogical collective management is characterized by the methodological orientation of administrative activity. It envisages providing and support of teachers' personality-professional development process through their self-actualization, development of subjectiveness, forming of professionally-pedagogical competence under conditions of activity of teachers whose speciality is self-organizing of changes, that it is constrained with the usage of corresponding system of concepts, ideas and methods of activity. The aim of appliance of personalized approach to pedagogical collective management is an increasement of pedagogical collective's activities efficiency due to creating of conditions for personalization of teacher, his/her self-development, self-actualization, satisfaction of both personal devotance necessity and need for getting involved in lifes of the pupils, colleagues, other people, for getting a possibility to show up in public life [3, p.206].

The feature of personalized approach to pedagogical collective management is an examination of teacher's personality as a special form of his/her participation lifes of his/her pupils. A result is meaningful for their existence and development of transformation of the system of attitudes toward the world. Personalized approach helps to create terms for sterling development of all participants of educational process. Usage of this approach acknowledges as a main operating unit a dialogic integrity: personality of pupil is personality of teacher. The specifics of personalized approach is an interpretation of management as a resource of personality development. To get management functioning as a development and personalization resource for a teacher, subject-subject facilitative administrative co-operation, support and accompaniment of development should be used. Efficiency of pedagogical collective management with usage of personalized approach envisages a substantiation and realization of totality of terms that provide

success and irreversibility of personality-professional development processes of teachers, their personalization.

During substantiation of terms of successful management in a pedagogical collective with usage of personalized approach it is expedient to have both external and internal operating conditions of educational establishment taken into account. External terms are referred to as a totality of necessary and sufficient factors that create a favourable environment for effective functioning and development of pedagogical system. Internal terms are referred to as an ability of pedagogical system to influence the environment to adapt to changeable conditions. Thus, terms of successful management in pedagogical collective with usage of personalized approach are referred to as a totality of external and internal factors, that influence the result of personality-professional development of teachers, their activity like self-organization of changes and, as a result, a successful personalization of a teacher, efficiency of whole collective pedagogical activity.

Successful pedagogical collective management with usage of personalized approach is determined by the totality of external terms. Social and political terms include realization of politics of the state, its democratic and humanistic orientation, successful defending and embodiment of individual, confession ideas that include its freedom as the highest value of the existent world. Successful realization of personality-professional potential of teachers, opening of internal sources of their development is largely determined by socially-domestic terms and prestige of profession. Corresponding stimulations and material encouragements helping to provide deserved life quality are crucial too. Normatively-legal terms of pedagogical collective management are to provide realization of initiatives, creative independence of teachers. Important terms providing successful pedagogical collective management with usage of personalized approach are spiritually-moral factors, level of culture development of teachers and its component, - the education.

Thus, successful pedagogical collective management with usage of personalized approach is determined by factors like public, national, regional levels and envisages successive democratization, humanizing of all spheres of human's life; orientation of all social institutes on humanistic, personality oriented aims and values; normatively-legal, financially-economical, material and technical support of educational processes, education control system oriented on humanistic principles, that provides legality, stability, irreversibility and perspective of educational establishment headmaster's administrative activity orientation on pupil's personality and pupil's personality orientation on teacher's personality.

Successful pedagogical collective management with usage of personalized approach is largely determined by influence of external factors. At the same time, an important role is played by internal terms that are in a greater degree subject of the management and provide meeting influence on circumstances that do not depend on educational establishment, strengthening or weakening its action.

Internal terms, that determine successful pedagogical collective management with usage of personalized approach, are features of this approach, creation

of management system based on personality oriented principles, when management is a development resource for educational process participants`. Pedagogical collective management is to provide teachers` interpersonal co-operating, is to create such conditions of intensification, under that teachers aspire to manifest, realize and develop their personality-professional potential, to realize an activity like self-organization of changes, to receipt prominence in their pupils` and colleagues` scopes. Subject-subject administrative co-operation and support helps a teacher to realize the necessity of personality-professional development, as complete personality realization as possible, that provides an implementation of their main mission - development of pupil`s personality and, as a result, success of teacher`s personalization. Thus the important condition of successful pedagogical collective management with usage of personalized approach is initiation, teacher`s motive to self-changing and self-development for realization of possibilities for pupil`s personality development. Realization of marked features of pedagogical collective management largely depends on the level of acmeological position of leader that is the important condition of successful personalized approach realization and characterized foremost, by the humanistic orientation of individual administrative conception of leader. Humanizing of leader`s administrative activity means newly, optimistically thinking about teachers and pupils, believing in their capabilities independently, good will co-operating in an educational process, leaning against personality meaningfulness of their labour, trusting, helping, accompanying in acquisition of personality sense of activity, creating terms for glad sense of success, forward moving, successful personalizing of pedagogical co-operation of educator and pupil on the basis of adequate involving their personality experience, feelings in this process. Thus, the real passing of a pedagogical collective management to the humanistic paradigm, to realization of a personalized approach, is possible only under conditions of leaders` humanistic thinking. Position of such leader must be based not on bringing personality of teacher to conformity with state, public and own requirements and presentations, but, foremost, on support of becoming and realization of individual trajectory of personality and professional development of every teacher. A key figure on the way of educational establishment humanistic updating and introduction of personalized approach in management practice is a headmaster-facilitator. The next sign of acmeological position of leader and condition of successful management with usage of personalized approach is readiness of leader to the management innovative activity, that is examined by researchers as a three-component model (motivational, cognitive, personally-active) and characterized by totality of his/her knowledge and abilities in relation to this type of activity, motivation and professionally-personality internals [1, p. 177-178]. Innovative activity, development of educational establishment and participants of educational process, is impossible without readiness of leader to self-updating and self-development. Thus, the next sign of acmeological position of leader and important condition of successful realization of pedagogical collective management with usage of personalized approach is leader`s readiness to self-development, that is referred to as unity of his/her positive attitude toward

this activity and the presence of practical abilities to carry out this activity. Thus, self-development readiness is the complex of personality internals that includes necessary knowledge, abilities, skills, mobilization of needed efforts, and decision to carry out necessary actions. The structure of leader's self-development readiness includes such components: operationally-reflexive and socially-pedagogical scope. Subject-subject co-operation, as a characteristic feature of personalized approach to pedagogical collective management envisages activity of teachers, freedom of their choice and responsibility for it, possibility of realization of intentions, readiness to self-changing, aspiration constantly to incarnate, to realize him/herself, the capabilities of carrying out "payments" for pupils, to continue him/her mental life in them.

Thus, the next condition of successful pedagogical collective management with usage of personalized approach is realization and expansion of subject functions of teachers, possessing knowledge and abilities, necessary for realization of activity from self-organization of changes, self-development and also becoming and development of such properties personalities of teacher, totality of that at the high enough level of development predetermines successful influence on other men.

Activity of teacher from self-organization of changes, to his/her personalization, characterized by raising of problem tasks during a process of pupil's personality development, and also by the evaluation of own possibilities to carry out personalizing influences on a pupil for the solution of his/her development problem.

In the process of personalization a teacher plans and carries out own subject changes in connection with the subject changes of pupil's mind, that are possible only under conditions of personalization of pedagogical co-operation on the basis of the adequate involving of personality experience of educator and pupil in this process (feelings, experiencing, emotions, and also actions and acts, that they are answered). Thus, the important condition of successful personalized approach realization is a teacher possessing by such forms of co-operating with a pupil, that provides his/her subject-subject interaction, realization and expansion of subject functions of not only teacher but also pupil. Exactly subject-subject pedagogical co-operation provides perception of a pupil by teacher not only as a transmitter of certain knowledge, but first of all as personality, a man, that has own vital and professional position and helps pupils in their personality increase, that envisages translation of not only knowledge but also personality senses, acquisition of unity and riches pupils individualities.

Process of personalization, realization of his/her individual properties can come true only in concrete activity that is executed in concrete social associations. Optimal terms for personalization of individual exist in a society [2, c. 244]. Therefore the basis of personalized approach is a presence of the highly developed collective of teachers joined in educational establishment, is the next condition for successful pedagogical collective management. Only in highly developed pedagogical collective personalization of every teacher is the condition of personalization of the whole collective. In weakly developed pedagogical collectives aspiring

of separate teachers to personalization due to depersonalization of other members is observed.

Thus, success of teacher's personalization process, efficiency of pedagogical collective management using personalized approach largely depends on character of relations in this collective. Inconsistency of pedagogical actions, when the aims of one teacher conflict with aims of other or the whole pedagogical collective, negatively affects not only personal development of pupils, as integrity of pedagogical process collapses but also on professional, personality development of teachers. If the professional necessities of separate teacher lie in the context of general aspirations of pedagogical collective and concerted with traditions of pedagogical association, then a collective becomes the original instrument of achievement of teacher's individual aims.

The effective method of pedagogical collective members' co-operation is a command work. By basic descriptions of pedagogical collective as an effective command and as a highly developed collective, we can accent these features: 1) presence of a general aim, that is perceived by all of collective members as personally meaningful; 2) unities of professionally-valued discipline; 3) high degree of command members' participation in development of new ideas and its realization in pedagogical activity; 4) high positive estimation of payment of every teacher by a leader and command members; 5) collective responsibility for decisions that is accepted; 6) good organization of collective, ability to form the rational structure of compatible actions and flexibly reconstruct it in changeable terms; 7) solidarity of collective as ability to resist to internal and external influences that negatively affect efficiency of collective's activity.

A pedagogical collective that works as a command reforms easily, is capable to adapt to the changes and react on an innovation, there is a favourable socially-psychological climate in him. Work in a command, in the concord of like-minded persons assists the accumulation of knowledge, increasement of social and professional activity, development of every teacher's personality, allows to develop communicative abilities, build a communication in the mode of dialogue. Command work creates terms for professional and personality development of teacher, forming of his/her creative experience that is afterwards integrated in experience of pedagogical collective and assists the solution of pedagogical tasks.

Thus, work in a command provides terms for the active involving of teachers in the system of social connections, their presence in lifes of their colleagues, satisfaction of teacher's necessities of personalization through active participation in joint activity to introduce the "Me" in consciousness, sense and will of other people, bringing over them to the interests and arriving at in this success, to assert the mental life in other people.

The important factor of pedagogical collective forming as an effective command there is a high level of its organizational culture. The important feature of pedagogical collective is an organizational culture, that is translated directly to pupils. Becoming of normatively-valued system of every pupil's personality in a process of pedagogical co-operation, his/her social development personalization

largely depends on the level of pedagogical collective organizational culture development.

**Conclusions.** The external terms (democratization, humanizing of all spheres of human's life; an orientation of social institutes on humanistic, personality oriented aims and values; providing of realization of social and political, socially-domestic, normatively-legal, spiritually-moral factors of personality and professional development of teachers) and internal terms (personality orientation of management; high degree of leader's acmeological position manifestation that provides humanistic orientation, his/her individual administrative conception, high level of leader's readiness for innovative management activity, for self-development; realization and expansion of subject functions of teachers and pupils; high level of pedagogical collective development) of successful realization of personalized approach reasonable in research in pedagogical collective management is a totality of terms, integral and concerted realization of that assists the increasement of management efficiency not only for a pedagogical collective but for the whole educational establishment. Successful realization of pedagogical collective management with usage of personalized approach is determined by the degree of each of certain terms realization in its close intercommunication and interdependence.

Perspective directions of further development of problem of personalized approach in pedagogics, theory of education management are: psychologically-pedagogical training of educational establishments leading personnels for realization of personalized approach to management, didactical aspects of pedagogical co-operation personalisation, personalisation of educational establishment leader.

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## 1.8. PROFESSIONAL IDENTITY IS THE BASIS FOR THE FORMATION OF THE PROFESSIONAL MASTERY OF THE FUTURE TEACHER

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**Abstract.** *The theoretical and methodological backgrounds to the formation of future teachers' professional identity by means of Informational technologies have been itself in cognitive, motivational and evaluative characteristics of personality substantiated and developed in the thesis. A distinguish is made between the notions "identification" and "identity" in modern psychology. "Identification" – is a process of self-conception of the personality based on the emotional and cognitive connections, norms, rules and values, that are meaningful to their own inner world, and "identification" – is a dynamic entity, a sense of self-conception, of their own truthiness, adequacy and understanding of person of his/her belonging to the world of others. A special place is given to professional identity, the essence of which manifests, providing orientation in professional community. The structure of professional identity is defined by three componential groups: spatial-temporal (motivational with its criterion – formedness of future professional activity motives and aims; cognitive with its criterion – the ability to search and process information); inner (emotional and volitional with its criterion – emotional attitude to activity, volitional features and empathic with its criterion emotional attitude to activity, volitional features) and outer (communicative with its criterion – formedness of communicative skills, activity and operational with its criterion – presence of well formed professional skills). As it has been defined, the means, promoting the formation of professional identity, can be subdivided into: hardware (personal computer and its basic components, local and global networks, modern peripheral computer equipment) and software (systemic, application, instrumental). Professional identity formation is subjected to the following factors of professional identity: conceptogenic, system-arranging; system-developing; exchange factors; factors of functional connections. Conceptions, which are characteristic for professional identity, have been singled out: general psychological conception; social conception of personal identity. The levels of conception manifestation have been defined. On methodological level, on the basis of the analysis of philosophical provisions of the theory of cognition, in consideration of philosophical, pedagogical, psychological scientific conceptions, contemporary theories of the human capital and professional education, European conceptions. On theoretical level the main concepts of professional identity, the essence of research definitions has been clarified. The practical level consisted of the applied implementation of all the components of professional identity formation pedagogical system.*

**Key-words:** *future teachers, professionalism, identification, identity, professional identity, conception, psychological and pedagogical conditions.*

The new educational paradigm involves forming a highly skilled specialist, and this process covers two areas: the development of professional competence; personal growth - forming internal readiness to master the profession and its

implementation. Therefore, increasing attention in such processes is paid to the personal and professional qualities of a person on the basis of which professional skills are formed. The analysis of the works of native and foreign scientists on the problem of education professionalism indicates that there are some differences in the views of researchers on forming professional identity, which has necessitated further study of it. Therefore, the issue of identity has become the subject of many scientific studies in modern pedagogical, developmental and social psychology. Increasing the interest of scholars in forming the professional identity: in the process of students' professionalization is explained by the crisis situations associated with different causes, students sometimes counteract the changes of established norms, habits, views on the profession. (N. Priazhnikova). And then the protection means is disbelief in the surrounding changes, the educational institution, the profession. Formed professional identity at the same time prevents such disappointment, because it provides a sense of stability in the chosen profession, allows us to imagine the prospects of professional development of a personality. Issues of forming students' professional identity of higher educational institutions (HEI) were studied by M. Abdullaieva, N. Antonova, H. Harbuzova, O. Yermolaieva, N. Ivanova, M. Klishchievska, D. Leontiev, Yu. Povarenkov, V. Rodyhina, L. Romanyshyna, M. Savchyn, V. Safin, L. Schneider and others. The researchers define the stages of the formation of a professional identity (T. Berezin, O. Kochkhova), consider the professional identity of teachers as an integrative concept, in which the cognitive, motivational and value characteristics of the personality are observed, providing orientation in the professional sphere, professional community and social environment. The formation of professional identity also contributes to formation and development of professional skills, confidence in the right choice of profession and disability.

The development of professional skills contributes to introducing innovations in the educational process of teacher training, this is explained by a number of disadvantages of the traditional teaching technology: the lack of satisfying a need for active practical readiness of future teachers for self-development, awareness of their own needs, opportunities, professional interests and values; insufficient creation of positive images and perspectives of professional and personal future and setting goals for supporting and developing I-image; the use of pedagogical innovative technologies in the training future teachers has a fragmentary nature.

Therefore, the **purpose of the paper** is to provide theoretical substantiation and experimental verification of the pedagogical conditions for forming professional identity of future teachers as a component of their professional mastery. 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, generalization of teachers' pedagogical experience, 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 analysis of the basic concepts of forming professional identity was carried out according to the scheme: identification - identity - self-identity - professional identity. The interdependence and interconnection between them are taken into account. There are three types of identity: psycho-physiological, characterized by the unity of physiological and mental processes and structure of the organism; social - system of properties of a social individual, a member of a certain society, group; personal (Ego-identity) - a unity of life, goals, motives, values of life, life guidance of personality [3].

On the basis of analyzing the essence of the definitions "identity" and "identification", the concept of "professional identity" has been considered. Professional identity can be formed only at the stage of harmonizing the basic elements of the professional process during the direct entry of a personality into professional activity and mastering it. Four stages of its formation can be distinguished: self-determination in a particular professional situation, a pedagogue's searching the sense of performing certain professional functions; self-determination in a particular professional area; self-determination in a particular professional specialty; sector self-determination, restriction of the field of their professional interests, developing a subject of professional psychological activity in the full sense of the word [2].

Professional identity is a compulsory component of the professional mastery of a future specialist and one of the conditions of its formation. In professional identity, two aspects are distinguished: awareness of a representative of a particular profession and professional community - and it is seen it as the result of processes of professional self-determination, personalization and self-organization [7]. On the basis of the studied scientific sources, it has been concluded that identity is a connection between a personality individual and a community, the identification of a person with a certain social group, the system of values, ideals, norms, requirements of the corresponding community rooted in the spiritual world of the person, and the professional identity is a combination of emotionally-conceptual and cognitive features of a personality in the process of professional development and representations of their professional abilities, skills, the ratio of environmental requirements to the actual opportunity available to respond these requirements. At the highest level of development, professional identity means balancing the basic needs of the individual and its capabilities and talent.

Applying the above-mentioned concepts, the professional identity of the future teacher is understood as a set of processes of awareness, conformity and comparability. Awareness of your belonging to the teacher's profession; the idea of their compliance with certain requirements of the profession and comparing their correspondence in a professional manner.

The main influence on forming professional identity is made by the following groups of factors: objective or external, factors related to the requirements of the professional activity carried out in the personally oriented paradigm, which is the regulatory basis for the professional and personal self-determination of the teacher; subjective, or personal, internal factors connected with the value-semantic sphere, self-awareness, self-actualization, reflexivity, competence, skills, pleasure, creativity.

The so many different factors of influence on the professional identity has contributed to developing the definition of its structure: spatial and temporal characteristics of the activity (motivational with the criterion - the formation of motives and goals of future professional activities; cognitive with the criterion - the ability to search and process information); internal (emotional-volitional criterion - an emotional attitude to activity, volitional features and empathy with the criterion - reflection of emotional experiences of the inner world of another person) and external (communicative with the criterion - the formation of communicative skills, activity-practical with the criterion - the existence of the professional abilities and skills)

The most effective in forming the professional identity of future teachers have been: modular technologies (credit-modular); design technology; problem-oriented technology; interactive learning.

While implementing these technologies, information technologies (IT) were used, as they occupy a special place among the modern educational technologies in higher educational institutions all over the world. IT is one of the most important means of improving the intellectual level of the person, qualitative improvement of training future professionals who must possess the following skills: use information retrieval and information systems for searching educational and developmental information and using it effectively; use multimedia encyclopedias, electronic dictionaries, translators and simulators for intensive multimedia learning; use IT tools to prepare, maintain, analyze and adjust the learning process; use individualized and differentiated learning approaches based on IT.

The main tasks of information educational technologies are the following: intensification of all levels of the educational process, increasing its efficiency and quality, system integration of knowledge branches, development of students' creative potential, their abilities of communicative activities, developing the informational culture, experimental research activities and culture educational activity, implementation of social order, conditioned by the informatization of modern society - providing future specialists with abilities and skills in the field of informatics and computer technology, training the users by the new information technologies. It has been determined that the fulfillment of such tasks by means of information technologies significantly influences the effectiveness of the formation of professional identity.

In the research the following information technologies have been used: informational and educational, Internet technologies, communicative-search.

The means of processing information technology, table information, multimedia presentations, Internet resources, cloud services, web 2.0 were selected as the means of information technologies for solving pedagogical tasks. Choosing the design technology of learning, proceeded the design goals for future teachers: information support; functional literacy; technological perfection; intellectual preparedness. The specific peculiarities of the design technology that were important for its implementation are: integration, problem and context. The first means the optimal synthesis of created concepts of knowledge assimilation and theories of teaching. Another one characterizes the tasks' problem solved by students. The third means the integration of educational, scientific and practical activity of future teachers/

Implementing the project technology contributed to forming competencies: informational; communicative; social subject matter. The use of the project technology is conditioned by its importance in forming the professional identity (individuality forming; considering the abilities of each student; forming the ability to work in pairs, a group; providing confidence in the ability to show oneself in professional activities, the ability to self-examination, etc.). Among the types of projects they preferred the following: research, informational, creative, practical, indicative-orientated, monoprocess and inter-subject.

In defining the psychological and pedagogical conditions, they relied on the author's interpretation of the concept of "professional identity", which we understand as a dynamic system that is formed in the process of vocational education and active developing of professional competence and affects the value-sense sphere and the improvement of professional skills of the future specialist. Choosing the conditions, taking into account the psychophysiological and individual psychological characteristics of students, because the student's age is marked by the rapid development of pedagogical thinking. In this case, the learning strategies of mastering professional skills were used. This implied that students would be able to carry out a conscious choice of the desired learning strategy, depending on the type of task that will be performed. Among the psychological and pedagogical conditions the following can be distinguished: pedagogical (the use of the possibilities of the Moodle informational environment in shaping the professional identity of future teachers, the use of project training in the process of formation of the professional identity of future teachers) and psychological (increasing interest in the formation of professional identity on the basis of individualization of learning, the use of interactive methods training for the development of self-motivation, empathy and reflection).

The first pedagogical condition is conditioned by the value of textbooks and educational-methodical complexes as a means of teaching in training a teacher. The effectiveness of using IT resources in the pedagogical process largely depends on the success of solving tasks of a methodical nature, related to the information content and the way of using educational systems. The author's electronic educational-methodological complexes (EEMC) have been used in the research.

*The second pedagogical condition* was realized through the use of design technology. The main objective of the project technology is the integration of the training of subjects from various disciplines to establish stronger interdisciplinary links. The tasks related to the project technology can be formulated as the following: to teach students to acquire and apply independently certain knowledge to solve cognitive and practical tasks; to stimulate the interest of students in the tasks that require acquisition of certain professionally oriented knowledge; to demonstrate through the project activity the practical application of the acquired knowledge to solve one or a number of problems; to help students develop communicative skills, ability to work in a group playing different social roles - manager, performer, intermediary, etc.; to form students' ability to use research techniques in gathering information, the ability to analyze it, putting forward hypotheses and ability to draw conclusions [4]. This has contributed to the enhancement of their professional competence. The project technology was based on the interaction of "teacher-student".

The next psychological condition is an interest increase in forming a professional identity on the basis of the individualization of education. Providing individualization of future teachers' training, several methods were used: study of additional literature, solving non-standard tasks, special laboratory work, preparation of reports and abstracts, independent work of various levels of complexity.

*The use of interactive learning methods for the development of self-motivation, empathy and reflection* has been chosen as the next psychological condition. The implementation of this condition is based on the notion of "motives". According to research conducted by V. Semychenko, motives are divided into several main groups: professional motive, cognitive, broad social, narrow social, procedural-substantive, material, achievement motive, unitary. The developed motives influence the quality of self-education. Self-education, in contrast to independent work, is not only a form of assimilation, deepening and gaining new knowledge while studying at an educational institution, but also the form of continuing the education of young specialists after its completion [6].

A significant role in this process belongs to reflexion and empathy. The initial stage of reflexion is characterized by the emergence of an inner orientation of the students to mastering their activities, changes and development. Some researchers offer a reflexive personality to consider as self-consciousness. In the process of developing a pedagogical system for forming the professional identity of future teachers, they relied on the results of scientific generalizations of V. Afanasiev, who identified the main peculiarities of the system's existence: the structure that reflects a certain internal organization of the system with separate components, which is the minimum unit of the system; bonds, through which the interaction of the components of the system with each other takes place, and therefore it is viewed as a certain structural and functional integrity; communicative properties that contribute to the interaction of the system with the environment, other supersystems and subjects [1].

The emergence of new approaches to the educational process actualizes the problem of the professional identity of future teachers. This is explained by the fact that the effectiveness of training a specialist in any direction depends on the student's confidence in the right choice of profession, the ability to become professionals. Due to this purpose, the preliminary stage of the experiment was conducted, during which the state of the forming the professional identity was studied in 5th year students (specialists and masters). Determination of the state of forming the professional identity was conducted at the graduation courses of the above-mentioned faculties. For this purpose, the classification was used according to the levels of forming the professional identity defined by J. Marcia: *blurred (diffuse) identity* - a state where the individual has not yet made a conscious, responsible choice, his image is vague and indeterminate; *premature identity* - is characterized by the fact that a person formally chooses goals and values, but there is a lack of the inner confidence in the correctness of the choice, as it is not done by the person himself, but by his environment; *moratorium* - a person, which feels the crisis of identity and is actively trying to solve it by testing and exploring a variety of alternatives; *the acquired identity* is a higher stage [8]. This status is typical for a person who has gone through a crisis, has formed a certain set of knowledge about himself, his goals, values and beliefs.

To determine the state of the professional identity, a test has been proposed. The questionnaire consists of 20 points, each of which has four possible answers: you must choose the one that best reflects your own position. According to the results, five levels of professional identity were identified: 1 - not expressed; 2 - below average; 3 - medium; 4 - above average; 5 - pronounced. Based on the works of J. Marcia, it has been generalized that the acquired identity corresponds to the high level of components development of professional identity, the moratorium - sufficient, premature - medium and blurred - is low. Therefore, the indicators of types of identity followed the process of their forming. After analyzing the results obtained by students of all studied faculties, it was concluded that: according to all types of professional identity, the level of their development in the students of the faculties is not sufficient; the acquired identity, as one of its main types, is weakly reflected at each faculty, and this identity characterizes the teachers' future professionalism. Therefore, we have arrived at the conclusion that for forming the professional identity, it is necessary to conduct researches to determine the factors which will contribute to its development. The research work on shaping the professional identity of future teachers by the means of IT had lasted for six years and had been conducted since 2009 till 2015. The experiment had three stages and was organized with using the project technology. The students of the first year in the process of studying the discipline "Modern Information Technologies" created author portfolios, fulfilled the tasks provided by the programme. Their purpose was to develop the professional skills of effective work with the applications of the MS Office application package (table processors, word processors, presentation systems, etc.), as well as forming the skills and abilities in computer networks (Internet,

Intranet) and information seeking. Therefore, they identified such tasks as a part of this elementary discipline: providing students with knowledge about modern information technologies and acquiring their skills in the use of the professional activities of modern personal computers.

Students' research work was carried out in 5 stages: search, analytical, practical, presentation, control.

Stage 1 - searching. Defining the thematic field and theme of the project was conducted. Research and analysis of the problem. The purpose of the project.

Stage 2 - analytical. Analysis of available information. Search of information sources. Collecting and studying the information. Finding the best way of achieving the project goal (analysis of alternative solutions), construction of the algorithm of activity. Drafting of the project plan: step-by-step planning of works. Resource analysis.

Stage 3 - practical. Execution of planned technological operations.

Current quality control. Making (if necessary) changes in design and technology.

Stage 4 - presentation. Preparation of presentation materials. Presentation of the project. Studying possibilities of using the results of the project (exhibition, sale, inclusion in the project bank, publication).

Stage 5 - controlling. Analysis of the results of the project. Assessment of project quality.

Taking into account the specifics of each faculty, they have developed plans for students' projects in accordance with the peculiarities of their training. For the quality and originality of the project students presented a certain amount of points. Averaged indicators have been used to determine the dynamics of the formation of professional identity (Table 1).

Table 1

Dynamics of developing the types of forming the professional identity at the beginning and end of the pedagogical experiment

Faculties	Stages of Expert.	Types of forming the professional identity,%							
		Obtained		moratorium		prematurely		Blurred	
			Δ		Δ		Δ		Δ
Historical	BE	10,96	24,04	24,66	19,59	45,21	-24,90	19,18	-19,18
	EE	35,00		44,25		20,31		0	
Philology and Journalism	BE	8,16	17,72	20,41	30,60	55,10	-32,21	16,33	-16,33
	EE	25,88		51,01		22,89		0	
Institute of Pedagogy and Psychology	BE	10,34	20,10	24,14	21,52	50,00	-26,08	15,52	-15,52
	EE	30,44		45,66		23,92		0	

The analysis of the average dynamics of developing values of the professional identity in the process of the pedagogical experiment made it possible to reach

the following conclusion: the proposed pedagogical system of forming future teachers' professional identity by the means of information technologies positively influences this process. The most significant changes with the acquired identity are observed in students of the Faculty of History (by 24.04%). At the same time, students from the Faculty of Philology and Journalism have made positive changes in the range of 17.72%. And for the moratorium they have changed by 30.60%. By such types of professional identity as premature and blurred, there has been a significant decrease in the number of students at all faculties. Leaders were the students of philology and journalism. Due to premature professional identity, the number of students decreased by 32.2%. As a result of developing future teachers' professional identity the general tendency is aimed at increasing it. If we determine the average values of increasing (obtained and the moratorium) types of the professional identity, then we get the following results: the formed - increased by 20.62%, moratorium - by 23.90%. At the end of the pedagogical experiment there were more students with the high and sufficient level of the professional identity than at the beginning of the experiment. The reliability of the results has been confirmed by the value of Student's T-Test. Thus, the implementation of the pedagogical system of forming the professional identity by the means of IT positively affects future teachers' identified process.

**Consequently**, the efficiency of the pedagogical system of forming future teachers' professional identity by the means of information technologies has been proved. The research hypothesis has been proved, the goal has been achieved, the tasks have been fulfilled.

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### 1.9. MODERN APPROACHES TO PROFESSIONAL TRAINING OF TEACHERS ARE TO WORK WITH GIFTED CHILDREN IN THE SPHERE OF NON-FORMAL EDUCATION (EXPERIENCE OF PR CHINA)

UDK 37.018.1(510)

**L. Kalashnyk, S. Naumenko, Ya. Wu**

**Abstract.** *Informal Education is a general term for education that can occur outside of a structured curriculum. China today also uses such kind of providing educational services mainly for children and youths. These activities are seen by the state educational system as the basic level of gifted children`s detection and separating them from the other ones. Modern Chinese educational theory has its own ideas as to the problem of gifted children starting from the definition of giftedness and up to requirements forced to teachers as well as to the system of such teachers` trainings. The article describes contemporary approaches in the teachers` training system in modern PR China and represents the practical steps of the Chinese government that lead to the development of teachers able to work with specific categorieas of children both in the system of formal and informal education. The special attention in the article is payed to the state requirements as to the teacher as well as to the whole system of teachers` training. The Chinese national teachers` training system now is characterized by total state suppot, cjnpetative relations between state and non-formal educating institutions both as working place of a well-qualified teacher and the body, that provides training services for teachers, control over the content and form of teachers` training educational activities from the state, wide means of self-education and self-development, ideological and citizenship orientation of educational work, active borrowing*



*forms of educational work from abroad and adapting them to the Chinese needs.*

**Key words:** *PR China, teachers` training system, self-motivation, self-development, non-formal education, gifted children.*

Educational reforms of late 80<sup>th</sup>-early 90<sup>th</sup> of the 20<sup>th</sup> century faced the educational science of China with the need to create a totally new teachers` training system which would take into account three important factors: borrowing international experience, making maximum use of the traditional Chinese educational system`s achievements and taking into account requirements of the official ideology of the country as well as the reality of non-formal education. The historical realities of the the Chinese state`s development as well as peculiarities of the national mentality of Chinese always have seen the panacea for many "diseases" of the society in the work of educators and educational institutions as the official representatives of the state. That`s why "educating of educators" is seen by the Chinese as the basis for the development of the society, quality changes of the society and one of the main tasks of the educational process in the country in general.

Gifted children are always treated in China as the national property to form the intellectual, sport, creative the elite of any nation. Recently the whole world was impressed by so called "Chinese miracle" when the country just in some years turned up to be not the poor developing one, but a rapid leader of the world. Each country solves the problem of educational work with gifted children basing upon its educational traditions and national concept of giftedness. China goes the way of non-formal education institutions for such children with the idea of well-prepared teachers trainees to work with gifted children according to rules and principles used common for the world non-formal education practice which is quite new for China.

**The aim** of this article is to represent the experiences of China as to organization of the system of the educational work for teachers are to work with gifted children paying focused attention to the potential and opportunities given by the non-formal education. **Methods** used: scientific methods (analysis, synthesis, comparison, generalization) to study the encyclopedic, psycho-pedagogical and methodological literature on the point of the research; problem-target methods to analyze scientific and methodical literature, periodicals and regulatory guidance educational documents; comparative pedagogical for comparing the theoretical ideas and practices of China.

Moreover, such methods as observations of the authors` personal internship and work in the education system of China, interviews with teaching staff, summarizing the data of official statistics were also of great use. Novelty of the research is represented by the Chinese concept of gifted children appearing in the Ukrainian professional education literature for the first time and developing of the non-formal education idea from the Chinese point of view.

Chinese educational theory and practice today still has no strict peculiarities as to training systems of teachers are to work in the sphere of formal and non-formal education (unlike the Israeli one). Also it does not see the difference between work with different specific categories of students (like gifted, educa-

tionally non-socialized etc). the Chinese theory and educational practice follows the idea that teachers training formal education system (the only one's gradulators are able to work in any types of educational institutions in the country) is to give some universe and common knowledge and skills for the teachers-to-be. This set of knowledge and skills is to be added by some specific ones fulfil the particular needs of the teacher and the working place by the means of self-education and working-patronage.

Today in China, the training of pedagogical personnel (teachers, educators, senior teachers, tutors, mentors etc.) is carried out in the system of teacher training institutions, which include Normal Universities, Institutes of education attached to Universities and institutes of advanced teachers' training. The system of higher pedagogical education in the country consists of courses with special educational programs (duration 2-3 years), bachelor's degree (4-5 years) and magistracy (2-3 additional years). Educational institutions above mentioned do not provide their students with special trainings for working with different categories of children (small, those who have special needs, gifted, etc.). It is considered that the state teachers' training system provides its students with a universe and sufficient set of knowledge and practical skills that let them equally effective work with any group of students. Also, unlike Ukraine, Normal Universities do not have in their schedule special time for students to have active pedagogical practice at schools and other educational institutions. Students by themselves in free time can have some volunteer work on different courses, circles, day care center etc. It is called "social practice" and aims to provide students with work experience and additional recommendation letters which could help them to have better work place in future. This social practice is not obligatory one for the students. It is assumed that the University is to provide students with theoretical knowledge and working algorithms to be used in their practical work as well as diploma to fulfil the state requirements as to the teachers. Practical skills needed for the particular working place a student would gain while working as an "assistant teacher" or "senior teacher" for a term from 3 months to 2 years at his/her first working place.

In recent years, there has been a tendency to train teachers and educators in non-pedagogical educational institutions of the country (the most famous are the Yoncheng University, the Chinese Radio and Television University, the University of Shengxi, etc.). In the non-pedagogical universities of the country, were established pedagogical and psychological departments which allow people with other basic education to obtain the necessary knowledge and skills for pedagogical work with children and young people. At Normal Universities of the country were also established consultative points and centers for passing examinations for pedagogical qualification (for those who acquire a pedagogical education in the system of distance learning, through self-education, etc.). The diversification of the ways of obtaining higher pedagogical education in China can be attributed to the organization of higher education for adults, which is coordinated by the Commission for Adult Education (since 1986) (Dzhgun, 2012, p.76).

There are no unified programs for Normal Universities in China - they are

made directly in the university, taking into account the recommendations of the Ministry of Education of PR China, local needs and analysis of the vacancy market for graduates of higher education institutions on the particular major. The programs of Chinese universities are distinguished by the subject of courses and the methodology of teaching, but the state controls their work and develops general guidelines over the content and technology of the educational process. Content variability of the curriculums can also be explained by the practice of “custom programs” in higher education institutions of the regional level: a local community or a working unit can place an application for training specialists of the appropriate level and qualifications for their needs and pay for it. Especially for such “custom” groups, a training course is developed, if necessary, teachers and other specialists from other educational institutions of the country and from abroad are invited.

To ensure that the higher pedagogical education in China meets the requirements of the current situation, the Chinese government constantly encourages reforms in this area. The Fifth All-China Conference on Vocational Education (2009) adopted a comprehensive plan for reforming and developing higher pedagogical education in China in the first half of the 20th century, based on the principle of quality education. The decision of the Central Committee of the Communist Party of China and the State Council adopted the “Memorandum on deepening the reform and comprehensively stimulating qualitative parameters of pedagogical education” which contains the following norm: “Achieving high-quality parameters of pedagogical education means comprehensively implementing the state course in the field of vocational education and aims to improve the qualitative characteristics of the Chinese nation through forming the corps of educators who have quality new personal and professional characteristics: ability and will to self-education, self-development, self-discipline and self-realization, high level of education and practical skills, ideology, morality, culture, loyal and directly-formed proper tastes, conscious civil position and a high level of social responsibility” (Mei, 2009, p.16) To achieve this goal, the Chinese government plans to deepen the reform of the teachers’ training system in the following areas:

Constant increase of additional funds to improve the material and technical basis of Normal universities;

Reform the teachers’ training system to train a large number of primary and secondary school teachers for rural schools. Force the local communities and authorities to establish high pedagogical courses to fulfil the staff deficit in the educational institutes on their territories;

Provide applicants who passed the Unified State Exam with high scores and motivatedly chose Normal Universities to entry with certain benefits (no entry exams, preferences as to vocational and part-time work etc.);

Support at the state level the high status of the teaching profession, concern for the material well-being of teachers, moral and non-money encouragement of qualified specialists;

Increase attention to professional growth and professional development of teachers;

Continuous improvement of scientific and technical equipment of institutions of advanced training and postgraduate education of teachers and pedagogical staff by using the latest achievements of science and technology and improving communication tools (Shatska, 2011; Vu, 2000; Green paper on special education in China, 2012; Report of the State Commission on Party Administration on the state in the field of education, 2014).

Chinese culture, pedagogics, education system, and public opinion have developed their own concept of "giftedness" in children, which to a greater extent determines the place of gifted children in modern Chinese society. Perception of this or that reality in Chinese culture is most fully reflected in the hieroglyphics. If we take a hieroglyph-by-hieroglyph analysis of the word "a gifted child" (天才儿童), its interpretation is close to the notion of "a child who has a gift from Heaven". The Chinese traditionally perceived Heaven as the supreme deity, which gives a person destiny, talent, happiness and so on. The inner content of the concept is identical to "a child who was kissed by an angel", which is common among Slavic and European peoples. However, this interpretation implicitly hints that, because of God's gift, man's giftedness is a concept that is already full, constant and does not require additional development.

As for the Chinese educational system, the main slogan of it in this aspect for a long time was: "There are no ungifted or unprofitable, but there are only those who make little effort". Therefore, the curricula in the country were developed without taking into account the phenomenon of "talent", "giftedness", "learning disabilities", "poorly educated", etc., and synonymous with the word "gifted" were diligent "and" hardworking."

As to the Chinese society towards gifted children it occupies a dual position. In one hand, all parents want their child to be defined as gifted and invest big money in circles of interests, additional classes, children clubs etc. In the other hand, unlike other countries, Chinese society does not consider it necessary to support the initiatives of the state and the education system as to giving gifted children the possibility of early graduation from school and entering universities since earlier graduation means earlier start of work. The current legislation clearly defines the time when a candidate can be chosen for civil service, employment, retirement etc. Under such conditions, the working life of gifted children who are potentially entitled to graduate from high schools and universities is sufficiently resolved. Also, Chinese society fears that children and adolescents themselves will not be psychologically and physically ready for the amount of information that a university provides. Therefore, the possibility of early graduation for gifted children (jumping through the class, externship and other forms) is very interesting for the Chinese theorists and is actively developed in the narrowly specialized pedagogical and methodical literature, but meets rather harsh criticism in media and society (Zhang, 2000).

Traditionally, the development of giftedness in their own children in China was given to parents. Having a gifted, unique or talented child in the family has always guaranteed parents honor, respect and certain bonuses from the Chinese

society. Therefore, even now the Chinese parents take on the main work to identify and develop talents of their children: they lead them to all kinds of circles, additional classes, studios, experimental schools, etc. Today, this practice is widespread in cities. And also mainly the urban population has the access to such services. Although many educational institutions of the PR China now declare their experimentation and progressiveness, in most cases their differences are reduced to an improved material base, reorganization of the educational space of children according to the Western pattern (language classes, round tables for working in small groups) only, because there is no enough specialists know how to work with new experimental technologies or with gifted children in practice (Green paper on special education in China, 2012).

The system of non-formal education is also considered more attractive both for gifted children and for their parents due to the nature of the information and psychological climate. Because of the scarcity of resources, the selection of talented and gifted children for training in public top schools in China is mainly done through very rigid test methods and is not always objective. Also, the curricula in such schools is standardized by the state and do not take into account individual characteristics and peculiarities of a gifted child. As for the informal sector, teachers are encouraged to use the "Individual Development Plan" to track progress of a child. Completing the Plan, a teacher is invited in a free form to mark the progress of the student weekly, noting his creativity, initiative, goodwill and positive attitude towards teacher and other students. This technique encourages the teacher, parents and the student himself/herself to focus only on the strengths of the child, while traditional Chinese techniques used in public schools tend them to focus on identifying the child's weak points, focusing on what the students cannot cope with or cannot do properly (Theory and practice of the reform of Talent-oriented special education in China, 2007).

Conclusions. As a conclusion it should be noted that the Chinese national teachers' training system is characterized by dominance of group forms of education over individual, lectures on practical, activities, copying educational technologies without their theoretical comprehension due to the high involvement of students in extracurricular educational activities during the university period (it is believed that a student in practice will actively use only those forms and methods of education which once experienced himself \ herself), total state support, competitive relations between state and non-formal educating institutions both as working place of a well-qualified teacher and the body, that provides training services for teachers, control over the content and form of teachers' training educational activities from the state, wide means of self-education and self-development, ideological and citizenship orientation of educational work, active borrowing forms of educational work from abroad and adapting them to the Chinese needs.

The article can be seen as the point of further research in the field of non-formal education, gifted-children and talent-oriented education. Also it can be used for research in the sphere of comparative analysis as shows modern trends in the Eastern education systems.

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## 1.10. THE DEVELOPMENT OF THE IDEA OF ENSURING “HAPPY CHILDHOOD” IN UKRAINE (1954-1990)

UDC 37.013-053.2(09)(477)“19”

**S. Luparenko**

**Abstract.** *The article is dedicated to description and analysis of the specific period (1954-1990) that was characterized by the development of the idea of ensuring “happy childhood” in Ukraine. On the one hand, this period was distinguished by increased influence of the state on all spheres of human life. On the other hand, humanistic ideas became widespread in education during this period. It caused the definition of the legal framework and principles of work with children, activation of scientific researches of childhood (theory of cultural-historical development of childhood, new theories and concepts of education), establishment of cooperation between parents and schools, improvement of educational-material base of educational institutions, strengthening of practical orientation of pedagogical process, creation of integrated state system of children's social protection. It meant the reformation of orphanages, improvement of quality of state medical care for children, expansion of a network of health institutions and permanent canteens in children's institutions, determinations of standards for children's food, centralized state support for needy children.*

**Key words:** *child, childhood, ensuring “happy childhood”, state system of children's social protection, theory of cultural-historical development of childhood, practical orientation of pedagogical process.*

The processes of humanization and democratization, which influence the development of educational system in Ukraine and in many countries of the world, are based on the ideas of self-worth of childhood, considering it as the most important stage in human life when the foundations of further formation of personality are laid.

However, the processes of informatization and technization, children's excessive intellectual load in educational process, demographic crisis, emergence of children's entertainment industry and social movements that are against having children (for instance, “Child-Free”) lead to neglect of the peculiarities of children's development, formation of adults' indifferent attitude to children and inattention to a child. It causes the separation of the adult community from children, the emergence of the idea that childhood is not desirable or necessary and, as a result, the disappearance of childhood as a unique and valuable world (Ph. Aries, H. Hengst, N. Postman, M. Winn).

In return, children are the future of the nation, and creation of favourable educational environment for a child as a bearer of childhood, influence of society (social and educational institutions) on person's acquisition of experiences accumulated by mankind, person's formation and his involvement in social life are significant components of development and revival of nation.

Taking it into consideration, the problem of childhood becomes dominant in the system of modern scientific knowledge. Childhood is an important stage

in human life, self-worth, unique period of person's formation, when his intensive physical, mental, moral and spiritual development and his preparation for life occur. It is impossible to avoid this period, and it influences child's future life and the fate of mankind.

That is why, the problem of considering and preserving the specifics of childhood, satisfaction of children's educational-cultural and social needs is topical at the modern stage of social development.

The particularly valuable in this context is appeal to the educational experience of pedagogy of the second half of the 20<sup>th</sup> century when the adult community awareness of the importance of childhood took place and different educational, cultural and social events, which were aimed at promoting child's comprehensive development and preserving the specifics of childhood, were realized.

The scientific analysis of the researches has proved that the problem of childhood was of great interest to the scientists of the past and modern researchers. They carried out the investigations of the problems of childhood in certain directions. The *philosophic* direction means revelation of the essence of childhood and childishness in philosophic-anthropologic context (N. Gavrysh, O. Linyk, Ye. Smotrutskyi, L. Ukrainets). The scientists of the *psychological* direction studied the age peculiarities of children's mental development and children's adaptation in educational institution (O. Bodelan, O. Kononko, S. Maksymenko, O. Mishchuk, V. Romenkova, V. Solovienko, O. Stoliarenko). The scientists of the *sociologic* direction studied the problems of socialization and children's subculture, the peculiarities of relationship between adults and children in families, protection of children's rights and negative influence of informational world on children (I. Golubeva, O. Karaman, L. Olhovyk, G. Radchenko, I. Rogalska, G. Sviatenko, L. Varianytsia, I. Zagarnytska). The scientists of *culturological* direction investigated children's spiritual-cultural development, revelation of image of a child in works by famous writers and scientists (I. Kovalska, L. Kudryk, U. Leshko, G. Pokydko, O. Rraytskyi). The scientists of the *historical-pedagogical and comparative-pedagogical* directions studied the problems of childhood in the context of development of national education, the ideas of childhood in heritage of outstanding educators, approaches to children and childhood in world pedagogical thought (L. Berezivska, S. Biletcka, V. Fediaieva, O. Ionova, M. Levkivskyi, V. Shpak, O. Suhomlynska, S. Zolotukhina). The *ethnographic* direction depicts Ukrainian traditional forms and methods of education (Ye. Gaiova, L. Mayevska). The *ecological* direction reveals attitude to children and preservation of specifics of childhood (A. Bogush, O. Ionova, O. Lukashenko).

However, the problem of childhood has not been under system study. The above-mentioned works have not revealed methodological-theoretical basis of investigation of the problem of childhood as the main component of human life cycle, development and implementation of the ideas of childhood in Ukrainian pedagogical thought, in particular during 1954-1990.

**The purpose of the article** is to reveal and analyze the peculiarities of implementation of the idea of ensuring "happy childhood" in Ukraine in 1954-1990.



**Methods of the research.** A complex of methods has been used for this study. They are: general scientific methods, namely: historical-pedagogical analysis, synthesis, generalization, retrospective and chronological method (for the study of procedural-content components of state reforms in education during the second half of the 20<sup>th</sup> century; comparative method (for comparison of scientists' thoughts about the problems of childhood, for distinguishing similar and different ideas); retro- praxymmetric method (for the analysis of the experience in implementation of the ideas of childhood); problem-objective method (for comparison of documentary sources and archive materials that revealed the development and realization of the ideas of childhood under investigated period).

The period of 1954-1990 is characterized as the stage of development of the idea of ensuring "happy childhood". The peculiarities of the studied period were: focus of the state on the problems of childhood and improvements of children's living conditions, gradual shift of emphasis from considering a child as a social being on understanding of originality and uniqueness of a child. Nevertheless, this period was contradictory: on the one hand, there was state control over implementation of the ideas of childhood, which sometimes led to the neglect of urgent needs in providing children with necessary things; but on the other hand, humanistic ideas caused by social changes, connected with liberalization of all spheres of life became widespread [5; 7; 12].

A child was considered as a biosocial creature, and heredity, environment, activity and education were thought to be the main factors of his development. A child was recognized as a unique person who has his individual peculiarities, own inner world and requires careful attitude. In turn, childhood was considered to be not only the period of preparation for life but a peculiar and unique stage in human life, which has own specific features (children's language, relationships with people around and characteristic features, such as naïveté, trust, frankness etc.).

One of the most important achievements of the period under investigation was the definition of legal bases of work with children, in particular legal recognition of the status of childhood by the adult community (ratification of such international documents as "Declaration of the Rights of the Child", 1959, "Declaration of Social and Legal Principles relating to the Protection and Welfare of Children", 1986). It contributed to the fact that the concept of "children's diplomacy" appeared in the society and many countries started to hold children's international congresses and creative forums.

State focus on the problems of childhood, the emergence of humanistic educational ideas caused activation of scientific child-centered researches of childhood. Besides the scientific directions which had been initiated before, physiological-psychological investigation of peculiarity of child's nature (B. Ananiev, L. Bozhovich, V. Davidov, D. Elkonin, G. Kostyuk, O. Leontiev, S. Rubinstein, O. Zaporozhets), the new directions of investigation of childhood and children's development appeared. They were: the theory of cultural-historical development of childhood (V. Davidov, D. Elkonin), new theories and concepts of children's education, namely: developing training (V. Davidov, D. Elkonin, L. Zankov), advanced training (S. Lysenkova), programmable learning (N. Talyzina), problem learning (I. Lerner,

A. Matiushkin, M. Makhmutiv), the theory of stage formation of mental actions (P. Galperin, N. Talyzina), the theory of development of cognitive interest (V. Lozova, T. Shamova, G. Shchukina), the theory of optimization of educational process (Yu. Babanskyi). The principle of humanism in education began the basis for emergence of alternative pedagogical thought, appearance of innovative teachers (Sh. Amonashvili, Ye. Ilyin, V. Karakovskiy, V. Shatalov, M. Shchetinin, I. Volkov). Their ideas were distinguished by value attitude to children and childhood, creativity, democratic relationships between teachers and pupils, taking into account the individuality of each child in educational process.

Famous Ukrainian pedagogue V. Sukhomlynskyi was one of educators who organized his work with children on humanistic basis. The concept of childhood acquired a new meaning in his works: "Childhood is the most important period of human life; it is not preparation for future life – it is real, bright and unique life" [1, p. 12]; "Childhood is a bright, full, expressive life of heart, game of feelings and emotional movements" [2, p. 429]. In his works V. Sukhomlynskyi revealed how foundations for future development, activity, behavior and culture of a person are laid and his values, views and beliefs are formed.

It should be noted that at the state level most of children's problems, which had been before the period investigated (the fight against homelessness, children's involvement in the system of education), had been solved. That is why the focus was on improvement of conditions of children's life and education, in particular strengthening of educational-material base of educational institutions, improvement of pedagogical process at them as well as modernization of the system of education and children's social protection from the standpoint of humanity and the principle of social justice.

Taking it into consideration, the implementation of the ideas of childhood was aimed at children's comprehensive development, formation of their patriotism and labor skills and was carried out in the following directions: establishment of cooperation between parents and schools, further expansion of a network of children's institutions and increasing the number of children involved in the system of education, strengthening of practical orientation of pedagogical process, promotion of intensive development of the sphere of children's literature, press and cinema, creation of integrated state system of children's social protection.

The establishment of cooperation between parents and schools was based on subordination of family education to the general task of the development of Soviet society and ideas of communistic education, strengthening of focus on child in family education. It was due to substantiation of child-centered concept of family education by V. Sukhomlynskyi, pedagogical experiments (family of the Nikitins), active discussion of the problems of family education in pedagogical press (Sh. Amonashvili, S. Soloveichik).

Much attention was paid to children's preparation for real life that was done due to use of different educational methods. During this period non-traditional lessons, methods of problem, education and technical means of education became popular.

The promotion of intensive development of the sphere of children's literature (A. Barto, M. Nosov, K. Paustovskyi, M. Prishvin, O. Tolstoi), press and cinema was aimed at satisfaction of children's cognitive interests in science and art, revelation of child's inner world, the specific features of his thinking and development.

The creation of integrated state system of children's social protection included reformation of orphanages, improvement of their living conditions for children, carrying out the wide educational work with juvenile offenders, improvement of quality of state medical care for children, expansion of a network of health institutions and permanent canteens in children's institutions, determinations of standards for children's food, establishment of assortment of dishes at children's canteens according to the fundamentals of rational nutrition, providing children who have chronic diseases with special dietary foods, centralized state support for needy children.

Health care measures for children included: providing educational institutions with medical personnel that conducted children's examination, medical control over Physical Education lessons and physical therapy; organization of pre-school and school departments at children's clinics and hospitals for providing medical and preventive care to children; conducting medical examinations of children with participation of different specialists (eye specialists, otolaryngologists, surgeons, pediatricians, neuropathologists), preventive children's examination for various diseases and implementation of preventive vaccination; implementation of preventive vaccination; dispensary registration of children who had deviations in health, drawing up a schedule for children's examinations and re-examinations; organization of stationary dental surgeries for dental health of children at town schools and organization of movable dental surgeries for children in the country; providing control over organization of medical and preventive care for children at health establishments [6].

Moreover, special work with homeless children and juvenile offenders was done. It included registration of children who are prone to delinquency and families that did not create necessary conditions for children's living and education; organization of boarding schools and extended-day groups for children; increasing responsibility of heads of children's educational establishments for organization of compulsory education; children's involvement in educational work (giving the public orders to children who needed special attention of pedagogues, organizing talks with these children, watching films in which different problems of drunkenness, hooliganism, immoral acts were revealed); providing students who had gaps in knowledge with pedagogical-psychological help; discussing different question about children's homelessness and crimes at all state levels, conferences, councils and involvement of different people, companies and organization in this activity; study of children's individual peculiarities and organization of teachers' special work with children with special educational needs; examination of children's living and educational conditions; training pedagogues for organization individual work with children; improvement of extracurricular activities, which meant children's involvement in interesting leisure activities in different groups and clubs (for example, tourists' groups, radio clubs) etc. [3; 4; 8; 9; 11].

So, during the studied period the state created an integrated system of child care. The state made attempt to reform this system on the basis of humanism principle. There was children's establishments that realized the measures aimed at recovery, correction and compensation of disturbed psycho-physiological functions, state, personal and social status of sick and disabled children. The system of children's social care encompassed nearly all children's population in Ukraine.

It should be noted that it was not only the state that realized the ideas of childhood but also patronage of different organizations over children and children's organizations became widespread. The patronage was aimed at providing schools and families with assistance in bringing up the young generation and involved educational, cultural and social work with children [8; 9; 10].

The study of the problem of development of the idea of ensuring "happy childhood" in Ukraine during 1954-1990 makes it possible to involve the generalized experience of realization of the ideas of childhood in the process of interaction of children's establishments and parents, public societies and mass media with the aim of solving the tasks of childhood, promoting the value of it and forming adults' pedagogical culture. This experience can also promote the formation of educational concepts focused on person's comprehensive development, ensuring availability of extracurricular education and children's involvement in reasonable leisure activities due to improvement of educational-material base of children's after-school facilities. It is possible to use the generalized experience of realization of the ideas of childhood in publishing educational-methodic literature for parents, pedagogues on the problems of organizing children's free time, work with juvenile offenders and homeless children, conducting health care activities, organizing the production of high-quality goods for children etc.

**Conclusions and results.** So, despite the excessive state control over all spheres of children's life, ideology and bureaucracy in the system of education in Ukraine during 1954-1990, the positive changes on social life caused the rapid development of humanistic educational ideas. It promoted the legal recognition of the status of childhood, the growth of teachers' creative activity, emergence of alternative pedagogical thought. The idea of ensuring "happy childhood" meant focus of educational process on child's personality, improvement of the conditions of children's life and education.

**The perspectives of further researches.** The conducted study does not cover all aspects of the problem under investigation. The perspective topics may be the following: the study of the problems of childhood in world pedagogy, the detailed analysis and revelation of the specific features of realization of children's socio-cultural support in different regions in Ukraine, the analysis of activity on implementation of the ideas on childhood by Ukrainian public educational and cultural societies.

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## 1.11. PASTORAL THEOLOGY AS A SUBJECT IN EDUCATIONAL INSTITUTIONS OF THE ORTHODOX CHURCH (THE SECOND HALF OF THE 60S OF THE NINETEENTH CENTURY - 1884)

УДК [378.016:2-475.2](477)(09)“18”

### T.Tverdokhlib

**Abstract.** *The development of Pastoral Theology in the second half of the 1960s - 1884 as a subject in the Orthodox theological seminaries and academies functioning in the Ukrainian provinces of the Russian Empire has been covered in the article. Special attention has been paid to the pedagogical potential of the studied discipline. Basing on information from archival sources, the changes in the content of pastoral theology in the Kyiv Theological Academy have been determined and positively appreciated. The peculiarities of the content of the subject in theological seminaries have been established.*

*The forms and methods of teaching Pastoral Theology in the educational institutions of the Orthodox Church have been determined and characterized on the basis of the analysis of the primary sources. The forms of control of academic activities of seminary and academy students, which were used while studying the discipline in the period under research, have been presented.*

*The peculiarities of personnel provision of teaching Pastoral Theology have been revealed. The attitude of V. Pevnickij to Pastoral Theology as a minor educational discipline in the Kyiv Theological Academy has been negatively evaluated. A number of contradictions appropriate to the development of Pastoral Theology as a subject in the educational institutions of the Orthodox Church in the second half of the 1960s - 1884 have been identified.*

**Key words:** *Pastoral Theology, the content of the subject, the Orthodox Church, the Kyiv Theological Academy, theological seminary.*

In modern conditions of unstable socio-economic development of the Ukrainian state, the devaluation of the moral values of a large part of society, and the reduction of the significance of the institution of parenthood authority, the activity of Orthodox priests aimed at the spiritual and moral education of the adult population is assuming special significance. Orthodox pastors can play an important role in preventing and overcoming the consequences of illegal, aggressive behaviour of minors, their involvement in alcoholism and drug addiction. It is important for future priests in religious schools to have a thorough training for the moral and religious education of parishioners. It is necessary to creatively use our own historical and pedagogical achievements to improve that training. In particular, studying the experience of teaching Pastoral Theology in the educational institutions of the Orthodox Church, which functioned in the Ukrainian provinces of the Russian Empire in the second half of the 1960s – 1884, is important.

Some aspects of teaching Pastoral Theology in retrospect were researched by archimandrite Innokentij (Pustinskij), M. Makkavejskij, V. Pevnickij, M. Glubokovskij, G. Florovskij and N. Suhova. Some short excursus into the history of teaching Pastoral Theology in the Russian Empire are presented in the manuals and lecture notes of Archimandrite Ioann (Maslov), Bishop Veniamin (Milov) and others. The generalization of scientific literature shows that today the problem of the development of Pastoral Theology in the educational institutions of the Orthodox Church, which functioned in the period under research in the Ukrainian lands of the Russian Empire, has not found proper coverage in historical and pedagogical research.

**The Purpose Formulation.** The purpose of the article is to reveal the content of Pastoral Theology as a pedagogically oriented discipline in educational institutions of the Orthodox Church (the second half of the 60s of the nineteenth century - 1884), to characterize the main forms and methods of teaching the subject stated and the peculiarities of its staffing.

Pastoral Theology during the period under research was studied in theological academies and seminaries. In the Kyiv Theological Academy, it was taught only for students of the church-practical department. However, it was already a

separate subject, not a part of Theology, as it had been before. If in the first half of the sixties of the nineteenth century the content of Pastoral Theology narrowed only to the pedagogical component, but then it expanded again. The issues concerning the essence of Pastoral Theology, its dogmatic foundations and its place among other theological sciences; conducting the sacraments; preparation for priesthood came back into the curriculum. The pedagogical component of the subject was also supplemented. The new thing was a separate section, which was named as Pastoral Didactics. It substantiated the need for a priest's teaching activity, "the subject and forms of public teaching, the nature of the pastoral teaching, the volume of the cathisical universal church course, the private teaching" were covered (Obozrenie urokov po predmetu pastyrskogo bogoslovija, 1873, p. 81). The section devoted to the "direction and management of the flock", which was called Pastoral Pedagogy by teachers, was also slightly expanded. The justification of the need for the parental guardianship from the pastor to his parishioners was added, "the character of the educational action" of the presbyter to the flock was covered (Obozrenie urokov po predmetu pastyrskogo bogoslovija, 1876, Sections 73-74; Otchet ... v 1876-1877 uchebnom godu, 1878, p. 26; Otchet ... v 1877-1878 uchebnom godu, 1878, p. 263; Otchet ... v 1878-1879 uchebnom godu, 1879, p. 23-24).

Unlike academies, Pastoral Theology in Orthodox seminaries, as compared to the beginning of the nineteenth century - the first half of the nineteenth century, slightly lost its ground. It was no longer a separate subject, but it was part of "Practical Guide for Pastors" course, which included sections devoted to Pastoral Theology and Canon Law (B-v, 1876, p. 334). The first of them covered "moral advantages and responsibilities, combined with the title of priesthood" (Izvlechenie iz zhurnala Uchebnogo komiteta, 1869, p. 514) and its pedagogical component was shortened.

As we can see, in the second half of the 60s of the nineteenth century - 1884, the strengthening of the pedagogical orientation of the Pastoral Theology took place at the level of the higher theological school, but its pedagogical part was limited at the level of secondary one. Taking into account that exactly graduates of the seminaries, not academies devoted themselves to presbytery activities, this situation led to insufficient preparedness of priests to religious and moral upbringing of parishioners.

The content of Pastoral Theology, as well as of most other academic disciplines in the second half of the sixties of the nineteenth century - 1884, was learnt by students during lectures, rehearsals, special-practical classes, examinations, independent extra-curricular work of students, test lessons, writing candidate's and master's theses. Lectures on Pastoral Theology were conducted one hour a week mainly for academy students of the third year (Otchet ... za 1871-1872 uchebnyj god, 1872, p. 20; Otchet ... v 1876-1877 uchebnom godu, 1878, p. 26; Otchet ... v 1878-1879 uchebnom godu, 1879, p. 23). Pastoral Theology was included into several blocks of subjects that were chosen for special-practical classes. At such classes, academy students prepared to teach the subject in seminaries. Candidate

and master's works devoted to issues of Pastoral Theology students wrote rarely. However, there still were such works there. These are the works "The Doctrine of Pastoral Service" by Pyotr Valedinskij (1869), "Private Life of a Shepherd" (1875) by Nikolaj Bucinskij, "Historical and Critical Review of Guides and Manuals to the Study of Pastoral Theology Existing in Russian Literature" (1879) by Ivan Narcissov, "Priest in Family and Social Life" (1879) by Pyotr Fidelin and "Overview of Practical Manuals for the Pastor of the Church that Appeared in the Last Decade" (1884) by Yulian Koshpan. The pedagogical component is represented more or less in all these dissertations. In particular, the pedagogical orientation of various educational and methodological literatures on Pastoral Theology is revealed in Ivan Narcissov's work. The author of the thesis paid particular attention to the characteristics of the work "On the Positions of the Parish Presbyters" by the bishop of the Smolensk Parfenij and the Archbishop of Mogilev, Georgij (Koniskij) as the textbook focused on the preparation of the future priest for the religious and moral upbringing of the flock (Narcissov, 1879; Protokoly, 1879, p. 265-266) And some certain requirements for the personality of the presbyter as the mentor of the parishioners are covered in the candidate's dissertation of Pyotr Fidelin (Protokoly, 1879, p. 278-282).

At the level of secondary theological educational institutions, the forms and methods of teaching the subject of "Practical Guide for Pastors" also did not show originality and were the same as in most other disciplines. Seminary students perceived and mastered educational information owing to lessons, homework, oral presentation, interviews. And the control of their educational activity was carried out during rehearsals and examinations. It should be noted that lessons on the course "Practical Guide for Pastors" were delivered at the last, 6 year; they were given 4 hours a week (Ustav, 1867, p. 109).

In the period under research, considerable attention was paid to stimulating teachers to use the forms and methods that would promote the intellectual development of seminary students, eliminate rote learning and dictation in the educational practice of seminaries. In the early sixties of the nineteenth century, the author of the article from the ecclesiastical magazine noted that many mentors understood the harm from rote learning for the development of students. "But at the same time, whether because of desire to see their students active in the exams, or because of great confidence in the mechanical memory, which assimilates everything completely, assimilates not only ideas, but also every word, whether because of desire to encourage labour and diligence, which appears to be greater by those who learn word for word, one way or another, but they still adhere to the old method of rote learning, still give a clear preference to those students who read the answer by heart and unfavourably look at those who show the desire to be independent from the words of the textbook" (A. T-v., 1861, p. 490). This situation required intervention from above, administrative measures aimed at eliminating that harmful tradition. Therefore, the Statute of 1867 fixed an important requirement for all classes in the seminary: to promote the proper development of natural abilities and to stimulate the mental development of students,



so that their memory was not burdened without need (Ustav, 1867, p. 96). Orders and directions in the department of religious affairs in following years, the appeal of the attorney-general of the Holy Synod were also aimed to overcome the spread of rote learning and dictation in the institutions mentioned (Izvolechenie iz vsepoddannejshego otcheta ober-prokurora, 1869, p. 684-685; Rasporjazhenie, 1869, p. 91; Ukaz, 1868, p. 354-356).

Thus, teachers could use a large number of forms and methods when teaching Pastoral Theology in the Kyiv Theological Academy and in seminaries. Compliance with orders and instructions of the Academic Committee at the Holy Synod, the requirements of the statutes of religious schools when using them contributed to the implementation of the principles of education. In particular, it was compliance with such guidance requirements as consciousness, activity and independence in the process of obtaining education; the strength of the acquisition of knowledge, skills, abilities; systemacy and systematicness in learning.

Teaching staff greatly influenced the effectiveness of studying Pastoral Theology in educational institutions of the Orthodox Church in the second half of the 60s of the nineteenth century - 1884, especially in the Kyiv Theological Academy. In our view, teaching this subject in the academy was not at a high level. And the reason for this was the attitude of the teacher to the subject. V. Pevnitckij, who taught the subject during the period under research, considered studying Homiletics more important for students than studying Pastoral Theology. That is why on his initiative there were three hours per week during one academic year given to study the former discipline, and one hour during the same term for the latter. Moreover, even that one hour was not always used for purpose. In the second semester V. Pevnitckij often taught the History of Russian Preaching, as he had already given students the material provided by the program on Pastoral Theology (Otchet ... za 1871-1872 uchebnyj god, 1872, p. 20; Otchet ... v 1877-1878 uchebnom godu, 1878, p. 263; Otchet ... v 1875-1876 uchebnom godu, 1876, p. 29). The teacher's passion for the history of church eloquence was also passed on to students, so we can see dozens of dissertations that deal with issues of the History of Preaching and only a few ones devoted to Pastoral Theology. It is not surprising that V. Pevnitckij did not prepare a textbook that would correspond to his program on Theology branch that he taught. Students could prepare for classes, using their own notes and, in addition, the works of O. Sturdza, Archimandrite Anthonij (Amfiteatrov), Bishop of the Smolensk Parfenij and the Archbishop of Mogilev, Georgij (Koniskij), as well as new textbooks, for example, "Letters on Orthodox and Pastoral Theology" by Ye. Popov (1877).

In seminaries, in the context of general enhancement of the professionalism of mentors, the growing competence of teachers of the discipline "Practical Guide for Pastors" was noted. Those teachers were not overburdened with professional duties, although the statute provided that they should still lecture on General Church History and History of the Russian Church (Ustav, 1867, pp. 113, 115-116). Their situation was also complicated by the need to develop their author's lecture notes for the course "Practical Guide for Pastors", since there had been no text-

book for this subject for a long time. The Academic Committee recommended that mentors should use such manuals as "Pastoral Theology" by Bishop Cyril, "Letters on the Positions of the Sacred Rank" by O. Sturdza, "On the Positions of the Parish Presbyters" by the bishop of the Smolensk Parfenij and the Archbishop of Mogilev, Georgij (Koniskij) to teach the part of discipline devoted to Pastoral Theology (Ukaz, 1869, p. 41-42; Izvlechenie iz zhurnala Uchebnogo komiteta, 1869, p. 516-517).

**Conclusions from This Study and Prospects for Further Research in This Direction.** Thus, in the second half of the 1960s - in 1884, the strengthening of the pedagogical orientation of the content of the Pastoral Theology (the introduction of Pastoral Didactics, the justification of the need for parental guardianship of the pastor to their parishioners, elucidation of the "character of the educational action" of the presbyter to the flock) was observed at the level of the higher Religious School, and its pedagogical part was limited at the level of the secondary one. The content of Pastoral Theology in the educational institutions of the Orthodox Church was learnt mainly through the organization of lectures, lessons, rehearsals, special-practical classes, examinations, independent extra-curricular work of students, homework, test lessons, writing candidate's and master's theses.

A number of contradictions are appropriate to the development of Pastoral Theology in the period under research. On the one hand, its separation as a subject, the expansion of the pedagogical component of Pastoral Theology in the Kyiv Theological Academy, the growth of the professional qualities of teachers of this discipline in seminaries, the diversity of forms and methods of teaching Pastoral Theology in all educational institutions of the Orthodox Church can be positively evaluated. On the other hand, the attitude of V. Pevnitckij to Pastoral Theology as a minor educational discipline in the Kyiv Theological Academy, unification of the stated branch of theology with Canon Law within one subject in secondary educational institutions were obvious disadvantages.

The problem of organizing pedagogical training of students in domestic theological seminaries of the second half of the nineteenth century -the beginning of the twentieth century requires further advanced study.

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## 1.12. LOGIC AND STRUCTURE OF THE HISTORICAL-PEDAGOGICAL RESEARCH: THE RETROSPECTIVE DISCOURSE OF THE EXPERIMENT

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**Abstract.** *The retrospective analysis of an experiment in scientific and pedagogical studies in Ukraine 1943–1991 in the context of socio-political and socio-educational determinants was first performed in the thesis. The historical preconditions of formation of the experiment in the national educational thought in the second half of XIX<sup>th</sup> – early XX<sup>th</sup> century were revealed. The essence of the experiment as the leading empirical method in philosophy, sociology, psychology and pedagogy was illuminated; the essential characteristics of the experiment were identified, functions and principles of preparation and holding were elucidated, typologization of pedagogical experiments was summarized, the kinds of scientific hypotheses were systematized. The periodization was substantiated and tendencies of development of scientific experiment in pedagogical research in Ukraine in the chronological framework of the research in the unity of three stages were identified. Structural and logical model of the pedagogical experiment was substantiated. The evolution of programs and methods of conducting experiments in the field of education, training and teaching methods of school disciplines which were represented in the scientific and pedagogical research in Ukraine 1943–1991 was investigated.*

**Keywords:** *experiment, educational experiment, didactic experiment, scientific and pedagogical research, thesis, experimental program, the method of experiment.*

In the context of sociocultural changes, globalization and integration processes taking place in Ukraine, in particular the modernization of the national education in accordance with the requirements of the European educational space, the attention of modern scholars is intensified to study and critically evaluate the spiritual achievements of the past in order to understand the latest pedagogical phenomena. Relevant in this context is the search for the ways to improve the process of organizing and conducting a pedagogical experiment as one of the types of the research activity. An important condition for the productive development of the pedagogical experiment technologies is the in-depth analysis and rethinking of the historical and pedagogical process of its formation by abstracting from a subjective-personal perspective and identifying the objective-ideal significance of this phenomenon.

The issues of the experiment as a criterion for the truth of hypotheses and scientific theories were raised by such domestic philosophers as I. Andreev, O. Kupriyan, H. Rozavin, V. Shtoff, and others. The specificity of the social experiment was studied by A. Vinokur, L. Ivleva, M. Khramovich, V. Yadovta, and others. The basics of the theory and practice of psychological experiment were developed by L. Bozhovich, L. Vygotsky, P. Halperin, O. Leontiev, S. Rubinstein, and others. The works of foreign researchers (J. Glass, R. Gottsdanker, D. Campbell, W. Kokrent and others) are devoted to the study of various aspects of the experiment as a

scientific method of the research. The scientific comprehension of the theory and practice of pedagogical experiment is presented by the fundamental works of the Soviet era scientists (A. Aleksyuk, Yu. Babanskyi, B. Hrshunskyi, S. Honcharenko, V. Zagvyazynskyi, A. Kiveryalga, V. Kraevskyi, N. Kuzmina, A. Piskunov etc). The modern domestic scholars like I. Havrish, Yu. Hilbukh, T. Kozhukhova, V. Shpalinskyi, etc. together with the foreign researchers like A. Maslak, A. Nain, P. Obrastsov, Yu. Orlov, M. Pact and others continue to actively develop the theoretical foundations of the pedagogical experiment.

**Setting the aim of the article.** The aim of this article is to present the logic and structure of historical-pedagogical research on the problem of the pedagogical experiment. **Methods of the research.** Research methods: general-scientific (analysis, synthesis, comparison, analogy, matching and contrasting) that made it possible to generalize and systematize the views of the domestic scientists on the problem under study, to substantiate the original theoretical and methodological positions of the dissertation; methods of typology, classification and modeling became the basis for determining the types of the pedagogical experiments, types of scientific hypotheses and constructing a structural and logical model of pedagogical experiment; scientific-historical (chronological, method of periodization, logical-historical, historical-genetic) that provided the study of the preconditions for the development of the experiment as a method of scientific research, the clarification of the stages and leading trends in the development of the experiment in the domestic pedagogical science and practice of the studied period; statistical (monographic method that was used to study experiments in the scientific and pedagogical studies 1943-1959, the method of the main corpus – for the analysis of the experiments in dissertations in the period of 1960-1979, a selective method – for the study of the experiments in the scientific works of Ukrainian scientists from 1980 to 1991); formalized methods (scientometric analysis, content analysis) that contributed to the study of the problems of the pedagogical experiments and the quantitative and qualitative analysis of the information contained in the texts of the dissertations, followed by a meaningful interpretation of the revealed numerical regularities.

The prerequisites for the emergence of a new, experimental direction in native pedagogy on the second half of the XIX<sup>th</sup> century became the progress in the natural sciences and the extremely rapid development of psychology, the establishment of the experiment in it as an empirical method of the research. The founders of the experimental method in pedagogy became the well-known scholars of that time: M. Pirohov, L. Tolstoy, K. Ushinskyi.

The first experimental studies of the nature of the child in the 70s and 80s of the XIX<sup>th</sup> century were performed by psychiatrists, hygienists, physiologists and psychologists (V. Bekhterev, M. Lange, I. Sikorskyi, etc.). The prominent representatives of the experimental direction in the pedagogy of the second half of the XIX<sup>th</sup> and early XX<sup>th</sup> centuries used the laboratory (O. Nechaev and staff of the laboratory of experimental pedagogical psychology), as well as the natural experiment (V. Vakhterov, O. Lazurskyi, I. Sikorskyi, L. Tolstoy) [4].

Since 1919, with the establishment of Soviet power in Ukraine, the count-down of a new era in the development of progressive pedagogical thought began. The Ukrainian Scientific Research Institute of Pedagogy, established in 1926, became the coordinating center for the preparation and conducting of the pedagogical experiments. The experimental and pedagogical stations (Kharkiv, Kiev, and Odessa) developed a wide scientific and practical work in the field of experimentation, the purpose of which had become practical trails with the theoretical developments, their expediency and suitability.

In contrast to the pre-revolutionary period, during which the basic type experiment was a didactic one, in the 20-30s of the XX<sup>th</sup> century, during the period under study the experiments covered the learning processes (V. Altshuler, O. Zaluzhnyi, H. Kostyuk, P. Mostovyi, S. Rubinstein, etc.), as well as the educational processes (P. Volobuev, L. Hordon, D. Yelkin, O. Zaluzhnyi, E. Mukhina, etc.) of the younger generation. The most widespread was the idea of an experimental study of the educational processes, namely, such their directions as collective, labor, civil, atheistic, social, family education, career guidance for young people; problems of difficult childhood and behavior of students [4].

According to the researchers of the 20-30s of the XX<sup>th</sup> century (V. Artyomova, O. Zaluzhnyi, V. Protopopov, M. Tarasevich, etc.), the main requirements put forward for the organization and methods of conducting the experiments were as follows: definition of the purpose, tasks of the experiment and the formulation of the hypothesis; careful planning of all the stages of the experiment; a clear definition of the methods by which an experiment will be conducted; mastering of the teachers involved in the research techniques of the experimentation; collecting preliminary information about the object of the study and the implementation of the measures for the adaptation of the subjects to the future experiment; creating a favorable atmosphere during all the stages of the experiment, avoiding the excitement of the subjects; maintaining the interest of the students to conduct experiments, the presence of a constant element of novelty; quantitative and qualitative analysis of the results of the experiment.

The issue of the experiment as the leading empirical method of the scientific research is the subject of transdisciplinary study in philosophy, sociology, psychology and pedagogy. It has been established that the experiment in the field of studying the social phenomena for the first time in the national science and practice was applied in the 1920s during the study of the group psychology, sociological and economic problems of labor in the production groups and became widely distributed in the 1960s. The domestic sociologists (P. Velchev, O. Vinokur, L. Ivlev, O. Kupriyan, R. Ryvkina, V. Yadovta, etc.) understood the social experiment as a method of studying the social phenomena and processes by which social objects were influenced certain factors controlling and directing its development in accordance with the programs and practical objectives of the study. In the process of analysis of the scientific works of the domestic psychologists like B. Ananiev, B. Lomov, S. Rubinstein, V. Nikandrov on the development of the theory and practice of the psychological experiment, it was found that they considered it as one of

the main methods of the scientific knowledge in general and psychological research in particular. The specificity of this empirical method was that it foresaw the organization of a special experimental situation, the active intervention of the researcher in it; purposeful, systematic manipulation of one or several experimental factors fixing those changes that occurred in the behavior of the object under investigation [4].

The evolution of the pedagogical experiment during the studied period is presented as a long and multidimensional process of changing and expanding the views of the scientists in the interpretation of its essence, expanding the problems, complicating the structure, enriching the types and contents, and improving the techniques of the experimentation. The basis of the construction of the periodization of the pedagogical experiment was the following criteria: 1) an objective change in the socio-educational role of scientific and pedagogical activity; 2) the level of the development of domestic philosophy, sociology, psychology; 3) the processes of reforming general secondary education; 4) the level of the promotion of the theory and methodology of the pedagogical experiment; 5) quantitative shifts and extensions of the problems in the field of the pedagogical experimentation; 6) the dynamics of the content development of the programs and methods of conducting pedagogical experiments.

Based on these criteria and using the method of a historical inversion as an essential feature of the spatial-temporal system deployment of the ideas, principles and methods of a scientific and cognitive activity, the following stages of the formation and development of the pedagogical experiment were identified: Stage 1 – searchable (1943-1959), which is characterized by the creation and gradual maturation of the theory and practice of the pedagogical experiment; Stage 2 – basic (1960-1979), which is featured as a long phase of the discussions and the development of theoretical and methodological foundations and methods of conducting pedagogical experiments; Stage 3 – modernization (1980-1991), within which strategic directions for reforming the education system are defined, the reflection of the accumulated best practices in the field of the pedagogical experiment and further improvement of the experimental programs and technologies are realized [6].

The results concerning the terminological analysis of the scientific and pedagogical sources indicate the existence of a wide range of interpretations of the essence of the pedagogical experiment, which is defined as a method of cognition through which pedagogical phenomena and facts are investigated (I. Ekholm, V. Malinin, M. Skatkin, etc.); scientifically conducted experiment of transforming the pedagogical process in the conditions that are accurately taken into account (H. Vorobiev, I. Podlasyi, M. Yarmachenko, etc.); a special organization of the teachers' and students' pedagogical activity for the purpose of checking and substantiating pre-developed theoretical assumptions or hypotheses (M. Boldyrev, M. Danilov, B. Yesipov, T. Ilyina, I. Kairov, V. Slastonin, V. Sukhomlinskiy, I. Kharlamov etc.); the method of a pedagogical research, which involves an active influence on pedagogical phenomena by creating new conditions corresponding to the



purpose of the study (S. Arkhangelskiy, L. Zankov, A. Kiveryalsh, V. Mikheev, etc.); the complex of research methods that is intended for objective and evidentiary verification of the probability of pedagogical hypotheses (Yu. Babanskiy, S. Honcharenko, V. Zahvyazinskiy, A. Zilbertshtein, V. Kraevskiy, A. Lublinska, A. Piskunov, L. Spirin, etc.) [1; 2; 7].

Depending on the tasks of the experiment, the nature, the direction of the research and the volume of the material that is covered in it, the scientists of the investigated period identified different types of experiments: under the conditions – laboratory, natural and integrated; in accordance with the purpose of the study – search, recording, probing, molding, control; for the branch of pedagogical science – educational, didactic, experiment on school problems; depending on the structure of the objects and phenomena under investigation – simple and complex; according to the knowledge of the subjects – closed and open; in accordance with the nature of the interaction of experimental means with the object of the research – real and imaginary; by way of organization – direct, parallel and cross-sectional; the experiment constructed by the method of a single similarity or single distinction, and the experiment by the method of accompanying changes; by the type of models being studied in the experiment – thoughtful, ideal, infinite, real; depending on the controlled values – passive and active; according to the number of investigated variables – one-factor and multi-factor; by scale of conducting – mass, local experiments and microexperiment [5].

We have developed and substantiated a structural-logical model that reflects the main phases of a pedagogical experiment in the domestic scientific and pedagogical research in Ukraine (1943-1991):

I. The exploratory phase of the experiment (comprehension and formulation of the problem that requires experimental research, evaluation of the solution of the problem under study for pedagogical science and educational practice).

II. The conceptual phase of the experiment (the formulation of the purpose, the tasks of the experiment, the substantiation of the experimental conditions, the hypothesis, the definition of independent, dependent and additional variables).

III. The prognostic phase of the experiment (creating an experiment program, developing a technique and experiment technology, preliminary estimation of the expected results).

IV. The organizational phase of the experiment (creation of the material, personnel, scientific-methodical, financial, motivational and organizational support of the experiment).

V. The technological phase of the experiment (direct experiment holding, statement stage, forming stage, control stage).

VI. The phase of generalization and implementation of the results of the experiment (analysis and processing of the results, their correlation with the purpose and objectives of the experiment, confirmation or refutation of the hypothesis, the introduction of the results of the experiment in pedagogical science and practice).

VII. The phase of reflection, control and evaluation that penetrate the entire course of the experiment (understanding, evaluating and comparing the results at the beginning of the experiment and afterward) [6].

The theoretical and methodological basis of the pedagogical experiment, its main methodological tool is the hypothesis. The teachers of the researched period interpreted the hypothesis as an idea or assumption that is being tested in the experiment. It plays a leading role at all the stages, gives the experiment a focused character and makes it manageable. It is stated that the hypothesis should correspond to the certain methodological requirements, which include validity, predicted character, probability, scientific novelty, conceptuality, content, logical simplicity and clarity of the wording, the breadth of application, the possibility of checking the available means in the experiment. The main types of hypotheses formulated in the pedagogical experiments of the investigated period are inductive, deductive, and inductively-deductive (complex) hypotheses; descriptive, structural and explanatory hypotheses; general, partial and competing hypotheses; working and scientific hypotheses; linear and branched hypotheses; hypothesis-assumptions; hypothesis-concepts; hypotheses-predictions; revolutionary and modified hypotheses; zero and alternative hypotheses.

We've characterized the genesis of the experiments in the field of education in the scientific and pedagogical research in Ukraine (1943-1991). The evolution of the educational experiments in the scientific and pedagogical research in Ukraine between 1943 and 1991 was a difficult way of overcoming the contradictions between the innovative nature of its conceptual ideas and the real possibilities of their practical implementation under the conditions of the Soviet era education system. The genesis of the educational experiments had been influenced by the connection of the unequal and alternative factors – the social order of the authoritarian state system and the innovative positions of pedagogical thought objectively led to the more difficult contradictions and complications of the full-scale introduction of innovative ideas concerning the upbringing of the younger generation in broad pedagogical practice. The domestic researchers conducted the educational experiments in different directions, content and methods, but all of them were aimed at solving the urgent issues of developing the personality of the student and improving the educational system in the state. The historical analysis of the educational experiments presented in the scientific and pedagogical studies of the Ukrainian scientists of the Soviet era allowed to reveal the content of their programs and methods of conducting, socio-pedagogical conditions for conducting the experiments, their evolution, that was evident in the transition from one qualitative state to another, higher, more complex and progressive [6].

The dynamics of the development of the experiments on the problems of teaching students and methods of teaching school subjects in scientific and pedagogical research in Ukraine from 1943-1991 are also analyzed. The researchers conducted a significant and diverse work aimed at solving the urgent issues of improving the educational process in educational institutions. The ideas, problems of didactic and methodical experiments, their programs, methods of conducting

and interpretation of the results enriched the pedagogical theory and practice because they contained scientific substantiation of pedagogical phenomena, search for ways to improve the educational process that was tested in the experiment. In accordance with the new author's view of the phenomenon of the experimentation in the field of didactics and teaching methods of school disciplines, the experiment has become an independent, effective method of the scientific research, capable of solving large-scale issues of the establishment and functioning of a comprehensive school, finding ways to solve problems of schoolchildren education, and so on. The investigated period is characterized by the contradictory and ambiguous development of educational processes. It was the time of growing stagnation and crisis trends, the spread of formalism and bureaucracy in the education system. However, the educators of the Soviet era presented the considerable experience in developing the theoretical and methodological foundations and technologies for organizing the pedagogical experiments in educational institutions [1; 6].

**Conclusions and results.** The pedagogical experiments conducted in educational institutions and presented in the scientific and pedagogical research of the Ukrainian scholars have been studied in inseparable interrelation with the political, socio-economic, educational and cultural development of the country, with the requirements of the state and society for the education and upbringing of the students. The pedagogical experiments are characterized by a significant influence of the ideology that was dominant in the XX<sup>th</sup> century, but nevertheless, they contain the content fund of scientifically reliable ideas, facts, provisions concerning the development of the programs and methods of conducting the pedagogical experiments of different types. The theoretical and practical substantiation of the step-by-step process of the pedagogical experiment evolution as an interdisciplinary and multifunctional phenomenon has proved that this empirical method of the scientific research serves as the driving force behind the retrogradation of a progressive heritage in native science and practice and is an important factor in the development of new pedagogical knowledge, the creation of innovative technologies for teaching and upbringing of the younger generation [3]. Consequently, we attempted to present a coherent picture of the genesis of the pedagogical experiments of the studied period, taking into account the complexity, ambiguity and contradictions of the Soviet era. The theoretical, methodological and organizational experience of the pedagogical experimentation, the scientific potential presented in its innovative content is an important and valuable source for the development of an innovative strategy of the pedagogical experiments at the beginning of the XXI<sup>st</sup> century.

**The perspectives of further researches.** The conducted research does not exhaust the problems of the experiment as a scientific-methodological, historical and pedagogical phenomenon. We consider the most promising to be the study of: foreign experiments in the field of education; the role of personalities in pedagogical experimentation; the genesis of the theory and practice of the experiment in the field of school science; generalization of the contribution of the scientists

of the USSR Research Institute of Pedagogy to the development of the theory and practice of the experimentation.

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### 1.13. PROFESSIONAL TRAINING OF PEDAGOGICAL STAFF IN THE BLACK SEA REGION: TRENDS OF DEVELOPMENT

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**Abstract.** *The article is devoted to the problems of higher pedagogical education in the countries of the Black Sea region. The theoretical and methodological foundations of constructing a harmonious system of higher pedagogical education of these countries have been substantiated, the methodological basis for determining trends in the development of the system of teaching staff training has been created, the essence of the concept «higher pedagogical education in the Black Sea region» has been determined, that each country has its own priority approaches to the organization educational process in higher institutions. The tendencies of development of the system of professional training of pedagogical personnel in the BSEC countries are determined. It is revealed that the basis for the formation of new strategies, concepts, programs for the development of higher pedagogical education in the studied countries will be the directions of development related to the scenario of the future determining role of trends in the development of higher pedagogical education.*

**Key words:** *higher pedagogical education, professional training of pedagogical personnel, content, structure and functions of professional training of pedagogical staff, countries of the Black Sea region, trends of development.*

The state and dynamic development of world systems of higher pedagogical education is increasingly being presented by the international community as an era of global modernization and an effective mechanism for the formation of the state's intellectual, cultural, social and scientific and technical potential. There is an international unification of national educational standards, the diversification of educational models, and the improvement of teaching technologies. At the same time, each country seeks to enrich its historically developed educational potential by actively studying the innovative experience of the organization and content of the systems of higher pedagogical education abroad. It helps to highlight the general laws of the development of the system of professional teachers training, promotes the formation of an open educational space, avoids mistakes caused by one-sided and hasty borrowing of foreign systems.

The global nature of the problem is reflected in the modern legislative framework: the Concept of the New Ukrainian School (2016), which is regulated by a number of legislative and regulatory acts, including Laws of Ukraine «On Education» (2017), «On Higher Education» (2014), National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013), the National Qualification Framework (2013), the Concept for the Development of Continuing Teacher Education (2013). Modern theoretical and experimental research in the field of education, in particular pedagogical, is carried out in the field defined by the Laws of Ukraine «On Innovation Activity» (2002), «On Priority Areas of

Innovation Activity in Ukraine» (2011), the Resolution of the Presidium of the National Academy of Sciences of Ukraine «On Priority Areas for the Development of Science and technology for the period up to 2020 «(2010), the Cabinet of Ministers Resolution» On approval of the list of priority thematic areas of scientific research and scientific and technical development for the period until 2020 «(2011), Regulations on the procedure snennya innovative educational activities (2000), Order of MES «On Amendments to the Regulation on the implementation of innovative educational activities (2012) and others.

One of the important directions for determining trends in the development of pedagogical education in Ukraine is the analysis of world experience in the training of pedagogical staff, the study of patterns and trends of evolution of this most essential component of the educational space of various communities. A special role in this context is played by the study of modern educational processes for the development of pedagogical education in the Black Sea region. At the present stage of the society development in the field of pedagogical education in the Black Sea region there are significant changes - the content and methods of teacher training are modernized, the structures of their national systems are updated, new forms and links are developed between teacher and school professional training. It should be noted that about 9.7 million students study in the higher education systems of the Black Sea region countries and about 800 thousand teachers work.

The general direction of the functioning of the higher education system is due to the gradual union of the states of the Black Sea economic region and the countries of the European Union. At the beginning of the 21st century, the governments of eleven countries - Bulgaria, Georgia, Russia, Romania, Turkey, Ukraine (coastal countries) and Azerbaijan, Albania, Armenia, Greece, Moldova - agreed to establish a Black Sea Economic Cooperation (BSEC), which includes the Parliamentary Assembly of the BSEC (RABSEC).

Statutory documents of both regional organizations are oriented towards European educational processes, they seek to cooperate in the field of higher education. All countries of the region have joined the UN and the Organization for Security and Cooperation in Europe (OSCE). Today, the integration of peoples' interactions is one of the acute problems in terms of ensuring their sovereignty, development and prosperity, as well as international security. Integration processes in all spheres of people's livelihood are discussed at different levels: national, diplomatic, political and professional. So, on March 6, 1993 in Istanbul, the ministers of culture of Azerbaijan, Albania, Bulgaria, Armenia, Georgia, Moldova, Russia, Romania, Turkey and Ukraine signed the Black Sea Convention on Cooperation in the field of culture, education, science and information. Fifteen articles of the convention cover various activities, as well as forms of cooperation in the field of culture, education, science and information, including the exchange of scientific, cultural organizations and educational institutions.

The Convention provides for the mobility academic staff and teachers, lecturers and students, linguistic practice, scientific and research activities,

postgraduate study, exchange of information on mutual recognition of diplomas and degrees, the development of youth and cultural programs, interregional cooperation, direct interaction between cities and regions. Scientific research of these processes is an actual task in the light of the prospects of Ukraine's integration into the European educational space. The theory and practice of a foreign European educational process served as the subject of scientific research by leading Ukrainian scholars: N. Abashkina, T. Barsky, O. Gluzman, S. Golovko, T. Desyatova, G. Egorova, Yukischenko, K. Korsak, O. Kuznetsova, A. Ligotsky, O. Ogienko, L. Pukhovskaya, A. Sbrueva, I. Shempruh, T. Kristopchuk. Problems of philosophy, history and theory of higher pedagogical education in Ukraine and abroad are covered in the works of V. Andrushchenko, B. Wulfson, M. Yevtukha, I. Zyazyun, V. Kremen, V. Kurilo, N. Ladyzhets, V. Lugovoi, V. Mayboroda, I. Martsinkovsky, O. Meshchaninov, S. Chanbarisova, I. Yakovleva, T. Yarkina, M. Yarmachenko.

In the conditions of modern reform and development of the national system of higher pedagogical education, the search for domestic researchers in the field of foreign theory and practice of teacher training is intensified. The object of scientific research in recent years has been the leading directions of modern reform of higher pedagogical education in the countries of Western Europe (P. Kryazhev, T. Kristopchuk, L. Pukhovskaya, S. Sinenko), Great Britain (V. Bazurin, I. Zadorozhnaya, Y. Kischenko, A. Leontiev, A. Parinov, L. Polischuk, A. Sokolov, L. Khomich), system of training and advanced training of pedagogical staff in Great Britain (O. Khizhnyak), in Germany (O. Pryshlyak), Norway (V. Semilletko), Poland (T. Barsky, E. Neroba, B. Pasichnyk, I. Shempukh), Russia and Belarus (V. Vakulenko). The main provisions of the reform of university pedagogical education in foreign countries (Great Britain, France, Germany, USA) have been analyzed in O. Gluzman's studies. The problems of training pedagogical staff in Greece are considered in Y. Korotkova, O. Protsenko, N. Postrigach, and Turkey - S. Usmanova's works.

The study of the historical experience of the formation and development of professional training systems for teaching staff in the Black Sea region, the peculiarities of the modern functioning of higher pedagogical educational institutions, has allowed to substantiate the stable *positive* and *negative* features of the phenomenon under study. Higher pedagogical education in the Black Sea region is a complex dynamic system that has general and specific characteristics in terms of the content, structure and functions of teaching staff in each country in the region. This is due to historical, geopolitical, cultural, religious, educational and national traditions.

Higher school of different countries is considered as part of a nationwide integrated system of higher education; as a component that includes the training of pedagogical staff of various specialties and profiles in different types of higher education institutions - classical and pedagogical universities, academies of physical education, fine arts, conservatories, pedagogical and art colleges, colleges and as a branch of training of teachers-teachers, which is fundamentally different by mission, value orientations, goals, content, structure and functions

from the training of specialists in other professional fields.

A thorough analysis of world experience in training pedagogical staff, trends and prospects for his professional development is an interest as an integrative scientific problem. Different aspects of the problem of training pedagogical staff in most countries of the Black Sea region in the second half of the XX - early XXI century for a long time remained the attention of leading scientists. Methodological and theoretical aspects, methodological and practical issues of organizing vocational and pedagogical preparation of students in higher educational institutions of the Black Sea region countries have not yet been the subject of *systematic research* by scholars.

**The main goal** of this article is to identify the nature, historical evolution, factors of genesis, peculiarities of modern formation, functioning and development of higher pedagogical education in the countries of the Black Sea region. According to the goal, the following research **objectives** are defined: 1) to substantiate theoretical and methodological principles of the problem of higher pedagogical education in the countries of the Black Sea region; 2) to find out using the developed method of forecasting the main tendencies of development of the system of professional training of pedagogical personnel in countries of the Black Sea region.

Studying the experience of the emergence and development of pedagogical institutions of higher education in the Black Sea region, their activities in various historical and economic conditions is of particular importance for the construction of a modern, integrated system of professional training of teaching staff in each of the countries of the Black Sea region. Based on the analysis of scientific research on historiography, history of pedagogy, comparative pedagogy and scientific and pedagogical literature on the history of the development of higher education systems in the countries of the Black Sea region (A.Aslanian, V.Vakulenko, N.Velikov, D.Venter, A.Gazizova, S. Ivanov, N.Kikush, L.Pukhovskaya), three main stages of the development of higher pedagogical education of the Black Sea region countries are identified. The first stage is the creation and formation of national higher education systems, covering the period from the establishment of the first university-type institution to the democratic transformations in the country at the beginning of the XXth century. The second stage of the recent history of the development of national systems of higher pedagogical education in the Black Sea region. The chronological boundaries of the stage is a period from the first democratic transformations in the studied country to large-scale geopolitical changes that fall in the 90s of the XXth century. The third stage is the creation of a single European educational space that covers the period from the large-scale geopolitical world changes of the 90s of the XXth century to the present.

On the basis of the systematic and historical analysis of the main stages of the formation of higher education in the post-Soviet countries (Azerbaijan, Armenia, Georgia, Moldova) and Albania, it was discovered that the processes of creation and formation of national systems of higher education in these countries took place in the period of the recent history of their development. These countries



are currently in the second stage of developing their own systems of higher pedagogical education, thanks to the «artificial forcing» of the modernization process through reforms that are triggered by direct, and more often, indirect competition from more developed countries. A comparative analysis of the stages of the development of higher pedagogical education in the Black Sea region countries, as well as the study of the current state of the problem, created the basis for identifying the peculiarities of the present and trends in the development of higher pedagogical education in the countries of the Black Sea region.

Training of pedagogical staff takes place in classical and pedagogical universities, pedagogical institutes, colleges, specialized school. Leading higher education institutions that train teachers in the Black Sea region are powerful educational, research and production complexes with a large number of students (Turkey, Romania, Greece). They combine educational, research institutes, colleges, faculties, departments (branches), branch centers, problem laboratories, experimental schools-laboratories. Universities also include scientific schools, teams of research scientists and educators who are the intellectual elite of society. In the course of the study, it became clear that today there is a priority of state universities of the Black Sea region in the issues of training pedagogical personnel. At the same time, the system of pedagogical education of Ukraine, Russia, Moldova, Azerbaijan, Georgia, Armenia, Bulgaria, Turkey, Romania, Greece, Albania is not limited to teacher training at universities. Teachers are also trained in higher education establishments, specialized universities and colleges, faculties, pedagogical institutes and university departments. In the course of scientific research it was proved that the priority of state classical and pedagogical universities of BSEC member countries in the issues of training pedagogical staff will continue in the future.

Today, two basic *training cycles* have been introduced in accordance with the goals and principles of the Bologna Process in all countries of the Black Sea region. After successfully completing the first cycle with 3-4 years of training, the student receives a *bachelor's degree*. The second cycle - obtaining a *master's degree* (1-2 years of study) or obtaining a *doctorate degree* provided the total duration of training is 7-8 years. However, in some studied countries there are still some elements of higher education of the Soviet system. The structure of professional training of pedagogical staff is described in more detail in the third section of the work.

Nowdays, higher education institutions in the countries of the Black Sea region, which provide training for pedagogical workers, allow the use of flexible organization of the educational process: to vary the educational material if necessary, to give students the choice of disciplines, to organize complex scientific researches.

Reforms in the field of higher education in the countries of the studied region affect all the main areas of the system of higher pedagogical education: its scale, functions, the formation of the student contingent, the content of the training of specialists, the forms and methods of teaching, the organization of the educational process, scientific research, advanced training graduates.

Existing integration processes in higher education are expressed in the administrative and academic association of different educational institutions, specifically, in the creation of *pedagogical universities* (Ukraine, Russia, Moldova, Armenia, Azerbaijan), research institutes of pedagogy, *university pedagogical institutes* ( Turkey, Greece) which is due to the objective necessity to provide interdisciplinary training for future teachers.

We consider *higher pedagogical education in the countries of the Black Sea region* a complex dynamic system that has general and specific characteristics within of the content, structure and functions of teaching staff training in each country of the region due to historical, geopolitical, cultural, religious, and educational traditions. We consider that the integration *goal* of the training of pedagogues in the Black Sea region is the provision of educational institutions of these countries by competent, competitive pedagogical staff of a new generation with a fundamental, humanitarian and research orientation of training, which carry out professional activities on a democratic and humanistic basis, capable of education, training and development of the personality of students, preservation and enrichment of culture and science, spiritual, cultural values, traditions of their own people.

Each country in the Black Sea region has its *own approaches* to determine the focus of future teacher training in higher education institutions. The systemic features of the direction of the system of higher pedagogical education of the Black Sea region countries are the preparation of future teachers for the following types of professional activity in an educational institution: pedagogical, scientific and pedagogical, methodical, socio-psychological, industrial and technological, cultural and educational, organizational and managerial, research . In the study it is determined that the direction of teacher training in some BSEC countries has somewhat different directions. Thus, in *Albania*, the training of a future teacher should primarily be aimed at combating illiteracy (A. Hadjiumeri); in *Bulgaria*, a future teacher should be able to work as a teacher in specialized schools for adolescents with social problems, and also as a senior teacher in working with children, adolescents that need the social rehabilitation and adaptation (D. Venter). In *Georgia*, the training of teachers is aimed at mastering the skills of future teachers in the preparation of curriculum development, management of educational institutions (N. Nakhushvili).

Higher pedagogical education creates conditions for the formation of a specialist teacher, which has certain characteristics such as: universal education, fundamental and research training, humanitarian orientation of the individual, creative way of thinking, competitiveness in the global labor market. Fundamentalism and specialization of higher pedagogical education in the countries of the Organization of the Black Sea Economic Cooperation - direct the training of teachers to work with pupils in various educational institutions of countries (schools, gymnasiums, lyceums, kindergartens), professional colleges and higher educational establishments, moreover, graduates are employed as independent students on general terms and as a result of the annual competitive

selection for filling vacancies after passing the state examinations for the confirmation of qualifications.

The study of the problem has made it possible to state that the level of attractiveness of the teaching profession in some countries (Azerbaijan, Bulgaria, Georgia, Turkey) increases due to obtaining a guaranteed stable salary in a difficult economic situation. But in most of the studied countries this level is rather low, because in most cases the teacher's pay is lower than the average salary of industry, despite the diversity of the above-mentioned state measures aimed at attracting the younger generation to the pedagogical profession. This circumstance affects the fact that there are small contests in the educational professions at higher educational institutions in *Albania*, *Greece* and *Ukraine*, due to the insufficient level of social prestige of pedagogical work in the regions: low wages, lack of social guarantees.

In most countries of the Black Sea region, the supply of teaching staff is in line with the public request. Only in *Albania* and *Bulgaria* there is the lack of the academic staff, which is due to the low level of wages of scientific and pedagogical workers, underfunding of the system of higher education. This forces them to look for additional sources of earnings, which significantly influences the quality of teaching. The results of the systematic and comparative analysis of the staffing of the educational process give grounds to assert that the personnel potential of the higher educational institution reflects not only the readiness of the teachers to perform their functions, but also the totality of their capabilities in the long term, taking into account scientific and pedagogical qualifications, level of motivation, age, practical experience, business activity, professional mobility, quality of activities, including its effectiveness and innovation.

The feature of the professional teacher training in the Black Sea region is functioning multidisciplinary higher educational institutions - universities, which have own strong academic schools, research institutes and centers, laboratories, departments, coordinating educational and research process. This fact allows the universities to change the specialties, specializations and profiles of specialists for mobility, depending on the conditions of functioning of the market of educational resources of higher education. Modern universities are *major national and regional research and education centers* located in big cities with appropriate infrastructure and significantly affect the development of science and education. The difference of education degree in the studied countries reflects in their cultural, social, political, religious and economic diversity.

The *priority goals of higher pedagogical education in the countries of the Black Sea region in the XXI century* are the creation of conditions for the formation of a spiritual, free, creative and socially oriented personality, which is characterized by the openness of the world, susceptibility to new information, sensitive response to the development of the experience of generations, originality of thinking that is distinct autonomy, non-standard, originality in produce the ideas. Systemic features of the *direction* of the system of higher pedagogical education of the Black Sea region countries are the preparation of future teachers for such types of

professional activity in an educational institution as pedagogical, methodological, socio-psychological, industrial and technological, cultural and educational, organizational and managerial, scientific and pedagogical, research. But in some countries teacher training has a different focus. Modern areas of teacher training in *Armenia* are the fundamental practical readiness of graduates of pedagogical universities to work in different types of educational institutions and focus on activities with children, which have special educational needs.

The analysis of normative and methodological documents of higher educational institutions allowed to state that the educational process at the pedagogical higher levels of the Black Sea region is determined by the characteristics: the complexity of the links and directions of interaction between the subjects of education, the dynamism of the attributes of learning in the modern globalized world, and the specificity of the content, structure and the functions of higher pedagogical education, integrity, which involves the interconnection and interaction of all components of the pedagogical process, provides the possibility of conditions for organized and ordinary integral training specialist.

A systematic analysis of the current state of the functioning system of training pedagogical staff gives an opportunity to conclude that the fundamental and specialization of higher pedagogical education in the BSEC member countries is aimed at training pedagogical specialists to work with students in various educational institutions of the countries (kindergartens, schools, gymnasiums, lyceums, specialized educational institutions), professional colleges and higher educational establishments. Employment of graduates is carried out both independently on a general basis and subject to participation in the annual competition for filling vacancies after the completion of the relevant state examinations for certification (Azerbaijan, Georgia, Romania, Turkey). Currently, the level of attractiveness of the pedagogical profession in some countries is quite high (Azerbaijan, Bulgaria, Georgia, Turkey) due to guaranteed stable wages in a difficult economic situation. But in most of the studied countries this level is rather low despite of a number of state measures aimed at attracting the younger generation to the pedagogical profession.

A comparative analysis of the conceptual foundations of the development of higher education systems, the experience of the leading higher educational institutions of the Black Sea region countries has allowed to identify trends and strategic priorities that are common to all studied countries, namely: integration of higher education of the country into the European educational space, development of a new and improvement the current legislative and regulatory framework, ensuring equal access to higher education in general and pedagogical education in particular at all its levels, which should promote the development of the professional competencies of citizens necessary for their employment, effective work and further education, bringing the education system of the country in line with the requirements of the market of educational resources and labor, improving the quality of education, ensuring its competitiveness in the local and international labor markets, improving the mechanisms of management

of higher education in accordance with the requirements of the present, training pedagogical personnel through the development of their autonomy, demonopolization of funding, reforming the research system and innovations.

The *structure* of professional training of pedagogical staff in countries of the Black Sea region traditionally includes three qualification levels: «bachelor», «master», «doctor of sciences». However, today in each of the studied countries hierarchical components that are traditionally for their national systems of higher education are preserved. So in *Armenia* there is a multilevel system of training pedagogical personnel, which includes qualification levels: «bachelor», «diploma specialist», «master», «researcher», «doctor of sciences». In Ukraine, according to the Law on Higher Education (2014), there are such higher education levels: «junior bachelor», «bachelor», «master», «doctor of philosophy of PHD» and «doctor of sciences». In the *Republic of Moldova* there is a «degree of license» that corresponds to the qualification level «bachelor», and a higher degree of scientific qualification is the degree of «honored doctor of sciences» (Doctor abilitatin), which is awarded in all scientific fields. Applicants of the above-mentioned qualification must have a Ph.D. in the relevant field of study.

A comparative analysis of the education systems of the Black Sea region countries has made it possible to conclude that the *functions of professional training* in the system of higher pedagogical education are aimed at obtaining the future teacher with broad psychological and pedagogical knowledge, ensuring their transformation into persuasive beliefs, practical actions, identifying deviations, analyzing their causes, forming certain measures for their prevention and elimination, use in pedagogical activities, ensuring continuity in the formation of professional knowledge, skills and abilities in the training process classes, perform scientific work and pedagogical practice in school planning educational process, the organization of independent activity of students is aimed at mastering knowledge and creating conditions for the implementation of new advances in psycho-pedagogy in practice teaching. The analysis of scientific works made it possible to divide them into three main groups: *fundamental*, *professional* and *special*. The group of *fundamental* ones includes functions that have a cognitive orientation, facilitate the acquisition of a future teacher of broad psychological and pedagogical knowledge for using them in pedagogical activities, provide continuity in the formation of professional knowledge, skills and skills in the process of training, the implementation of scientific work and the passing of pedagogical practice in school. A group of *professional functions* involves their focus on planning the pedagogical process and the organization of independent activities of students in order to acquire knowledge; creation of conditions for the introduction of new achievements of psychological and pedagogical science into the practice of teaching; scientific substantiation of the educational process. A group of *special functions* provides the transformation of knowledge into persuasive beliefs, practical actions, focus on identifying deviations in their assimilation, analysis of causes, the formation of certain measures for their prevention and elimination.

It was found out that the result of effective organization of the educational process in the pedagogical universities of the studied countries is the knowledge, practical skills, professional and personal qualities necessary for professional activity of future pedagogical worker. The comparative analysis revealed significant differences in goals, targeting, subject, organization, purpose, staffing, socio-cultural and typical conditions of the educational environment.

It is determined that the educational process in each educational institution of the Black Sea region is organized according to its type and profile, form of training (day, evening, correspondence, distance), as well as to the system of training (lecture-seminar, course, subject), which is also established depending on the type of educational institution, the forms of training. The conducted scientific research made it possible to assert that the educational process in the pedagogical high school of the countries of the Black Sea region provides a high level of competence of the future specialist: a wide range of knowledge and skills on issues of general pedagogy, theory, methodology and technology of educational work; sufficient level of mastering the didactics, which is the basis of school activity, knowledge of a person as a future object and a subject of pedagogical influence; appropriate preparation for the solution of educational tasks, in general, the level of formation of personal and professional qualities. The conducted research has allowed to assert that the main task of modern education and education of the teacher is the development of creative potential of the future specialist capable of transforming society, creating new forms of social life, non-standard performance of professional functions. The realization of this task involves the use of new pedagogical technologies in the educational process of higher educational institutions, the important indicators of which are the educational values of future specialists: professional self-development, self-education, self-realization and self-improvement. It has been established that each country of the Black Sea region has its own priority *approaches* to the organization of the educational process in higher educational institutions: technological; pedagogical cooperation, co-creation; person-activity; content-procedural; dialogic; competent; individual-differential and simulation game.

In order to carry out the forecast of the main tendencies of the development of higher pedagogical education on the coming years in the countries of the Black Sea region, the *method of scenario forecasting* has been selected, in the form of an algorithm for identifying and interpreting scenarios for the development of events in the field of higher pedagogical education in the future, when each event is implemented in the execution of certain presentations. Presented in the section of the specific scenario forecasting in the field of higher pedagogical education facilitates the comprehension of the actions taking place today for future trends. In the process of developing *the forecasting methodology*, appropriate scenarios have been prepared and the following *stages* of scenario forecasting have been identified: the *staged* phase (conducting empirical studies and identifying key trends in the development of higher pedagogical education in the Black Sea region countries that are being formed today); *aprioristage* (structural analysis

of the directions of the development of higher pedagogical education in the studied countries through content analysis of foreign and domestic philosophical, psychological and pedagogical, methodological literature for confirmation and expansion of conclusions made at the stage of scenario forecasting); the *stage of parametrization* and *identification* (expert analysis of the revealed tendencies of the development of higher pedagogical education in the countries of the Black Sea region in order to identify typical clusters that characterize trends that have developed under certain conditions, reflecting promising strategies for the development of higher pedagogical education); *stage of interpretation* (identification of possible scenarios for the development of the situation in the future, taking into account trends and strategies for the development of higher pedagogical education that have occurred in our time when certain conditions are fulfilled today).

In accordance with the selected stages, an algorithm for scenario forecasting has been developed when deciding on the strategy for the development of higher pedagogical education, each element of which includes a certain sequence of actions. The definition of trends in the development of higher pedagogical education in the countries of the Black Sea region in the socio-educational dynamics allowed us to approach to the prediction of transformations in higher pedagogical education, to propose the foreseen *scenario of educational policy development* of the countries of the Organization of the Black Sea Economic Cooperation. A retrospective analysis of the formation of higher education systems of the BSEC countries, comprehension of its current state, prospects of development allowed the author, with the help of a group of experts, to model different content and essence of scenarios of their functioning over the next ten years. The dissertation presents four scenarios: the first one is the leading determinant role of trends in the development of higher pedagogical education today and in the future; the second is the determining role of the trends of the present; the third is the future determining role of trends in the development of higher pedagogical education; the fourth is the background determining role of trends in the development of higher pedagogical education. According to the analysis of the empirical data obtained, the above scenarios for the development of higher pedagogical education in the Black Sea region taking into account the decisive role of the identified trends have a different density of distribution by their saturation trends of development.

The group of development trends related to the *first scenario*, aimed at democratization, secularization, humanization and universalization of higher pedagogical education are the basis of the current state of the system of training pedagogical personnel in the countries of the Black Sea region. The group of trends in the *second scenario* as evidenced by the results of expert evaluation, demonstrates the current availability of trends that lose their relevance and prospect in the near future. The directions of development related to the third scenario represent the most powerful group, which determines the essential changes occurring in the theoretical and methodological foundations, principles,

content, structure, functions of the educational process, technologies and forms of interaction between teachers and students of universities, highlights the following trends: integration higher pedagogical education to the world educational space, institutionalization and diversification of higher pedagogical education and its institutional forms, the formation of a system of regional education as a totality of subjectives of higher pedagogical education of specific countries, professionalization of management and leadership of the system of higher pedagogical education, individualization and differentiation of students' learning, universalization of scientific and pedagogical support for the training of future teachers, pedagogy of educational process, transformation of traditional forms of educational process, dissemination of discussions, game techniques, trainings, multimedia classes, transition from frontal, group forms and teaching methods to individual-group: tutor lessons, trainings, work with small groups, internship and practice under the direction of mentor teacher, innovative direction of content and technologies of higher pedagogical education. The experts identified trends in this group which have perspective values for the development of higher pedagogical education in the countries of the Black Sea region. They come to the fore in connection with their increasing relevance and significance in the next decade. It is these trends that will form the basis for the formation of new strategies, concepts, doctrines, programs for the development of higher pedagogical education in the countries of the Black Sea region. According to experts, the *fourth scenario* is quite a large group of development areas. This group of tendencies, which consists of five of the six experts identified by the negative trends, defines the present current situation and reflects the transition period in the formation of a democratic system of higher pedagogical education. Experts note their presence in the trends of higher pedagogical education in the countries of the Black Sea region, but their influence on its state today is insignificant.

**Conclusions** The analysis of historical evolution, patterns and peculiarities of the modern functioning of higher pedagogical education in the countries of the Black Sea region suggests that the directions of the development of this system are related to the socio-cultural situation in these countries, the *trends* taking place in the world educational space. One of the leading directions for determining trends in the development of pedagogical education in Ukraine is a comparative analysis of world experience in training pedagogical staff, studying the laws of the evolution of educational space in different world communities.

A comparative analysis of the stages of the development of higher pedagogical education in the Black Sea region created conditions for identifying *trends in the development of higher pedagogical education* in the Black Sea region: the implementation of a centralized model of higher education management in the countries of the Black Sea region; constant convergence of university fundamental education with special vocational training; integration processes in higher education. The Black Sea region, experts in the field of pedagogy of professional education of Ukraine and foreign countries also identify negative trends: unification of students' training in classical and pedagogical universities; reduction



of the network of higher pedagogical educational institutions; reducing the share of budget financing and increasing fees for educational services. The existing problems in the systems of higher pedagogical education require significant changes in the paradigm of higher pedagogical education in the Black Sea region.

Management of national systems of higher pedagogical education, the creation of a market for educational resources of higher education, the organization of the educational process and its quality control, methodology for developing standards in the educational systems of the BSEC countries, the formation of the content of higher pedagogical education, the conduct of pedagogical practice, the functioning of the system postgraduate pedagogical education, implementation of a holistic educational process in higher pedagogical educational institutions are very urgent issues these days.

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## **1.14. THE THEORETICAL APPROACHES TO DEFINING THE CONCEPT OF INDIVIDUALIZATION OF THE FUTURE TEACHER'S EDUCATION**

UDK[378.147:5](477)"19/20"

### **M.Pisotskaya**

**Abstract.** *The article provides the author's definition of the individualization of teaching. Individualization of teaching in the context of research is understood as a process aimed at the development of individuality, providing for the allocation of a student in the teaching process to take into account his/her individual characteristics, involving the implementation of a system of individualized methods and techniques, the interrelated actions of the teacher and students at all stages*

*of educational activity. Analyzes theoretical approaches to understanding the essence of the didactic system of individualization of teaching. The article considers views of modern native didacticians on its structural components and elements, factors ensuring the integrity of the system, the purpose and main tasks, specific laws and principles, criteria and conditions for the effectiveness of individualization of teaching, including in the higher pedagogical school. The requirements stated in the scientific and pedagogical literature for the teachers to possess certain qualities, psychologically and methodologically providing the process of individualization of teaching are noted. Among these qualities are certain knowledge and skills about the problem of individualization of teaching, flexible pedagogical thinking, the ability to develop their own technologies for individualizing teaching.*

**Keywords:** *individualization of teaching, structure, purpose, tasks, regularities, principles, criteria, effectiveness conditions, requirements for the teacher's personality, higher pedagogical school.*

Individualization is one of the key positions in the formation of the state policy of Ukraine in the field of education, the building of the educational system, the construction of the content of education, the choice of methods and forms, the nature of the activities of teachers and students. Therefore, in the modern national pedagogical science, a significant number of scientific works is devoted to the problem of individualization of teaching, revealing its various aspects, including: the terminological field of individualization of teaching (A. Bratanich, A. Vovrik, V. Volodko, T. Godovanyuk, S. Goncharenko, O. Pekhota, N. Prasol, P. Sikorskiy, M. Skrypnyk and others), types, forms of individualization and differentiation of education (N. Volkova, P. Gusak, Y. Oleksin, M. Prokofieva, P. Sikorskiy and others), and also characteristics of the essence of structural elements in the individualization of teaching (A. Bratanich, T. Vasilyeva, V. Volodko, A. Gorin, V. Kosarin, G. Levchenko, S. Melikov, S. Ovcharov, M. Prokofieva, P. Sikorskiy, N. Soldatenko, V. Shepeleva and others).

In the course of the research, various theoretical approaches of modern native scientists to the definition of structure are established, along with specific goals, tasks, regularities, principles, conditions, efficiency criteria, the requirements for the teacher's personality, individualizing the teaching, particularly in the higher pedagogical school. A systematic understanding of the considered problem is facilitated by their analysis, which is the **purpose** of this article.

To achieve this goal, the following research **methods** were used: general scientific, historical, conceptual-terminological, problem-oriented.

Individualization of teaching in the context of research is understood as a process aimed at the development of individuality, providing for the allocation of a student in the teaching process to take into account his/her individual characteristics, involving the implementation of a system of individualized methods and techniques, the interrelated actions of the teacher and students at all stages of educational activity.

Scientific research has made it possible to identify approaches to determining the structural components of the individualization of the teaching of

future teachers. The basis of the first approach, in our opinion, is the structure of the teaching process, the stages of the teacher's and student's activities. Thus, scientists consider the structural components of the individualization of teaching to be: motivational-value (awareness of the importance of teaching, the formation of a positive attitude toward a particular subject and to individual mastering of it), process-operational (selection of forms, methods, means of achieving the goal of mastering the subject and personal-professional development of the future teachers), cognitive-orientational (the direction of learning, the selection of materials, assignments for training), performance-evaluative (training effectiveness, self-evaluation of studying process) (S. Melikova) [4, p. 8]; target, diagnostic (revealing the evolution of individual qualities), stimulating-motivational, meaningful (contains certain courses and special courses), operational-actionable (reflects the procedural essence of studying profile disciplines), control-regulative (constant monitoring and self-control), evaluative-regulatory ( evaluation and self-evaluation of results, identification and elimination of deviation causes, design of new problems) (S. Ovcharov) [5, p. 13-14]; factual individual impact on motivation, manifestation of activity and creativity (studying the specificity of the student's value orientations, analyzing the consciousness of choosing the direction of future professional activity, constant-purposeful impact on the student's motivation); the fact of substantively subjective individualization of teaching (the creation of a level base of educational tasks in terms of volume and depth of mastering), factual personal-actionable individualization (ensuring the manifestation of the individual style of independent cognitive activity of the student, the realization of the individual creative strategy of his/her independent professional-objective activity); actualization of individual reflexive thinking (orientation of reflexive skills, ability to self-assess and self-correct the level of development of subject competences) (M. Maloivan)[3, c. 262-264].

Another approach proposed by V. Kulik and N. Kulik, in our opinion, emphasizes various aspects of the development of students' individuality. According to it, the structural components of the process of individualizing teaching are: information (the transfer of knowledge in the system of "teacher-student"), social (the formation of the learner's personality), axiological (the development of spiritual values), psychological (the formation and development of psychological qualities), creative (the development of creative thinking ), communicative (mutual enrichment of the personality of the teacher and student).

Volodko, M. Soldatenko include the following as the structural elements of the didactic system of individualization of education: purpose, content, regularities, principle, form, methods, methods of individualization of teaching, criteria for evaluating student and teacher activity, student activities, teacher activity, didactic environment [ 2, p. 96]. In their opinion, the integrity of the didactic system of individualization of teaching is achieved with the links between the elements, its orientation to the development of all its elements, the provision of all elements at each stage of individualization of teaching active

individual cognitive activity of the student in achieving a specific educational goal [ibid, p. 97-98].

Characterizing the approaches to determining the essence of the elements of the didactic system of individualization of teaching, we first of all emphasize the formulation of its purpose and tasks. Thus, scientists (V. Volodko, J. Vorontsova, V. Kosarina, G. Levchenko, N. Lobko-Lobanovskaya, M. Soldatenko, V. Shepeleva, N. Tsios and others) formulate the central goal as the preservation and further development of individuality, identity and uniqueness of the individual, the formation of ability for self-development and self-realization [2, p. 99]. The main objectives of the individualization of education are: helping the student in personal self-expression, disclosing the inherent special qualities, realizing one's own capabilities; the creation of pedagogical conditions for educational activities that are most relevant to the entire range of personal characteristics of this student for choosing the methods most effective for him/her and ways of achieving success through the activation of most developed personal aspects.

In the scientific and pedagogical literature, specific patterns and principles of individualization of teaching students are distinguished. For example, A. Gorina, P. Sikorskiy consider the following provisions as regularities: the productivity of teaching is directly proportional to the intellectual and physical capabilities of students; the results of mastering the educational material by students depend on their natural inclinations, development of thinking, memory, will, character, level of efficiency; the productivity of training depends on the degree of adaptation of the teaching material to the individual characteristics of students; the productivity of training is directly proportional to the number of training exercises, their intensity and diversity [9, p. 60].

Among the principles of individualization of education, scholars name:

- the principle of accounting for real general education of students; the principle of professional orientation of fundamental disciplines; the principle of a dynamic typological grouping of students; the principle of the didactic interaction of differentiation and integration (requires an optimal reduction of the academic disciplines that are not part of the cycle of professional training disciplines, and the maximum differentiation of the disciplines of the vocational training cycle) (A. Gorin, P. Sikorskiy) [ibid., p. 60-63];

- the principle of effective learning, using the educational literature of the managerial, integrative type, the principle of studying theoretical material by modules on reference signals, the principle of intensification of teaching, the principle of effective interaction of education in higher education with other activities, the principle of conflict-free situation and the benevolent attitude of teachers to each student in the learning process, the principle of objective control and rating assessment of knowledge (B. Bezyazichny);

- the principle of the student's personal commitment, the principle of the freedom of choice of the individual educational trajectory, the principle of meta-subjective bases of the educational process (emphasizes receiving of knowl-

edge products that have individual semantic features), the principle of the productivity of teaching (requires orientation on the student's personal growth, internal and external educational products), the principle of primary education of the student (provides for the possibility of creating a more original education product than the well-known solution by a student) (A. Stepaniuk) [10, p. 75-76];

-the principle of the motivation of students' learning activities, the principle of implementing the mastery of knowledge by the student at an individual pace, at the level of complexity chosen by the student independently, depending on personal abilities and needs, the principle of the possibility of transition to a higher level of complexity at any time, the principle of widespread use in the educational process of new computer learning technologies, the principle of controllability of each student's activity, the implementation of a constant feedback process of communication between the student and the teacher (S. Ovcharov) [5, p. 19-20].

As we can see, the specific principles of the individualization of education formulated by scientists relate to various directions in the organization of the educational process: the creation of curricula and programs, the preparation of textbooks and manuals, materials for the implementation of the monitoring and evaluation function, the selection of methods, means, forms of teaching, and democratization of educational environment, the focus of the educational process on the personal educational growth of the student.

In the course of the study, the definition was defined by scientists (O. Ajjipo, O. Bratanich, V. Volodko, V. Novak, O. Pekhota, N. Prasol, M. Soldatenko, V. Khilkovets and others) for the effectiveness of individualization and differentiation of education. Their generalization allows us to state that these conditions concern: the selection of students on the basis of a scientifically based test system, the diagnosis of their individual characteristics, the psychological, pedagogical and educational-methodical training of the teacher, his/her guideline for the individualization of teaching, the availability of a preliminary phase of training, special classes and propaedeutic courses, scientifically based design of the content of vocational education, the availability of detailed developed general and subject matters training courses, alternative variations of fundamental and elective courses, the development by the teachers of the necessary information base minimum for each separate subject, the modular structuring of the entire teaching content, the organization of the educational process on the basis of free choice of the students for studying profiles, circles, electives, etc., energy-intensive teaching technologies, the democratization of the didactic environment, the dialogic nature of the pedagogical process, the development of the "subject- subject" relations, creation of success situations, activation of creative self-realization of the student, and so on.

The specifics of the individualization of the teacher's professional training reflect the pedagogical conditions of its effectiveness, singled out by scientists, in the higher pedagogical school: orientation to the theoretical model of the individuality of the teacher, embodying the basic requirements for the performer

on the part of the future profession; scientifically based selection of students in pedagogical educational institutions of all levels; professional and pedagogical diagnostics of the state and dynamics of the professional development of the future teacher, timely correction of the latter; thorough methodological substantiation of the content of pedagogical education; interdisciplinary integration of knowledge; preparation of the student for continuous professional self-development [6, p. 26]; the nature of interaction between the student and the teacher (E. Pekhota) [ibid., p. 39]; the availability of an individual curriculum and a schedule as a trajectory of individual development; personality-oriented nature of individual activities and tasks; facilitator's position of the teacher in the subject-subject interaction system (N. Prasol) [7, p. 11].

In the process of scientific search, researchers discovered research criteria for the effectiveness of individualization of teaching. Among such criteria are: motivational sphere, cognitive activity of students in the learning process, the nature of skills of performing independent work (S. Melikov) [4, p. 10]; motivation of learning, independence, activity, stability (stable mode of individualization of learning), creativity, effectiveness (N. Kononets); motivational (the degree of manifestation of positive motivation for self-educational activity and personal and professional development); substantial (the level of mastering theoretical knowledge about the forms and methods of individualizing learning); activity (the basic skills and skills of planning an individual trajectory of development, the implementation of self-educational activities); reflexive (ability for self-assessment and self-analysis of the work done, determining ways to improve self-educational activity) (N. Prasol) [7, p. 10].

In the course of the research, scientists (A. Bugra, S. Romanenko and others) formulated the requirements for the presence of certain qualities of teachers, psychologically and methodologically providing the process of individualization of teaching, which include thorough knowledge of the problem of individualization of teaching. Thus, according to A. Bugra, this should be knowledge of: the content of key concepts that explain the essence of individualization of the students' independent learning activity, forms and methods of its provision in classroom and extracurricular time; ways of diagnostics of individual-typological features of students and levels of their readiness for independent educational activity; individual and typological characteristics of students and their impact on the effectiveness of independent learning activities; guidelines for determining the content and level of complexity of individual tasks for independent learning activities [1, p. 167]. In addition to knowledge, scientists consider important: the ability to diagnose the individual characteristics of students and their accounting in the organization of training, pedagogical empathy, the possession of technologies for individualizing teaching, the availability of variable, flexible pedagogical thinking, the ability to develop own technologies for individualization of teaching [8, p. 196-197].

**Conclusions and prospects for further research.** Thus, in the modern native scientific and pedagogical literature, the individualization of teaching is

viewed as a didactic system consisting of certain elements. The basis of existing approaches to determining the structural components of individualization of teaching or the structure of the learning process, the stages of the activity of the teacher and student, or various aspects of the development of the individuality of the latter. The central goal of the individualization of teaching, which determines its specific tasks, is the preservation and further development of the individuality and uniqueness of the individual, the formation of ability for self-development and self-realization. Stated by the scientists principles, conditions that contribute to the effectiveness of the system of individualization of teaching relate to various areas of the organization of the educational process in the higher pedagogical school. The effectiveness of the individualization of teaching is determined by scientists using certain criteria. Among the perspectives of further research are: the problem of individualization of teaching in foreign scientific and pedagogical literature, the origins of the idea of individualizing teaching of students of the national higher pedagogical school of the second half of the twentieth and beginning of the 21st century.

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## 1.15.FORMING OF PERSONAL AND PROFESSIONAL SENSES OF FUTURE TEACHERS IN REFLEXIVE AND CONTEXT ENVIRONMENT OF HEI

UDK 373.3.011.3

**V.Zhelanova, O.Linnik**

**Abstract.** *The article represents the research results, aimed to track the interdependence between the stages of environment making and formation of sense orientations that future teachers need. In order to get the empiric data, the pedagogical experiment has been held. It consisted of stated, formal and control stages and fore-saw the polling method usage, testing, content-analysis of argumentative essays. The total duration of the experiment, where 725 students of pedagogical specializations from 5 Higher Educational Institutions (HEI) of Ukraine participated, lasted 3 years (2014-2017 years). The results of the experiment gave the possibility to verify the transformation of the sense attitude of the future teachers to the profession, depending on the stages of educational environment development in HEI.*

**Key words:** *reflexive and context environment, personal and professional senses, sense orientations, future teachers, professional pedagogical preparation.*

The problem of filling the professional pedagogical education with a sense content has been the subject of the scientific studies not once ( St.Barnes, J. Mattsson, L. Brady, D.Carr, N. Clement,T. Lovat, , R. Toomeyand, P. Yermakov, V. Fomenko). The analysis of scientists' works has shown the absence of the systematic approach to this problem studying: there is no distinct definition of personal and professional senses, that the future teachers have to interiorize, the new technology of personal and professional senses forming in HEI has not been developed yet. Thus, the *problem* of the personal sense filling to the future teacher professional preparation, providing the formation of reflexive and context environment in HEI occurs. We suppose, that the education formation with the approaches mentioned will allow to satiate the environment of HEI with the cultural values and senses, to organize the studying process as a process of objective values obtaining by a student and their transformation into the personal meaningful values.

*Research Focus* The main **purpose** of the work given is to investigate the possibilities of personal and professional senses formation, that future teachers in reflexive and context educational environment of HEI need.

The research objectives:

1. to study the content of the professional pedagogical preparation and to highlight cultural, educational, professional and personal senses, that can be interiorized by the future teacher;

2. to follow the interconnection between the stages of environment making and sense orientations of the future teachers formation;

3. to determine if the future teachers have the sense orientations at the different stages of their studying under the conditions of reflexive and context educational environment of HEI.

## **Methodology of Research**

*General Background of Research.* Culture is the sphere of personality evolution, in other words professional pedagogical education is a subsystem of culture and may allow the students to make up their mind with the axiological world view, to unlock the creative potential, to self-actualize. These ideas are specified in the sense educational paradigm, in culturological, axiological, subjective and environmental scientific approaches, that form the methodological base for the research.

According to the sense educational paradigm (E. Lindeman [1], P. Schwanenflugel [2], J. Thompson [3]), the interchanging that takes place between the subject as a bearer of cultural senses and the different bearers of the cultural senses is, actually, the core of the educational process.

The two planes of the senses existence (meaning subjective significance of the objects and scenes of reality, covered by D. Leontiev [4, p. 423-424], give the possibility to model the ideal educational process as a movement from their external significance, that is performed in the emotional coloration of the objects images and scenes; till the subject's interpretation of their role and their place in his life-sustaining activity.

*Sample of Research.* The algorithm of the pedagogical watching was held, based on the model of the future teachers sense genesis, in other words the range of consequent transformations compounds of the sense sphere, connected with its continuous generating and renewal (I. Kolesnikova, V. Zhelanova [5]), in particular:

- 1) transformation of the situational sense structures (personal sense, sense orientation, sense-making motives) into stable (sense constructs, sense dispositions, personal values);
- 2) „sense saturation“ from minimal to maximum state at the basis of “specification and extension“ (V. Zinchenko);
- 3) senses hierarchization, their „crystallization“ (D. Leontiev);
- 4) the changing of dynamic sense processes into consequent ones: sense-making, sense-perception, sense-building.

It is worth noting that personal senses are stable sense formations of the personality. In other words during the process of educational values interiorization, the transformation of the situational, non-stable sense constructs, that have transsituational, „overpragmatist character“, so they are stable, „oversituational“ (sense constructs, sense dispositions, personal values) is happening.

*Instrument and Procedures.* Culturological (V. Bibler, Ye. Bondarevskaya, B. Gershunskii, Ye. Gusynskii, N. Zlobin, M. Kagan, W. Landman, V. Frankl and others) and subjective (G. Aksyonova, B. Ananiiev, P. Blonsky, A. Brushlynskii, O. Gogoberidze, V. Kan-Kalik, O. Leontiev, O. Linnik, V. Panov, S. Rubinstein, M. Yaroshevskii, G. Schwerdt, A. Wuppermann, M. Murphy, T. Brow) approaches give us the possibility to model the culturological field, filled with the personal and professional senses of the future teacher (the subject), who during the process of studying interiorizes these senses, saturating them with the personal experience

and emotions. (This connection between the objective and subjective meaningfulness of senses is evidenced by D. Leontiev in characteristic peculiarities, formed by him: the sense is born in the real relationships that connect the subject with the objective reality; the direct source of the sense-forming are the needs and motives of the personality; the sense is characterized by the actions; the sense formations are not isolated, but make up the single system; the senses are born and changed in the activity, where the real life relationships of the subject can be realized [4].

In the philosophical and psychological theories of values (I. Beck, L. Brady, D. Carr, N. Clement, N. Epstein, R. Inglehart, M. Kagan), P. Lape, A. Mehrabian, V. Ogneviuk, Fr. Parra-Luna, St. Barnes, J. Mattsson, B. Hall), that form the basis of the axiological approach, it is identified how the importance of value orientations (in our case of cultural and educational senses) in the human realization as a subject of life and professional activity. Based on the ideas of the sense educational paradigm and axiological approach, we can establish the interchange of value senses as a main purpose and the basis of subject integrity in the pedagogical process in HEI. This foresees the formation of the educational environment.

In the context of the axiological approach the methods of abstracting (V. Zagviayzinskii, S. Sysoieva) and idealization (P. Obratsov, S. Sysoieva) were used. This allowed us to tentatively separate professional senses from the context of their connections and attitudes in order to watch their transformation during the studying in HEI.

The environmental approach is considered to be reasonably used as a methodological basis of our research from the view to the specifics of the objective senses being in culturological and professional environment. Taking into account reflexive determination of the senses, and also practically oriented strategy of modern pedagogical education of Ukraine, we suppose that the most fortunate for the future teacher to get the sense attitude towards the profession is the **reflexive and context educational environment** that is defined as a multilevel pedagogically organized system of conditions and opportunities, also as a mean of education that ensures the implementation of the professional context in the system of young teachers preparation in HEI and encourages the process formation effectiveness of reflexive constructs complex, in particular of motivational, sense and subjective personality spheres.

The modelling method allowed to build the dynamic model of reflexive-context environment and to show the interconnections between its components and professional senses of future teachers. We are giving the descriptive characteristics. The environment itself is immovable, but it has some changing features, it can decrease and expand, depending on social and pedagogical factors, that functions in terms of pedagogical approach or their complex. Thus, except static (program-aimed, organizational, value-content) it also contains dynamic components (informative-communicational, technological, personally-sensed, resultative), that are changed under the influence of subjects' activity.

The peculiarities of reflexive-context educational environment are the following: similarity to the future profession, matching its requirements and

students needs; implementation of future professional activity context complex; presence of inner contradictions between the studying and future professional activity, also complicacy, connected with activities of the subject itself; contextualization of the studying material; context-reflexive direction; stimulated character according to the transformation of the educational motives into professional ones; sense saturation and subject orientation; „intersubjective“ character of interconnection between the teacher and the student; dialoguiness and poliloguiness in communication; the shift of emphasis from the interconnection – teacher – student to his interconnection with the educational environment; uncertainty, that stimulates the student to look for personal orienting points; variation, absence of roughly restricted working methods; the priority of forms and methods of context focus studying.

Consequently, environment is viewed as a reality, the cultural senses bearer, where the interconnected activity of subjects to reach their personal and social goals is present. Therefore, any changed outer part of environment has the influence to the subject. The person is changed inside the environment and directly by it.

To conduct the experimental research to analyze the changes that are happening in sense sphere of future teachers at the certain stages of sense-genesis depending on the changes in educational environment of HEI the diagnostic instrumentarium, based on such famous approaches as methods of life senses (V. Kotliakov); test of life-sense orientations (LSO) (D. Leontiev): 6.1, 6.2, 6.3, 6.6 (test 6); colorful test of relationships (M. Lusher); 8.13 (test 8); quiz of terminal values by I. Senin: 7.1.1, 7.1.5, 7.1.8 was created. It should be noted that the diagnostic instrumentarium except the above mentioned standard methods includes such tasks as writing the argumentative essay with the topic: “What attracts me in my future profession”, which results were handled with the help of the content-analysis method, analysis of pedagogical situations (case method).

*Data Analysis.* The experimental research (that lasted in 2014-2017 years) included the students of pedagogical specialization of Borys Grinchenko Kyiv University (241 students of full-time form of study; 45 – part-time form of study); Oleksandr Dovzhenko Hlukhiv National Pedagogical University (98 students of full-time form of study; 25 – part-time form of study); G. S. Skovoroda Kharkiv National Pedagogical University (109 students of full-time form of study; 48 – part-time form of study); Khmelnytsk Humanitarian Pedagogical Academy (55 students of full-time form of study; 25 – part-time form of study); GI “Donbass State Pedagogical University) (49 students of full-time form of study; 30 – part-time form of study). The total selection combines 725 students. (375 students formed the experimental group; 350 – the control one).

**Results of Research** The purpose of the experimental research was to verify the forming and transformational potential of reflexive and context educational environment, also to clarify the changes that happen in the sense sphere of the future teachers at the certain stages of sense genesis, that correspond the phases

of environment forming.

The studying activity of an academic type, semiotic educational model, dominates at the 1<sup>st</sup> year of studying in the HEI. *Situational sense structures* (sense-making motives, personal senses, sense orientations) dominate at this stage. In other words, professional senses are defined as *situational* ones, they are shown in terms of an appropriate situation. In general, in the process of educational activity of academic type the „*saturation*“ of student’s awareness with the personal senses under the context of future profession occurred.

The accent at working with the students at this stage was made to the formation of the cultural or universal human concepts of values and senses: truth, kindness, beauty, belief, hope, love, wisdom, health, life, peace, freedom, trust, well-being, responsibility, humanism, understanding, rules of existence (measure, relativity, dialectics, spiritual beginning), – that form the principles for humanistic oriented future teacher personality formation.

With this purpose the first-year students were recommended to read the following literature sources with further discussion at the curatorial hour: Sh. Amonashvili „Hello children!“, V. Sykhomlynsky „Give my heart to children“, Ya. Korchak „How to love a child“, D. Dymov „Children write to the God“, I. Pharbarzhevych „Tales of a Small Fox“, A. Exupéry „The Little Prince“, Kate DiCamillo „The Miraculous Journey of Edward Tulane“, E. Porter „Pollyanna“.

The environmental forming in this period is connected with the realization of the objective environmental conditions, in particular with actualization of motivational, reflexive, sense, subjective potential of fundamental educational disciplines, that at this stage are „Introduction to the specialization“, „Pedagogics“ (integrated course), the section „General Principles of Pedagogics“, and also with the contextualization of educational material.

Students were involved to the creativity: own texts writing, where their understanding of the HEI culture, teacher’s profession was depicted. For example, in terms of the course „Introduction to the specialization“ students wrote an essay, composed a hokku, cinquains, where they represented their own attitude to the profession, its understanding.

Consequently, the student, within the scope of the educational activity of academic type, adapted to the conditions of reflexive-context environment, but remained its object. The relations in the system „environment – student“ were defined as „subjective – objective“.

During the 2<sup>nd</sup> and the 3<sup>rd</sup> years of studying in HEI quasi-professional activity was defined as a dominative one. In terms of this stage „*clarifying and expanding of senses*“ happened (V. Zinchenko), videlicet, the transit from emotional sense perception to senses verbalization, rising them up till their reflexive analytical and cognitive-evaluative level. Dynamic process of *sense-making* was expanded by the process of *sense-realization*, in other words, the awareness of knowledge, your place in your profession, the possibility to make a conscious choice appeared, but only in certain situations so far.

The educational senses of the future teachers obtained the importance: interactivity, pedagogical interactivity, subject, subjectivity, subjective-objective and subjective-subjective approaches, cooperation, partnership, collaboration, humanistic pedagogics, collaborative pedagogics, pedagogics of empowerment, pedagogical communication, the styles of pedagogical communication; with the beginning of the pedagogical activity the senses, connected with professional student activity gained the importance: educational problem, educational dialogue, polylogue, interactive educational techniques, interactive lesson, collective and group forms of cooperation, heuristic conversation, research methods, modeling method, creative project, brainstorming, modeling, projecting, communicative games, strategy-games, games-imitations, technologies of collective-group cooperation, technologies of cooperative collaboration.

In order to adopt these ideas at the sense level the texts of different genres were applied: V. Sykhomlynskii „100 Pieces of Advice to a Teacher“, „Letters to the Son“; Sh. Amohashvili „Hurry up, Children, We Are Going to Learn to Fly!“, „School of Life“; A. Rusakov „Epoch of Great Discoveries at School in the 90<sup>th</sup>“; S. Soloveichik „Pedagogics for Everyone“; Yu. Gippenreyter „To Communicate with a Child. How?“; S. Kurhanov „A Child and an Adult in an Educational Dialogue“; H. Tsukerman „Why do the Children Have to Study Together?“; S. Kashlev „Modern Technologies of the Pedagogical Process“; A. Yershova, V. Bukatov „Lesson Directing, Teacher’s Communication and Behavior“; S. Riabtseva „Dialogue at the Desk“.

What was happening in the reflexive-context environment at a phase of its active reproduction by the students? 1. “Immersion in yourself” has changed into “immersion in profession”. 2. Motivation has moved from the position of educational activity to the position of quasi-professional activity, professional motives appeared. 3. Self-appeal that was connected with the personal reflexion, expanded by an intellectual reflexion, also by appeal to the others. The sphere of reflection, besides, self-awareness, became also thinking and communication. 4. Formation of stable sense structures that become sense-realized was noted. Students demonstrated the ability to make their conscious choice, but in certain situations so far. The realization of the future professional sense took place. 5. The first professional subjectivity of the future teachers has been formed. That was realized in the appearing of over-situational activity, cooperation experience, situational self-actualization.

Environment forming in this period is connected, with the realization of objective environmental conditions, the same as at the preceding stage, specifically with the understanding of the professional context potential of studying discipline “Pedagogics”, in particular of the sections “Theory of Upbringing”, “Didactics”. Also the specifically made conditions started being realized. They foresaw the special courses tailoring. This condition in terms of quasi-professional activity belongs to the subject “Theory and Methods of Professional and Pedagogical Cases Solving”, that is represented with the trine of the educational courses: 1) “Pedagogical Situations Analysis” (2<sup>nd</sup> year of studying); 2) “Modeling of Pedagogical Process” (3<sup>rd</sup> year of studying).

This level obtained such ways of educational content problematisation that allowed to make the studying reasonable: problematic forming of lectures and seminars topics; developing of research tasks complex for self-work in terms of the subject given; development and implementation of pedagogical situations system.

The expanding of reflexive-context environment is based on the objective and specifically made conditions that led to the immersive environment increase. So, both the student and the surrounding already became the subjects, their relationships gained „intersubjective“ character in terms of environment interactivity increasing.

At the 4<sup>th</sup> year of studying in HEI educational and professional activities are the leading ones, social educational model. This stage changes preceding „*evolutional*“ ones and becomes „*critical*“ one. As the depletion of the actualized senses occurred, their discreditation in a context of contradictions, determined by a subject and the new sense started to appear, in particular *non-stable situational ones* (sense bearing orientation) were changed by the *stable ones* (sense disposition, sense construct) *sense structures* that are connected with the sense attitude of the personality to the future profession, ability to make your own conscious choice, not in an appropriate situation, but in terms of profession activity with all its variety. In other words, the process of *sense-building* that showed the new student's realization of his future profession and his place in it happened. In addition, the stable sense attitude to the future profession is completed with a sense attitude to the school-student personality.

The personal senses at this stage were for the future teacher of the major importance: freedom, independence, interest, leadership, trust, humanity, mercy, kindness, generosity, true purpose. In the value-personal sphere of a teacher the possibility formation to perform the reflexive activity, innovative openness, valuable attitude to cooperation, the desire to get new knowledge, valuable attitude to self-improvement occurred.

At this stage the texts of scientific, publicistic genres were used at the classes and during the debate club work. Here comes the list of the above mentioned texts: F. Nietzsche „Thus Spoke Zarathustra“; Osho „Love. Freedom. Aloneness“; Plato „The Republic“; Yu. Azarov „You will not be able to Rise up, Old Man“; H. Hesse „Kinderseele (‘child-soul’)“; A. Makarenko „Pedagogical Poem“; S. Soloveychick „Pedagogics for Everyone“; C. Freinet „Personality Forming of a Child and a Teenager“; M and S. Dyachenko „Vita Nostra“, „Digital“; Ya. Korchak „When I am a Child Again“; H. Backley „A Small boy“; A. Exupéry „The Little Prince“; Ya. Korchak „King Matiush the First“; O. Rog, I. Sudak „White, Black, Take-off“; O. Wilde „The Picture of Dorian Gray“.

The following methods of the work with text were used: interpretation of the scientific text by means of the alive pedagogical process language, pedagogical text commenting, dialogue-polemics with the text author, making the text vocabulary, making the concept text scheme; genre text remaking; interpretation of the pedagogical text from the different subjects of pedagogical process side. The interactive lectures, based on the texts with the model method implementing and

also seminars as the interactive form of practical students' activity organization were implemented.

The variable part of program includes specific courses of a training character with the purpose to form the personal senses at profession, where the pedagogical profession senses are opened and an ability to take part in the dialogue, to carry on a dialogue, to initiate a dialogue, to take part in a discussion was formed (For example, «Philosophy for children», «Conscious Parenting», «Pedagogical Systems Projecting», «Theory and Methods of Working with a Family», «Modern Lesson at Primary School»).

In terms of this period, the same as at the preceding ones, objective and specifically formed conditions of reflexive-context surrounding were implemented. In addition, the major peculiarity of the surrounding became the priority of group forms in student work that was based on the discussion, dialogue, polylogue. Such format of students' activity organization influenced the future specialist professional contexts complex implementation.

**Discussion.** During the process of experiment, it was figured out that the changes that coincide with the phase of students' active influence to the environment and its independent formation. 1. Reflexive and sense student saturation into the future profession took place. 2. The process of cognitive motives transformations into the professional ones was determined by the motivation rotation from the quasi-professional activity subject to the professional activity subject, the revision and actualization of the impulse take place. 3. Reflexive processes were expanding by a cooperative reflexion, in other words, all the major types of pedagogical reflexion are already being realized. It is a complex, integrated feature of the personality that is the reason of the reflexive adequacy. 4. Determinative functions of the reflexion, concerning motivational, sense, subjective spheres of the future specialist were actively implemented. 5. Stable sense attitude to the future profession was completed with the sense attitude to the school-student personality. Sense demonstrations are connected with the sense implementation during specific events, also with the "sense trace" appearance (I. Abakumova). 6. The student was directed to the self-realization and self-actualization in the future profession, the real awareness of subjective professional position took place. 7. The student obtained the communicative models of dialogue and discussion direction.

According to the results of the essays (topic: „What attracts me in my future profession") content-analysis, it was figured out that on the third pointcut in the respondents' essays unit of account „love to children" occurs 48 times in CG and 30 in EG; „constant communication with children" – 53 in CG and 80 in EG; „personality forming of a young school-student" – 49 in CG and 70 in EG; „possibility to form positive interpersonal relationships in children group" – 52 in CG and 75 in EG; „teaching of certain subjects" – 61 in CG and 30 in EG; „social status of the profession" – 45 in CG and 12 in EG.

After comparing the results of stated and control experiments on s sense sphere of the future teacher, we observed the results rising by every measure: level of value attitude to the future profession rose by 30,8% in EG and 23% in CG; representativity at a



high values level of self-development rose by 6,2% in EG and 1,8% in CG; personal individuality conservation – by 12,3% in EG and 3,6% in CG; orientation level to the purpose rose by 34,8% in EG, 27,4% in CG; locus of control – Myself by 25,8% in EG, 2,9 in CG; locus of control – life rose by 26,1% in EG and 20,2% in CG. Also the level of self-actualization senses domination rose by 40,3% in EG and 26,9% in CG.

**Conclusions** Expanding and complicity of sense sphere components that belong to the future teacher of the primary school are evident. Also the change of this sphere's vector, means that situational sense orientations are changed into stable, fixed ones. Sense attitude to the personality of a young school-student is expanded with the sense attitude to the group of children, to the communication with them – that is the evidence of sense-awareness. *Sense sphere* of future primary school teachers is already represented by stable sense formations – sense dispositions and fixed sense orientations, personal values. In other words, the student already has formed stable sense attitude to the future profession, ability to make the conscious choice, now not in a certain situation, but in terms of professional activity that becomes the leading sense of his/her life.

Conducted research has certain limitations, connected with the batch of the respondents, which was formed from the students of «Bachelor» Degree. The further prospective is seen in keeping track of the graduates in their further educational and professional activities to provide the evaluation of sense orientations further transformation and their influence on the educational paradigm choice of the young teacher.

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## 2. THEORETICAL BASIS OF EDUCATIONAL CHANGES: NEW CATEGORIES AND VIEWS TO SOLVING PROBLEMS

### 2.1. THE SPECIFIC FEATURES OF THE PRIMARY SCHOOL DEVELOPMENT AT THE EASTERN UKRAINIAN TERRITORIES IN THE SECOND HALF OF THE 19TH - THE BEGINNING OF THE 20TH CENTURIES

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**Abstract.** *The paper gives a brief description of the four stages of the primary education development at the eastern Ukrainian territories since the middle of the 19th century till the beginning of the 20th century, taking into account the development of state legislation relating to primary education, the dynamics of quantitative and qualitative growth of the primary school network, the transformation of the economic, cultural and education spheres of the region, which contributed to the change in the content, forms and methods of primary education. On the basis of the use of published and archive materials, a pedagogically valuable experience of the activity of the eastern Ukrainian territories primary schools in the middle of the 19th and the beginning of the 20th century was determined (reform ideas for literacy among the general population and experience in introducing educational reforms, the formation of a special type of state and civil management of public schools, the involvement of zemstvos, urban and rural associations in determining the content, methods and forms of primary education). The data on the content, forms and methods of primary school education at the eastern Ukrainian territories are specified and elaborated.*

**Key words:** *primary school, Ukraine, eastern Ukrainian territories, zemstvos, association, primary education forms, primary education methods.*

An urgent need for educational reforms in Ukraine with regard to its integration into the European cultural space, stipulates radical changes in the cultural and education sphere, puts forward new challenges in the education sphere and upbringing of the younger generation in modern teaching. In this connection, the problem of the primary education development in Ukraine, an important part of teaching and training, which provides the basis for further positive individual and social development, education, cultural formation of an individual and citizen, becomes particularly acute. Law of Ukraine "On Education", "On Primary Education", the State National "Education" Program ("21st Century Ukraine") and others emphasize the special meaning of primary education as a specific background for entering into the cultural and educational space and self-realization there.

An important condition for successful implementation of the objectives of primary education at the current stage is not only the search for new effective theoretical and practical development, but also research, synthesis and creative rethinking of historical and teaching experience of primary education development in Ukraine, particularly, in the second half of the 19th - early 20th century a period of time characterized by significant reform changes in the education sphere with the aim of using the teaching achievements of the past to improve and update the initial level of education.

The analysis of modern scientific and pedagogical works made it possible to find out that the issues of primary education formation and development in the regions of Ukraine during the period under review are of current interest to scientists and are studied from various points of view. Thus, the analysis of scientific literature showed that the issue of studying in primary schools during the second half of the 19th - early 20th centuries was also covered in pre-revolutionary historical and pedagogical sources (G. Danilevsky, S. Rozhdestvensky, M. Hrushevsky, G. Falbork) (Falbork G., 1903; Belozyorova N., 2008). The primary school formation was also studied by teachers, including O. Koshits, W. Shatska, B. Jaworski, in pre-revolutionary years and continued doing it after the year 1917. Since the beginning of the Soviet era until the 1990s there was a decrease in the interest of researchers in the sphere of primary education development in Ukraine in the second half of the 19th and early 20th centuries. Basically, these issues were covered superficially in the historical aspect in the context of the general education development study in the Russian Empire (M. Konstantinov, E. Medinsky, A. Sbruyeva, M. Shabayeva and others).

The first fundamental studies that reflect the general historical aspect of the issue first took place at the beginning of the Soviet era (M. Konstantinov, G. Zhurakivsky, M. Zavoloka). Since the 1990s there has been a number of generalizing works in the field of historical research of educational processes and special methodological works devoted to various aspects of studying the education in Ukraine (I. Zaychenko, O. Lyubar, O. Melnychuk, A. Sbruyeva, M. Stelmakhovych) (Lubar O., 2003; Melnychuk O., 1998). At the current stage, the studies of the education development in Ukraine in general and particularly that of the primary education are made by V. Galuzynsky, M. Yevtukh, S. Zolotukhina, V. Kurylo, V. Mayboroda, O. Melnychuk, O. Sukhomlynska.

Among the works devoted to the specifics of formation and development of the teaching content, the organization of the educational process in primary schools in certain regions of Ukraine, special attention should be given to the study of Kurlyak, O. Penishkevych, N. Pobirchenko. The study of the Slobozhansky region prevails in the works of scientists studying the education development in the eastern part of Ukraine (T. Kravchenko, V. Vorozhibit, N. Rudicheva, V. Popova).

However, despite the considerable attention of researchers to certain aspects of primary education the current problem of teaching younger schoolchildren is hardly solved in terms of historical and teaching aspects, the content of primary education and practical experience in organizing the education process in elementary schools during the second half of the 19th-beginning of the 20th century is not completely covered in terms of significant territorial, socio-economic, cultural and historical aspects of the eastern Ukrainian territories,

**The aim of the paper** is to systematize theoretical issues and to generalize the practical experience of the elementary education development in the eastern Ukrainian territories (the second half of the 19th - the beginning of the 20th century) for the creative use of the local teaching experience under present-day conditions

On the basis of the scientific literature analysis (S. Vodotyka, V. Kurylo, I. Levchenko, S. Fatalchuk, etc.) (Kurylo V., 1999; Bagaley D., 1993; Fatalchuk S., 2006) the eastern Ukrainian territories are considered one of the historically formed, ethnically, socially, economically, culturally, and educationally specific territories of Ukraine that combine the territories of the Donetsk People's Republic, the Lugansk People's Republic and Kharkiv oblast. It was found that the historical background for the development of a network of primary education institutions in the studied period at the eastern Ukrainian territories were: favorable conditions for the development of the economics, natural conditions, rapid economic growth of the region, public transport and service lines access, population growth, cultural level increase of urban residents and the emergence of intellectuals aspiring to education for people; the low level of literacy of the eastern Ukrainian territories population, as well as all that of Ukraine.

The typical problems of the elementary education development during the studied period were: unsatisfactory quality of primary education (M. Hrushevsky, 1913), especially in parochial schools that were the most widespread at this territory; the low education level of primary schools teachers (Vorozhbit V., 2001); almost complete absence of unified basic education programs, methodological literature, manuals (Zavgorodnyaya T., 2007); branched primary school management system (Luzan P., Vasyuk V., Bernava A., 2006) that made it impossible to develop common requirements for the quality of primary education, complicated the assessment of teachers' success, the depth and level of students' knowledge; prohibition to get primary education in their native language.

Overcoming these problems in the studied period was carried out gradually, with different efficiency and effectiveness, which makes it possible for us to speak of several stages of the primary education development in the eastern Ukrainian territories. In particular, on the basis of such criteria as the development of state legislation on primary education, the dynamics of quantitative and qualitative growth of the primary school network at this territory; shifting periods of intensity and decline of socioeconomic, cultural and education processes at these territories that contributed to the change of the aim, objectives, content, forms and methods of teaching at primary school, there are grounds to define four stages of the primary education development since the middle of the 19th till the beginning of the 20th century: 1850-1863; 1864-1873; 1874-1907; 1908-1917.

*The first stage (1850-1863)* is presented in the study as a stage of active development of the primary education content in conditions of an outdated regulatory framework, the lack of the effective mechanisms for managing and controlling the activities of primary education institutions. All the major state documents regulating the primary schools education process at this stage came into force at the end of the 18th - the first half of the 19th century (Statute of Public Vocational Schools adopted in 1786, Statute of educational institutions subordinated to universities approved in 1804; Statute of gymnasiums, zemstvo and parochial schools issued in 1828) (Liubar E, 2003). It was the time when in Ukraine as a whole and, in particular, in the eastern Ukrainian territories there were significant socioeconomic

changes («industrial revolution») which led to an intensification of the socio-pedagogical movement for the development of literacy among the general population and the intensification of the process of creating schools for the people. At that time, the following types of primary education institutions were mainly developed: parochial school (college), district school (college), defined by the state school education reform at the beginning of the 19th century. It was found out that the active development of the primary education content began at the first stage, given that education in public schools in the middle of the 19th century was regulated only by outdated and unspecified state instructions on the study of basic school subjects (God's law with a short catechism and Holy History; reading the books printed at church publishing houses and at the ordinary ones, and reading manuscripts; calligraphy (handwriting); four basic arithmetic operations) (Korf N., 1867); at the same time, there were no specific recommendations for the daily schedule or timetable at the primary school; there were neither standardized nor even indicative curriculum of teaching particular subjects, there was a lack of textbooks and manuals, and those ones available mostly dated back to the early 19th century, and were often characterized by the complexity and obscurity of the material given (for example, the manual "New improved letters for the Russian alphabet or the most convenient way to learn reading and writing in Russian, even for foreigners ...", published in Moscow in 1833, "Arithmetic guide for use in public vocational schools of the Russian Empire (Part 2), published in St. Petersburg in 1804) (Rojdestvenski N., 1902). Thus, in connection with the need to update the primary education content in Ukraine there were the efforts of national activists in the 1860s (P. Kulish, M. Hrushevsky, S. Myropolsky) (Grushevsky M, 1913), for instance, towards implementing the native language into the primary education, due to which a number of manuals in Ukrainian («Gramatka» by P. Kulish, «South Russian Primer» by T. Shevchenko, etc.) were published.

*The second stage (1864-1873)* was considered a stage of a clear definition of a general primary education state concept and improvement of its content. The preparation for school reforms that lasted for eight years (since 1856), ended in 1864. Taking into account all the amendments, there was an adoption of a long-awaited «Statute project for lower and secondary vocational schools» by the Ministry of Public Education. When this document entered into force there began the process of reforming primary education: the government tried to expand the school network and improve the quality of education, and thus to meet the needs of the people in getting education and the requirements of progressive educators and cultural workers for the quality of general primary public education. In July 1864, the Ministry of Education adopted the «Regulations on the Primary Public Vocational Schools» (Vorozhbit V., 2001), where the goal of primary education was recognized as the adoption of religious and moral views and ideas in society, as well as the distribution of basic useful knowledge. According to the regulations, both boys and girls could study together, and for free. «Regulations...» provided that teaching would be only in Russian. Secular public vocational schools were under the control of the Ministry of Public Education, and seminaries were un-

der the control of the Holy Synod. Attempting to avoid increasing allocations to the sphere of education, in January, 1864 the Government issued the Regulation on Zemstvo Education Institutions (Luzan P., Vasyuk V., Bernava A., 2006). It was found that there were new school types (zemstvo, ministerial) established at that stage; new models of primary school management were developed. The main school subjects remained the same as at the first stage (God's law and Holy History, reading from books printed at church publishing houses and at the ordinary ones, and reading manuscripts; four basic arithmetic operations, writing, chanting the psalms that was additional yet desirable primary education subject), but their content was regulated and improved due to the curriculum developed by the provincial councils and that were supervised by the public schools inspectors, and also due to the publication of standardized manuals («Our Word» and «Children's World» by K. Ushinsky, «Guide to Teaching Literacy» by M. Korf, «World of God» by S. Cherkasov).

The most regulated was the teaching process content at exemplary vocational schools of the Ministry of Public Education (Falbork G., 1903) that were the first to receive ministerial curriculum in 1869. Teaching in these schools was conducted according to a single curriculum (Fatalchuk S., 2006). A certain regulation of the primary education content was continued by the government in primary vocational schools located in cities and large villages where it was easier for the state to control them. The standardization of curriculum, the development of programs identical for all primary schools, urban and rural, significantly limited the college councils and teachers' initiative to create their own curriculum adapted to local circumstances that are identified in the dissertation as a negative factor that inhibited the education dissemination among the people.

*The third stage* (1874-1907) was the stage of implementing the standardized curriculum, which caused the inhibition of the natural development of primary school system in Ukraine. The stage began with the adoption of the «Regulations on Primary Vocational Public Schools» on May 25, 1874, (Preobrazhensky I., 1900) which became the starting point in the process of strengthening the state control over vocational public schools.

At that time, standardized teaching curriculum were implemented in almost all types of primary schools. For the two-grade exemplary schools curriculum issued by the Ministry of Education earlier (1869), on February 7, 1897, the Ministry of Public Education approved «Exemplary curriculum taught in primary vocational public schools» for single-class public schools. The implementation of unified state curriculum for teaching primary school subjects that looked like a progressive step towards standardizing the learning space, in practice turned to be an abrupt intrusion into the teaching activity of zemstvos that tried to apply a flexible approach to the creation and implementation of curriculum at primary schools.

At the third identified stage of primary education development there was a significant quantitative redistribution of the elementary school types (Zavgorodnya T., 2007), especially the ones in the countryside. The Christian school that quantitatively dominated over other school types at the second stage of the pri-

mary education development was replaced by zemstvo primary school where it was provided a better education. This trend especially took place at the eastern Ukrainian territories where economic growth has led to an increase in the requirements for public education.

At that stage, the primary education content was quite stable and consisted of a large number of subjects of a moral and religious nature, the Russian language, arithmetic, as well as of disciplines aimed at learning the scientific worldview (History, Geography) (Lubar O., 2003; Rojdestvenskiy S., 1902). In order to teach each of the students there were the relevant study programs developed and approved by the Ministry of Education. During that period of time, the main disadvantage of the primary education content was the abstract learning. In addition, the primary school training course defined by the official curriculum, contained rather limited teaching material. Those problems were especially noticeable in the teaching process at Christian schools where it was forbidden even to use textbooks where the amount of the provided information was wider than those given by the Synod (K. Ushinsky's «Our Word», T. Shevchenko's «South Russian Primer»). Most of the primary school textbooks were those on God's Law, the Church Slavonic language, Holy Scriptures and on the Divine Worship: the Gospel, Psalter, the Book of Hours, and Prayer Book (Rojdestvenskiy S., 1902; Fatalchuk S., 2006).

*The fourth stage* (1908 - 1917) is described as a stage of expansion and update of the primary school education contents in the conditions of social studies and national consciousness development. This stage began with the adoption of the law on May 3, 1908 (Vorozhbit V., 2001; Rojdestvenskiy S., 1902), which introduced a four-year term for the children's training in primary schools and thus allowed to enrich the primary education content. The primary school curriculum in Ukraine included such subjects as: God's Law, native language, arithmetic, natural science, geography, history, manual labor (drawing, modeling, wood carving), singing, physical training (Luzan P., Vasyuk A., Bernava A., 2006; Pensketch A., 2002). In addition, this period of the primary education development was marked by an increase in teachers' attention to the girls' labor education and education for women in general.

The forms and methods of primary education were chosen according to the work conditions of the elementary school teachers in Ukraine that were rather complicated at that time, as the teacher had to teach the students of three departments simultaneously. The students were significantly different in their development and knowledge acquisition levels (Vasiliev S., 2014, Vasiliev S., 2015). Thus, the success of managing the teaching process largely depended on the teacher's skills, on the ability to maintain discipline and order in the classroom, to organize mutual learning and self-education.

On the basis of studying the scientific literature (Vasilieva S., 2014; Vorozhbit V., 2001; Kurylo V., 1999; Liubar O., 2003; Rozhdestvenskii S., 1902) it was found that at the first stage teachers were often forced to use traditional teaching methods (oral storytelling, text retelling by a student, following the lines the teacher was reading, reading aloud in groups (sometimes from different books), learning

by heart, alphabetic method, etc.), or conduct an empirical research for new forms and methods not tested before (copying the letters written on the board; V. Zolotov sound method providing three stages of learning to read: getting familiar with vowels, reading syllables, reading according to the tables designed by V. Zolotov, V. Grube methodology of teaching mathematics, the essence of which was the gradual study of numbers using specific and everyday subjects familiar to a child). Among the forms of work the major ones were group forms determined by a special interaction of teachers and students in conditions of a single-unit school.

At the second stage, the teachers of many primary school, especially those at rural ones, continued to use reproductive methods (in particular, the method of learning by heart was widespread), although some of the existing techniques at that time were updated and improved (class paperwork, writing and grammar exercises, arithmetic tasks, home assignments) (Rozhdestvenskii S., 1902). Due to the activity of the zemstvos, the progressive methods of learning to read initiated at the first stage (V. Zolotov sound method) were widely developed. The innovation of the second stage was teaching God's Law at zemstvo schools using the method of clarification, questions & answers, visual aids.

Since at the second stage of the primary education development there dominated group forms of teaching (Grushevsky M., 1913), it was essential to maintain classroom discipline. The methods and techniques used at that time for maintaining discipline of students were: remarks, reprimand, detention, a requirement to leave the classroom, isolation at a separate desk, the prohibition to rest with friends, and expulsion. It should be emphasized that physical punishment in primary schools was prohibited.

At the third stage of primary education development, there were significant positive changes in the forms and methods of primary education (Levkovskiy N., 2003; Pensketch A., 2002; Preobrazhensky I., 1900). Thus, reading methods were used not only to accelerate the process of mastering the grammar, but also to contribute to the development of students' thinking (for example, for this purpose students were encouraged to have a set of letters and corresponding drawings in the classes where they learned the letters). At that time, the sound method of teaching literacy was used at almost all school types, with the exception of the parochial ones, where in the mid-1880's this method was mastered only by some teachers, and all the others continued teaching children using an alphabetic method. In other school types, primarily in zemstvos, there was also used a new method of teaching of reading and writing simultaneously with the help of tables. It was considered appropriate to implement improvisation classes that contributed to the development of speech, fantasy, independent thinking, the method of mastering literacy through playing. New didactic ideas, including the mental calculation method, were also used in teaching arithmetic. The shift of teaching priorities to the comprehensive child development also affected the primary education forms. In addition to the group classes, they began to use complex and individual forms. At the fourth stage, there was the enrichment of the primary school methodological base (Levkovskiy N., 2003; Preobrazhensky I., 1900). For example,



in order to connect children with nature, the following methods with the common use of visual aids (O. Gerd) were introduced: training excursions and walks during which the children could connect with the nature, as well as the study of natural phenomena and objects with the help of training pictures, «pedagogical drawing of a teacher», various models and schemes, school theater. There was also a significant development of physical education methods: physical exercises, outdoor games, hardening and personal hygiene. At the fourth stage of the primary education development there was a real boom of visual training methods (Falbork G., 1903; Fatalchuk S., 2006). In particular, those were arithmetic boxes, zoological and botanical paintings, maps. Moving letters helped in teaching literacy, and the basic counting was done with the help of cubes, a dial, and a ruler with short line segments.

According to the state documents of the second half of the 19th and early 20th centuries, at all stages of the primary education development the basic general form of primary school education of Ukraine, as it is today, was a lesson, and a final control element was an exam (Falbork G., 1903; Fatalchuk S., 2006). Yet, the lesson of that time was not a lesson in its modern understanding, since the methods used by the teacher at the lesson were significantly different from the modern ones and gradually changed during the period under study.

**Conclusion.** In the course of the research it was found that pedagogical achievements of the second half of the 19th century - beginning of the 20th century are still relevant today. Thus, taking into account the reform ideas of literacy among the general population and the further experience of their implementation in the work of primary schools of Ukraine is an important condition for the right choice of the modern tactics of implementing the changes in the education system that are caused by the integration of Ukraine into the global learning space. In the same vein, the issues of unity between the views of Ukrainian educators, artists and progressive people from other countries on the creation of a primary school system in Ukraine, primary education in their native language, as well as other aspects of experience gained in the conditions of the growth of the educational social and pedagogical movement of the 60s y.y. of the 19th century - beginning of the 20th century are interesting.

Taking into account the tendencies of the modern education development process, attention is paid to the innovative nature of the state educational policy mechanisms implementation in the researched period of the primary school development: the search for the primary education concept, the expansion of the primary school network was carried out by combining the efforts of the government, local authorities (zemstvos), churches, communities, and the family. Various aspects of the activity of zemstvos, such as a creation of a flexible system for managing the work of school establishments based on a systematic direct interaction between management bodies (members of the school council, inspectors, etc.) and performers (teachers); development of curriculum; correction of teaching forms and methods; preparation of teachers taking into account local conditions are of particular interest. The primary education forms and methods

in Ukraine in the studied period were largely determined by the conditions of the teacher's work, in particular, the single-unit school type where one teacher had to simultaneously teach the students of the three departments, and the children had significant differences in their development and knowledge acquisition levels. The studied period is characterized by the improvement of the primary school work methods: there is a positive dynamics of replacing the reproductive methods of teaching (following the lines the teacher was reading, reading aloud in groups (sometimes from different books at the same time), learning by heart, alphabetic method) by new, more effective and natural ones (V. Zolotov sound technique, learning with the use of visual aids). The activity of the representatives of zemstvos (in particular, N. Korf's work), quantitative and qualitative expansion of the primary education content, popularization of the experience of innovative teachers and educators, and improvement of teachers' qualification positively influenced the methods and forms of the education process organization in primary schools.

In the process of primary education development in Ukraine in the middle of the 19 th and early 20 th centuries there was accumulated a valuable teaching experience that today can be used rationally in the conditions of the national education reform, in particular, the attention should be paid to the following issues: uniting the views of Ukrainian teachers, artists and progressive public figures on the principles of creating a primary school system in Ukraine; using the potential of moral and religious ideals to improve the content of education; the dissemination of a primary vocational education.

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## **2.2.COMMITTEES FOR IMPROVING YOUNG PEOPLE’S EVERY DAY LIFE AS A PHENOMENON OF PUBLIC ACTIVITY OF STUDENTS IN 20-ies YEARS OF XX CENTURY**

UDK 378 .183 “19”

**S.Zolotukhina, L.Zelenska, O.Kin,**

**Abstract.** *The article deals with the essence and nature of public activity of student youth of higher educational institutions of Ukraine in the 20-ies of XX century in the context of the process of forming a new generation of students as a social phenomenon. It is determined the main priorities of work with the student youth on the part of the authorities, which determined the main forms and directions of students' social activity. It is analyzed peculiarities of development of public student movement in the studied period. It is presented the analysis of the work of the Committees on improving the life of students of secondary school and students of higher education institutions of Ukraine in the 20-ies years of XX century. It is exposed the peculiarities of the emergence of committees as a form of conscious self-organization of students,*

*whose activities were aimed at solving the most urgent issues of that time. It is characterized the main directions of public activity of the committees for improvement of the everyday life of students: support of students' material condition, solution of housing problems, organization of nutrition, medical services, providing students with the opportunity to earn money on their own.*

**Key words:** *students, public practices, committees of improving the everyday life of student youth, public activity.*

Nowadays the development of student public activities is of particular importance for the development of social responsibility, personal self-actualization of young people, and offers wide opportunities for implementing its professional and creative potential. A useful pedagogical experience was accumulated in the 20-ies years of the XX century, when the intensive formation of the process of public activity of student youth as a social phenomenon took place, and various practices of their activity were developed and tested in practice. Those years have been marked by the search for the most effective and expedient forms of association of student youth, therefore, these issues and at the present stage of development of the national high school have not lost their relevance and require careful study.

The problem of student public activity was studied in detail in historical character studies (S. Ashevskyi, R. Vydrin, G. Engel, V. Gorokhov, P. Kapnist, S. Melgunov). Some aspects were considered in the context of the activities of youth associations of Ukraine (I. Andrukhin, I. Golovenko, V. Miyakovsky, V. Orlov, V. Sushko, S. Cherkasova, N. Yakushko). Certain problems of student public activity were reflected in studies of educational activities of modern youth associations (M. Bayanovska, S. Zolotukhina, O. Kin, M. Okarinsky, N. Onischenko, L. Yarova). However, the issue of the work of the committees to improve the life of student youth as a form of self-organization of active public activities of students in the 20-ies of the XX century were not the subject of special study.

**The purpose of the article.** To analyze the peculiarities of the development of the public student movement and to prove the work of the Committees on improving the life of students and institutions of higher education in Ukraine in the 20-ies of the XX century.

**Methods of research:** theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, historians) on various aspects of the public student movement in the 20-ies of the XX century.

One of the most interesting historical periods in the history of the country was the period of the 20-ies of the XX century, which was accompanied by continuous fundamental changes of all aspects of social life. At that time there were processes that defined this stage as a stage of a cardinal upgrade of high school. According to the study of historical and pedagogical literature, archival materials, normative documents of the investigated period [4, 5, 8, 9, 11], the reform of higher education in Ukraine was aimed at solving certain problems: the reorientation of higher education to the training of qualified industrialists, approximation the system of higher education to the social composition of the new state. The main features of the development of education in Ukraine during this peri-

od were Ukrainianization, proletarianization, and innovation. The new government recognized the huge role of the human factor in the development of productive forces, the preparation of “their intelligentsia” was considered a key to the success of socialist construction. Future “commanders of production” should have been educated as “people of tomorrow”, as the builders of the best society in the world.

Therefore, the task of transforming the “old” student into a “new” was determined as a priority, which led to the special organization of a complex, controversial process of transformation of students as a social group. It was not a simple, mechanical act of replacing “old” students with the “new”. The course of this social process was extremely saturated, intense, and changes in the worldview, way of life of students corresponded to the nature of social transformations in the country as a whole. Studying the dynamics of students as a social group in the post-October period allows us to draw some general conclusions:

- an attempt to radically change the composition of students, rebuild all aspects of his life, and gave the process of formation of the intelligentsia a new direction. Students must be formed primarily of capable, well-trained, educated performers capable of performing a wide range of issues in all areas of socialist construction;

- The following features were defined as characteristic features of the «new student»: full dependence on everything from the governing bodies, support for party politics, collectivism, social activity, social optimism, romantic attitude to life, and faith in the rapid construction of a new, just society, perseverance in knowledge acquisition, unpretentiousness, asceticism, ability to be satisfied with a minimum of life’s benefits, relative social homogeneity, controllability, diligence, discipline, etc.;

- «new student» as an independent social group in its composition has become truly democratic, that is formed from the only immigrants of the working population. At the same time, along with the workers and peasants, the universities were replenished by representatives of the intelligentsia, other social groups, which the Soviet government, considering them less socially valuable, left opportunities for higher education. Among the students, the number of women who were equalized in rights with men in access to higher education was steadily increasing. Students became more and more international in their ethnic composition. In socio-political terms, students had one choice – mastering the theory of Marxism-Leninism, participating in public life under the leadership of new political leaders, unconditionally supporting the domestic and foreign policies of the Communist Party.

Consequently, the strategic task of the institute of higher education was to prepare a new generation of specialists, talented organizers and managers, «persons capable not only of formal and limited fulfillment of duties, but also of leaders of economic and cultural life, capable of independently directing it on the way of achieving the goals» [11].

It should be noted that the policy of the party leadership in relation to higher education, student youth was apparently controversial. On the one hand,

ideas for the formation of a new, free, active, brave and principled person were promoted. On the other hand - the upbringing of the younger generation was comprehended, consistently, clearly subordinated to a determined strategy of training specialists for the Soviet state, ideologically mature, devoted to the cause.

Higher school officially proclaimed the field of «ideological strategy». In the circular letter of the Central Committee of the CP (b) In the sent to the provinces of the spokes and centers of institutions of higher education «On the struggle against bourgeois ideology in higher educational institutions» (1922) concrete measures were presented to raise the level of ideological work among students and professors, the student youth was under the watchful eye of the authorities. The result was the development of a new strategy for the education of student youth - the formation of an active, initiative and responsible participant in public life, clearly defined by the authorities within the boundaries and scales.

Consequently, the high school conducted a policy of widespread involvement of young people in public activities both in educational institutions and beyond. Active public opinion of student youth was proclaimed one of the important directions of training of a future specialist, a representative of the conscious and active part of the working-peasant state, and public work was defined as «business check of every student» [8, p.67].

It should be noted that public activity was considered socially useful labor on behalf of any organization, the commission of a certain institution, which included the ideas of collectivism. Components of community activity were to become independent and active participation in the life of the population. Interestingly, in our opinion, is the fact that attendance of meetings was not attributed to public activity [9, p.7].

The purpose of the students' public activity was to develop and raise the socio-cultural level of the population, to spread the ideas of communism and to involve the general public in work. In particular, this was referred to in the Codex of People's Education (1922), the resolution of the Vth All-Union Conference of the Komsomol of March 30, 1927, «About the Formulation of Mass Culture and Educational Work among Young People», which emphasized that this activity should be directed to the connection with his contemporary socio-political life, the work of the party and the Young Communist League [4, p.45].

A determining role in the implementation of political and educational tasks was given to trade unions and student organizations. Resolution of the Central Committee of the Central Committee of the Communist Party of Ukraine (b) of July 12, 1928 «On the socio-political education of students» and of August 30, 1928, «The status of universities of Ukraine» emphasized the involvement of young people in work outside of educational institutions, preferably in related enterprises and institutions, participation in production processes and meetings, which at the same time should not hinder the training, especially for senior students [5, p.411].

Consequently, the main areas of social activity were defined as the participation of student youth in administrative-organizational, economic, educational and methodological work, as well as in the implementation of

cultural-oriented projects, the elimination of non-writing, chef's work.

As you know, 20-ies of the XX century were characterized by quite complex socio-political conditions, the economic crisis and the shortage of material resources. In the context of the processes of proletarianization of the institution of higher education, the contingent of students was formed mainly by representatives of the working class and peasantry, that is, the materially vulnerable population. The student was in need of the most necessary: housing, because most students were newcomers, nutrition, medical care.

Therefore, special attention was paid to the active public attitude of students in the issues of assistance to low-income students, work activities aimed at the restoration of the material part of student dormitories and educational institutions, construction and repair of dormitories, dining rooms, hospitals, sanatorium, laundries, tailoring workshops, etc. It is quite logical that the student's desire to develop maximum amateur activities in solving nutrition, treatment and mutual assistance of students.

In the beginning of 1922, independent economic associations of students began to emerge which were the committees to improve the lives of pupils and students. Thus, in May 1922 the Kharkiv CPPU, which united and defended the economic interests of students of institutes, students of technical colleges and cadets of labor departments, was created in the largest student center of Ukraine [7]. During 1922, CPUs began their work in other cities of Ukraine. The People's Commissariat and the Central Committee of the CP(b)U positively perceived the emergence of a new organization of students. In October 1922, Glavprofos developed a position on the CPP, where the conditions and directions of its activity were recorded. And at the first All-Ukrainian Student Congress (02.10.1923), a decision was made to approve CPUs as state-public bodies.

Awareness of the acute problems of student youth is identified the main directions of work of the committees of improving life. As noted in the report of the CPP of the Odessa region to the People's Commissariat of Education in 1925: «Based on the experience of past years, the Committee on the improvement of living and in this year considers one of the main types of assistance to students nutrition and housing. A student who does not suffer from hunger and lives in a warm, dry place, can fulfill all the requirements put forward to him» [1, p. 219].

Let's consider in more detail the content of the committees in the main directions.

1. Housing assistance for students. Taking into account the insignificant material abundance of students, CPPUs were engaged in finding affordable housing for them, mainly hostels. So, in the Odessa region before 1925 the problem of finding accommodation was solved in hostels for 700 people.

The committee's activities were not limited to construction work, but the specialization of the rooms of the hostel was at least the minimum set of furniture (beds, tables, chairs), household items (dishes, mattresses, bedding), and so on.

2. Food assistance. One of the most important areas of work, which spent most of the budget of the Committee on the Improvement of the Life of Students'



Youth –the organization of hot nutrition students. The work was carried out systematically and systematically. The first step was to examine the material conditions of the students and identify the contingent of poor students who needed special support and assistance. These students received hot meals. Proceeding from the material possibilities, the number of CPUs varied per day [6, p.100].

Particular attention was paid to providing nutrition to sick students, noted the need to increase the quality of food for them and increase the number of servings.

3. Medical aid. In the 20's of the twentieth century ... the question of the health of young people was acute. Thus, according to medical examinations conducted by the special drug commission in the Odessa region in 1924, 30% of the total number of students were ill with tuberculosis, 14% – on neurasthenia, 12% – for anemia [6, p. 104]. According to doctors, reasons for unsatisfactory health were: overcrowding and lack of housing, poor nutrition, high school and community load, and lack of rational rest.

According to an analysis of archival materials, the whole of the student population was under medical supervision, which was organized by the committee. Some committees even included separate medical institutions, pharmacies. For example, the structure of the Odessa KPPUC included a clinic, which was regularly visited by all students of the Odessa region (institutes, technical schools). The clinic also provided services to ordinary residents of the city, whose charitable contribution became an additional item of income of the Committee.

Note that the Committee was not limited to the professional medical attention of the outpatient clinic; all the students who felt the need for more detailed consultation of specialized specialists and long-term care provided hospital stay. In order to prevent illness and timely medical intervention, specially organized student visits to doctors in dormitories and at home were organized on an ad hoc basis.

Despite the extremely difficult living conditions, the lack of funds, many problems that needed an immediate solution, the committee was engaged not only in improving health but also in organizing the rest of the students. For this purpose, the possibilities of expanding places in recreation homes were considered for both students in need of treatment for health indicators, and for students who worked hard, lived in bad conditions.

Students had the opportunity to use the services of drugstores working on a committee to receive the necessary medical aid. Students of labor departments were given drugs free of charge, students of other faculties paid 30% of the cost [12, p. 296].

The gradual curtailment of the NEP in the late 1920's led to a decline in the economic activity of the CPUs. Also, the financial support from the state began to diminish significantly, and eventually stopped at all. In 1928-1929, he was diagnosed with bankruptcy and disappearing of the CPU.

**Conclusions and results.** Consequently, social activity of student youth was

an effective form of socialization of the future specialist and was considered as organized, socially useful labor, which requires autonomy, activity and public responsibility. The priority direction of public activity was the participation of students in the administrative-organizational, economic, educational and methodological work of higher education.

A manifestation of conscious social activity was the emergence of committees to improve the lives of students and students. In an extremely complex socio-political conditions, economic disruption, chronic shortage of student youth, an economically independent, independent organization that effectively solved topical issues of that time and was able to meet the urgent needs of students: housing, nutrition, and medical care was created.

**Prospects for further research.** We can see the further perspective of the study in deepening the study of the possibilities of organized social, socially meaningful activity for the development of the creative potential of the student's personality.

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### 2.3.THEORETICAL ISSUES OF THE DEVELOPMENT OF INNOVATIVE SCHOOLS IN UKRAINE IN THE SECOND HALF OF THE 20TH CENTURY

UDK 316.334

#### T.Sobchenko

**Abstract.** *In this article are described various approaches of scientists, researchers to the ratio of concepts “innovative school” and “author school” and their components are characterized. The classification of innovative and author schools is presented on various grounds. It is proved that these phenomena have both as common (identical) features so as differences. It has been discovered that despite a wide range*

*of interpretations that each author's school is innovative, however, not every innovation school is authored, because in its basis the latter has a "personal core" in the person of the author, which defines the content of the functioning of the author's innovative educational institution. The preconditions of the emergence of innovative schools in Ukraine are analyzed. It is proved that it is the innovative pedagogical movement aimed at radical changes in the education and upbringing of youth, and was an important factor in the emergence and development of innovative schools in Ukraine in the second half of the twentieth century.*

**Key words:** innovative schools, author schools, innovation, innovative movement.

In the modern system of education in Ukraine and in pedagogical science, an active search for new innovative models of education and upbringing of students is taking place. This leads to the intensification of the accumulation of historical and pedagogical knowledge and reflection and reproduction of the experience of innovative educational and pedagogical processes of the past. An important scientific and theoretical significance for the study is a series of dissertations that reveal various aspects of the development, formation and functioning of innovative pedagogical models in Ukraine in the second half of the twentieth century, in particular: V. Alfimov, B. Bim-Bad, O. Dubaseniuk, V. Zavzayginsky, N. Kuzmina, N. Ostroverkhova, N. Pobirchenko, O. Popova, T. Perekriostova, G. Selevco, A. Saranov, T. Tsirlina.

The great importance for the problems under study are the thesis by Yu. Yurchonok (2011), "The Genesis of author's schools in Ukraine (80s, XX - The Beginning of the 21st Century)," and M. Prots (2015), "Theory and Practice of Development author's school in Ukraine (the second half of the XXth - the beginning of the XXI century)." The authors characterized the stages of development of author schools, offered their characteristics of individual author schools that existed in Ukraine for the specified period (V. Alfimova, M. Guzyk, O. Zaharenko, A. Sologub, etc.), described the applied pedagogical technologies etc. Despite the tremendous value of scientific works, it should be noted that the authors reveal some aspects of the functioning of author and innovative schools, certifying the general level of knowledge about this problem and focus on its further in-depth study, which led to the choice of the problem under study.

**The purpose of the article.** To reveal the essence of the concepts of "innovative school" and "author's school", their components and classification on various features. To analyze the preconditions of the emergence of innovative schools in Ukraine and to prove that the innovative pedagogical movement aimed at radical changes in the education and upbringing of youth has been an important factor in the emergence and development of innovative schools in Ukraine in the second half of the twentieth century.

**Methods of research:** search and bibliographic, theoretical and analysis, comparison, systematization of different views of scientists (teachers, psychologists, historians).

The theoretical analysis and comprehension of the problem under investi-

gation requires, first of all, the consideration of closely related phenomena, such as “innovation school” and “author’s school”, which are often used in synonymous terms, but this does not mean their identity at all. So, their name “innovative schools” had those institutions that began to start innovations or their elements. However, not every educational institution, which monitors the course of new forms of education and methods, but often in a new way declares the goal of the student’s personality development, is innovative. The scientists who introduced this concept understood this training as an alternative to reproductive, aimed only at consolidating the experience. We share the opinion of A.Katashov that the innovation school should first of all be different from the traditional system of education and upbringing, and it is not enough for it to innovate, but there must be a concrete result [3].

According to A.Adamsky, M.Potashnik, A.Sidorkin, the main components of innovative schools are: pedagogical experiment that is successfully implemented; a qualitatively different character in life than in a mass school; a new formation of the philosophy of the school; role and importance of the head master; the creative nature of the activities of teachers; more favorable conditions for students’ learning and development; verification (effectiveness) of innovations; reproduction of results [5].

The researcher O.Popova offers a multi-dimensional classification of innovative schools on various features:

- by type of educational institution (gymnasium, lyceum, school-complex, school of classical type, alternative school);
- on the leading nature of the content of education (humanities, natural sciences and mathematics, mixed schools);
- on the priority direction of introduction of innovations (schools with innovative educational system, innovative system of bringing up, with integral innovation pedagogical system);
- in terms of introduction of innovations (monosystem, polysystem);
- by way of co-organization with other social institutions (autonomous, in the structure of universities, pedagogical complexes, mixed);
- by the way of becoming (schools-laboratories, schools-projects);
- by form of ownership (state, private, cooperative, municipal); by location (city, rural, region) [6; with. 90-91].

Consequently, in the course of the study, based on the analysis and generalization of the broader range of interpretations of the concept of “innovative school” by domestic scientists and researchers, we came to the conclusion that innovative schools are such educational institutions in which experimentally tested or implemented new pedagogical ideas, theories, technologies, methodology and, as a result, significantly improves the educational process in comparison with the traditional system.

After analyzing the interpretation of the concept of “author’s school” by the scholars O.Dolganova, V.Zagvjysinsky, V.Zaytsa, L.Kryvosheenko, O.Novak, G.Matveeva, T.Perehrestova, O.Petrova, N.Pobirchenko, M.Prots, T.Cirlina, Y.Yurchonok

and others concluded that the “author’s school” is an innovative, experimental or innovative educational institution, which has developed an original and sufficiently effective system of education and training that provides the school with long effective result.

Also, for the wider disclosure of the essence of the concept of “author’s school” by the researcher O. Marinovsky, it was found out that the “object” (general educational institution) of the author’s school is: the institution, experimental and innovative. It should be noted that among researchers there is no single idea of understanding the essence of the concept of the criterion “object”.

In relation to the concept of “process” (characteristic of the content of the activity), there is also no common opinion, since the notion “author’s school” is interpreted on the basis of various content and procedural characteristics, namely: author’s idea, concept, system, model, technology.

The “result” (characteristic of the product of activity) determines the following indicators:

- efficiency (sufficient, long, long-term);
- effectiveness (stable positive results of training, education and development of students);
- technological - acquired experience (new educational practice);
- originality (invariant sign);
- originality (peculiar educational space);
- specificity (specific pedagogical culture, cultural and educational environment);
- uniqueness, creativity (uniqueness of experience);
- subjectivity (realization of subject-subject interaction in the author’s school, implementation of ideas of cooperation and partnership);
- humanity (humanity of experience).

So, we share the opinion of O. Marinovskaya, who noticed that the educational institution “the author’s school” is the base platform for approbation of the newest technologies of education and education, the activity of which involves systematization and popularization of pedagogical experience [4; P. 7-11].

We consider it expedient to submit the classification of author schools on various features, which is proposed by the researcher T. Tsirlin, which helps to trace the common and different between author and innovative schools:

- by type of institution, form of ownership, status (state, non-state, closed, open, “school without walls”);
- in general orientation (cosmopolitan, national or person-oriented);
- by the method of leadership (authoritarian, democratic);
- for the main function (educational, social and rehabilitation);
- priority of activities (knowledge, club activities, health and physical fitness, combined);
- on the degree of novelty (adaptive, radical, combined);
- by the level of distribution (single, local, national, universal);
- the scope of the implementation of the idea (author’s concept, author’s

project, school-model, school-direction, school as the basis of the new paradigm) [9; P. 38-39].

Consequently, despite a wide range of interpretations, we share the unanimous opinion of researchers that each author's school is innovative, and M. Guzik even claims that it is "the pinnacle of innovative pedagogical search" [2; P. 15-17]. However, not every innovation school is authoritative, since in its basis the latter has special features, tasks, direction, and most importantly - "personal core" in the person of the author, which defines all the content of the functioning of the author's innovative educational institution. Therefore, in the context of our research, we tend to use the term "innovative school".

It should be noted that during the study, we found that together with the notions of "author's school", "innovation school" are widely used the notions of "innovative school", "experimental school", "new school", which are interconnected and in content are intertwined and superimposed on one another. However, they are not identical, because they have a different content load, so their use in one synonymous series is possible only with a view of a particular educational and pedagogical situation.

After revealing approaches to the concept of "innovative school" and "author's school", it should further be noted that a number of socio-political, economic and socio-cultural factors of Ukraine's development in the second half of the twentieth century were the prerequisite for the emergence of innovative schools. At the same time, the most innovative movement was decisive, embodying creative and pedagogical initiatives aimed at creating a new educational practice that differed from the current (official, conservative) content, structure, and management principles.

The symbolic beginning of the development of innovation was the informal unification around the "Teacher's Newspaper" of renowned pedagogical innovators (Sh.Amonashvili, I.Volkov, E.Ilyin, V.Karakovsky, S.Lysenkova, V.Shatalov, M.Shchetinin), who, in keeping with the processes of democratization and publicity, sought real reforms in education and radical changes in the education and upbringing of youth. Although their ideas were not made public at that time, they, however, contributed to the promotion of the tasks of pedagogy of cooperation as a new way of thinking.

Another important factor in the development of pedagogical innovation was the work of public associations of Soviet pedagogue-experimenters and publicists (V.Davydov, E.Dneprov, V.Zinchenko, V.Matveev, B.Nemensky, S.Soloveichik), who developed the concept of a "new school". It was a voluntary mass public organization, which sought to update the school for improving the teacher's social prestige, the development, dissemination and protection of pedagogical creativity.

An important component of the development of innovative pedagogical movement in Ukraine was also the activity of research institutes of psychological and pedagogical profile and profile departments of regional pedagogical institutes, which actively cooperated with state and public organizations in preparing proposals for the dissemination of best practices and developed scientific and

methodological recommendations on this question. One of the first such establishments - the laboratory of experimental didactics - founded I. Fedorenko at the Department of Pedagogy and Psychology of the Kharkiv State Pedagogical Institute named after G. S. Skovoroda (1966). The main result of her research work was the creation of an original technology for optimizing the preparation of students for the acquisition of new knowledge [1; 6].

Another factor in the development of the innovative pedagogical movement were the mass media - the press, radio and television, which served as a kind of platform for discussion by teachers, scientists, and government officials on the problems of identifying and popularizing innovative methods, tools and forms of educational and educational activity of advanced teachers.

In such a way, in the early 1960's, educational and pedagogical periodicals intensified the coverage of the best practices of individual teachers and schools and community organizations to set up educational and educational process and extracurricular work. A striking manifestation of this was the emergence of special sections in the periodicals "Soviet Education", "Soviet School", "Primary School", "Ukrainian Language at School", "Literature at School", etc.

Over time, the republican publishing house "Soviet School" joined the popularization of the ideas of pedagogical innovation, which produced more than 30 books on the achievements of the best teachers and pedagogical teams of the Ukrainian SSR.

Thus, it has been proved that the innovative pedagogical movement has become the main ground for the emergence and deployment of innovative schools in Ukraine in the second half of the twentieth century.

**Conclusions and results.** So, we discovered the various approaches of scientists, researchers to the ratio of concepts "innovative school" and "author school", characterized their components, classification by various features. It was concluded that, despite a wide range of interpretations, each author's school is innovative, however, not every innovation school is authored, since on the basis of the latter there is a "personal core" in the person of the author, which defines all the content of the functioning of the author's innovative educational institution.

Analyzing the prerequisites for the emergence of innovative schools in Ukraine in the second half of the twentieth century, they proved that an important pedagogical movement was an important factor in their emergence and development, which was aimed at radical changes in the education and upbringing of youth.

**Prospects for further research.** We see a further study perspective in deepening the study of the activities of innovative schools in Ukraine and the creation of opportunities for rational use of positive experience, especially in the time of radical reforms in the educational field of the country today.

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#### 2.4. FORMATION OF ECOLOGICAL CULTURE OF PRIMARY SCHOOL STUDENTS: HISTORICAL ASPECTS (THE SECOND HALF OF THE 20-TH CENTURY)

UDK 378:37.033

**N. Smolyanyuk**

**Abstract.** *In this article the essence of the concepts of «competence», «key competence» and «ecological culture» are disclosed; the content of ecological competence in modern educational documents is determined (Concept of the New Ukrainian School and State Standard of Elementary Education, 2018); the purpose of the modern natural education in the elementary school is determined; the most recent age of the formation of ecological culture is substantiated.*

*The forms, methods and means of realization of natural education in the second half of the twentieth century are generalized, prerequisites have been clarified, that led to the strengthening and deepening of the process of formation of ecological culture in educational institutions were outlined; the prospect of using the experience of the studied period in a modern school was considered.*

**Keywords:** *ecological culture, competence, primary schoolchildren, lessons of natural science, forms, methods, means.*

Today, Ukraine has become one of the states where the issues of solving global ecological problems of humanity are acute. In particular, this concerns the issue of waste, which was noticed only after the landfill tragedy in the Lviv region. This is not the only ecological problem in Ukraine, therefore, there is a need to deepen the level of ecological culture and consciousness of Ukrainian citizens, and it is necessary to do this from kindergarten.

We can't argue that the elementary school curriculum presented to the public at the end of 2017 will address the issue of forming a high school student's ecological culture, which would further contribute to raising the level of environmental consciousness, as they will start to work only in September 2018. Therefore, we consider it necessary to turn to the advanced pedagogical experience of the formation of ecological culture.

Worthy of note is the scientific work of such scientists and researchers as: O. Barlit, A. Voytovich, N. Borisenko, A. Vargo, V. Verbitsky, G. Voloshina, M. Voronyuk, V. Guz, T. Evdokimova, I. Jarkova, Z. Johfchak, N. Zhuk, S. Zhupanin, L. Ilychuk, M. Kolesnik, I. Pavlenko, L. Stasiuk, I. Trubnik and others, which revealed some aspects of natural education and ecological culture of schoolchildren, in particular, highlighted the stages of their development, identified the ways of their implementation. In spite of the value of these scientific studies, none of the above-mentioned works does not sufficiently reveal the potential of lessons and extra-curric-

ular work in the natural sciences of primary pupils in the second half of the twentieth century as a platform for the formation of ecological culture.

**The purpose of the article:** To reveal the essence of the concept «ecological culture», to generalize the forms, methods and means of realization of natural education in the second half of the twentieth century and to outline the prospect of using the experience of the researched period in the modern school.

A person is closely interrelated with the natural environment and is part of the global ecosystem. A number of natural disasters during the twentieth and twenty first centuries have prompted human society to reflect on the relationships that have developed between nature and a person. In today's conditions, there are real signs of an ecological catastrophe, which concern not only a single country, but all of humanity. It is in this context that there is a need to address ecology in order to find ways to harmonize relations between human society and the natural environment.

Science, logic and consistency in the resolution of issues of ecological culture implies laying it from an early age with the competent involvement of the family, preschool institutions and schools, in which the primary school acts as the first mandatory and systematic institution, and the outlined issues are resolved by specialist teachers, taking into consideration scientific, methodological and technological achievements [1; p. 4-5].

In the current content of primary education, key competences of primary pupils are clearly defined. One of them is ecological competence.

As stated in the Concept of the New Ukrainian School, "competence" should be understood as a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, other personal qualities, which determines the person's ability to successfully carry out professional and / or further training activities [4; c12].

"Key competencies" are those that everyone needs for personal implementation, development, active citizenship, social inclusion and employment, and who are capable of providing life's success to young people in a knowledge society "[4, s12].

The Concept of the New Ukrainian School of Environmental Competence is called "Environmental Literacy and Healthy Life" and is listed as one of the 10 key. It implies:

- "the ability to use natural resources intelligently and rationally within the framework of sustainable development;
- awareness of the role of the environment for human life and health;
- the ability and desire to adhere to a healthy lifestyle "[4, p. 14].

The new Govstandard of Elementary Education 2018 says that ecological competence implies the following:

- "awareness of the basis of environmental nature;
- observance of the rules of environmental behavior;
- saving the use of natural resources, understanding the importance of preserving nature for sustainable development of society "[2, p.2].

By comparing the content of environmental competence mentioned in the

above-mentioned documents, a wider understanding of the Concept of the New Ukrainian School is clearly understood.

In the encyclopedia of modern Ukraine, "ecological culture" is interpreted as a direction of human activity and thinking, from which the natural existence of modern civilization, its sustainable development depends on the essential [3].

In our opinion, based on the definition of the formation of the ecological culture of the primary schoolchildren, it is one aspect of environmental competence.

The concept of ecological culture researcher Pavlenko I. V. characterizes the following criteria: environmental awareness, aesthetic interest in living and inanimate, emotional culture, an idea of the ideal image of nature, perception of the image of native nature, activity aimed at the creative realization of the ideal image of nature [5; p.8].

It is indisputable that the ecological culture must be formed at all levels of education, primarily through the implementation of natural education.

We believe that the primary school in the given context is the foundation and the most important stage in the formation of the ecological culture of the individual. This stage is characterized by a special intensity of development of the cognitive, emotional and active spheres of the personality of the child, which leads to the formation in the minds of the child of a visual-shaped picture of the world, largely defining the process of development of its ecological culture, which manifests itself in the relationship of the child with the surrounding natural and social environment and with himself.

Today, the goal of primary education is the comprehensive development of the child's personality in accordance with her age and individual psycho-physiological features and cognitive needs, the formation of common cultural and moral and ethical values, mastering key and substantive competencies and cross-cutting skills with the necessary life and social skills to ensure their readiness for life in a democratic and informational society and continuing education at primary school.

We studied the purpose and content of the natural education mentioned in the new elementary school curriculum, the projects of which were proposed for discussion at the end of 2017. Authors of which were two authors' collectives: the Academy of Pedagogical Sciences and the author's team under the direction of Roman Shiyani. In the curricula of primary school, the goal of natural education is clearly defined at the present stage of education development.

The authors of the first program (the author's team of the Academy of Pedagogical Sciences) believe that the purpose of natural education is the personal development of junior schoolchildren on the basis of the formation of a holistic image of the world in the process of assimilating various types of social experience, which covers the system of integrated knowledge about nature and society, value orientations in various spheres of life and social practice, ways of research behavior, which characterize the ability of students to solve practical problems.

In the second educational program (the author's team under the direction of Roman Shiyani) provides that the purpose of natural education is the formation of

scientific thinking and research culture; the development of systemic ideas about the integrity and diversity of nature, the adoption of the principles of sustainable development, effective, safe and environment-friendly behavior in the environment [6].

Proceeding from the above goal and the content of natural education analyzed in both programs, we came to the conclusion that the second primary school curriculum envisages a deeper awareness of the students of environmental protection activities and the formation of an ecological culture, respectively.

In our opinion, in the context of the formation of the ecological culture of junior pupils, the second half of the twentieth century deserves special attention.

For the 50's - 80's of the twentieth century characterized by a pragmatic attitude towards nature, an understanding of its inexhaustible riches in the literal sense, this gave rise to a consumer attitude to nature. The embodiment of the ideas of radical transformation of the nature of the 50's and 60's of the XX century led to catastrophic consequences of anthropogenic impact on nature and further exacerbated environmental problems.

The end of the twentieth century is marked by a change in the paradigm of environmental education, the departure from pragmatism and return to ideological values. Significant influence on the formation of this approach had philosophical provisions on the unity of nature and society (V. Vernadsky, K. Tsiolkovsky), the theory of value orientations of the individuality (S. Anisimov, S. Rubinstein), modern concepts of ecological education and upbringing (Sh. Amonashvili, V. Alekseev, M. Gomova, I. Zverev, etc.), concepts of development of culture and environment (V. Krysachenko, B. Likhachev, etc.). The methodological foundations of these research areas formed the basis for understanding the ecological education in which the sociocultural dynamics are emphasized in the system "Nature - Man - Society", which involves the spiritual formation of the student's personality in the process of knowledge of nature and the formation of its ecological culture as the most important feature of the individuality [1, pp. 42-43].

Formation of the ecological culture of junior schoolchildren during this period took place in the process of natural education, which in turn was characterized by peculiar forms, methods and means of study. Let's examine them in more detail.

The main forms of classroom work with students in the implementation of natural education were the lessons and their varieties - subject lessons, explanatory reading lessons, general lessons, and non-traditional lessons (integrated lessons, travel lessons by native land, lessons-press conferences, lessons-competitions, dramatized lessons, and lessons-concerts). For forms of extracurricular work included: excursions, optional classes, extra-curricular reading of artistic and popular science literature, organization of work of "living corners", school local lore museums, various natural science circles and clubs, holding of evenings, meetings, competitions, holidays, etc.

Methods of assimilation by students of natural education were: stories, conversations; methods of problem learning, in particular observing the nature, life and work of people, keeping a calendar of nature and labor, a diary of observa-

tions, a problematic presentation of natural sciences, a heuristic method for acquaintance with new educational material, elementary natural experiments, classes in agriculture; independent work and games.

It was found that in the studied period, visual means of natural education of junior pupils played an important role, namely: natural or substantive (living objects - animals, insects, plants, inanimate objects - herbarium, stuffed animals, skeletons, collections, preparations, samples of rocks, soils and minerals, etc.); artificial, or figurative (models, appliques, dummies, various educational aids - compass, magnet, meteorological, etc.), educational films, cinema fragments, diaphilmes, slides, slides, kodotransparanti; tables, pictures, illustrations, charts, maps, atlases; printed basis) [7; p.13].

So, after analyzing and summarizing the forms, methods and means of teaching natural science in primary school in the second half of the twentieth century, we came to the conclusion that in the lessons of natural history (and later, the familiarization with the surrounding world) the ecological culture of students was formed, which expanded and deepened with the requirements of time. After all, the study period (second half of the twentieth century) is the period of its dissemination and popularization.

In our opinion, the experience of forming an ecological culture at the lessons of natural science in the elementary school of the second half of the twentieth century may be partially realized on the lessons of the New Ukrainian School "I Investigate the World".

In spite of the huge progress made in scientific and technological progress, this has expanded the possibilities of using technical means of training, the urgency of the use of natural and substantive means, which were of primary importance, is lost because they give the child a living imagery of plants and animals. We consider it expedient to use them at the lessons of natural science. Conducting different types of lessons in natural content is also a prerequisite for the successful education of children of primary school age and the formation of their ecological culture, but, unfortunately, to date, in accordance with new curricula, most of the lessons of natural content are reduced to integrated, limiting the possibilities of natural science lessons.

**Methods of research:** search-bibliographic, theoretical - analysis, comparison, systematization of different views of scientists (educators, psychologists, historians).

**Conclusions and results:** In this article we have defined the essence of a number of interrelated concepts such as "competence", "key competence" and "ecological culture"; compared the content of environmental competence in key documents of elementary education; have proved that it is the age of junior schoolchildren to be most favorable for the formation of ecological culture.

Highlighted the goal of natural education, which is foreseen at the New Ukrainian School, and concluded that one of the approved primary school curricula partly envisages the development of ecological culture among younger students in the process of natural science education; found that the increase of

anthropogenic influence and predatory consumption of natural resources by a person led to the urgency of ecological culture; discovered and generalized forms, methods and means of teaching natural science in the second half of the twentieth century; outlined the prospect of using the experience of the researched period.

**Prospects for further research:** regarding the further prospect of our scientific research, we see it in developing ways of forming an ecological culture, taking into consideration the experience of previous years in the conditions of the New Ukrainian School. Particular consideration is given to the forms and methods of the implementation of natural education, which contributed to the formation of ecological culture in the researched period.

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## 2.5. PEDAGOGICAL ACTIVITY OF G. KOTKEVICH IN KHARKIV

UDK 37.078.2

**N. Roman**

**Abstract.** *The article deals with the main directions of pedagogical activity of the shining teacher, musician, cultural and public figure G. Khotkevych. The attention focused of his practice and teaching activities in Kharkiv, in particular theoretical and methodological aspects of teaching and education of Kharkiv Music and Drama Institute students, where he professionally trained bandura performers, teachers and heads of creative groups. Highlighted features of musical and pedagogical education organization in conditions of national revival of Ukraine. Attention is paid to the development of professional education in Kharkiv in 20-30 s years of 20 th century, and also to the importance of educational materials, classbooks and manuals creating. G. Khotkevych effectively solved such tasks, and as the result, he left to us a well-balanced system of theoretical and practical student's training, high-quality methodological teaching publications, articles in magazines of this sphere, musical teaching literature.*

**Key words:** *G. Khotkevych, pedagogical activity, bandura, bandura players ensemble, folk instruments orchestra, musical instruments of the Ukrainian people, classbook of the bandura playing, musical and pedagogical education.*

Gnat Martynovich Khotkevych (1877-1938) stayed in memory of posterity not only as an active social and cultural figure, enlightener, writer and musician, but also as an shining pedagogue. Extra valuable in terms of the theory and methodology of teaching and educating student youth was his pedagogical activity at the Kharkiv Music and Drama Institute, where he was engaged in professional training of bandura-performers, skilled instructors and leaders of creative collectives.

Mastering the technique of playing the bandura by oneself led to dilettantism and low level of creative skill of folk art amateurs. In the classbook "Musical Instruments of the Ukrainian People", pedagogue emphasized that the studying of professional bandura players "can finally give the staff of bandura instructors and performers" [1, 134].

Higher and secondary musical education in Slobozhanshchyna at that time was divided into three types of professional music schools, which included professional music schools, musical or music and drama colleges and music and drama institutes. Education in schools of the first type (professional music schools) pro-



vided an opportunity for students to receive secondary professional education in vocal, piano and instrumental departments. During the class, students learned to play one of the musical instruments, including piano, violin, cello, clarinet, trombone and other orchestral instruments, or learned to sing.

There were music and drama institutes in Kharkiv, Kiev and Odessa, where students got higher musical education at the pedagogical, conducting and dramatic departments. These were the musical educational institutions of the highest category.

Pedagogical department was divided into sections of professional education and musical education. Section of Professional Education of the Pedagogical department trained teachers of the piano playing, orchestral and folk instruments playing, singing. The main aim of the pedagogical department was to train teacher's staff for musical professional schools [3]. Except music teachers, music and drama institutes trained orchestral and choral conductors, drama directors, composers, and also specialists in the area of music theory (pedagogues on music history, solfège, harmony, polyphony, analysis of musical forms).

In admission requirements to Institute was claimed: "All enrollees must have the level of general and musical progress that required for the acquisition of the highest artistic qualification" [8, 6]. Only the best graduates of professional music schools aged from 18 to 35 were accepted into music and drama institutes.

The opening of the bandura class in the Kharkiv Music and Drama Institute has become a major event in Ukrainian musical pedagogy. G. Khotkevych hoped that in a few years such classes would be introduced in all music schools of Ukraine, he wrote: "The course of science is designed for three years - so, in 1929 the Institute will graduate the first instructors of the bandura playing. Then, it will be impossible to say, that there is nobody to teach, and demand for the head of the workshop at the factory art club, at the rural house of culture, at the school will begin to be satisfied. And this year Kharkiv music professional school has declared the opening of the bandura playing class. After 5-6 years such classes will be available at all Ukrainian music schools" [1, 29].

Educational system for professional bandura musicians was built by pedagogue on the study of kobzar art and rich experience of world performing practice, which base had laid by giants of classical music in a variety of musical genres. G. Khotkevich stressed the necessity of obligatory appeal in the educational process to unique sources of folk art, wide application of Ukrainian traditional melodies, intonations and stories.

G. Khotkevych's pedagogical work at the musical-drama institute was subordinated to the education of qualified music teachers and heads of amateur art groups, who were called to continue work of his master on ascension of Ukrainian culture. Pedagogue tried to inculcate his students a love for Ukrainian music culture, responsibility for its preservation and growth. During his classes he directed his attention to the comprehensive progress of student's creative abilities through folk and classical music.

The main criteria for learning to playing the Ukrainian folk instrument,

the teacher considered the student youth's gaining of professional knowledge, competence and skills of bandura playing, the consequent development of virtuoso performing techniques, improvement of vocal-choral abilities, ear training (harmonic, melodic and timbre-dynamic), the feeling of Metrical rhythm, musical-figurative thinking, emotional memory, artistry.

G. Khotkevych tried to make a lesson meaningful, interesting, accessible. He managed to cope with the scholastic performing of his students. A special feature of his pedagogy was subordination of the technical mastery to the content of musical composition. While working in class, pedagogue demanded from future specialists a bright, figurative and dynamic interpretation of the studied musical material, trying to reveal and develop the artist's creative individuality.

G. Khotkevych paid considerable attention to independent work of students, careful doing of homework. From the beginning of his studies, he accustomed students to self-control and self-examination. The main goal of G. Khotkevych's creative and pedagogical activity was teaching and education highly skilled bandura players, professionals, capable of bringing Ukrainian music culture to the world's general music level.

Teaching of bandura playing principles and methods, accurate studying of the theory and history of national culture, learning and performing solo programs by young musicians, pedagogue combined with the public ensemble performances of young bandura players. Concerts, as one of the effective forms of educational process, helped students in practice test their acquired abilities and skills, analyze and improve the level of gained knowledge, and promote an antique Cossack instrument among the population of Slobozhanshchyna.

The accumulated knowledge, pedagogical and artistic experience allowed him to develop an individual performing style, which became the basis of his musical and pedagogical concept. As a result of the generalization of creative searches and practical skills, which were formed during pedagogue's creative activity, and consequently to the acquired pedagogical practice, became the creation of publication of the classbook "Musical Instruments of the Ukrainian People" (1930), publication of the "Short Course of Studying the Bandura Playing" (1931), textbooks on the bandura playing (1909, 1930, 1931), in which G. Khotkevich substantiated the theoretical and practical principles of Ukrainian instrumental music and the characteristics of bandura performance.

Creation of pedagogical literature was subordinated to the successful organization of classes in pedagogical and musical educational institutions. Providing to student youth with classbooks and methodical manuals, that would reveal specific features of design, musical tuning, acoustic and technical capabilities, techniques and methods of playing bandura and some Ukrainian folk instruments (string, wind, percussion), would support the efficiency and accessibility of educational process, subordinated to the teaching of qualified national musicians-pedagogical staff, motivate creative youth to mastering the skills of playing on Ukrainian folk instruments, as well as to further studying and development of national musical culture.

Democratization of society in the 20s years of 20th century positively influenced the increasing of popularity of Ukrainian folk instruments. There was an acute shortage of skilled musical and pedagogical staff able to lead numerous amateur ensembles and orchestras of folk instruments, and capable to organize educational and studying process of musical and pedagogical work with youth competently and pertinently.

Researching of archival sources showed that not only G. Khotkevych worried about the problem of training teachers of the folk instruments playing at that time. In the funds of the Kharkiv Region State Archive was found a report, written in 1924 by a pedagogue-musician, founder of the first in Ukraine professional orchestra of folk instruments, the first head of the chair of folk instruments of the Kharkiv Music and Drama Institute V. Komarenko, in which the speaker stressed the urgent necessity of organization of boys and girls folk instruments playing professional training [1].

The result of the spreading of folk instruments among the creative youth of Slobozhanshchyna was opening in 1924 of musical classes on domra playing and balalaika playing at the conductor's department of the Kharkiv Music and Drama Institute. The number of students studying the musical culture traditional for Slobozhanshchyna, gradually increased. In 1925 there were favorable pedagogical conditions for organization the student laboratory orchestra of folk instruments. In 1926 the chair of folk instruments was founded on the initiative of rector of the university, composer S. Drimtsov. The first pedagogues on the folk instruments at the Kharkiv Music and Drama Institute were M. Danshev (balalaika), V. Komarenko (domra), G. Khotkevych (bandura) [1].

S. Drimtsov desired to solve the problem of improvement and reconstruction of the ancient Cossack instrument. In 1912, his own bandura was awarded the highest prize "Grand Prix" at the international musical instruments contest in Paris. S. Drimtsov considered, that it's necessary to establish a bandura classes at the chair of folk instruments. For this mission he invited G. Khotkevych to the Institute [1]. The introduction of new educational specialties substantially expanded the content of musical pedagogical education, opened new opportunities for the development of Ukrainian musical culture.

Pedagogues, who worked in Institute on 20s years of 20th century were qualified educators-musicians, who were stood out by a high professional skill, depth and excellence of professional knowledge, skills and abilities, and a creative attitude to an educational and studying work with student youth. During that period in Kharkiv Music and Drama Institute fruitfully worked: I. Dobrizinets, V. Katansky, N. Landseman, P. Lutsenko, O. Menes, M. Palevsky, Y. Polferov, A. Rozenshtein, F. Fansenstil, J. Fanenstil [30].

In the university reigned a high-toned creative atmosphere. A student of the on 20s years of 20th century V. Bogdanovich wrote in his memoirs: "In the process of classes (which usually took place almost daily) us were given a homework job, and the results of it were shown, analyzed and criticized then in the classroom. This was always done persuasively, without any hint of offense in

the case of failure. Students own initiative and creative efforts were encouraged...” [1, 78].

Working on the position of a docent at the Kharkiv Music and Drama Institute [8] encouraged G. Khotkevych to create educational methodological literature for students and publications in the periodical press. During the period of 1927-1931, there were issued 1st and 2nd parts of Bandura Textbook, articles “To the history of kobzar profession”, “Two Turning Points on the History of Kobzar Art”, “About Kobza and Bandura”, and “Short Course of Studying the Bandura Playing”, some compositions of musical-pedagogical repertoire.

Creation of a classbook for musical schools and pedagogical colleges “Musical Instruments of the Ukrainian People” became an especially valuable pedagogue’s theoretical attainment. An addition of the folk musical instruments course into educational programs of pedagogical and musical educational institutions of various degrees has determined the necessity of scientific and methodological work on this subject. G. Khotkevych proposed a fundamentally new approach for the studying of Ukrainian folk instruments and subordinated his work on the classbook to the student youth’s needs.

The target of pedagogical activity during student classes with of the chair of folk instruments of the Kharkiv Music and Drama Institute G. Khotkevych considered practical application of the acquired knowledge, skills and abilities. One of the leading forms of activity in this direction were systematic student performances on the concert stage. The teacher believed that creative communication with the listeners benefited future musicians. Concert events stimulated student youth to study new musical works and programs, demanded from the performers overcoming technical difficulties, enthusiastic working on the musical figurative content and on the idea of musical pedagogical examples.

Exams and credits from the leading disciplines took place in the form of performances at the university’s concert hall in presence of the public, which consisted of students from different courses, interested listeners and examination commissions. As part of agitation teams, students gave educational concerts among workers of the Kharkiv industrial production complex, children’s social education institutions, military units, villages of Slobozhanshchyna. Due to its accessibility, simplicity and mobility, Ukrainian folk instruments were an effective means of forming the national youth culture.

A deep theoretical and practical studying of history and construction of performance character of musical instruments of the Ukrainian people allowed the pedagogue to establish and introduce in the musical pedagogical practice a fundamentally new direction of national musical culture – a professional school of bandura performance.

On the Gnat Khotkevych’s persuasion, the leading task of pedagogical activity, subordinated to the formation of youth musical culture, was training of qualified specialists, future performers and teachers of folk instruments, amateurs of Ukrainian professional music, which was formed on the basis of national folk traditions. Propagating bandura playing education to the wide

youth audience, pedagogue emphasized: "Not everyone can afford to learn piano playing, violin playing and other instruments of world weight's; thousands of people satisfy their thirst for sounds by playing primitive instruments, so-called, anti-musical one - and if they replaced all their whistles, squeakers by our Old Cossack instrument, they would probably only have gained from it" [8, 3].

The classbook of the bandura playing, issued by a pedagogue in 1909, was the first teaching and methodological work, which covered the theoretical points of mastering bandura. Creating it, Gnat Khotkevych, first of all, hoped to satisfy the interests of the creative Ukrainian intelligentsia and student youth. Anticipating significant pedagogical perspectives, he wrote: "The intelligentsia begins to learn bandura palying – the future of this instrument is opened" [8, 4].

The classbook was characterized by a sequence of theoretical material's presentation and accessibility for those who wish to study playing the Ukrainian instrument by oneself. G. Khotkevych emphasized that bandura was not only a unique value from the point of national history's view, culture, aesthetic and moral educational influence on youth, but also high-graded National instrument. In the preamble, he noticed that the purpose of pedagogical work was "to share with fans of our native music what has been found about bandura" [8, 5].

Creation of the textbook was based on the author's own performance experience and scientific research materials collected by himself on the history of development of bandurist's profession art. The favor of Ukrainians to their folk melodies supported the pedagogues belief on the bandura's great prospects for development. "And that's why, I think that as long as our song would live, the bandura would live too – but don't demand from this instrument things, which this instrument was not born for," - he said [4, 18].

The innovative experiment of the educator and master was the musical processing the Duma "Storm on the Black Sea" for twelve bandura units with the orchestra. Laying the grounds of a pedagogical repertoire for national musical instrument, Gnat Khotkevych wrote instrumental processing of classical compositions. A pattern bandurists chapel of Ukrainian Philharmonic performed "Serenade" - an etude for two bandura units, "Marsh" of F. Schubert, "The Song of Hunters" from the K. Weber's opera "Exempt Gunner". He accented the significance of enlargement ensemble's and solo repertoire for the Ukrainian instrument. Pedagogue emphasized: "It's a fact of historical weight, the first steps of the national Ukrainian instrument's entry to the worldwide's ensembles" [8, 14].

The analysis of the investigated sources showed, that the fruitful musical pedagogical Gnat Khotkevych's activity of formation of youth's national culture has led to innovative achievements, aimed at improving and rationalizing the process of learning the bandura playing. Evolution of the aims, methods and techniques of training were carried out by the pedagogue by dint of the development and designing of a professional bandura's general sample, the practical application of the "Kharkiv" ("khotkevych's" or "zinkivian") method of bandura playing. The technical perfecting of the folk instrument brought opportunities for enriching the forms and methods of training teachers of musical pedagogical disciplines

and heads of amateur art groups; composition a conceptually new musical pedagogical and concert repertoire for ensemble and solo performance; creation of educational-methodical literature, classbooks.

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## 2.6.PREPARATION OF FUTURE MUSICAL ART TEACHERS FOR INTEGRATED TEACHING

UDC [378.147:78]:37.091.313

V.Zhukov

**Abstract.** *The article substantiates the necessity of special training of future musical art teachers for integrated teaching. The result of such training is defined as the readiness of the future specialists for integrated teaching, the structure of which includes motivational, theoretical, practical and personal components, which are interdependent and interrelated. Taking into account the content of the components of readiness of future musical art teachers for integrated teaching and the logic of the process of professional training of students, the author grounded pedagogical technology of the phenomenon under investigation; its concept is based on systematic, integrated, competency-based, personal-and-activity approaches. The developed pedagogical technology of preparation of future musical art teachers for integrated teaching envisages the implementation of organizational-modeling, professional-motivational, cognitive-procedural, experience-praxiological and reflexive-correctional stages.*

**Key words:** *future musical art teacher, training, readiness, integrated teaching, technology.*

Modern educational trends are stipulated by the entry of domestic education into the European educational space, which takes place within the framework of the overall process of European integration of Ukraine. In this context, raising the level of professional training for future teachers, including future musical art teachers, in accordance with the European educational standards, is of particular relevance. The quality of professional training is determined not only by a combination of the knowledge acquired by the future specialists, but also by their ability to apply it in their professional activity, as well as by mobility, consistency and applied properties of this knowledge. This determines the need to find promising ways to improve the quality of professional training of future musical art teachers in accordance with the needs of the modern school.

Describing the professional activity of a musical art teacher, it should be noted that this activity is connected not only with the transfer of knowledge, but also with the inviting of schoolchildren to sensual comprehension of reality, and personal emotional perception of the phenomena of the world around. Sensuous

forms of cognition of reality through art are the main pedagogical means of influencing a person in the lessons of musical art. However, the peculiarity of teaching art disciplines in the modern secondary school is in its integrated nature, as the educational area "Art" provides for the systematic mastering of various arts and diverse artistic and creative activities. Integrated art teaching provides integrated effect on a personality by comprehension of arts interconnection, awareness of the possibility of reflecting reality in various arts.

Thus, the activity of a musical art teacher is integral by its nature and requires appropriate professional training [1].

In pedagogical science, a considerable amount of scientific research results aimed at solving the problem under study has been accumulated. General issues of the professional training of future musical art teachers, its methodology and conceptual foundations were studied by O. Apraksina, O. Archazhnikova, T. Bilousova, E. Bondarevska, O. Garmash, N. Hrebenyuk, T. Ivanova, L. Koval, G. Padalka, A. Rostovskyi, A. Rudnitska, N. Chepelieva, O. Shcholokova and other scientists.

The content of professional training of the teaching musicians, its structure, ways of formation are based on the general pedagogical principles of the teacher's skill, developed by O. Apraksina, V. Bondar, Y. Burlaka, F. Honobolin, V. Grynova, I. Zyazyun, V. Zagviazynskyi, A. Kapska, M. Kukharev, N. Kuzmina, Y. Lvova, O. Moroz, O. Mudryk, M. Makhmutov, L. Necheporenko, A. Petrovskyi, O. Piskunov, M. Potashnik, O. Rudnytska, V. Semychenko, V. Slastonin, O. Skrypchenko, N. Tarasevych, I. Kharlamov, N. Khmel, G. Khoziainov, A. Shcherbakov, G. Shchukina and other scientists who have successfully dealt with this issue.

The importance of individual directions in the musical and pedagogical preparation of the future music teachers has been thoroughly studied in the works of V. Antoniuk, L. Archazhnikova, N. Bila, R. Verkhoolaz, Y. Glukhov, V. Zhyvov, Z. Kvasnytsia, E. Kuryshch, L. Masol, S. Masnyi, G. Nikolai, G. Padalka, L. Pashkina, Z. Rumiantseva, A. Skrypkin, L. Smyrnova, T. Smyrnova, T. Tanko, N. Tararak, T. Tkachenko, M. Chernysh, O. Shcholokova, an important idea of which is the pedagogical direction of professional training.

Researchers of the problem of art education (E. Abdullin, L. Archazhnikova, L. Masol, N. Myropolska, A. Rostovskyi and other scientists) note that the professional training of future musical art teachers must combine specific musical, theoretical, performing and pedagogical components.

The **purpose of the article** is to determine the content of professional training of future musical art teachers for organization of integrated teaching to justify the technological stages of this process.

**Statement of the main material.** Nowadays, when the problem of despiritualization and decline in the level of culture of the younger generation are especially acute, it is important to unite the efforts of the teachers of art cycle subjects (music, visual arts) that significantly influence the emotional-sensual sphere of schoolchildren, help them form active life and ideological position, develop moral qualities, understand the meaning of life through the development of cultural and spiritual values, cultural traditions, models of desired behavior. It is important that these subjects combine elements of rational-logical and intuitive-creative



thinking [2].

The advantage of applying the integrative approach to the teaching of art cycle subjects is that due to the combination of knowledge and the disclosure of artistic images by means of various arts, schoolchildren integrally perceive the world picture embodied in the art. In addition, schoolchildren acquire integrative knowledge, they develop mobility, that is the ability to quickly transfer knowledge and skills from one subject to another.

The integrated teaching of art cycle subjects to schoolchildren makes it possible to activate their cognitive activity, increase interest in the teaching material, and update their existing knowledge in related disciplines.

The essence of such teaching is to use knowledge about different types of arts and types of artistic and creative activity around a certain theme at the lessons. At the same time, it is necessary to strive for a harmonic combination of different arts, so that one kind of art would not dominate the other. The focus should be on the artistic image, which can be expressed in the language of any art form.

Despite the fact that the didactic potential of these subjects increases with the integration of their content, the results of the pilot study show that little attention is paid to this issue in school practice, which negatively affects the quality of schoolchildren's education. We found that one of the main reasons for this situation is the unpreparedness of a significant part of teachers (85% of the 118 teachers polled) to implement integrated education. This led to the conclusion that an important condition for the implementation of the integrated approach to teaching of the art cycle subjects to schoolchildren is to provide appropriate *professional training for the future musical art teachers*.

The professional training of future musical art teachers is considered as an integral dynamic pedagogical system that presupposes a specially organized, instructor-led educational activity of students that reflects the specifics of pedagogical work and professional tasks that need to be solved by a graduate of a pedagogical university. Such system represents a unity of theoretical, methodical, practical training of students for future professional activity with the development of a motivational-value attitude toward it [3].

Under the content of professional training we understand the system of knowledge, skills and abilities, the requirements for which are reflected in curricula, programs, regulatory documents. This system directly depends on the requirements of society to the teacher's education and personality, on the level of development of pedagogical science and practice, on the goals and objectives of musical and aesthetic education of schoolchildren, and the peculiarities of musical and pedagogical activity in secondary educational institutions.

The content of preparation of future musical art teachers for the integrated teaching involves mastering general and special professional knowledge and skills, as well as a number of professional and personal qualities.

It should be noted that the concept of "Integration" is closely related to the notion of "Intersubject Connections"; as the introduction of the term "integration" into the pedagogical thesaurus took place on the basis of the theory of Intersub-

ject Connections, and their meaning did not differ in principle: "Intersubject Connections" is a mutual coherence of the content of education within the framework of traditional academic subjects and electives; "Integration" is the consolidation of the content of education within the framework of integrated courses.

Taking into consideration the above mentioned, "Intersubject Connections" is a pedagogical category for designation of synthesizing, integrative relations between objects, phenomena and processes of reality, which is reflected in the content, forms and methods of the educational process. Hence, it can be concluded that the main functions of Intersubject Connections are unifying and integrating ones. Considering this, Intersubject Connections are considered as the main way of preparation of future musical art teachers for integrated teaching.

We consider the problem of the interrelationship between school subjects as a factor of intensification and optimization of educational process, as considering intersubject connections opens up ample opportunities for future specialists in integrated teaching programs. This implementation can be reduced to the introduction in the curricula of various educational courses of individual units of educational material – facts, concepts, laws, etc., which are more or less learned in different disciplines.

The intersubject approach opens up ample opportunities for the restructuring of curricula and programs taking into account the integrated approach to the process of professional training of future specialists. It provides an opportunity to distinguish the general scientific units of the educational material (facts, concepts, theories, laws, etc.), which are considered in different disciplines, to expand, deepen knowledge of interdisciplinary learning during mastering of each individual discipline by synthesizing new data, features and characteristics of phenomena, under study [2; 3].

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, provide effective teaching of the art cycle subjects.

Taking into account researches of scientists [4, 5], in the structure of readiness of future musical art teachers for integrated teaching, we have identified the motivational, theoretical, practical and personal components that are interdependent and interrelated.

When determining the *content of structural components* of the readiness of future musical art teachers for integrated teaching, the job profile diagram of a teacher, the educational and qualification characteristics of the graduate of the corresponding specialty, as well as the goals, objectives and content of the integrated teaching were taken into account.

The **motivational component** of the readiness of future musical art teachers for the integrated teaching is determined by the focus on the application of the integrated approach to professional activities, including: value orientation and goals, personally significant cognitive and professional motives for integrated

teaching, awareness of the benefits of integrated teaching, et-cetera.

The **theoretical component** presupposes students' knowledge of:

- *pedagogy*: theoretical and methodological grounds of integrated teaching (the role and place of integration in the education of schoolchildren, including artistic cycle subjects, purpose, objectives, basic concepts, categories, principles, patterns of integrated teaching, knowledge of the theory and practice of arranging integrated teaching at school and in extracurricular work);

- *psychology*: age peculiarities of students (motives, needs, interests, mental processes) and related features of designing their own professional and pedagogical activity in the context of integrated teaching;

- *methodology*: ways to develop the content of integrated teaching of integrated lesson types, the specifics of their organization; diagnostics of schoolchildren's knowledge.

The **practical component** presupposes the possession by future musical art teachers of skills that ensure successful teaching of the art cycle subjects, which include:

- *intellectual-logical* (critically analyze, reference and compare pedagogical facts and phenomena, assess them, prove personal attitude towards them; determine logic and sequence of work on a project, identify difficulties encountered by schoolchildren during integrated learning);

- *constructive and predictive* (determine the goals of integrated teaching, predict its results, anticipate the consequences of pedagogical influence, generate ideas and formulate hypotheses, draw up action plans, design their own activities and actions of schoolchildren in an integrated teaching environment, identify risks and potential difficulties for schoolchildren in integrated teaching);

- *information-gnostic* (navigate the information space, independently acquire and process information required to solve a problem, use modern information technologies);

- *organizational and communicative* (to provide conditions for integrated teaching; to organize communication processes in the activity of schoolchildren in the context of integrated teaching; to interact with subjects of educational process; to choose options for communicative interaction; presentations in various forms);

- *academic* (to carry out the pedagogical design of integrated teaching, to organize the educational and cognitive activity of students on the basis of integrated approach in educational and extra-curricular time in various forms (individual, group); mastering the methods and forms of integrated teaching (enhancement of educational and cognitive activities, verbal, visual, practical), carry out pedagogical facilitation);

- *reflexive-corrective* (to carry out a reflexive support of educational and cognitive activities of schoolchildren and their own professional activity in the context of integrated teaching; assessment of the results of the activities, identification of mistakes and errors; mastering the ways to correct them; to carry out pedagogical monitoring and to make timely corrections of their own activity and activity of

schoolchildren).

The **personal component** of the readiness of future musical art teachers for integrated teaching includes such professional qualities of the future teacher as: creative thinking, intellectual mobility, responsibility, independence, initiative, tact, tolerance, didactic abilities, ability to reflect and the like.

Taking into account the content of the components of readiness of future musical art teachers for integrated teaching and the logic of the process of professional training of students, the pedagogical technology of the phenomenon under investigation was grounded, its concept is based on *systematic, integrated, competency-based, personal-and-activity approaches*.

The developed pedagogical technology for the preparation of future musical art teachers for integrated teaching includes the following stages:

1) *organizational-modeling*, which provides deepening of professional competence of teachers to prepare students for integrated teaching; development of strategies for working with students and the selection of educational and methodological tools (forms, methods, means) to provide appropriate training;

2) *professional-motivational*, aimed at formation of professional and educational motivation of future specialists, their awareness of the importance of preparation for the implementation of integrated teaching;

3) *cognitive-procedural*, during which students master the knowledge and skills required for successful implementation of integrated teaching;

4) *experience-praxiological*, which involves mastering of pedagogical practices of integrated teaching by future teachers;

5) *reflexive-correcting*, during which the content, forms and methods of the respective training of the future musical art teachers are adjusted to the integrated teaching on the basis of teachers' assessment and self-assessment by students of the technology effectiveness.

A special place in the process of preparation of future musical art teachers is occupied by the training of future specialists in the design of the content of training, the leading method of which is *subject-content integration and variation in the content of training* [6].

Designing the content of teaching involves a purposeful consolidation or merging of differentiated structural elements of the content of school subjects into one unit, taking into account the methods, means, organizational forms of teaching. It leads to the origination of new qualitative opportunities for this integrity, as well as to changes in the properties of the elements themselves.

Depending on the objects that are being integrated, the following main areas of integration are distinguished: substantive, focused on the creation of integrated educational content and operational-procedural, which consists in the development of adequate tools for schoolchildren to acquire the integrated educational content. Integrated courses and programs help to overcome the disunity of educational subjects, make it possible to master a large scope of experience within short period of time without overloading, as the interrelated material arrangement greatly facilitates its perception and comprehension.

**Conclusions and results of the research.** Ensuring the integrated teaching in the art cycle subjects requires special training of the future artistic cycle teachers in this direction. The result of such training is the readiness of the future specialists for integrated teaching, the structure of which includes motivational, theoretical, practical and personal components, which are interdependent and interrelated. Taking into account the content of the components of readiness of future musical art teachers for integrated teaching and the logic of the process of professional training of students, the pedagogical technology of the phenomenon under investigation was grounded, its concept is based on systematic, integrated, competency-based, personal-and-activity approaches. The developed pedagogical technology for the preparation of future musical art teachers for integrated teaching includes the following stages: organizational-modeling; professional-motivational; cognitive-procedural; experience-praxiological; reflexive-correcting.

**Promising 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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## 2.7. THE FACTOR-CRITERIA CHARACTERISTICS OF A PROFESSIONAL STATUS FORMATION OF A TEACHER

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**S. Vasylieva**

**Abstract:** *The issue of a professional status of teachers is becoming significant around the world. The professional status of a teacher is considered as the status of a teacher in a society (among colleagues in the education system). It is determined by the results of a professional activity of a teacher that is an indicator of some internal characteristics. It also depends on the personal qualities of a teacher and the result of their activity. The external factors include: public prestige of teaching as a profession and the state social policy towards the education system; the set of requirements of individualized norms, rules, responsibilities of a teacher (a set of social characteristics of a teacher); the type of vocational educational institution, the level of teacher's training at the vocational education institute; etc.*

*The internal factors include: the professional orientation of a teacher's personality, the attitude to the profession and the relationships with teaching staff, teacher's needs, his motives, policies, worldview, the features of his self-education and self-knowledge, the purpose of mastering the profession; depth of knowledge and the way it is applied, open-mindedness, pedagogical skills, etc.*

**Key words:** *professional status of teachers, teaching quality, general education*

Humanization of modern society provides the creation of an educational environment based on the subject-subject relationship between its participants. In this regard, both student's and teacher's personalities deserve special attention due to the latter's certain experience, cultural experience, traditions of communication, material, moral and spiritual values and priorities. Thus, there is a growing sociocultural importance of a teacher as a creator of a social context of the education development and its systemic interaction with society. A significant achievement in this field is the theory and practice of formation and development of the professional status of a teacher in Ukraine during the renewing and updating of the education system, its focus on the identity and self-sufficiency of both a student and a teacher that still remain relevant. In terms of social psychology, managerial psychology, personality psychology, the problem of the professional status of specialists was considered by G. Andreyev and P. Granovska. The issue of the social status classification of specialists was approached by A. Kravchenko and A. Sarjeladze. From the point of view of a sociocultural analysis, the researchers studied the issues of the social determinants of teaching as a profession in the

modern social structure (G. Veltrusskaya, M. Ignatskaya, V. Ilyin), yet little attention was paid to the study of the professional status of a teacher, the determination of various factors that influence it, the criteria making it possible to assess the formation of the professional status of a teacher remain uncertain. That is why the purpose of this article was to analyze the factors and determine the criteria for the formation of the professional status of a teacher. To achieve this goal the following research methods were used: general scientific (historical and pedagogical analysis, synthesis, generalization, comparison of legislative documents, archive materials, scientific literature);

Specific research techniques (terminological analysis, generalization, systematization of foreign and local literature on the issue under consideration, etc.

The professional status of the teacher is built together with the professional formation and development of the individual. It takes place under the influence of external and internal factors [1;2]. At the same time, the professional status of a teacher is first formed in the course of professional training in a higher education institution.

Clarifying the peculiarities of external and internal factors of personality development, M. Duranov, V. Zhernov, A. Leshner, N. Zelepukin [2; 4] distinguish social, socio-pedagogical, psycho-pedagogical, psychological and biophysical factors. Social factors include social and public order, community organizations, the family, the requirements of the society to the individual.

Socio-pedagogical factors include: types of education institutions, pedagogical organizations, educational associations for youth, requirements for students. Pedagogical factors include the education and training system, the objectives of the learning process, the management of cognitive activities, and learning. Psychological and pedagogical factors include the interaction of students with teachers, communication, the process of education and self-education, cognitive and work activities. The psychological factors include self-education, self-learning, self-knowledge, policies, needs, worldview, personal orientation. Biophysical factors include heredity, predisposition, and abilities of students.

Considering these factors, O. Shepelev [9] highlights the external and internal factors of the professional status formation of a future teacher. As the author points out, these factors are closely interconnected, complementing each other. In this case, external factors contribute to the formation of the internal ones, and internal factors increase the influence of the external ones. By the external factors the author means the social and state system, the system of requirements for the formation of a future teacher; the type of vocational education institution, the traditions and the level of requirements that are imposed by this institution on the formation of a teacher's professionalism; a system of relationships between a future teacher and other teachers during the period of their training in a higher education institution, with teachers and secondary school students, where a future teacher will do their teaching practice; features of family and secondary school education before entering high school.

According to the author, the internal factors are: the professional orientation of the future teacher's personality, his needs, motives, policies, worldview, the features of his self-education and self-knowledge, the purpose of mastering the profession [9, p. 45-46]. Since "the professional status of a teacher determines the internal state of mind of the individual, their confidence in their capabilities, their professional reputation, sense of well-being and dignity, then, according to O. Shepeleva, it should be regarded as a personal value" [9, c. 29].

When studying the professional socialization of young teachers, O. Samoilova defined three groups of social factors that influence the professional socialization of young teachers: macro-, meso- and micro factors. According to the researcher, the macro factors of the educational environment are: the social prestige of the pedagogical profession and the state social policy towards the education system; the meso factors of the professional environment are: the state of the vocational education institutions; the micro factors of the professional environment are: the attitude to the profession and the relationships with the teaching staff.

As it was proved by I. Ellis [3], building the image of a teacher in society and, therefore, his status, is largely influenced by media, cinema, and fiction. Depending on how the image of the teacher is shown in the media and works of art (exposing such types of teacher as "teacher-professional", "teacher-intellectual", "teacher-friend", "teacher-thinker", or accentuation of negative phenomena in a professional activity of a teacher), the prestige of teaching as a profession can increase or decrease.

Based on the research of scientists (N. Zelepukina, O. Shepelyeva, etc.), V. Lebedev [5] came to the conclusion that characterizing the professional status of a teacher should be made at three levels:

1) at the macro level, that is, at the social level the degree of correlation of a teacher's professional and teaching qualifications assessment with the assessment of the social significance of the products created in the course of their activity should be measured;

2) at the meso level, that is, at the level of the education system it is assessed by the degree of correlation of the professional activity products evaluation from the various socio-professional status positions (colleagues, managers, subordinates) within the educational system with certain meters (standardized, consensually formed ideas about these products);

3) at the "I-concept" level - a measure of self-esteem, reflection of the correlation of internal awareness of their professional qualities by a teacher with their social requirements, norms; with the requirements set by the educational system according to which this professional status is formed [9, c. 33].

When defining the socioeconomic factors that influence the transformation of socio-professional status, A. Filippov [8] also differentiates three levels: macro-, micro-, and personal level.

Taking into account the results of the scientists' researches devoted to the social, socio-professional and professional status of a teacher and the factors of a professional development of the individual, all the factors of the professional sta-



tus development of a teacher, in our opinion, should be divided into two groups - external and internal, which are also divided into three levels.

The level of a teacher's professionalism is determined by the results of their professional activity that can be called products of this activity. S. Molchanov proposed a following classification of products of vocational and pedagogical activities [6, p. 90]: according to the major field of creation: a) products created mainly in the social sphere; b) products created mainly in the professional sphere (education); the sphere of needs: a) significant products and those mostly required in the social sphere; b) significant products and those mostly required in the education sphere.

The result of a teacher's work consists of different spheres of his activity, the results of which influence the development and formation of the professional status of a teacher. Activities: Implementation (organization) of the learning process. The types of activities: Conducting lessons, practical classes. Assistance in writing reports, abstracts. Student consultations. Tests checking. Conducting examinations. Assessing students' prior knowledge.

Managing electives. Preparation for participation in the Olympiads, competitions in the Minor Academy of Sciences of Ukraine, tournaments. The types of activities: Methodological work and further training. Contents of activities: Studying the curriculum. Preparing for classes. Preparation of learning aids, instructors manuals, practical classes, etc. Editing of training materials. Making reports at educational and methodological conferences, meetings. Development and introduction of new technologies, methods, teaching methods. Taking part in the organization of seminars. Participation in the work of scientific and methodical councils. Taking advanced training courses, seminars, etc. Activities: Educational work. Contents of activities: Performing supervising instructor duties Organizing excursions, meetings, performances, etc. Solving educational tasks in the course of the lesson. Solving educational tasks after the classes. Vocational guidance of students. Working with active students. Working with parents. Activities: scientific work. Contents of activities: Writing scientific articles, abstracts. Participation in competitions, grant programs. Preparation and implementation of programs and grants. making reports at scientific conferences, seminars. Reviewing scientific works of students, other scientific works. Managing the works of the students who are members of the Minor Academy of Sciences of Ukraine.

Types of activity: organizational activity. Contents of activities: Executing the orders of the education institution. Participation in meetings in the presence of the school principle, pedagogical council, methodical council, methodical association of teachers, etc. Activity planning for the next year. Establishing cooperation with universities and other scientific and education institutions. Participation in organizing sports and cultural events. Cooperation with various socio-cultural institutions. Activities: professional development. Contents of activities: Organizing personal life influencing the result of any represented area of a teacher's activity. Activity planning for the next year. Professional development planning, raising the level of professionalism. Home and Life Organization. Maintaining personal health and efficiency. Planning personal development and organizing it.

An important indicator of the level of the professional status formation of a teacher is the result of their professional and teaching activities, a comprehensive assessment of which is carried out in the course of attestation of teachers. Thus, the most important criterion for the professional status formation of a teacher is their professionalism, the most important component of which is professional competence.

As noted by O. Shiyan, it is the professionalism that is the highest degree of expression of the teacher's value judgement about their activity. It is characterized by: the level of competence, psychological and teaching intelligence, understanding of the requirements imposed by the state and society, clarity of the purpose of their activity, awareness of the ways and means of its achievement, psychological, pedagogical, and methodological literature, teaching and upbringing practice, methods of scientific and pedagogical research, applying technologies, etc.

S. Molchanov found that the professional status of a teacher is characterized by the results of assessing compliance with the requirements: a) from the social order to the education system; b) to vocational and teaching activity within the educational system. Thus, assessment of the socio-professional status of a teacher is carried out both from the inside and from the outside [6, c. 52].

The scientist includes the following criteria and indicators of socio-professional status: vocational and pedagogical training: knowledge of the subject, knowledge of pedagogy and psychology, knowledge of the methodology, professional intelligence; vocational and teaching activity: ability to teach the subject effectively, the ability to apply teaching technologies, the ability to apply methodologies, the ability to organize teaching, the ability to organize training; the results of the professional teaching activity: the level of positive impact on students, the level of competence formation, the level of students' activity, the level of positive teaching experience rate; vocational and pedagogical research activities: available edited training materials, use of modern technologies, available technologies, access to the original training materials; the level of performing professional functions: informative and communicative - the ability to teach effectively in order to organize the cognitive activity of students, the ability to create communication in the training environment; regulating and communicative - the ability to regulate the communication process; affective and communicative - the ability to create a positive emotional background; Gnostic component of teaching activity: reflection level, level of professionally meaningful "self-concept" formation; communicative component of pedagogical activity: communication, ability to organize the exchange of professional information; Organizational component of teaching activity: ability to perform professional functions, ability to organize their own activities; constructive and design component of the teaching activity: forward-looking activity [6, p. 254].

Molchanov notes that it is possible to talk about a number of situations where the products of the teaching activity are evaluated by the society: "private" schools, innovative achievements, methodological developments, etc. Such an

evaluation is expressed, for example, through the establishment of a certain qualification category (legally substantiated), promotion by giving state awards, granting the titles of honor, forming a positive public opinion, etc. [6, c. 117].

Thus, the result of a teacher's activity that determines the level of a teacher's professional status depends on their personal qualities and the product of their activity which can be considered basing on the teacher's activities. S. Reznik and O. Vdovin distinguished five groups of personal qualities that are essential for the realization of these fields of activity according to the fields of a teacher's activity: professional competence, moral qualities, organizational skills, business qualities, and self-organization. The foregoing is a background for determining the criteria for the levels of the professional status formation of a teacher.

The generalization of the works of scientists (O. Vdovin, V. Grinova, I. Zya-zyun, and others) made it possible to highlight the indicators of the professional status of a teacher in accordance with the components of their professionalism: psychological readiness, teaching skills that include the humanistic approach of a teacher, didactic competence (deep knowledge of the subject and the methods of teaching it, psychological and pedagogical knowledge, wide general and scientific intelligence); readiness for creative professional activity (striving for innovations and scientific creativity, ability to use scientific research methods, innovative thinking); teaching technique; personal and professional qualities (moral, creative, emotional and volitional, etc.).

Thus, the formation and development of the professional status of the teacher are influenced by external and internal factors.

The external factors are: public prestige of teaching as a profession and the social policy of the state towards the education system; system of requirements of individualized norms, rules, responsibilities of a teacher (a set of social characteristics of a teacher); the type of vocational education institution, the level of teacher's training at the vocational education institute; traditions and the level of requirements that are set by higher education institutions towards a professional teacher of the future; the system of relationships between a future teacher and other teachers during his studies in a higher education institution, with secondary school teachers and students during the school practice; the features of family, school, and high school education and training of a future teacher; the ratio of evaluation of professional qualifications of a teacher with an assessment of the social significance of the products created in the course of teacher's activity; the level of correspondence of the results of professional activity to the requirements of society and the state.

The internal factors include: the professional orientation of a teacher's personality, the attitude to the profession and the relationships with teaching staff, the personal needs of a teacher, their motives, policies, worldview, the specifics of their self-education and self-knowledge, the purpose of mastering the profession; depth of knowledge, open-mindedness, social skills and other qualities of a teacher; self-assessment of their teaching abilities, cognitive activity determining their level of aspiration, the desire to level up their knowledge and skills; the attitude

of a teacher to their activity; level of competence, psychological and pedagogical intelligence, understanding the requirements imposed by the state and society, clarity of the purpose of their activity, awareness of the ways and means of its achievement, psychological and pedagogical, methodological literature, teaching and upbringing practice, methods of studying the teaching activity and the way they are applied, teaching skills.

The factors mentioned above should be considered at three levels: macro level, macro level, "self-concept" level. One of the main criteria for determining the status is the result of a teacher's activity and their assessment which is directly related to professionalism.

In the future, we consider it necessary to develop a technology and a model for forming the teacher's professional status.

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## 2.8.THEORETICAL ASPECTS OF FORMATION OF TEACHER'S PERSONAL AND PROFESSIONAL IMAGE

UDC 371.14+316.485

### O.Marmaza

**Abstract.** *The present paper deals with the topical problem of formation of personal and professional image of the educational institution teacher. The different approaches to the concepts of «image», «teacher's image», «personal image», «professional image», teacher's personal and professional image» are analyzed. In the structure of teacher's personal and professional image the following components are: outer (characterized by habitus, verbal, kinetic, environmental elements), internal (knowledge, skills, abilities, values, teacher's self-esteem) and personal qualities (natural qualities; those that are the result of education and upbringing; associated with life and professional experience). The image components such as motivational value, competence, activity and communication are characterized. The essence of self-presentation, which consisted in using effective methods and means to affect the audience, to convey to others the important and necessary information, to express thoughts with argumentation is revealed. Information and analytical, organizational, semantic, regulatory and correctional stages of formation of teacher's personal and professional image are described.*

**Keywords:** *teacher, image, personal image, professional image, teacher's personal and professional image, image formation, self-presentation.*

**The problem urgency.** The major changes in the socio and cultural processes, modernization of education demand new level of professionalism, pedagogical culture, and personal qualities of a teacher. Now one of the actual questions is increasing the prestige of the teaching profession in society and the establishment of teachers' high social status.

Training the qualified personnel capable to creative work, professional development and commitment to self-knowledge are contributed by social challenges for the development of national education and the role of the pedagogical staff. Also, the problem of creating coherent professional image of the teacher, which becomes a necessary attribute of social and professional relations is quite urgent nowadays.

The relevance of the solution is intensified by the necessity to solve the contradictions between the objective needs of educational institutions in teacher's identity, based on successful self-presentation in professional activities, and the spontaneity of formation processes of his image; the teachers' desire to positive personal and professional image and knowledge lack about the means of his formation.

Especially great attention to image-making found expression at the turn of XX and XXI centuries. In developing the theoretical aspects of the image within scientific disciplines: psychology (O. Kamysheva, I. Ladanov, O. Pereyhina, V. Shpailynskyi etc.), sociology (P. Berd E. Hoffman, H. Sorokina and others), pedagogy (O. Horovenko, L. Martynets, V. Cherepanova etc.), economics, politics, marketing communication and advertising activities (T. Greenberg, V. Korolko, F. Kotler, O. Slipushko etc.), researchers offer their understanding of the image, based on the methodology and knowledge of the scientific field to which they belong.

The issues of nature, typology, structure of the organization's image and personality were reflected in the works of L. Brown, A. Kudinova, H. Pocheptsova etc. Various aspects of the professional image expert and features of effective self-presentation are considered in the studies of I. Alekhina, V. Bebika, O. Horovenko, F. Kuzin, N. Skripchenko, E. Utkin. Following scientists S. Amintayeva, M. Apraksina, O. Beketova., L. Zharikova, A. Kalyuzhny, O. Petrova, N. Tarasenko, V. Cherepanova, V. Shepel etc. have developed key concepts associated with the term «image» and began a new branch of pedagogical science the pedagogical imageology, in which teacher's image is seen as a factor of success in professional activities, as a tool that helps to build relationships with others, as an element of competitiveness and promotion in the market of educational services. In modern research works the content study, functions, and creation motivation of the image of teacher's identity (A. Kaliuzhnyi, Zh. Popova, S. Yandarova); the study of gender structure and age features of perception and technologies of teacher's image formation (N. Shkurko); the influence of self-concept on forming the image of a personality (O. Zabaznova) are focused.

In connection with the rethinking of the processes of teachers professional development arise the necessity not only to substantiate theoretically the nature, types, functions, teacher's image, but also to develop tools of its formation.

**Statement of the article purpose.** The purpose of the article is systematization and integration of existing scientific views on the problem, the development on this basis of the structure of personal and professional teacher image and identifying the stages of its formation.

**The methods** are to study the legislative and regulatory documentation to define the objectives of teacher's training and the content of methodical work in educational establishment; analysis and synthesis of social, psychological, managerial, pedagogical, and scientific and methodical literature for comparison of different views on the studied problem; theoretical modeling to develop the structure of teacher's personal and professional image and definition the stages of its formation.

In modern life the role of the teacher is crucial because he/she educates youth, creates a generation that will continue the adults' work on higher level of society development. The activities of teachers aimed at strengthening the nation's intellectual and spiritual potential, the development of science and technology, conservation and enhancement of cultural heritage. It should be noted that a teacher who seeks to become a true leader, an educator and psychologist in the system of informational influence on the younger generation, consciously creates his/her own personal and professional image.

In our time there is the necessity for active development of pedagogical imageology, as a scientific direction, which aims to develop and use the theory and practice of formation of image of pedagogical staff, educational institutions, image of the system of education. The aim of imageology is to build a program of adoption and implementation of teacher's image attributes and to form the image of a modern educational institution. For the effective study of the problem it is necessary to define basic concepts: «teacher's image», «teacher's personal image», «teacher's professional image» and «teacher's personal and professional image».

The concept «teacher's image» is a category that indicates the style of professional and pedagogical activity, communication, ability to individualize own image, to give it an aesthetic expression. According to Yu. Palekh, teacher's image is in direct proportion to his/her creative personality, behaviour and relationships with students [5, p. 279]. A. Kalyuzhnyi understands teacher's image as a socio and psychological and pedagogical category, social perception. The teacher's image is considered by scientists as a symbolic image of the subject created in the process of teacher's interaction with the participants of the pedagogical process [3, p. 70]. The researchers determined the teacher's image as emotionally charged stereotype of perception of the teacher's image in the minds of pupils, colleagues, social environment, in the mass consciousness. During the formation of the teacher's image the real quality are closely interact with those attributed to him/her by others. The teacher's image is integral and purposefully formed, holistic, dynamic quality which was caused by the compliance and interactions of inner and outer, the teacher's personal and individual qualities; and also, aims to ensure harmonious communication between all participants of educational process and allows implementing educational activities through the formation of a positive Self-concept.

The teacher's image is a symbolic image of the subject which characterizes the style of professional pedagogical activity in the process of teacher's interaction with the participants of the educational process, which is caused by the inner self, demeanor, appearance.

The main components of the teacher's image include:

- inner Self (inner image of the teacher, which corresponds to the chosen specialty and manifests itself in its professional culture and thinking, emotion and creative mood, attractiveness and elegance, inner strength and dignity, position and the degree of mobilization and so on);

- visual image of a teacher (demonstrates the value traits that are in harmony with the teaching artistry, create a positive teacher's image, contribute to the formation of good impression and reputation, help to show not only a charming person, but also a wonderful teacher);

- communication (use of verbal and non-verbal means of communication) (gestures, facial expressions, pantomime, intonation, magic of words, the tempo of teacher's speech should draw students' attention to his/her, to inspire confidence and encourage them for active interaction).

According to A. Kalyuzhny, a personal image is the person's image due to his inner qualities and special individual properties [3, p. 31]. A. Panasyuk understands an individual image as a personal image, i.e. one which is based on the traits that are manifested in the mental characteristics and funded through such categories as character, temperament, emotions [6, p. 88]. Depending on the factors that create the image, the researcher allocates the components of personal image as «the image of the environment» that is built by individual artificial environment of its existence (living room, car, office, etc); «habit image» as the clothes, makeup, hair; «subject image» as the objects and things that created individually, «verbal image» as a kind of verbal products of the individual, what he says, how he does it; «kinetic image» as gestures and facial expressions, inherent in the person.

Therefore, the teacher's personal image should be viewed as a set of external and internal factors that reveal his image on the basis of special individual qualities and increase the pedagogical activity efficiency.

As for the teacher's professional image, it represents the man's image, a determined professional characteristics and the communicative features of pedagogical activity. Thus, teacher's professional image is the totality of features and characteristics which shape the image as a expert in the process of interaction with pupils, colleagues, social environment. The most common teacher's professional qualities are knowledge and competence in teaching methodology; the ability to assess students' knowledge; to carry out individual and differentiated approach to pupils; word possession, speech, facial expressions, gestures; the monitoring of his mental state.

Teacher's personal and professional image is a complete image of teacher's personality, which includes a set of external (habit, verbal, kinetic, environmental) and internal (knowledge, skills, abilities, attitudes, values, self-esteem) factors, personal qualities (natural qualities (voice, hearing, visual appeal), qualities that are



the result of education and upbringing (moral values, tactfulness, artistry), quality of life and professional experience (resourcefulness, pedagogical knowledge, initiative) and the self-presentation means which a teacher addresses purposefully to achieve the best results in their teaching activities.

The analysis of psychological and pedagogical sources allows to show that for the formation of teacher's personal and professional image has important image components: motivational and axiological, competence, activity and communication.

The motivational and value component reflects the level of teachers' motivation to implement pedagogical activities. The indicators of this component are the motivation for professional development and self-development, value attitude to professional and pedagogical self-realization, socially active life and teaching position. The competence component system reveals teacher's professionalism. Its performance is productive cooperation with different social groups, the availability and acquisition of knowledge in pedagogy, psychology, imageology, creativity and initiative. The activity component reflects the system of personal norms of behavior regulation and reveals the system of teacher's professionalism. The indicators are the action component of setting in activities, ability to self-organize and self-control, the ability to reflect. The communicative component is characterized by constructiveness of professional pedagogical communication. Performance is a speech culture, communicative behavior, emotional stability.

Depending on the expression of certain indicators of formation the teacher's personal and professional image in secondary schools it is characterized by high, medium and low levels.

The basis of the pedagogical orientation is the interest in teaching profession, which is reflected in positive emotional attitude towards children, parents and colleagues to teaching overall, in the quest to learn pedagogical knowledge and skills, desire to form and develop their own personal and professional image. To be competitive in today's job market, it is necessary to develop new technologies of self-imaging. It is a long and complex work on image creation, the whole process of improving the inner world and appearance, requiring special knowledge and skills.

The term «self-presentation» was used first by E. Hoffmann. He developed the concept of «social drama», the essence is people in the process of social interaction are able to look at themselves through the partner's eyes and to adjust their behavior in accordance with the desires of others, to create the most favorable impression of themselves and to achieve the greatest benefits from this interaction [2, p. 209]. Self-presentation, according to E. Hoffmann is a mean of organizing their own person's behavior, a person who is not aware of this process, a person who is passive in the choice of means. A. Gorovenko says that self-presentation is the process of managing impression formation about yourself that arises from other people, through a collection of plants sent by a teacher himself, through the involvement of mechanisms the social perception related to the teacher's appearance, his personal and communicative behavior, and speech, during which a the

teacher's personal and professional image is formed [1, p. 47].

Thus, the essence of self-presentation is using effective methods, ways and means to affect the audience, to convey to others the important and necessary information, arguments, to express their position, opinion, point of view.

The basic forms of self-presentation include oral presentation; written presentation; photo presentation; portfolio; electronic portfolio; video presentation, computer presentation; mentoring; competitions such as «The best teacher of the year», «The best class teacher of the year», etc; the management of the schools with best teaching practices, professional skills, pedagogical projects; open lessons, master classes; creative reporting; creative competition (fair ideas, salons craftsmanship, festivals, pedagogical creativity); publications.

The formation of teacher's personal and professional image by means of self-presentation occurs through the system of scientific and methodological support of this process, which finds manifestation in the individual approach to the teacher's activities; a combination of individual and collective forms of methodological work, improvement of teacher's means and forms of self-presentation, purposeful management of the process of formation the teacher's image.

The formation of teachers' personal and professional image in educational institutions provides for certain interrelated phases [4].

The first stage is information and analytical. Its goal is to obtain data on the initial level of formation teachers' personal and professional image; to form positive motivation of teachers in knowledge concerning the teacher's image and the influence of self-presentation to the results of pedagogical activity; to guide teachers to self-education, self-knowledge, self-development, awareness of the need to improve personal and professional image as the basis of improvement the professional skill.

The second stage is organizational and substantive. The purpose of this phase of activity is the development of individual trajectories of formation the teacher's personal-professional image in the educational institution; the establishment of image monitoring system; attracting teachers to participate actively in the system of events to increase the level of personal and professional image; to optimize the management process of formation the teacher's image by the administration.

The third phase is regulatory and remedial. The purpose of this stage involves establishing interdependence level of personal and professional image and teachers' competency; improving the conditions for the formation the teacher's image and the development of recommendations for the further personal and professional development for every teacher.

This approach to the problem of formation teacher's personal and professional image must help him to reveal personal characteristics; to simulate individual behavioral style in different situations; to learn and to develop values of the teaching profession, the pedagogical rules of conduct; to evaluate and determine the means of self-improvement; to learn technologies and techniques of forming his own image; to increase the level of self-control; to teach the means of creating

a favorable environment around him; to develop sustainable skills of constructive interaction; individually select the means of expression that allow reveal more fully his potential and opportunities.

**The results.** At the present stage of development the education system the role of teacher's personal and professional image is increased, which represents the totality of features and characteristics that form his image as a expert in the process of interaction with students, colleagues, society. The image provides not only a professional identification and self-development, but also establishes a culture of teacher's pedagogical activity.

The formation of the teacher's image is based on active and conscious work of teacher's self-development aimed at self-improvement and self-expression in the individual, personal and professional aspects; management of the educational institution aimed at creating conditions of teacher's image and self-presentation. Thus, a good image making activities allow a teacher to reach his development as a person and an expert.

**The prospects.** Further theoretical and applied research should intensify the study of the dependence the teacher's image on the subjects of communication and perception; to reveal the mechanism of the relationship between teacher's image and the reputation of the educational institutions; to establish effective conditions and means of forming a positive image during teachers' practical work; to justify the creation of a teacher's positive image depending on his specialty, tasks, activities etc.

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## 2.9. FEATURES OF THE PREPARATION OF MASTERS IN INSTITUTIONS OF HIGHER EDUCATION OF UKRAINE

UDC 378.013

### A.Tsapko

**Abstract.** *Based on the analysis of normative legal documents as well as historical and pedagogical sources the specifics of graduate students' training organization at Ukrainian universities at the present stage are highlighted in the article. The main requirements for master's degree candidates are described (pass exams and credits, perform individual tasks provided by the curriculum; conduct scientific research on the chosen topic; write and defend master's thesis). The role of graduate students' self-reliant work as an integral part of the educational process is determined. Main tendencies and characteristic features of graduate students' training content and forms evolution are considered, its theoretical and methodological principles are defined, perspective direction for graduate students' training improvement as an integral part of degrees education is established.*

**Key words:** *master's degree, graduate students' training, the Bologna process, university, higher education, self-reliant work, thesis.*

Integration of Ukraine into European and global educational space, according to the regulations of Berne Declaration (2005), Tuning project (2006), European Union strategy "Europe 2020" (2010), stipulates the transition of higher education to degrees system (Bachelor's – Master's), within which the Master's degree courses are intended to serve as an educational institution for formation of the intellectual elite of Ukraine. On the one hand, this causes the necessity to bring national standards of master's degree training to international requirements, and, on the other hand, this calls for designing new forms, methods, prospective directions for improving the quality of graduate students' training, developing a mechanism for their implementation, taking into account national educational practice.

Fulfilment of the specified tasks is provided by execution of the Law of Ukraine "On Higher Education" (2014), the Cabinet of Ministers Decree "On Approval of the National Qualification Framework" (2011), the Ministry of Education and Science of Ukraine Order "On the Concept of the Organization of Masters' Training in Ukraine" (2010), according to which the master's degree training is carried out at the second cycle of higher education and provides for candidate's successful completion of corresponding educational program (academic or professional), which serves as the basis for the award of a master's degree.

Research of scientific and pedagogical literature as well as universities practical work gives us reason to conclude that the theory and methodology of graduate students' training remains inadequately developed in terms of needs of modern reality.

**The objective** of this article is to carry out the analysis of graduate students' training at the present stage, based on normative legal documents.

In the process of research, has been used a set **of methods**, namely: general science (historical and pedagogical analysis, synthesis, generalization, comparison of scientific literature, normative legal documents), which became the basis for determining the dominant ways of problem study; historical and structural - contributed to the development of the structure of research, systematization of historical and pedagogical sources; historical and prognostic - formed the basis for determining the prospects of realizing pedagogically valuable experience in the system of preparation of masters in the universities of Ukraine of the XIX century in modern conditions.

A wide range of scientists devoted their research to the problems of graduate students' training at various historical stages of its development. Thus, given problem has been reflected in the works of V.Bondar, O.Byndas, N.Batechko, S.Vitvytska, O.Gluzman, O.Gura, O.Yeremenko, K.Korsak, V.Lugovy, N.Machinska, R.Gurevich, S.Sysoyeva and others. The focus on creation of a single European higher education space has urged contemporary scholars to study the experience of European countries concerning graduate students' training in particular. So, this problem is in the scope of scientific interests of S.Bobrov ("Practical-oriented Masters of Education training at universities of Germany"); K.Bohomaz ("Bologna process: international and domestic experience"); V.Mayboroda, V.Manko, N.Ivanova ("Graduate students' training in the context of Bologna process: history and the present"); Y.Belmaz characterizes the specifics of pedagogical education of future master's degree holders in England; L.Zayats analyses the defined problem with regard to university education in the Netherlands; I.Kovchyna - in view of elucidation of graduate education system reform in Poland. The analysis of scientific works and conducted research on graduate students' training suggests that, despite a large number of studies, the problem remains relevant.

The entry of Ukraine into the global educational community, the intensive nature of modern technological processes development, and other states' interest in our country necessitate modernization and updating of all structural units of universities educational activity, in particular, adjusting the educational process in accordance with the Bologna Declaration. The official start date of the process is considered to be June 19, 1999, when the Bologna agreement was signed. The Bologna process is a process of structural reform of national higher education systems throughout Europe, educational programs changes and institutional reorganization in higher education institutions [2, p. 26-31].

In the aspect of the research problem, we find it interesting, that after the events of October 1917 in Ukraine, as a part of the USSR, the awarding of degrees, including master's degree was canceled by the order of the Russian Soviet So-

cialist Republic People's Commissariat of Education dated December 1, 1918, as a relic of the "old regime". Only in 1991 the master's degree in Ukraine was restored. According to the Law of Ukraine "On Education" (1991) four consecutive educational qualification levels were established – junior specialist, bachelor, specialist and master which had no analogues neither in the countries of Western Europe nor in the USA. The master's degree in Ukrainian universities began to be widely introduced in 1991–1997 (Vinnytsia, Lviv, Kiev, Donetsk). Vinnitsa National Technical University was the first one in Ukraine to start training students for master's degree in 1991 as an experiment. It is a known fact that in May 2005 Ukraine joined the Bologna Process. In doing so, it undertook commitments that determined the directions and outlines for the reform of higher education [1]. With the introduction of a two-level system of higher education, which provided for training specialists for the educational qualification levels of bachelor and master, a number of issues arose concerning basic and vocational training contents formation at the national higher education institutions.

Participants in the Bologna process approved the two-stage system of higher education, specifying that the introduction of such a system is desirable in other European countries as well. The two-step system of higher education was introduced on the basis of two key training cycles: incomplete higher (undergraduate) education and complete higher (graduate) education, with the duration of the first cycle to be no less than three years.

Upon completion of the first cycle of higher education the scientific (academic) bachelor's degree is awarded. The final result of the second cycle of training for 1–2 years is the scientific (academic) master's degree, as in most European countries. Both the student and the scientific supervisor take active part in drafting the individual program for the second cycle of studies [3]. Thus, the documents of the Bologna Process, signed by representatives of European countries, regulated the two-cycle higher education system, its unification preserving its national features at the same time.

In September 2014 the new Law of Ukraine "On Higher Education" came into force, the purpose of which was to bring the legislation of Ukraine in the field of higher education to the requirements of the Bologna process and to create more favorable conditions for the acquisition of higher education by Ukrainian citizens. According to the law, the following educational and qualification levels and degrees are established: junior bachelor, bachelor, master, doctor of philosophy and doctor of sciences. Master's is an educational degree obtained at the second level of higher education and is awarded by a higher education institution as a result of successful completion of a relevant education program by a graduate student. Master's degree is acquired upon completion of an academic or a professional program. The extent of a professional program for master's degree constitutes 90–120 ECTS credits, the extent of an academic program – 120 ECTS credits. An academic program for the master's degree necessarily includes a research component of at least 30%. A person has the right to obtain a master's degree provided that he or she has a bachelor's degree. The term of study for master's varies from 1.4 to 2 years depending on the specialty [5].

The certification of people who wish to obtain a master's degree may be carried out in the form of a unified state qualification specialty examination and in accordance with the procedure established by the Cabinet of Ministers of Ukraine [5, art. 6 p. 2]. An integral part of a Master's Diploma is a European Standard Diploma Appendix, which contains structured information about the completed training. The diploma appendix contains information about the person's training results, which consists of the names of disciplines, the received grades, and the number of obtained ECTS credits, as well as information on the national system of higher education in Ukraine [5, art. 7 p. 5].

The conducted research shows that graduate students' self-reliant work is an essential part of the educational process. It includes classroom work (various types of individual and group activities that graduate students perform at lectures, seminars, laboratory and practical classes, during practical training under teacher's supervision, but without their direct participation) and extracurricular activities (work, which graduate students perform outside the educational institution: attending libraries, archives, working with scientific publications, reference books, viewing online lectures by teachers from different countries, etc.).

Self-reliant work tasks must be specific and clear. Their contents should correspond to the program, familiarize graduate students with modern methods of problem-solving in a certain discipline. It needs to be specified, what knowledge and skills the graduate student should master as a result of fulfilling the task. In addition, they must include questions for self-monitoring and self-check, tests and benchmark questions to assess and self-assess the level of knowledge and skills acquired [9].

In the process of self-reliant work graduate student can master theoretical material on the discipline under study (certain topics, specific issues of the topic, theoretical propositions, etc.); consolidate theoretical knowledge using the necessary practical skills (solving problems, doing tests, including self-check tests). They can apply acquired knowledge and practical skills to analyze the situation and make the right decision (preparation for discussion, written analysis of a particular situation, project development, etc.); to form their own position or theory (writing articles, research work, etc.). The final result of self-reliant work is writing a master's thesis. The main task of its author is to demonstrate the level of their proficiency, the ability to independently conduct a scientific search and solve specific scientific problems [8].

The popularity of graduate school in Ukraine is constantly growing. Among reasons for this we find that in contrast to a bachelor's degree, students and their parents see a master's degree as the factor that guarantees success and career advancement; faculty members associate more prestigious academic roles with it; employers make their choice in favor of holders of master's degree as more qualified, competent and ready to work in companies engaged in high-tech spheres.

Unlike undergraduate programs, graduate students' training is significantly more individualized and profound. It provides for not only the synthesis and broadening of previously acquired knowledge, but also the opportunity to real-

ize an individual academic program, which reveals creative abilities and skills of the graduate student. According to N.Machynska, holders of master's degree are those specialists who are capable of solving current topical problems, and they are the necessary potential of higher education and the basis of innovative development of society in general [7, p. 97].

Master's degree sets the educational level, the received education is aimed at scientific research and pedagogical activity, the acquired skills are necessary for a scientist-teacher. A graduate student who has mastered the main education program is a competent erudite specialist with fundamental scientific training, proficient in methodology of scientific and pedagogical creativity, modern informational technologies, prepared for scientific and pedagogical work.

Graduate school does not substitute or duplicate postgraduate studies, its academic part of the program is of great significance for the overall success of specialized graduate students' training. It is graduate school that is the best form of preparation for postgraduate studies. Graduate school originates and evolves most successfully where there is scientific infrastructure and real research and educational schools.

Graduate school can be defined as a promising form of higher education. V. Zhygir, O. Chernieha note that the main components of graduate students' professional training are: "... knowledge of the subject area, knowledge of a foreign language, computer literacy. Graduate studies are aimed at preparing a graduate who is able to successfully solve scientific problems in a particular professional area. Graduate students' training involves conducting scientific research, the results of which can be published or reported at conferences and seminars" [4, p. 185].

At the same time, according to the National Qualifications Framework and European experience summarized in the results of "Tuning Educational Structures in Europe" project, the following basic competencies for master's degree holders are defined: master the latest methods and technologies, theories and their interpretation in the subject area; critically monitor and reflect on the advances in theory and practice; use methods of self-reliant research and be able to explain its results at the scientific level; be capable of making an authentic contribution to a certain subject area; demonstrate originality and creative approach in scientific research or activity; master competencies at a professional level [6, p. 26].

However, the practice of the present testifies to the presence of certain disadvantages in the organization of master's preparations at the National High School (weak interdisciplinary synthesis of modern science and education, lack of a clear mechanism for the implementation of educational, scientific and scientific programs, insufficient use of scientific and pedagogical potential of foreign and domestic higher education, low social status of master's degree master) which determines the necessity of studying and constructive use not only of foreign samples, but also of domestic experience.

The greatest scientific interest in this said plane causes the organization of master's training at the universities of Ukraine of the XIX century, because precise-



ly in these chronological boundaries valuable experience has been accumulated both in the direction of legislative regulation of master's training, and in the sphere of its practical implementation taking into account socio-political, socio-economic and educational-scientific determinants.

In the context of those tasks that have not yet been implemented in the reform of the higher educational level in Ukraine and in connection with the problem to be addressed, that entering into the European educational space should be based on the best traditions and experience of domestic education, and not just mechanically adapt to the educational system of foreign countries. In this regard, we consider the use of content, forms, and directions of masters' training at the universities of Ukraine of the XIX century to be sufficiently valuable for realizing the challenges of reforming the higher school.

The generalization of the theory and practice of masters training at the national higher school of the XIX century gave grounds to outline certain perspectives for the implementation of pedagogically valuable experience in accordance with those reform processes that are currently taking place in the system of master's training nowadays:

- Strengthening the responsibility of the university for the selection of applicants for the master's degree in separate areas, "having strong knowledge of the subject is not yet a guarantee that a young person can become a good teacher";
- the expansion of the range of specializations, which is awarded the master's degree, taking into account the dynamics of the subject field development;
- coordination of the list of the main and auxiliary subjects subject to the tests for obtaining the master's degree test in accordance with the specialty and direction of preparation of masters for educational-professional, educational-scientific and scientific programs;
- the introduction of the practice of foreign trips for masters who have high academic achievements in studying and distinguished by their abilities for scientific activity;
- giving the master's thesis the status of a dissertation, which requires its disclosure and public defense for the full mastery of undergraduates methodology, methodology and procedure of scientific research [10].

Consequently, based on the research of the scientific positions outlined above, it was concluded that graduate school, being the second level of higher education system, should become the foundation not only for graduates' professional training, but also for research, educational and managerial personnel, whose level of academic, professional and managerial training meets the requirements of the constantly changing society. **The prospect of further research** of the problem should be aimed at the experience of graduate students' training in Western European countries.

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## **2.10.CREATIVE SELF-REALIZATION OF TEACHERS AND STUDENTS OF THE SECONDARY SCHOOLS IN THE CONDITIONS OF EDUCATIONAL REFORMATION IN UKRAINE**

UDK 37.026.9

**L.Rybalko, G.Jose da Costa**

**Abstract.** *The article is devoted to the results of a survey of the teachers of secondary schools on the formation of the readiness of students and teachers for creative self-realization in the educational process. The article focuses on the need to form creative self-realization in adolescence. It is noted that the totality of pedagogical conditions for the organization of educational work positively affects both the teenager and the teacher regarding the formation of readiness for creative self-realization. It is proved that the organization of the educational interaction between the teacher and the students requires the formation of a new pedagogical thinking, the essence of which is the creation of an educational space based on the interaction of participants in the educational process, where the teacher and students act as subjects of education.*

**Key words:** *secondary school, self-realization, creative self-realization, educational process, teenagers*

Formation of a creative person is a priority task for institutions of general secondary education, educational institutions of different types: schools, gymnasiums, lyceums, colleges. Reformation processes in education are aimed at reorienting the knowledge paradigm to competency. The new Ukrainian school should develop in children «reading with understanding, ability to express their opinion orally and in writing, critical and systematic thinking, ability to logically justify a position, creativity, initiative, ability to constructively manage emotions, assess risks and make decisions, solve problems, ability to cooperate with others» [1]. This problem is in the sight of both academics and practical teachers who work fruitfully on improving the forms and methods of organizing educational work.

One of the most actual problems in modern conditions is the problem of organizing educational and creative activity of students. So, I. Bekh, I. Zyazyun, V. Molyako, V. Rybalko researched the problems of the creative person and its development. Pedagogical aspects of the formation of a student's creative personality are highlighted in works by R. Pilnik, G. Polyakova, S. Sysoeva. S. Sysoeva in her article «Theoretical and Methodological Substantiation of Pedagogical Creativity» considers the professional realization and self-realization of a teacher in pedagogical activity and argues that the formation of a student's creative personality is carried out in educational and educational interaction with the teacher [2]. Modern approaches to the organization of educational process in institutions of a new type (lyceums, gymnasiums, colleges) with the purpose of forming the creative personality of pupils of the main school are explored by V. Alfimov, V. Palamarchuk, A. Sologub. The process of teaching in accordance with creativity is studied by V. Andreev, I. Babin, V. Bondar, V. Lozova, P. Moskalenko, A. Khutorsky.

However, despite the research of these and many other scientists, the problem of self-realization of teachers and pupils of the secondary school in educational activity as a condition for the development of creative abilities of the individual is relevant.

**The purpose of the article.** To find out the peculiarities of the organization of educational activity of pupils and teachers of the secondary school for the formation of students' creative abilities through the teachers' creative self-realization.

**Methods of research:** theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, teachers, acmeologists) on various aspects of the problem of personality's self-realization; empirical - observation of the students' and teachers' work; questionnaires, testing, interviews, conversations, discussion, analysis of acting products in order to identify students' attitude towards learning.

Ukrainian scholars regard the person as a product of socio-historical conditions and the main, crucial in his development is the place and position that occupies a person in the system of social relations, the activity in which it is involved with others. Only in the last decade, pedagogical science more boldly connects the problems of self-realization as the free personality's self-realization by giving him, both the teacher and the student, the possibilities to realize themselves mainly through creativity.

Solving the problem of forming a creative person in the schools practice requires special attention, because in the teacher's daily activities the most of the disadvantages occurs precisely in organizing the educational and creative work of students. The reasons for this, according to scientists [3], is that the formation of skills and abilities of creative work is one of the most difficult activities of the teacher, which requires careful preparation of teachers and students; absence of a certain system in the activity of the teacher, which concerns the instillation of abilities and skills of creative work; in the school educational process there is an inequitable ratio of reproductive and creative independent work.

In order to identify methods and ways of stimulating the students' creative activity, we conducted a questionnaire survey of teachers of the secondary school of the Kharkiv Lyceum № 89 (58 teachers). According to the results of the questionnaire, the following methods and techniques were identified: creation of a favorable atmosphere of communication (uncritical judgments); enriching the pedagogical environment with new impressions and judgments; providing an attractive creative activity; a clear definition of the purpose and the final results of work, methods of its evaluation; an incentive to generate original ideas; involvement of students in the process of planning the purpose and current tasks of the creative association; respect, trust, recognition and thanks for the results achieved; granting of the right to make decisions independently; practical orientation of training; modeling of life situations, use of role-playing games, joint problem solving.

The conducted researches show that for students' creative self-realization of lyceum it is expedient to use a complex of educational activities. These steps should start with the creation of an appropriate educational environment. In lyceum it is necessary to use special creative tasks and pupils' projects, the implementation of which requires self-realization, attracting all qualities and abilities of the student. It is formed competence, diligence, patience, readiness to come to the aid, work in a team. Thus, there are formed long-term motives of creative self-realization, on which the results of development of the modern student depend on.

The questionnaire of teachers and students made it clear that it is important to create situations in lyceum for successful creative self-realization, given that the student most effectively realizes his abilities in the research process. Recently, special methods have been created for organizing students' creative self-realization, which combine a game, discussion, research activity, on which independence, development of imagination, creative thinking (methods of «brainstorming»), heuristic methods, multidimensional matrices, the method of free associations, inversions, organized strategies).

For our study, we will analyze heuristic methods that we consider to be worthy of use during the educational process for creative self-realization of secondary school students.

The method of «brainstorming» («brain attack») is proposed by A. Osborne. In addition, we note that the variant of the heuristic dialogue of Socrates, which considered this method the best way of manifestation of abilities in self-knowledge, was taken as the basis: «Who knows himself, he knows that he is useful and

clearly understands that he can and that he cannot» [4, 123]. This method of training education is used for discussion by the whole group of participants and for discussion in small groups. The purpose of the method is to formulate as many ideas as possible on a particular topic.

The method of heuristic questions («key questions») is used to gather additional information in the context of a problem situation or to streamline existing information in the process of solving creative problems. Heuristic questions are an additional stimulus, creating new strategies and tactics for solving creative problems.

Method of free association. It is proved that the effectiveness of creative activity increases if you use new associations, which eventually give rise to truly productive ideas for solving the problem. In the process of establishing associations, extraordinary interconnections between components of the problem and elements of the external world are established, including the components of the past experience of creative activity of persons involved in the collective solution of the problem. As a result of the process of the emergence of new associative relationships arises a creative idea for solving the problem.

The method of inversion (the search for alternatives from the opposite (turning the usual solution «upside down», turning it on the open, swap places, etc.) is aimed at finding ideas for solving creative problems in new, unexpected directions, contrary to traditional views and beliefs, dictated by logic and common sense. For example, if you cannot solve the problem from beginning to end, then try to solve it from end to beginning, etc. The method develops the dialectic of thinking, helps to find a way out of a supposedly hopeless situation, finds original and unexpected solve creative problems.

Method of empathy (personal analogy). Different analogies are used in solving creative tasks; to search for an analogy of living nature with inanimate; analogies in form, structure, functions, processes, etc. Most often, empathy is the identification of one person with the personality of another when trying to mentally put himself in the place of another.

The method of organized strategies helps overcome the inertia of thinking. Heuristic rules of the method of organized strategies: in the process of solving creative task you should write down all spontaneously arising ideas (strategies); together with using organized strategies, use and test spontaneously emerging strategies.

Sometimes one or more organized strategies are well supplemented with emerging strategies. You can finish the lesson non-standard, competently, using the method of «Wise counsel to yourself», «Circle of Conclusions», etc. There are many other methods that promote the students' creative self-realization.

Analysis of psychological and pedagogical literature, observation of the lessons and educational measures of teachers leads to the conclusion that the student's creative self-realization can be in the process: the solution of creative tasks; solving educational problems; discussions; critical analysis of the read; educational and research activity; playing situations (V. Sukhomlynsky said: «The game re-

veals the world to the children, the creative possibilities of the individual. Without a game there can not be a full-fledged child development»); non-standard lessons (lessons-conferences, lessons-disputes, lesson-travels, lessons of «clubs of smart and resourceful», lessons-competitions); non-standard educational events (meetings of the creative workshop, imaginary journeys by planet Earth, master classes, literary-musical compositions).

Creating problematic situations, raising questions in the process of education and upbringing stimulate the mental activity of the student, inducing him to find the truth, his own vision of the problem, finding ways to solve it. By working on the problem, students learn to understand each other, provide assistance in solving problem issues, sometimes come to the conclusion that the only correct answer, the only truth can not always be achieved immediately. In order to achieve the goal, person must think, analyze, express his judgments, look for original ways to get out of difficult situations, assuming responsibility for their solution.

This approach helps to develop creative abilities, prepares a teenager for self-realization in specific socio-historical conditions. Problem-search situations also stimulate the teacher to act not as a figure that speaks the truth in the last instance, but is a co-researcher who encourages students to seek the truth together. In this process, the own capabilities of both the student and the teacher develop and become objective in nature, reflecting the specific qualities and peculiarities of their personality, as the result of the formation of a student's creative personality it is impossible to separate from the personal development of the teacher. The interaction of subjects reflects the essence of pedagogical creativity, which is defined as a holistic process of the teacher's professional realization and self-realization in the educational space.

In view of this, we believe that the peculiarity of the organization of educational and creative activity of the students of the secondary school is the creation and expansion of the creative micro-environment in the classes, which will help to intensify the natural process of self-development of the capacities and potential opportunities of each student.

Sh. O. Amonashvili [5] and O. Sukhomlynskaya [6] note that in order to create a creative atmosphere of spiritual unity with students, in order for the students go to classes with joy and interest and they feel active and free, the teacher has to:

- demonstrate full confidence in students, build an open, emotionally rich relationship with schoolchildren;
- help students in formulating, clarifying the goals and objectives of the activity, not to rise above adolescents, and along with them in the joint activity to go the way to the discovery of truth;
- be a source of diverse experiences, to which difficulties can be addressed, to teach students to think, discuss, and show their own attitude;
- identify and support the interests, ideas and creative intentions of students, to help realize the potential of their individual abilities;
- help students save lively interest, curiosity to the outside world and themselves, to ensure the receipt of such materials that would be interesting, re-

spond to different inclinations and abilities of students, could provide them with free choice, learning with pleasure;

- create an atmosphere of mutual respect and freedom of expression, respect the right of students to their own opinion;
- contribute to success, encourage the students' aspirations to solve complex tasks, help them to surpass themselves, and improve themselves.

The teacher's role in this process is extremely important. He acts as facilitator (facilitate - help, promote) the creative development of a growing personality. Teacher creates for all students, regardless of the level of development of their abilities, the optimal conditions for the disclosure of their potential; supports uniqueness, uniqueness, identity of a student. The position of the creative teacher in this context in the educational process differs from the classical position of the teacher-head of the educational process.

In the process of implementing the technology of organizing the educational interaction of teachers and students, the strategic goal of the teacher's activity is to find ways of transferring students to the position of subjects of their own life, capable of self-development and self-realization. Realization in practice of such training requires the teacher to change the style of thinking: from thinking «executive» to the organizing, managerial, which gives him the opportunity to self-improvement. A modern view of professional activity allows not only to analyze facts, but also provides the opportunity to use modern, humane methods of interaction in its work, to acquire a new role of teacher-manager, facilitator-teacher, who carries out assistance, planning, organization and management. If we take into account that these transformations are possible with the activity of the student himself, then we can conclude that the task of the teacher is to organize the educational and cognitive interaction of the subjects of this process.

**Conclusions and results.** Thus, the organization of educational and creative activity of students of the secondary school is a purposeful interaction of the teacher and students on the principles of dialogue, cooperation and co-creation in order to stimulate and develop thinking, feelings, freedom, creative potential, harmonization of motives, values, knowledge, abilities and reflexive behavior of students. , their gradual transfer to the level of self-organization of their own activities through the creation and expansion of creative micro-environment in the educational process by organizing goals, principles, content, methods, means and forms of joint activity.

To summarize, the implementation of the technology of organizing the teaching interaction between the teacher and the students requires the formation of a new pedagogical thinking, the essence of which is the creation of an educational space based on the interaction of participants in the educational process, dialogue and polylogue, where the teacher and students act as subjects of study. The most important condition for self-realization of an individual is the establishment of the right to be himself, to receive satisfaction from the process of activity.

**Prospects for further research.** Prospects for further research are developed program that integrates educational activities of adolescents and stimulate



the process of teachers' and students' creative self-realization. The main goal of the program is to create the conditions for the most complete disclosure, development and realization of adolescents of their own abilities and successful creative self-realization.

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## 2.11. THEORETICAL JUSTIFICATION OF PEDAGOGICAL CONDITIONS OF PROFESSIONAL ADVANCEMENT OF FUTURE ELEMENTARY SCHOOL TEACHERS

UDK 371.133:373.31

**T.Dovzhenko, I.Nebytova**

**Abstract.** *The article deals with theoretical justification of pedagogical conditions of professional advancement of future elementary school teachers. On the basis of the analysis of scientists' researches on this problem, the essence of the concept "pedagogical conditions" is determined. Based on scientists' scientific developments, the most appropriate pedagogical conditions of professional advancement of future elementary school teachers are determined and theoretically substantiated.*

**Keywords:** *professional advancement, future teachers, elementary school, pedagogical conditions, educational situations, scientific and methodological assistance, professional potential.*

Ukraine's entry into the new educational space provides for the creation of appropriate conditions for the formation of highly skilled, competitive and well-rounded teachers, whose level of competence has to meet the needs of the society. In view of all this, the pedagogical conditions for the professional advancement of future elementary school teachers are becoming more and more important.

The conditions that in some way contribute to the professional advancement of future specialists have been identified in the psychological and pedagogical literature. Thus, the scientific researches of Yu. Babanskyi, N. Volkova, V. Hrynova, S. Yelkanov, V. Lozova, O. Nazarova, V. Slastonin are devoted to the conditions of the development of the social activity of future teachers' personality, their professionalism and professional culture. The researches of I. Askarina, Z. Kokareva, O. Popova, M. Ruzhnikov are focused on the conditions of the development of a future teacher's professional values. The conditions for the solution of educational situations are disclosed in the researches of such scholars as S. Anufrienko, O. Bereziuk, I. Bohdanov, O. Bondarevska, A. Kikhtenko, L. Kondrashov, S. Lazariev, N. Kuzmina, O. Piekhota, V. Savchenko, V. Semychenko, O. Yavonenko. The conditions for the realization of a future teacher's professional potential with the assistance of the scientific and methodological support are described in the scientific achievements of such researchers as: O. Antonova, A. Derkach, O. Dubaseniuk, V. Zazykin, A. Ivanchenko, S. Krutiienko, V. Markov, H. Meshko, A. Sbruieva, N. Stepova. The analysis of scientific sources shows that the pedagogical conditions for the professional advancement of future elementary school teachers are insufficiently investigated and therefore require detailed justification.

**The purpose of the article** is to determine and theoretically justify the pedagogical conditions for the professional advancement of future elementary school teachers on the basis of native scholars' developments.

**The research methods.** Analysis, synthesis, generalization.

Based on scholars' scientific developments on the problem, we can say that

the process of the professional advancement of future elementary school teachers is provided by the special pedagogical conditions which arise during the teaching practice. After analyzing the definitions given by I. Aksarina, Yu. Babanskyi and O. Nazarova we can say that pedagogical conditions are purposefully created circumstances for increasing the efficiency of the educational process with the help of special methods and techniques. Based on scholars' studies of the pedagogical conditions, we have determined the following pedagogical conditions which will contribute to the professional growth of future elementary school teachers.

The first condition is following: the creation of the pedagogical educational situations which will promote the process of the professional growth of future elementary school teachers during the teaching practice.

It should be noted that the process of the professional growth can be successful only when future elementary school teachers are under the conditions which are close to their future professional activity during the teaching practice. Active teaching methods prepare them for the cooperation with students. One of the leading methods is an educational situation.

Researchers O. Bereziuk and N. Kuzmina have defined educational situation as a special unit of the educational process which helps future teachers to realize they do not have enough knowledge to do theoretical or practical tasks, which generates a subjective need for new knowledge, stimulates a future specialist's cognitive activity [1, p. 78; 7, p. 122].

Other scholars consider educational situation as a complex of circumstances of the educational interaction and relationship of those who teach and those who study, which require decision-making and appropriate actions of the participants of the pedagogical process [2, p. 204].

A scholar L. Kondrashova notes that pedagogical educational situations should be aimed at teaching future pedagogues to create the educational environment, a system of the social assistance in the development and self-development of the individual, the conditions of the greatest comfort and psychological safety in life situations [6, p.16].

We agree with the opinion of O. Piekhota and A. Kiktienko who believe that educational situations are used with the aim of:

- 1) more detailed explanation of theoretical positions at the lessons;
- 2) the effective organization of applying knowledge in practice and the demonstration of the practical value of theoretical positions;
- 3) revision, reproduction and consolidation of knowledge;
- 4) control and self-control of knowledge and skills;
- 5) the formation of skills of the creative use of knowledge in new conditions;
- 6) the organization of the purposeful preparation of future teachers for conducting lectures, practical classes, practical activities [10, p. 72].

The main elements of the educational situation are: 1) educational goals; 2) objects of educational influence; 3) subjects of educational influence, who transfer a pedagogical situation into a pedagogical task and solve it.

As noted by I. Bohdanov, S. Lazariev and S. Anufrienko, educational

situations are diverse. The only thing that is common is that they arise as a result of the interaction between those who teach and those who study.

Educational situation can be as a unit of the analysis of the educational process and include the assessment of educational activities and solving problems from beginning to end in the specific conditions.

In the activity of one and the same subject, the task can be changed externally, if someone puts a new task, or internally, if the subject changes it. As the task changes, the new situation begins to develop.

The form of the interaction in the educational situation is:

1) cooperation, that is interaction in an educational situation, in which one person is able to feel the condition of another and overcoming a negative feeling to it accept and develop his/her actions in order to successfully resolve the situation. The basis of the cooperation is the assistance to the partner, the care of his/her well-being regardless of mood;

2) confrontation, open (hidden) rejection of the positions of other people for reasons of the objective and subjective nature, which enhances the positive solution of the situation [2, p. 204].

According to sychologists I. Bohdanov, S. Lazariev and S. Anufriienko, educational situations include: situations of stimulation; conflict situations; problematic educational situations; situations of criticism and self-criticism; situations of self -assessment; situations of of subordination; situations of persuasion; situation of responsible decisions; situations of the development of new ways of the activity; training situations [2, p. 205].cAfter analyzing the above-mentioned situations, we can argue that solving them by future elementary school teachers during the teaching practice will promote the professional growth and form a value-oriented attitude to the chosen profession.

A scientist N. Kuzmina believes that a pedagogical educational situation promotes the search for the ways to overcome difficulties during the pedagogical activity, in particular the best way to achieve a certain result. Therefore, solving such situations is the search for the ways to overcome difficulties and the process of achieving a certain educational goal at the same time [7, p. 126].

We agree with the opinion of O. Yavonenko and V. Savchenko, who believe that in order to successfully teach future pedagogues to solve educational situations the following points are important: firstly, future teachers have to realize the inevitability of meeting difficult situations in the pedagogical work, to understand the real causes of the emergence of such situations, to see the difficulties of the solution and the need to master the means of the prevention of different situations; and secondly, an educational situation is an effective means of activating future teachers' cognitive activity [13, p. 167-163].

According to O. Bondarevska and V. Semychenko, to solve educational situations better, it is advisable to offer future elementary school teachers certain tasks to be solved during the period of teaching practice:

– tasks which help future teachers to understand the essential features of pedagogical concepts, processes, and phenomena. They contain the statement of

a fact, events requiring sequential thoughts, the realization of essential features;

- tasks which reveal the flexibility of thinking and future teachers' awareness of pedagogical knowledge; they assume the choice from a set of theoretical positions necessary for the correct solution;
- tasks which develop the ability to predict the result of a certain pedagogical action. They reinforce the skill to relate pedagogical tools and methods with the peculiarities of the object of the pedagogical action;
- tasks which require knowledge of different teaching methods. The solution of such tasks is related to analysis and synthesis, comparison and generalization; they develop the ability to classify pedagogical phenomena, transfer knowledge and create new ways of performing the pedagogical activity;
- tasks related to the assessment and improvement of the pedagogical action. These tasks form future teachers' skills to feel confident in a difficult situation, to quickly use pedagogical knowledge and apply them in non-standard conditions [3, p. 25; 11, p. 137].

Thus, on the basis of the above, we can say that the first condition is appropriate, since solving pedagogical educational situations by future elementary school teachers will promote their self-development and self-improvement and the process of the professional growth in general as well.

The second condition is following:

- providing future elementary school teachers with the scientific and methodological assistance in the realization of their professional potential during the teaching practice by methodologists of the higher educational institution, administration of the institution of secondary education and school methodological associations.

A researcher V. Markov considers professional potential as part of the personal and professional potential, which encompasses intellectual, motivational, operational, communicative, creative, innovative potentials, etc. [8].

Scholars A. Derkach and V. Zazykin state that future teachers' professional potential can be realized in the practical pedagogical activity through self-realization [4, p. 136].

A scholar H. Meshko defines professional potential as a system of natural and acquired qualities which fulfil teachers' ability to perform their duties and encompass a base of professional knowledge and skills in conjunction with the ability to actively create, act, implement their intentions and achieve planned results. The researcher identifies the following components of the professional potential:

- philosophical and methodological culture;
- professional and moral principles and ideals;
- psychological and pedagogical culture, awareness of methodology and technology of the educational process;
- high responsibility for work;
- attitude for the professional growth;
- creative approach [9, p. 36].

In view of the above, we can say that a future elementary school teacher's professional potential is a system of qualities of a future specialist, which fulfil in the practical activity through self-realization and is aimed at achieving a certain goal.

It should be noted that the development of the professional potential of a future elementary school teacher occurs during the teaching practice with the provision of the appropriate scientific and methodological assistance from the administration of the institution of secondary education and school methodological associations.

In the scientific works of N. Stepova, the provision of the scientific and methodical assistance to future teachers by the administration of the institution of secondary education and the methodologists of the school methodical association during the teaching practice is shown.

The researcher highlights:

- familiarization of future teachers with the internal work regulations, with the basic rights and duties of the teacher, with the normative documents: the Law of Ukraine "On General Secondary Education";
- assisting a future specialist in planning his/her educational work for the period of practice;
- familiarization of future teachers with the school traditions and the teachers' pedagogical experience at the meetings of methodological associations;
- organization and implementation of the in-process monitoring of a future specialist's practical activities;
- visiting trial lessons with the provision of the necessary recommendations;
- consulting on any questions of the educational process and normative documents;
- providing methodological recommendations for the work planning, documentation management, didactic, psychological and sanitary requirements for the lesson [12].

Scholars A. Ivanchenko, O. Dubaseniuk and A. Sbruieva distinguish the following types of the scientific and methodological assistance provided by the methodologists of the higher educational institution during the teaching practice:

- consulting future teachers on the planning of lessons, preparation of visual material and technical means, the organization of extra-curricular activities;
- visiting and analyzing future teachers' lessons;
- consulting on analyzing lessons by future specialists [10, p. 41].

According to S. Krutiienko, during the teaching practice, providing the scientific and methodological assistance, future elementary school teachers acquire:

- practical skills necessary for pedagogical work;
- the ability to implement theoretical knowledge gained in the higher educational institution, in the process of a concrete practical activity;
- improvement of pedagogical skills of educational work with children;
- knowledge of the advanced pedagogical experience, mastering various

teaching methods, the use of modern teaching techniques, the implementation of non-traditional teaching forms, methods and technics, new pedagogical technologies [12].

Consequently, on the basis of the above, we can say that the second condition is appropriate, since the provision of the scientific and methodological assistance to future elementary school teachers during the teaching practice involves expanding the professional knowledge, skills and abilities of future specialists, and therefore realizes their professional potential and contributes to the process of the professional advancement.

**Findings and prospects for further researches.** The pedagogical conditions of the professional advancement of future elementary school teachers are a combination of interdependent factors of the educational environment, which are defined and understood by future specialists, are implemented during the teaching practice and encourage to activate their own activities, which contributes to the process of the professional advancement. We consider important the experimental verification of the conditions we have defined during the teaching practice of future elementary school teachers.

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## **2.12. REFLECTION AS A COMPONENT OF THE TECHNOLOGY OF PROFESSIONAL SELF-REALIZATION OF TEACHERS OF FOREIGN LANGUAGES IN CONDITIONS OF A FOREIGN LANGUAGE EDUCATIONAL ENVIRONMENT**

УДК 37.011.31 : 316.444.5

### **G.Tverdokhib**

**Abstract.** *The article analyzes different approaches of scientists to understanding the essence of teacher's reflection. The concept "foreign language educational environment" is specified as comfortable conditions for communication, exchange of educational and professional information, mastering and use of foreign language-*



*es, building dialogue and cooperation on the basis of partnership. It is noted that the present personality of the teacher should be based on such requirements as: development of ability to communicate in foreign languages; identification of initiative and activity in the association of colleagues for solving international educational problems; presence of high level of formation of reflexive abilities. The author's position is stated according to which reflection is an integral part of the technology of professional self-realization of foreign language teachers in a foreign language educational environment and is a complex of actions, namely: self-analysis of the results of their foreign-language activities; comparing their own potential with the requirements of a foreign language educational environment; representation of the image of a successful teacher.*

**Key words:** *reflection, foreign language competence of teachers, foreign language communication, foreign languages, technology, image of a successful teacher.*

Exchange of scientific and educational information, communication in foreign languages, open internships in other countries encourage teachers to reveal their internal potential, confirm their own «I»-concept and understand the meaning of a successful person. Nowadays, the foreign-language educational environment becomes meaningful for all participants of the educational process. Modern teachers are trying to find new horizons of professional self-realization in it. They use the opportunity to participate in various contests, educational projects, educational policy grants at home and abroad, publish methodological lessons and educational events. Students also have access to any information through the Internet, can independently familiarize themselves with educational processes and national traditions of other countries. As it is known, many parents are joining traditions and language of other countries through the labor market.

At the same time, professional self-realization of teachers of foreign languages is under the influence of modern educational trends, which require understanding and perception of oneself in new social roles, a deep analysis of their own potential, the correlation of their own «I» with the requirements of professional activity. However, in the retrospective view, the performer's position of the teacher of foreign languages prevails, that is, there is knowledge gained and they are broadcast to the students. Teachers of foreign languages lack the established leadership position, experience of uniting colleagues, schoolchildren, parents for the purpose of foreign language communication, development of ideas of cooperation in the form of partnership relations.

According to the analysis of individual cards of professional growth of the teacher, the results of diagnosis of effectiveness of the actual exercise, the teachers' questions, at first glance, are aimed to reveal reflection, the result of which is planning of participation in new events, analysis of the feasibility and practical significance of the topic of the proposed measure. Nevertheless, self-analysis underlying reflection should help the teacher to identify the strengths and weaknesses of the development of personality-professional qualities, to understand what the schoolchildren and parents want from him. Understanding ourselves and proper assessment of internal resources should change the teacher's performance position on initiative and creativity in pedagogical activity.

Thus, in a foreign language environment, due to reflection, the resources of the participants in the educational process as the ability to learn language and communicative culture, readiness to communicate with other people in foreign languages, the desire to overcome speech stereotypes and develop international communications are revealed.

The study refers to the leading ideas of self-realization of personality (I. Beh, A. Maslow, C. Rogers, V. Frankl). Close to the content of the research are the scientific works of S. Kirichenko, who studies the problem of professional self-realization of high school teachers in educational project activities [6]. The researcher T. Kutsenko reveals the possibilities of professional self-realization of teachers by means of methodical work [7]. Works of Y. Bobrov, A. Veremchuk, Y. Ermak, O. Rezvan and others are devoted to problems of studying the mechanisms of reflection of the teacher [2; 12]. The problem of designing a developing educational environment for gifted students is studied by V. Grinyov, L. Karpov [4]. We can state that general issues of reflection of teachers of foreign languages, in particular the study of reflection as a component of the technology of their professional self-realization in the conditions of a foreign language educational environment, are not sufficiently studied.

**Setting the purpose of the article.** To analyze different approaches of scientists to studying the phenomenon of teacher's reflection and to characterize it from the standpoint of the component of the technology of professional self-realization of teachers of foreign languages in conditions of a foreign language educational environment.

**Research methods.** Text analysis of scientific literature related to the subject; the hypothesis is based on its elaboration; use of exercise to detect the formation of the «I» -concept of teachers; modeling of pedagogical technology; generalizations and conclusions.

The New Explanatory Dictionary of the Ukrainian Language (2008) provides an interpretation of the term "reflection" as "self-analysis, reflection of a person over his own state of mind; in philosophy - reflection, as well as studying the process of cognition" [9, p. 119]. On the basis of the analysis of scientific literature, we note that teacher's reflection is a personal quality that forms the basis for the development and perfection of his professional and pedagogical abilities at the level of self-consciousness and mental activity (O. Bizyayeva, G. Ermakova), the managerial and regulatory mechanism for constructing interpersonal relationships in a pedagogical team (G. Ball, O. Bodalev, Y. Mashbits, G. Kovalev). In the writings of scholars, reflection is regarded as a psychological mechanism of professional self-knowledge of the person (Y. Bobrova, Y. Ermak), its self-control (T. Shcherbakova), self-regulation (K. Chernov), professional self-perfection and self-actualization (A. Veremchuk, O. Rezvan) [2; 12]. Within the research, the position of the scientist O. Rezvan is close, which reflects reflexion as a person's ability to self-observation, self-knowledge, self-examination and awareness of external assessment of personality traits by other people, the result of which is critical evaluation of their own actions, achievements, resources, personal qualities and, if necessary, their correction [12].

There is another approach in which reflection is studied as a process characterized by such categories as self-examination, evaluation, the ratio of one's presentation to the thoughts of others about oneself and comprehension of life's goals and plans, motives, attitudes, social moral requirements, values. To reflexive processes the authors include awareness and comprehension of their actions and activities, self-control, self-correction [3].

In the scientific work of L. Rybalko [13] reflexive skills are attributed to the ability of professional and pedagogical self-realization of the teacher and specified on the types of their activities. The positive point in such experience is that reflection of the teacher is directed both to them and to teaching students this skill. In the skills of reflection, the specifics of different types of pedagogical activity are revealed, which means that reflection is an objective process. However, such a presentation does not reflect the specifics of work of subject teachers, does not show interaction with the environment and respond to their features, lack of understanding of the role and place of reflection in building interpersonal relationships and in preventing conflicts.

In the study, we clarified the concept of «foreign language educational environment» as a comfortable environment for self-realization of participants in the educational process during communication, exchange of educational and professional information, mastering and using foreign languages, building dialogue and cooperation on the basis of partnership. We pointed out that the modern personality of the teacher should be based on such requirements as: development of the ability to communicate in other languages; identification of initiative and activity in the association of colleagues for solving international educational problems; presence of high level of formation of reflexive abilities.

We have put forward the scientific hypothesis - reflection as a component of the technology of professional self-realization of teachers of foreign languages in a foreign language educational environment will contribute to improving their professional skills and development of the ability to communicate in other languages.

This technology is in our understanding consistent implementation of specific actions of administration of institutions of general and secondary education and methodologists (encouraging teachers to self-analysis of the results of their own pedagogical activity on the basis of reflection; developing and implementing maps of possible achievements of teachers in professional activities; providing methodological assistance in the development of educational projects, encouraging teachers to participate in various pedagogical activities), as well as independent actions of teachers of foreign languages (self-examination and elimination of obstacles that disturb their own foreign language capabilities, professional self scheduling, presentation of own products of pedagogical activity, attracting colleagues, students, parents to a foreign language activities).

Understanding scientific material and formulating the author's position give us the right to consider that reflection is an integral part of the technology of professional self-realization of foreign language teachers in a foreign language envi-

ronment and involves a series of interrelated actions.

1. *Self-analysis of the results of own foreign-language activity.* In the theory of self-education, the term of "self-examination" is defined as analysis of a person her own behavior, motives, emotional reactions, experiences and qualities. It acts as a form of regulation of a person their own activities and involves the relationship and assessment of individual facts, as well as assessment of the status of the person themselves. Self-analysis is carried out with a sufficient number of facts, should be versatile, deep in nature, rely on real data, be carried out from the standpoint of social requirements. The self-analysis ends with conclusions, practical recommendations and tasks for self-perfection. [10, p. 41].

Regulation of foreign language activities and correction of its results are primarily due to the acquaintance of a foreign language teacher with a job description. The teacher analyzes own activities from the standpoint of specifics of the subject, age of the pupils with whom he works, formation of the own skills to develop communicative skills in students while studying a foreign language, stimulating socialization, forming their general culture, conscious choice of profession, readiness for independent living in conditions of information society. Self-analysis allows the teacher to assess the degree of mastering professional knowledge and skills. Self-assessment is the assessment of the person's own qualities, their dignity and disadvantages, the result of mental operations, such as analysis, comparison, synthesis. Thus, the teacher of foreign languages should know the subject and methods of teaching, features of the content of curricula in the foreign language, the stages of development of teaching methods of a foreign language; the basis of the theory of the formation of communicative competence of students (speech, linguistic, socio-cultural, educational, the method of using ICT in the lessons of a foreign language, the main ideas and provisions of the theory of education of schoolchildren, didactic principles of educational process, the foundations of pedagogical skills and safety of life of the participants in the educational process. The teacher must be able to communicate (oral, written); to introduce the culture of speech behavior; to have a high level of phonetics, grammar, lexicon of the language which is taught, to implement methodological and socio-cultural competence.

Self-analysis of the teacher occurs due to self-observation, which is based on the ability to record the consequences of observing their thoughts, behavior, experiences. There is a direct and retrospective self-observation, which take place in the pedagogical activity of the teacher.

According to own pedagogical experience, the field of self-examination should include the readiness of the teacher to complex and intense work with students, as well as the person's tendency to fatigue both mental and physical. Studying the pedagogical heritage of I. Sikorsky [11, p. 239 – 257], we drew attention to the fact that he was the first in the national science to study the problems of disability and fatigue, the role of intellectual potential for the formation of a young person. He advanced the assumption that mental fatigue should first of all be manifested in changes in psychomotor activity. Correctly

organized mental work is of great importance not only for mental development, but also for human life as a whole. He stated that even a well-developed mind and senses are sometimes powerless to correct a person who has a weak willpower. Strengthening and development of freedom is crucial for a person to «build himself as a person,» in the ability to hold his own convictions. In our opinion, such an example is not accidental, since teachers of foreign languages, implementing the individual approach to classes with schoolchildren, should take into account different working capacity and fatigue, the degree of development of will power.

2. *Comparison of their own potential with the requirements of a foreign language educational environment to the teacher's personality.* Comparison as a subjective characteristic of a teacher occurs on the basis of his knowledge and skills of the professional «I» -concept. In psychology, the «I» -concept «is relatively stable, more or less understood the system of ideas of the individual about himself, as experienced by him as a unique person, on the basis of which he builds his interaction with other people and relates to himself» [1, p. 373]. According to the scholars S.Sisoyeva and T.Poyasko [14], the «I» -concept - a holistic, although untainted internal contradictions, the image of its own «I», acting as an installation towards oneself and incorporating components (cognitive, emotional, evaluative-volitional). The above scientists singled out such functions of the «I» -concept as: promoting the achievement of internal consistency of the individual; definition of internalization of experience; recognition as a source of waiting. V. Maralov [8] characterizes the structure of the «I» -concept as real or the idea of who I am in reality; ideal or an idea of who I would like to be; mirror or idea of how others perceive me. The term «I» means what I know about myself; how I treat myself; what I think of myself; how I value myself. The researcher specifies the meaning of «I» through physical, social, mental, emotional aspects.

To identify your own "I" -concept help exercises. Here is an example of one of them: "You have 8 circles, sign "I" one of them, put it in the center, and write the people who surround you in all other circles, place the circles around your circle accordingly, as you treat them. (People who were in the upper circles surpass you, in the lower circles subordinate to you, the side equal to the power of "I") ". In most teachers, the circles are arranged in the following way: two circles are located above (they think that the administration surpasses them); two circles are arranged on both sides (colleagues, gifted students, parents) and only one circle below (some consider their students subordinate to them). Analysis of the results of this exercise shows that the initiative of teachers, which underlies the creation of a foreign language educational environment, is "suppressed" by usual stereotypes of conquest and implementation of instructions of the school administration. Teachers of foreign languages lack understanding of importance of partner relationships with pupils and parents for foreign language communication.

3. *Representation of the image of a successful teacher.* In modern pedagogical researches (S.Vitvitskaya, N.Guziy, O. Dubaseniuk, N. Kuzmin) it is a question of professionalism of the teacher, on whom success in the pedagogical activity depends. According to O. Dubaseniuk, teachers with a high level of professionalism

have the most adequate self-esteemation and special sensitivity to the advantages and disadvantages of their own personality and activities that contribute to the successful regulation of their own behavior and pedagogical actions [5].

Thus, the success of pedagogical activities is ensured with high professional qualities of teachers, in particular, teachers of foreign languages. This is the teacher who should initiate creation of a foreign language educational environment, since he knows foreign languages, is able to communicate and cooperate.

**Conclusions and results.** The technology of professional self-realization of teachers of foreign languages in the conditions of a foreign language educational environment has been developed. The author's position is stated according to which reflection is an integral part of the indicated technology and is a set of actions, namely: self-analysis of the results of the foreign-language activities; comparison of their own potential with the requirements of a foreign language educational environment to the teacher's personality; seeing the image of a successful teacher.

**Prospects for further research.** Prospects for further exploration in this direction are the development and introduction of pedagogical conditions for formation of analytical and reflexive skills of foreign language teachers.

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## 2.13.COMPARATIVE ANALYSIS OF CLUBS OF INTERNATIONAL FRIENDSHIP AND SCHOOL EUROCLUBS

UDK 37.034 – 053.6.

### N.Podcherniaieva

**Abstract.** *The article highlights the activity of the Euroclub of a comprehensive educational institution as one of the forms of children's public association. There is not only the promotion of pan-European democratic values through the Euroclubs, but also there is the positioning of traditional and modern ethnic culture of high school students. A comparative analysis of the activities of school Euroclubs and clubs of international friendship is conducted in the article. The features of school Euroclubs are revealed, which consists in teaching high school students the tolerant attitude to other behavior, to other thinking, to other points of view and other elections of one's way of life; acquiring practical experience communicating with peers from European countries; using predominantly interactive forms of work. Among the specific features of the clubs of international friendship, ideological, politicization, regulation and limitation of the independence of senior pupils are distinguished. It is revealed that the clubs' common work was to cultivate a sense of friendship, mutual understanding, mutual assistance, cooperation, creativity, respectful attitude towards people of different nationalities. It is concluded that the participation of high school students in the activities of the Euroclub of a comprehensive educational institution helps them to participate actively in the world's information and education space.*

**Key words:** *children's public association, activity, Euroclub, general educational institution, club of international friendship.*

The priority direction of strategic development of Ukraine is an integration of our state to European concord. The task of modern school is to assist a development of democratic culture and to form a legal knowledge. The idea of euroclub's activity was actual and viable in different countries of Europe. Through euroclubs there is a propaganda of European democratic values, an acquaintance with the way of life and culture of peoples of other Europe countries, a formation of ability to presentown culture, country and way of life. The study of customs and traditions of European peoples will help clarify the position of own



traditional and contemporary ethnic culture. Activity of children's public associations was studied by following scientists: I. Isaeva, V. Slaktionina, Ye. Shiyanova, S. Maksimiyuk, T. Okushko, A. Pashchenko, N. Chyrenko. Problems of active personality forming in conditions of soviet school were examined by I. Verba, L. Kuts, O. Lyah, Z. Shneckendorf. Considerable payment in study and illumination of eurointegration questions was done by following Motherland scientists: P. Verbytska, S. Kobernyk, N. Kuz'mina, O. Ovcharuk, T. Stepanov. Questions of organization of work at euroclubs were examined by N. Golos, P. Kendzior, A. Kyrpa, N. Markus, L. Parashchych. The role of child's public organizations in forming of social leadership skills was exposed by O. Arutyunian, O. Pahomova. Practical advices in relation to work of euroclub were given in publications of B. Babajanian, V. Brushchenko, Yu. Loburets, P. Kendzior, R. Dymek, L. Parashchenko. Recommendations in relation to realization of European integration training and introduction of European projects were offered by Ya. Boren'ko and H. Chushak. In modern pedagogical researches theoretical and practical experience in certain relation to creation and functioning of euroclub is accumulated. However problem of activity of euroclub at general educational establishment as one of children's public association forms is not studied enough.

**Aim** of the article is to expose the value of euroclubs' activity as one of children's public association forms for active plunging of senior pupils in outer informative and educational space.

According to S. Goncharenko's determination, school club is a very effective form of students' leisure organization, that helps their keen to develop; school club is amateur and voluntary, a board that is elected on general collections stands at the head of it [1, c. 166]. Unlike groups (amateur associations of students, that engage in physical education, deep study of science, literature, art questions), one of forms of extracurricular and out-of-school work [2, c. 77], school clubs, can embrace various types of activity of all students of school and in more mass scale to discover and develop their inclinations and capabilities [2, c. 166]. Clubs can have multi-field or a thematic orientation. The variant of child's and youth public associations is a euroclub, that have multi-field character, can exist both independently and at general educational establishment. P. Kendzior [3] marks that the euroclub unites like-minded persons, underlining their equal-in-rights relations. By the determination of Ukrainian network of European clubs (Українська мережа європейських клубів), euroclubs assist creative realization of its members. A. Kyrpa [4, c. 46] the principle of voluntary school children's organization underlines child's public association, and researchers like S. Lutsenko, A. Goron, O. Kalenyk [5] consider the euroclub as a form of collaboration of teachers and students, that embraces various spheres. But looks of scientists gather in one-euroclubs have one common purpose - a rapprochement of Ukraine and Europe, establishment of collaboration by realization of general humanitarian projects. Thus, the article will consider the Euroclub at general educational institution as a kind of children's public association, whose activities are based on principles of voluntariness and personal orientation, are made during academic and extracurricular time for

the purpose of self-identity, the formation of active life position, the development of international communication culture and the engagement to practical participation in European initiatives. Preceded by present school European Clubs (SEC) were children associations such as international friendship clubs (IFCs) that existed in almost all schools and Palaces of Pioneers. The origin of international friendship clubs reached the end of 50's of the twentieth century (after 1957 when VI World Festival of Youth and Students was held in Moscow, where there was a real possibility of direct contacts with young people from other countries), and the development and expansion of the network took place in clubs in late 60's - early 80's; The involvement of children in international activities in the context of children's public association began in 90's.

Analysis of scientific and educational sources [3; 6; 7] suggests common traits of international friendship clubs and school European clubs and their differences (Table 1).

Clubs of international friendship held events that contributed to the awareness of national policy of Motherland, an acquaintance with countries of socialist community, and the disclosure of racial discrimination essence. Most common form of work in clubs was the organization of correspondence with peers from different countries, which was aimed at establishing contacts and finding friends from friendly states, a deeper understanding of the political system of these states, their culture, traditions and everyday life, the language that developed the worldview and formed a civic position. Instead, modern European clubs are actively involved in youth exchange programs, providing ample opportunities for student travel to European countries and direct learning of culture, life and languages of foreign countries.

But it should be noted that education in Soviet period was ideological, politicized and regulated, which was manifested in the party leadership of international friendship clubs, in giving each class a class ideological orientation, in the silence of the difficulties and problems of the country, in propagating the advantages of socialist system before capitalist one, in fostering hatred for enemies of working class, the restriction of an independence of senior pupils.

Despite this, using international methods of extracurricular activities, clubs of international friendship lived an interesting, meaningful life. Not only members of club took an active part in work of IFC, clubs attracted a large number of participants to take part in their events. All this testifies that IFCs were the most effective organizational form of youth international education.

A common trait in work of clubs was a cultivation of a sense of friendship, mutual understanding, mutual assistance, cooperation, creativity, respectful attitude towards people of different nationalities. Therefore, rethinking positive experience of international friendship clubs will be useful in a work of modern Euroclubs at general education institutions for the education of high school students in spirit of tolerance, positive attitude towards a differentiated cultural environment, cultural identity identification, respect for the Motherland, regardless of national or religious affiliation.

Table 1

*Comparative analysis of clubs of international friendship and school Euroclubs*

Criteria	Clubs of International Friendship	School Euroclubs
Purpose of activity	<ul style="list-style-type: none"> <li>- induction of students with a conscious civic position to active actions;</li> <li>- propagation of peace on Earth and rapprochement of peoples;</li> <li>- contacts with peers both in Soviet Union and abroad</li> </ul>	<ul style="list-style-type: none"> <li>- expansion of knowledge about Europe and the countries of European Union;</li> <li>- informing about European integration processes and the cooperation between Ukraine and European Union;</li> <li>- promotion of European consciousness upbringing, promotion of European values;</li> <li>- establishment of cooperation between Ukrainian youth and peers from European countries;</li> <li>- creation of favorable conditions for self-realization of student youth;</li> <li>- development of a new style of relationships, behavior, thinking</li> </ul>
Task	<ul style="list-style-type: none"> <li>- strengthening of friendship with like-minded people of Union republics and countries of the socialist community;</li> <li>- active participation in actions and solidarity campaigns, children's festivals;</li> <li>- study of the history of revolutionary struggle for freedom of peoples and peace on Earth, acquaintance with the culture, art and literature of foreign countries;</li> <li>- studying foreign languages and correspondence with foreign peers;</li> <li>- intensive work in one section of the club of international friendship (sections of translators, historians, surveys, international events and memorable dates, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- study of history, culture, customs and traditions of European Union countries and Ukraine as an integral part of European civilization;</li> <li>- establishing links with youth in Europe through the programs of youth exchanges and correspondence, joint projects implementation;</li> <li>- improvement of self-production skills and critical analysis of information;</li> <li>- organization of various events aimed at disseminating the information about European Union and European community;</li> <li>- development of the spirit of partnership cooperation and mutual assistance;</li> <li>- motivation to study foreign languages</li> </ul>
Forms of work	<ul style="list-style-type: none"> <li>- school meetings, festivals dedicated to the friendship of peoples and the struggle for peace;</li> <li>- political information about international events, reports, lectures, conversations;</li> <li>- viewing and discussion of films about the life of children of other countries, reading of literature on the life of the USSR peoples and about the lives of working people of foreign countries;</li> <li>- press conferences;</li> </ul>	<ul style="list-style-type: none"> <li>- regular meetings of members of Euroclubs and discussion of topical issues on relations between European Union and Ukraine;</li> <li>- local / regional / all-Ukrainian youth practical seminars and conferences;</li> <li>- holding exhibitions of photographs, drawings, posters, competitions, production of information materials (wallpapers, European corners in classes and libraries) on topics related to Europe and European Union;</li> <li>- organization of training sessions, role-playing games, quests, actions, projects;</li> </ul>

*Continuation table*

	<ul style="list-style-type: none"> <li>- correspondence with peers from Union republics and countries of the socialist community;</li> <li>- holding correspondence trips by the republics of USSR and the socialist countries;</li> <li>- contests and quizzes on international topics;</li> <li>- meetings with foreigners and those who have visited abroad;</li> <li>- weeks, decades and months dedicated to foreign language studying</li> </ul>	<ul style="list-style-type: none"> <li>- literary and artistic evenings, where participants learn about the creative heritage of famous European authors;</li> <li>- information campaigns targeted at the local community (meetings, lectures, performances, quizzes);</li> <li>- publication and distribution of literature on European subjects;</li> <li>- links with European partners and youth exchanges;</li> <li>- competitions (for the best drawing, scientific research);</li> <li>- work with younger members (primary and secondary schoolchildren)</li> </ul>
Principles	<ul style="list-style-type: none"> <li>- close connection to life;</li> <li>- systemacy;</li> <li>- sequence;</li> <li>- paying attention to age and individual characteristics of students;</li> <li>- voluntariness</li> </ul>	<ul style="list-style-type: none"> <li>- general equality;</li> <li>- mutual assistance;</li> <li>- cognitive activity and creativity;</li> <li>- vertical hierarchy;</li> <li>- personal orientation;</li> <li>- cultural expediency</li> </ul>
Result	<ul style="list-style-type: none"> <li>- formation of an active civic position;</li> <li>- awareness of equality of peoples;</li> <li>- understanding the need for harmony in a multicultural society</li> </ul>	<ul style="list-style-type: none"> <li>- formation of European values in youth's mind;</li> <li>- engaging students in active practice;</li> <li>- traveling and getting acquainted with the countries of European Union;</li> <li>- promotion of development and self-realization;                             <ul style="list-style-type: none"> <li>- getting new knowledge and discovery of new ideas;</li> <li>- acquiring vital competencies for life in European community;</li> <li>- prospects for the future</li> </ul> </li> </ul>
Role of educator	Managing	Facilitative and affiliative

With the change in political situation, collapse of USSR, creation of new states from among former Soviet republics, clubs of international friendship ceased to exist. In the end of 1990's and early 2000's, there was a new wave of children's associations' revival- the appearance of European club-like international formations in some educational institutions.

At the same time, the problem of depoliticization of Ukrainian education, decommunization of Ukrainian school appeared. Ukraine and other post-totalitarian countries inherited such a situation when there was no generation that would have a practical experience of democracy and could pass it to the next generation. There was a need for teaching children tolerant attitude to other behaviors, other

thinking, other views, and other choices of life paths. Therefore, according to P. Polyansky, European studios are, first of all, communication centers, that help people with different views on different things to communicate [8].

The idea of school European clubs creating belongs to Margarita Belard, National Coordinator of European Dimension in Education program (Portugal, 1972). In 1991, school European clubs were officially registered due to the professor and dean of Nottingham Polytechnic University, Gordon Bella [8]. In 1992, such clubs began to appear in Poland, where there are about two thousand of such clubs today. First Ukrainian Euroclubs were founded in 1995 according to the example of similar organizations in Europe. According to the Euroclub's blog in Ukraine [9], in 2009, young people aged 11-18 years old in Ukraine are united with about 1,000 youth Euroclubs, mostly school-based.

A real support for the development of Euroclubs in Ukraine was provided by International Renaissance Foundation, Polish-American-Ukrainian Cooperation Initiative (PAUCI) Stefan Batory, Minister of Foreign Affairs of Poland. However, in most cases, Euroclubs remained on their own with their own problems, lack of information, resources, experience, support, etc. There was no permanent networking of Euroclubs. A recent phenomenon is a development of Euroclub networks in different regions, on a basis of which the all-Ukrainian network of European clubs develops.

Subsequently, the Delegation of European Commission to Ukraine declares its support to Euroclubs throughout Europe as a main information channel of European Commission aimed at young people. Ministry of Education and Science of Ukraine was obliged from 2004 to promote the creation of Euroclubs at educational institutions in accordance to the State Program of Informing the Public on European Integration for 2004-2007.

Information on activities of Euroclubs is covered in Internet publications, periodicals of the regions of Ukraine and abroad. A platform for Euroclubs' communication is the website of Euroclubs in Ukraine, where news about activities of Euroclubs are published, discussions are held on initiatives, exchange of experience, etc.

In its activities, Euroclubs rely on normative and legal documents regulating issues of international education in the countries of Europe and the world: the Universal Declaration of Human Rights, the Convention for the Protection of Human Rights and Fundamental Freedoms, the Convention and the Recommendation of UNESCO On combating discrimination in education, the International Covenant on Civil and Political Rights, the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, the European Charter Regional languages and minority languages, the Vienna Declaration (Council of Europe), the Council of Europe Framework Convention for the Protection of National Minorities, the Declaration of Principles of Tolerance.

Documents cited above emphasize the role of education in preventing intolerance and in the development of democratic values. These documents are intended to regulate issues of international education as the main component

of education in Europe and the world and aim at proclaiming human rights to maintain their identity through means of their mother language; creating an atmosphere of tolerance and intercultural dialogue; regulating effective measures to deepen mutual respect, mutual understanding and cooperation between national minorities and countries in general; directing education to preserve peace.

Euroclubs first broke through the «Iron Curtain» to Europe, making it earlier than political leaders. However, results of surveys and researches of Euroclubs show that today there are lots of problems in activities of Euroclubs in Ukraine, in particular, the lack of knowledge and skills necessary for intensifying and improving the quality of Euroclubs` work, and the low level of experience exchange between Euroclubs. The prospect of developing and strengthening the network of Euroclubs is need for information unity and coherence of action.

**Conclusions and prospects for further development.** Consequently, the value of activity of the Euroclub at a comprehensive educational institution for active inclusion of senior pupils in the world information and education space is due to the fact that it is based not on the coercion of high school students` prior to the acquisition of certain educational information, but on principles of voluntariness, freedom of choice, consideration of interests, abilities and aspirations of an individual. Participation in Euroclub at a general educational institution providing high school student to exercise free choice of direction, content, methods and forms of his\her own activities, to expand the space of interaction with the world, understand his\her uniqueness and originality, his\her capacity to develop meaningful personal qualities, enriching his\her experience of international communication.

This article highlights the theme can be developed in future actions that may be associated with a certain experience of European clubs for the use of various work forms.

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## 2.14. PECULIARITIES OF PRIMARY ECONOMIC SOCIALIZATION OF FIVE-AND-SIX-YEAR-OLD CHILDREN AT PRESCHOOL EDUCATIONAL INSTITUTIONS

UDC 373.2.015.31 : 33

### 1a. Kurinnoi

**Abstract.** *The paper is devoted to the problem of the primary economic socialization of the children of 5 – 6 years old at preschool educational institutions.*

*The theoretical analysis of socialization of preschool children, in particular, the primary economic socialization of the children of 5 – 6 years old is presented in the paper under the conditions of preschool educational institution, the peculiarities of the primary economic socialization of the individual at preschool childhood are revealed. The theoretical analysis has allowed to open an entity of the concepts: “socialization”, “economic socialization”, “primary economic socialization of the children of 5 – 6 years old”. The main line items of interpretation of the category of the I-economic which includes the following structural components – cognitive, emotional and valuable, practical activity are defined. Social and pedagogical conditions of the primary economic socialization of the children of 5 – 6 years old at preschool educational institutions are for the first time theoretically proved and experimentally approved. The process of realising social and pedagogical conditions of the effective primary economic socialization of the children of 5 – 6 years old under the conditions of preschool educational institution is simulated (creating the subject of developing the environment focused on formation of the I-economic at children of 5 – 6 years old; consolidating the efforts of social teachers, tutors and parents in optimization of the process of acquisition of economic knowledge and economic experience of preschool children; using games of economic orientation as leading means of formation of the I-economic at children of 5 – 6 years old under the conditions of preschool educational institution.*

*High-quality changes of the indicators of levels of formation of the I-economic at children of 5 – 6 years old in experimental groups of preschool institutions have confirmed efficiency of introduction in the teaching and educational process of the author's designed program “Economy for Preschool Children”. Games with economic orientation have appeared to be the most effective means in work with children.*

**Key words:** *socialization, economic socialization, primary economic socialization of individual, child of 5 – 6 years old, I-economic identity of child, preschool educational institution.*

The economic socialization of the individual as a scientific problem is determined by the conditions of modern society (instability, high social dynamics, uncertain “vector” of social changes), connected with the actual socio-economic and psychological difficulties of socialization (decreasing the status of social compliance as the main source and factor of socialization, defining the inversion of the process of socialization, increasing economic deviations, expanding marginal manifestations), due to the domination of economic problems in the social pedagogical sphere (distributing the conflict of market and ethical values).



The analysis of world experience proves that the modern highly organized, socially oriented market places high demands on the socio-economic development of the individual in the educational process. Under the conditions of the market relations, the importance of such qualities as perseverance and business activity, prudence and thrift, initiative and high discipline, ability to independently analyse realities of life, readiness to protect own socio-economic rights and freedoms within the limits of civil tolerance increases. Philosophical doctrine of the subject of activity allows to look at the economic socialization of the individual in a broad category-conceptual aspect as a process of active reproduction and transformation by the individual his/her social experience in the economic sphere, based on the internalization of the norms, rules and values of the society to which the individual belongs. The most effective strategy of socialization today is the strategy of forming the readiness of the individual to transition to new social conditions, starting with the pre-school period of childhood. The practical solution to this strategy will ensure the individual's earlier psychological readiness for economic activity and the individual's more successful entry into the system of socio-economic relations of modern society. Domestic science (A. Bohush, N. Havrysh, E. Kornak, N. Kryvosheia, I. Rohalska-Yablonska, T. Stepanova, B. Shemiakin) emphasizes understanding the primary economic socialization of pre-schoolers as a process of assimilating their elementary economic concepts and acquiring "market" behavioural skills from the very first years of life, since knowledge, skills, abilities, stereotypes of behaviour precisely at preschool age are the foundation for forming a human being in general and his/her I-economic. The leading institution of socialization at this age stage is a pre-school educational institution which purpose is to ensure the vital competence of the child from birth to five or six years old, to form a holistic attitude to the world. One of the main tasks of the educational-upbringing process of a preschool educational institution under modern conditions is the primary economic socialization, which is considered within the framework of a single process of socialization of the individual as its component, and which we define as the process of early entry of a child of 5 – 6 years old into the economic sphere of society based on the development of the adequate ideas about economic categories, economic values and the formation of the I-economic in accordance with the needs and requirements of modern society [1, 3].

The problem of the primary economic socialization of the individual is a complex, interdisciplinary problem. It is based and studied within the general theory of socialization of the individual (B. Ananiev, H. Andreieva, I. Kon, O. Lieontiev, A. Mudryk, A. Rean, O. Sukhomlynska and others). The problem of the primary economic socialization arises, first of all, in the process of finding effective strategies and tactics of human socialization under the new socio-economic conditions (T. Alieksieienko, Ye. Bielinska, M. Vasyliieva, V. Haluzynskyi, M. Yevtukh, N. Zaveryko, A. Kapska, O. Kuzmina, Yu. Polishchuk, A. Ryzhanova, S. Savchenko and others), defining the peculiarities of socialization of children and the youth at different social institutions and establishments (Yu. Bohinska, N. Havrysh, N. Horlach, L. Zavatska, E. Zadorozhniuk, V. Kurylo, S. Kurinna, S. Konoshenko, O. Kuzmina, P. Lunt,

S. Omelchenko, O. Rasskazova, M. Stelmashchuk, I. Trubavina, S. Kharchenko, L. Tsybulko). The relevant ones are the investigations of the general foundations, content and methods of the primary economic education and upbringing of children aged 5 to 6 years old (N. Bieliaieva, S. Honcharenko, N. Havrysh, O. Kulchytska, Ye. Kurak, Yu. Leliuk, I. Rohalska-Yablonska, M. Rohanova, V. Rozov, A. Smolientseva, A. Shatova and others), some aspects of the primary economic socialization of preschoolers (H. Averianova, L. Halkina, L. Holub, Ye. Holubieva, N. Hrama, H. Hryhorenko, N. Dudnyk, H. Yevmenova, I. Yermakova, S. Yeronina, R. Zhadan, Zh. Zhylyna, A. Shatova and others).

In the process of the theoretical analysis, the essence of economic socialization of the individual is clarified, which is determined through a set of the inter-related definitions: "economic socialization of the individual", "primary economic socialization of children of 5 – 6 years old", "I-economic of the individual".

The category "economic socialization of the individual" reflects the process of assimilation of social experience, its transformation and entry of the individual into the economic environment. It is the process of active interaction with the environment in which the corresponding expectations, values, settings, abilities are manifested and formed. Proceeding from this, "primary economic socialization of the children of 5 – 6 years old" is defined as a three-component structure that manifests itself in its cognitive, affective and conative components and is in constant development under the influence of many external and internal factors of the social socialization of the child. The result is the socioeconomic status and persistent changes in the individual himself/herself, which integral indicator is the I-economic of the child.

The above-mentioned provisions have allowed to distinguish and describe the peculiarities of the primary economic socialization of the individual in preschool childhood. The main of them are the following ones:

1) pass of the process of the primary economic socialization of preschoolers in a specific social space "childhood", where the action is considered as a socio-cultural phenomenon;

2) subordination of the primary economic socialization of the child to the general age-specific peculiarities (natural-cultural, socio-cultural and socio-psychological) of development within a single socialization process as a process of assimilating the elementary economic concepts and categories, forming the basic economic and psychological qualities of the individual and acquiring initial economic experience;

3) stage of the primary economic socialization of the child's personality, which allows to speak about the preschool age as the initial (primary, early) stage of forming economic consciousness;

4) continuity of the primary economic socialization of the individual at the preschool and at junior school age, which is understood as a holistic socio-pedagogical process aimed at preserving and increasing economic ideas, gaining the experience of economic behaviour in joining up with the experience of moral and spiritual behaviour, developing the value relation of the child to the nearest so-

cial-economic environment;

5) peculiarities of mental regulation, which significantly affect the process of assimilation of the economic concepts and categories, norms and various forms of economic behaviour.

The *l-economic* is defined as a category that includes the *cognitive component* (the formation of children's knowledge and ideas about themselves as a subject and object of the socio-economic activity), *emotional and value* (the need for and interest of the child in economic phenomena, awareness of the children's dependence on satisfaction of their material needs and needs of the family from adults' work and the subject's assessment of the place in the economic field) and *practical-activity* (the meaningfulness of the children's activities with economic content; the focus of their activities on the conservation of natural and social environment; the analysis of their own actions and formation of socio-economic experience) in real economic activity and its assessment from the standpoint of their identity.

The model of the primary economic socialization of the individual and the system of the peculiarities of the individual's economic socialization at preschool childhood is based on the development and substantiation of the socio-pedagogical conditions of the effective primary economic socialization of children at a preschool educational institution [2]. These provisions allow to distinguish three socio-pedagogical conditions of the effective primary socialization of the children of the senior preschool age at pre-school educational institutions:

- creating the subject-developing environment, oriented to the formation of the *l-economic* in the children of 5 – 6 years old;
- consolidating the efforts of social educators, educators and parents in optimizing the process of acquiring economic knowledge and economic experience of preschool children;
- using the game of economic orientation as a leading means of forming the *l-economic* in the children of 5 – 6 years old at a preschool educational institution.

In accordance with the developed socio-pedagogical conditions of the primary economic socialization of the children of 5 – 6 years old at preschool educational institutions the adequate diagnostic procedure in the process of experimental and experimental work has been subjected to:

- readiness of educators of pre-school educational institutions for realizing the tasks of the primary economic socialization of pupils;
- dynamics of the value orientations of the individual in the economic area of the children of 5 – 6 years old in the interaction of the family and preschool educational institution;
- formation of the *l-economic* of the children of 5 – 6 years old under the conditions of pre-school educational institutions.

*The implementation of the first condition* (creating the subject-developing environment of a preschool educational institution) has relied on the corresponding model of the process of formation of the *l-economic* of the children of 5 – 6 years old in the subject-development environment and has been carried out by intro-

ducing the psychological and pedagogical provision of economic experience of the subjects of the educational process at a pre-school educational institution.

The organizational and content component of the economic education of educators has contained: 1) providing scientific and methodological assistance to educators on the part of the researcher; 2) using adequate organizational and pedagogical forms and means of the implementation of the research results in the educational process; 3) developing scientific and methodological recommendations, pedagogical instruments for organizing the educational process; 4) establishing the feedback for the process of obtaining information on the progress of the implementation process [1].

Economic education of pedagogues was carried out in various forms: lectures-presentations ("Economic Education of Preschoolers", "Place of Economy in the Process of Socialization of Children of 5 – 6 years old"); workshops ("Family Budget", "Child-Consumer"); "round tables", a fair of economic ideas, role plays, situational games, etc. The essence of the seminars and lectures was a combination of the educational and developmental situations: the situation of advancing trust (A. Makarenko), free choice (O. Bohdanova, L. Kataieva), involuntary coercion (T. Konnikova), emotional contagion (A. Lutoshkin), correlation (Kh. Limeters), success (V. Karakovskyi, O. Hazman), creativity (V. Karakovskyi).

The scientific and technological support of the process of forming the I-economic of the senior preschoolers included: strengthening and enriching the substantive and content characteristics of the environment of a preschool educational institution aimed at forming the I-economic of the children of 5 – 6 years old; transforming the content aspects of the aforementioned environment on the basis of implementing the author's program "*Economics for Preschoolers*" in the educational process.

The program "Economics for Preschoolers" is the author's project of social pedagogical work with children of 5 – 6 years old, this program takes into account their age peculiarities: actualization of gnostic, axiological, creative, communicative potentials. In this program, knowledge of the economic nature is harmoniously intertwined with the content of the program for the development of children at a preschool educational institution. Based on this program the integrative course for preschoolers has been created.

The integrative course "Economics for Preschoolers" is a series of thematic classes including 39 topics: "Budget Shopping Game", "Alone at Home", "Free Time", "Fair Trade Products", "Resource Savings", "My Country and My Family", "Family Revenue", "Family Spending", "Current and Prospective Family Budget", "Family Savings and Their Use", "Money", "Finance (Debt, Loan, Contract, Receipt)", etc.

Disclosing to a child of the world of economic realities that correspond to his/her social experience, is carried out in accordance with the course. The program material of each class contributes to solving the tasks of the educational, developmental and educational character, which allows the preschooler to acquire economic ideas and knowledge, and to fulfill certain roles in the natural and social space.

With the help of a specially organized environment, the children in the experimental groups practiced different forms of economic activity, gaining as a result the following qualities of personality and economic behaviour, such as purposefulness, independence, diligence, rationality, economy, decency, honesty, vision. The components of the subject-developing environment in the experimental groups are the created *economic zones*: a gaming zone (story-role plays: "Store", "Supermarket", "Fair", "Bank", "Café", "Auction", etc.), intellectual zone (books, photographs, cards, desktop publishing and didactic games of economic content) and the self-service area (where the child learns, cares and monitors himself/herself and his belongings, things belonging to others, the things of a preschool educational institution).

*The implementation of the next condition* – the consolidation of the efforts of social pedagogues, educators and parents to optimize changes in the value orientations of the child of 5 – 6 years old – is also carried out in accordance with the model of the primary economic socialization of the children of 5 – 6 years old.

The implementation instrument of this condition is a set of forms and methods of interaction of a preschool educational institution (a social pedagogue, educators and administration) with the family on the basis of the principle of openness.

According to the specifics of the primary economic socialization of the children of 5 – 6 years old, the content of the educational work of the experimental groups of preschool educational institutions was quite diverse and contributed to the expansion of socio-economic experience of the children, the initiation of activity and creativity of social pedagogues and educators, and the optimization of interaction between parents and pedagogues.

Within the research and experimental work of the pedagogues of preschool educational institutions, the new means of pedagogical interaction were used: the design models "Bank of Ideas", "Pedagogical Portfolio", "Effective Start", "Economic Children's Academy", "Model of Creative Interaction Projects"; the innovative projects "Economic Mosaic", "Formation of Economic Value Orientations of Children and Parents", "Information Reference Book", "Exposition Profile Exhibitions"; the projects of designing the subject-development and educational and upbringing environment of a preschool educational institution for the primary economic socialization of children; circles and studios of the practical and cognitive center "School of Economic Sciences"; the interactive technologies of communication and education of parents and pedagogues (informational studios, video studios, computer studios "Economics-Inform"); presentations at various local and general events using electronic educational resources.

*The implementation of the third condition* of the primary economic socialization of the children at a preschool educational institution – using the game of economic orientation as a leading means of forming the I-economic in the children of 5 – 6 years old at a preschool educational institution – is carried out on the basis of the conceptual model of the author's project program "Economics for Preschoolers".

The effectiveness of the third condition was facilitated by: organising the subject-developing environment of a preschool educational institution: designing the visual and illustrative material of the economic content; creating a library of games of the economic content; developing the economic game library; designing the so-called "economic tree"; creating the economic didactic material – puzzles, rebus, crossword puzzles, problem situations; developing a trip to the country "Economics"; travelling with the business card "Business Forest"; preparing the test "Economic Gnome"; collecting the "Money of Peoples of the World" and others like that.

Modelling the real life situations was carried out by the means of stage-didactic games ("What to Be", "Exchange", "Family budget", "Small Purchases", "Confectionery Factory", "Atelier for Small Beauties", "Advertising Agency", "Points of Currency Exchange"); solving the logical and arithmetic tasks, tasks-jokes, performing the tasks according to the drawing, tasks-travels ("Trip of Kapa and Kapelka", "How Economic Gnome Saves Electricity").

Systematizing the games is carried out on the economic basis by the following main blocks:

1. The world of money (acquaintance with money signs, establishing the relationship between the quality of goods and profits from their sale: games "Bank", "ATM", "Mint", "Supermarket", "Currency Exchange", "Money Museum", "Journey" and so on.

2. My city/town (the data on the city/town enterprises, the city's/town's businesses, the leading professions of the city/town, the production of goods and things): "Confectionery Factory", "Atelier", "Farmer", "Plant", "Mine", etc.

3. The world of products (familiarity with various forms of product sales): "Auction", "Advertising Agency", "Doll's House", "Book House", "Children's Lottery", "Fair of Talented Handmade Goods", etc.

4. My country (acquaintance with the resources of the region, country): "Travel of Goods", "Geologists", "Gas Stations", "Mail", etc.

5. My family (family budget, its sources, budget components, income distribution, pocket money, personal belongings): "Family", "Store", "Preschool Institution", "Supermarket", "Parking", "Hairdressing Salon", "House of Fashion", "Beauty Salon", etc.

The results of the pilot phase of the experiment demonstrated a significant increase in the efficiency of the primary economic socialization of children of 5 – 6 years old according to the selected criteria in the experimental groups and the formation of the I-economic of the personality of the preschool child. The pre-school educational institution has confirmed its status as an institution for the development of the child.

The study does not exhaust all the aspects of the problem of the primary economic socialization of children at pre-school educational institutions. The issues of the continuity of preschool and primary education in the economic socialization of children, improvement of socio-pedagogical support and technologies of the primary economic socialization of preschool children require further development.

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## 2.15. EDUCATIONAL POTENTIAL OF PHYSICAL EDUCATION AS A SUBJECT AT HIGHER EDUCATIONAL INSTITUTIONS OF I-II ACCREDITATION LEVELS IN UKRAINE

UDC 378.147:796.011.1

### R.Zelenskyi

**Abstract.** *It has been substantiated in the article that educational discipline «Physical education» as a component of humanitarian training of applicants of educational level «junior bachelor» and «bachelor» in institutions of higher education of Ukraine of I-II accreditation levels has considerable potential for forming both physical and spiritual sphere of student's personality. The content of the educational discipline «Physical Education» for students of higher educational institutions of I-II accreditation levels is analyzed. The leading forms of organization of physical education and sports activities (theoretical and practical classes, individual tasks, independent work, control activities, non-teaching lessons) are determined, which allows to realize not only students' needs in movement and physical activity, but also to ensure the development of such socially significant needs as the desire for knowledge, communication, self-expression, experience of positive emotions, formation of moral-volitional qualities and aesthetic ideas. The students' value orientations in physical culture and sports activities are determined, taking into consideration the data gained by the researcher named M. Avristo. The educational potential of physical culture and sports activities in the educational space of higher educational institutions of I-II accreditation levels for forming the value sphere of student youth is revealed.*

**Key words:** *physical education, potential, value orientation, students, higher educational institutions of I-II accreditation levels, Ukraine.*

The educational process in a higher educational institution is multifunctional. In educational activities, students take competencies that become the basis for the formation of their worldview, scientific beliefs, personality development. Physical education is included in the list of disciplines of the humanitarian educational cycle in accordance with the state educational standard of higher professional education of Ukraine. Being human-science discipline, physical education is intended to develop a holistic personality, to harmonize human spiritual and physical strength, to intensify readiness to fully implement them in a healthy and productive way of life, professional activity, in building the necessary socio-cultural environment, which is an integral part of educational space of institutions of higher education. However, practice shows that physical education in institutions of higher education of Ukraine is directed, first of all, to the development and improvement of physical qualities of students, improvement of indicators of functional state of their organism, mastery of motor skills and professional and applied skills. The possibilities of physical education for formation of the value sphere of student youth are underestimated, which actualizes the need for scientific research in this direction.

The study of the state of scientific development of the problem convinces that physical education activities have influence not only on the biological aspect, but on the intellectual, emotional, spiritual, or intellectual aspects too. These ideas have been studied and revealed in the works of O. Artyushenko, B. Vedmedenko, M. Vilensky, V. Vidrina, N. Evtushevskaya, V. Ilyinicha, T. Krusevicha, J. Suptel, K. Shapovalova and others. However, despite a large number of studies in this area, in the scientific space there are virtually no research that would offer a comprehensive approach for solving this problem.

**The purpose of the article** is to reveal the potential of physical education as a discipline in higher educational institutions of I-II accreditation levels for the development of students' volitional sphere, formation of their aesthetic feelings and values orientations, general and professional culture.

**Methods of the research.** A complex of methods has been used for this study. They are: study and analysis of psychological-pedagogical and special literature, systematization, generalization, comparison of theoretical and empirical data, pedagogical observation.

According to the statements of the curriculum «Physical education» for students of Ukrainian higher educational institutions of I-II accreditation levels, the result of training this discipline should be the consistent formation of the physical culture of future specialist of educational degree «junior bachelor», «bachelor».

For achieving this goal by students, the program provides a comprehensive solution to the following tasks:

- formation of understanding of the role of physical culture in the development of personality and preparation for professional activity, motivational-value attitude to physical culture, establishment of a healthy lifestyle, physical self-improvement and self-education, the need for regular exercises and sport;
- formation of a system of knowledge on physical culture and healthy



lifestyle, which is needed in life, education, work, family physical education;

- health promotion, promotion of proper formation and comprehensive development of organism, prevention of diseases, ensuring a high level of physical condition, working capacity in the process of life activity;

- mastering the system of practical skills and abilities to use the main types and forms of rational physical activity, development and improvement of psychophysical capabilities, qualities and personality characteristics;

- acquisition of a fund of motor skills and abilities, providing general and professional-applied physical fitness;

- acquisition of experience of creative use of physical education and sports activities for the achievement of personal and professional goals [12].

It has been established that realization of the set goal and solution of the tasks of students' physical education is provided by means of two interdependent didactic components: the obligatory basic component, which forms the fundamentals of specialist's physical culture, and the elective component, which is based on the obligatory basic component and complements it by taking into account the professional physical fitness, individual interests and needs and the state of health. The teaching material of each component is implemented through the sections of the program: theoretical training, methodological training, practical training and control.

The theoretical section of the program has a professional-applied nature and is aimed at mastering professional knowledge in controlling the physical and functional state of human body. The theoretical section is implemented in the form of explanations of educational material in practical classes, students' research work, independent study of special literature, writing essays, participation in scientific student's club of the Department of Physical Education. The methodic section provides students with knowledge of the principles of compilation of general development exercises complexes, corrective and professional-applied gymnastics, mastering the methods of self-control of the functional state of body in the process of physical exercises. The practical section of the program includes a training material aimed at the development and improvement of physical qualities and indicators of the functional state of body, acquisition of motor skills and abilities, sports-technical and professional-applied skills. The section «Control» aims at determining the level of mastery of the main elements of students' physical education through comprehensive verification and assessment of the necessary knowledge, methodic and practical skills, general physical, sport-technical preparedness. In the aspect of the investigated problem, it should be noted that the educational process in physical education in Ukrainian higher educational institutions of I-II accreditation levels is carried out in the following forms: training classes (theoretical, practical), individual tasks, independent work of students (according to the teacher's instructions), control measures.

Extracurricular classes are organized and conducted in the form of classes in sport and health centers, groups of interests, sections (sports clubs), independent classes in physical education, sports, tourism, mass recreational and sports events;

sports competitions: in institutions (group, course or faculty championship) and outside the institutions (district, city, region or all-Ukrainian championship) etc. [12].

So, the integral process of physical education of students in higher educational institutions of I-II accreditation levels is carried out through the system of physical education and sport activity that is revealed in various forms of physical activity, which allows both to realize person's natural needs in movement and physical activity and to promote purposefully the improvement of the biological system of vital activity of organism through the development of physical qualities, provision of such socially significant needs as the desire for knowledge, communication, self-expression, development of aesthetic ideas, experiencing positive emotions etc.

In scientific research, it has been established that a specific core of physical culture and sports activities can be relations that develop the physical and spiritual spheres of a person, enriching his norms, ideals and values orientations. In the field of physical education and sports activities of higher educational institutions, the values by a qualitative criterion can be represented as: material (conditions of classes, sports equipment, benefits from the state); physical (health, motor skills and abilities, physical qualities); social-psychological (rules of conduct in a team, sense of duty, responsibility, conscience, honor); mental (emotional experiences, character traits, personality traits); cultural (cognition, self-affirmation, self-education, aesthetic and moral qualities, communication, authority) [11, p. 24]. The studies conducted by M.Avrsto allowed to distinguish three levels of students' value orientations in physical culture and sports activities (Table 1) [11, p. 24-25].

Table 1

Value Orientation of Students in Physical Culture and Sports Activities, %

Level	Value orientations	Emotional basis (What attracts you in physical culture and sports?)	Rational basis (What benefit do you see for yourself in physical education and sports?)
1.	Physical "I"	13,8	41,1
	Self-actualization	38,4	6,9
	Moral and volitional qualities	7,5	13,1
	Functional content	19,2	10,8
	Sense of duty, responsibility	2,2	0,9
2.	Communication	4,7	4,6
	Social recognition	0,4	5,1
	Beauty	0,8	1,0
3.	Knowledge	2,0	5,9
	Material values	0,4	5,1
	Aspects of sexual behavior	0,8	1

The data in Table 1 allows us to conclude that the values that are associated with the physical "I" (physical qualities, health, body structure), with the functional content of activity (high mobility, physical activity, emotional experiences), with

actualization (success, self-expression, self-affirmation), moral-volitional qualities (will, persistence), sense of duty and responsibility constitute the main stage. Therefore, physical education and sports activities should be aimed at the formation of these values in students. The emotional and mass character of physical culture and sports activities, the diversity of its positive motives, the constant pursuit of physical and spiritual perfection, maximum realization of creative abilities allow to consider these activities as important educational means.

According to the results of the conducted study, physical culture and sports activities create the basis for person's moral education, since it is known that success in life, professional activity, achievement of high sports results is possible only when a person has vital moral qualities. On the one hand, it means upbringing of conscious discipline, honesty, sociable mutual assistance, and on the other hand it includes formation of courage, decisiveness, diligence, initiative, perseverance. In this regard, M. Visizete noted: «... if we do not consider human physical abilities as personal abilities, if we do not use them and do not consider them, these abilities cannot be harmoniously combined with intellectual, moral, aesthetic abilities, which, in the first turn, are considered as personal and social abilities and their improvement for a person is as necessary as the physical improvement» [9, p. 14].

This idea has been emphasized by S. Kanishevsky, V. Krasnov, R. Raievsky, A. Rybkovsky and others. These scientists have proved that such important qualities as courage, decisiveness, perseverance, initiative, honesty, conciseness, confidence and others are formed in the process of physical education. The structure of physical culture and sports activities and its emotional and mass character face people with the need to seek the right relationship with each other, understanding the meaning of moral concepts. This allows to note that the laws of students' moral life, which means kindness, justice, collectivism, mutual respect, non-violence, the priority of spiritual sense of human life, must act along with physical development and strengthening of students' health. The results of the conducted study allow to state that in the physical culture and sports activity the basis for formation of personal moral qualities is the positive emotional climate in a group, which combines common interests, feeling of friendship, as well as the existence of mutual understanding and mutual assistance among groupmates. All these qualities are interdependent and create person's character in general.

In the scientific research, it has been established that sport competitions become first priority in this aspect. Relationships that occur in the process of sport competitions are a specific form of revelation of social relationships. The value of certain physical qualities demonstrated by participants is manifested through the relationships of people [10, p. 18]. The need to participate in competitions together, coordinate personal interests with the interests of other people and teams and subordinate them to the common interests imposes high demands on young people's moral qualities and, at the same time, contributes to the formation of these qualities. It is evidently manifested in sports games that require moral unity and team cohesion.

In competitions, the participants receive a huge emotional pleasure, accompanied by a feeling of joy of victory, achieving high sporting result. It should be emphasized that feeling of joy has a huge educational potential, so it is important to call students' appropriate emotions and feelings, as they are constantly changing and in this way they are transformed into person's stable moral heritage [5, p. 39].

However, sometimes there may be situations when the desire of one person to show himself, to satisfy personal interests exceeds team interests, which leads to the formation of negative personal qualities – individualism, overestimation of own capabilities, etc. Such situations cause an imbalance in a team, misunderstandings and conflicts. In team sports, this behavior is unacceptable, because all members of a team should fight not only for their individual success but also for success of the whole team.

In the aspect of the problem under consideration, it is necessary to point out that sport competitions are not only a struggle between their participants but with themselves in order to show their personal abilities as fully as possible. The stronger wins in a sports duel. This victory, being a result of hard work, demonstrates the high level of development of physical qualities of participants and, at the same time, the strength of their spirit, nobility, courage, skill, organization, discipline.

The analysis of the literature on the research problem [2; 3; 5; 6; 9; 10; 11] has showed that the specific features of physical culture and sports activities involve the formation of volitional qualities. The process of forming the volitional qualities is conscious and purposeful, connected with making decisions and overcoming of difficulties on the way to the set goal. The main volitional qualities are: 1) perseverance in achieving the goal (and it is revealed patience, perseverance); 2) self-control as an ability to perform tasks in spite of fears; 3) restraint as the ability to suppress impulsive, unwise, emotional reactions; 4) concentration as the ability to focus attention on the task despite the obstacles; 5) resoluteness that is characterized by minimal time spent on decision-making; 6) initiative that is determined by the assumption of responsibility for the decision.

According to the results of the study, personal volitional qualities are organically linked with the moral ones. They provide purposefulness, help to develop maximum effort and show perseverance. The clarity and specificity of tasks and goals are the prerequisite for formation of volitional qualities. The solution of tasks will depend on how deep each person will be aware of the importance of the final result and its social significance. A strict regulation of physical culture and sports activities, monitoring compliance with it and mastery of the rules of sport ethics are especially important. It forms personal discipline, abilities of self-control, need to implement norms and rules of conduct in society [10, p. 35].

In the scientific research it has been found out that physical culture and sport activity creates extremely favorable opportunities for the formation and development of human emotional culture, person's aesthetic senses. The acquisition of aesthetic values by means of physical culture and sports helps a person to perceive the entire set of cultural values of mankind. In the sphere of

physical culture and sports, aesthetic education forms the aspiration for beauty. Revelations of beauty in the sphere of sports activities were highly appreciated by different thinkers. Thus, the well-known is Hegel's saying that the Greeks at first transformed themselves into beautiful forms and then objectively expressed them in marble and in pictures. M. Chernyshevsky wrote: «The human body is the highest beauty on earth», «the lightness and inviolability of movement are charming in a man because they are possible only with good human structure and harmony: a person with a bad structure will have no good gait or grace in movements, therefore, the easiness and grace of movements are evidence of the right harmonious development of a man» [10, p. 39].

In this regard, the statement by P. Lesgaft, who believed that aesthetic development is the result of «strictly conducted» mental and physical education, seems to be right. He wrote: «Only physical development, as well as the assimilation of at least even decent techniques and practices cannot create an intelligent person ... Development must be completely harmonious: both physical and mental, aesthetic and moral, otherwise there are no stable and consistent human revelations» [8, p. 136].

As the results of the study show, different kinds of sport are characterized by general and special criteria for evaluating the beauty. The general criteria include skills, unity of form and content. The special criteria include dynamism, lightness and grace. The beauty of movements is a social aesthetic need that is most fully satisfied in physical culture and sports activities. Causing «muscular joy» and forming grace and physique, physical culture and sports activities contribute to creating a cheerful mood and a harmony of the spiritual and the physical. Along with the formation of aesthetic feelings in the process of physical culture and sports, the cultivation of moral feelings becomes of particular importance as they cover a wide range of phenomena of person's emotional life, ranging from a positive emotional attitude to various spheres of life to the struggle with own negative experiences and inducements [13, p. 37].

It should be noted that much attention is paid to cultivation of feelings in various activities because feelings are not just «experienced» by a person, expressing his subjective attitude to various phenomena of reality and to people – they become an incentive and motives of actions, when they are formed and developed in activity.

In the aspect of the problem under consideration, it should be emphasized that a pedagogue (a coach or a teacher) plays an important role in the formation of student's personality in the process of organizing physical education and sports activities. The formation of moral qualities, the acquisition of positive experience of joint actions depend on the fact whether a teacher is a good specialist, how responsible his attitude to his work is, and how well the socially important moral qualities, which a teacher intends to develop in students, are formed in him [6, p. 25].

**The results of the research.** So, the study allows to conclude that physical education classes in Ukrainian higher educational institutions of I-II accreditation

levels can provide future specialists' training for productive labor and health promotion and have a significant educational potential for the formation of professionally important personality qualities. Students' involvement in various forms of physical culture and sports activities creates opportunities for self-expression, self-affirmation and self-realization of each student, the formation of his sensual and moral-volitional sphere, which forms the basis of person's spiritual values.

**The perspectives of further researches.** The prospect of further investigation is the study of methodological approaches to the formation of student's value sphere in the process of organization of physical culture and sports activities in Ukrainian higher educational institutions of I-II levels of accreditation.

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## 2.16. EDUCATIONAL POTENTIAL OF SPORT AND HEALTH IMPROVING ACTIVITIES IN EDUCATIONAL SPACE OF INSTITUTIONS OF HIGHER EDUCATION

UDC 378+796.011.1

### O. Sliusarenko

**Abstract.** *Scientists' approaches to definition of the concept of sport and health improving activity have been generalized in the study. Based on the analysis of regulatory documents on higher education in Ukraine and organization of physical education and sport, the aim and tasks of students' sport and health improving activity in educational space of institutions of higher education have been revealed. The types, main forms and directions of organization of students' sport and health improving activity in institutions of higher education have been determined and characterized. The types of students' sport and health improving activity are individual and group. The main forms of organization of students' sport and health improving activity are classes in professional-applied physical training, extracurricular activities, physical exercises during a day, Health Days, hiking tours, competitions, mass sport events, students' participation in sports clubs, independent physical exercises during a day etc. The directions of students' sport and health improving activity are hygienic, health-recreational, general preparatory, sport, professional-applied and therapeutic-preventive. It has been proved that these types, forms and directions of students'*

*sport and health improving activity in educational space of institutions of higher education have powerful levers not only for health promotion, increase of work capacity, correction of students' physical and motor skills but for development of students' emotional sphere, moral-volitional qualities, expansion of communicative opportunities, formation of skills of cooperation, joint overcoming of difficulties and experience of joy when achieving success.*

**Key words:** *sport and health improving activity, students, institutions of higher education, potential, forms, types, directions.*

The development of postindustrial, information society, democratization of political processes in Ukraine, strengthening humanistic values determine a radical change of the paradigm of higher education. The vector of it is directed to formation of students' knowledge, skills, abilities and competences that are necessary in terms of social order, namely: active life position, motives for realizing own potential, developments and self-improvement lifelong, leadership qualities etc.

One of the ways of effective solution of the mentioned problem is the use of educational potential of sport and health improving activity by institutions of higher education. This activity has powerful levers for formation of such future specialists' moral-volitional qualities as responsibility for own actions and friends' behaviour, purposefulness, initiative, deep interest in overall success, willpower, desire to achieve high results, persistence, patience as well as a number of skills (to make informed ethical decisions, show moral-volitional willingness to overcome difficulties, predict achievements, build relationships with people and work in team).

The analysis of the state of development of the mentioned problem has confirms that certain aspects of it have been studied before. For instance, the essence of sport and health improving activity, its tasks, content and directions of realization in educational space of institutions of higher education have been revealed in the works of V. Bazylchuk, L. Frolova, I. Glazyrin, O. Iazlovetska, S. Iurchuk, V. Khramov, O. Leonov, D. Oleniev, S. Prysiazhniuk and others. However, these authors focused mainly on recreational and health improving aspects of it, importance of students' mastery of knowledge, skills and abilities in managing human physical development by means of physical education and sport in the process of sport and health improving activity.

**The purpose of the article** is to reveal the feasibility of educational potential of sport and health improving activity in institutions of higher education in the process of teaching students and in extracurricular time. **Methods of the research.** A complex of general scientific research methods has been used for this study. They are: analysis, synthesis, generalization, comparison, concretization.

Sport and health improving activity is one of the students' activities in the process of training in institutions of higher education. The specific core of this activity is relationship that develops physical and spiritual spheres of a person, enriching him with norms, ideals and value orientations. Making a direct impact on student's biological nature, sport and health improving activity promotes development of his spiritual sphere, in particular: originality of thinking, ability to



manage time rationally, inner discipline, concentration, speed of assessing the situation and making decisions, persistence in achieving goals, responsibility, independence, optimism, group interaction skills etc.

In the process of investigation, it has been determined that there are different interpretations of the concept of "sport and health improving activity" in modern scientific space, which points out to absence of common understanding of the concept. The generalization of views of different scientists [1; 7; 8; 9; 10] allows to consider the definition of "sport and health improving activity" in this study as a set of sport and recreational activities that are carried out by subjects of the sphere of physical culture for involvement of diverse population in systematic exercises and classes.

There are two main forms of realization of sport and health improving activity. They are individual and group forms. They are carried out independently or under the guidance of specialists while studying or working or in extracurricular or off-working time. Individual form of realization of sport and health improving activity means a system of influences on human organism for increasing and maintaining the level of preparedness and efficiency, taking into account student's age, gender, physical, social and individual mental peculiarities. It is carried out under the guidance or in cooperation with specialists. Group form of realization of sport and health improving activity means a system of influences on organisms of people who are grouped together by one or a set of features (age, gender, physical, professional, motivational etc.) with optimal load distribution to satisfy the needs for increasing and maintaining the level of preparedness and efficiency of each under the guidance of specialists, at various interaction and mutual control.

The most common forms of sport and health improving activity are the following: 1) kinds of gymnastics (industrial, introductory, health improving and corrective gymnastics, morning exercises, gymnastics before classes); 2) kinds of hardening (by air, water, sunshine); 3) kinds of short active rest (micro-pauses, mobile breaks, dynamic pauses); 4) kinds of fitness programs (aerobic, gymnastic, power and complex directions, aqua-fitness, computer fitness programs); 5) complex forms (health hours, game hours, Health Days, Health Weeks, recreational camps, tourist meetings, weekend clubs, clubs of family leisure etc.); 6) kinds of recreational classes of different directions; 7) kinds of sport holidays. The kinds of recreational classes of different directions are: walks (hiking, cycling, skiing), health walking, health swimming, health running, health tourism, classes in Physical Education Clubs or Tourist Clubs. The kinds of sport holidays are: holidays that have different dominant tasks (educational, forming, developmental, demonstrational and amusing holidays), holidays that have different motor content (combined, integrated holidays and holidays based on elements of certain sports), holidays with use of different methods (creative, plot and game methods), holidays that are held in different places (in special equipped places, in natural conditions), holidays that have different participants (holidays for groups of population of certain age categories), season holidays (winter, spring, summer and autumn holidays) [8].

According to Law of Ukraine "On Physical Culture and Sport" [4], sport and

health improving activity in educational space is carried out in combination with children and youth's physical education, taking into account health condition, level of physical and mental development. There are three main forms of students' sport and health improving activity in institutions of higher education.

The first form is realized in academic classes in the study hours and it is aimed at complex solution of three groups of pedagogical tasks (educational, health improving and upbringing). The second form includes active sport classes in free hours. In this case, maximum development of motor abilities that provide achievement of the high level of student's sporting and technical mastery is the priority direction of realization of educational and upbringing tasks. The third form includes students' active leisure and means organization of independent classes at extracurricular time, using different forms and means of physical education [7, p. 55].

Considering this, two interconnected directions of realization of students' sport and health improving activity in institutions of higher education can be distinguished in its structure. It can be realized in training mode and at extracurricular time. However, some scientists (V. Bazylchuk, O. Iazlovetska, O. Kuts) has substantiated the feasibility of distinguishing another direction that covers organizational forms which became widespread at weekends and vacation days.

The study of scientific literature on the investigated problem [2; 7; 9; 10] allows to state that organizational forms of students' sport and health improving activity in training mode include classes in professional-applied physical training, extracurricular classes and physical exercises during a day.

In Law of Ukraine "On Physical Culture and Sport", Law of Ukraine "On Higher Education" and Law of Ukraine "On Education", physical education of students is considered to be one of the basic directions of higher humanitarian education that provides the development of both physical and spiritual spheres of personality. It causes the fact that physical education is included in the list of subjects of humanitarian educational cycle in institutions of higher education, and study of these disciplines is implemented according to special programs in the framework of organized educational process under the guidance of pedagogues-specialists [7, p. 33].

Extracurricular classes are considered to be additional to Physical Education classes. They allow to increase total time of physical exercises and ensure optimality and efficiency of physical education in institutions of higher education. Such classes allow to provide general and professional-applied training according to the program requirements, expand knowledge on the theory and methods of physical culture activities, form students' need for systematic physical exercises and influence their value orientations (development of emotional sphere, moral-volitional qualities, communicative skills, fortitude, endurance and own character, which is the basis for formation of person's leadership qualities).

Besides, the organizational forms of students' sport and health improving activity in institutions of higher education also include physical exercises during a day, classes during practice and exam sessions. Morning exercises, physical pauses

and additional training sessions in Physical Education are the most wide-spread forms of physical exercises. Sport and recreation classes during exam session include independent classes in general physical training, favourite sport or a system of health improving. During practice, sport and health improving activity is realized in the form of industrial gymnastics, competitions and favourite sport classes [2]. These classes allow not only to provide recreation after heavy mental loads but to stimulate students' activity to conscious, personally significant sport and health improving activity, desire for physical self-improvement, acquisition of knowledge and skills to manage human physical development by means of physical education and sport, use of the acquired values in future professional activity.

However, there are some weaknesses in organization of students' sport and health improving activity in training mode. They are: hard time limit (two hours a week); senior students' insufficient engagement in Physical Education classes; lack of students' independence in choosing forms, training intensity, pedagogues and convenient timetable; students' low motivation and unawareness of value component of Physical Education as and important personal recourse etc. These weaknesses reduce the effect of Physical Education a bit and do not allow to realize fully the educational potential for formation of the value sphere of student's personality.

Nowadays in institutions of higher education there is a tendency towards activization of students' sport and health improving activity at extracurricular time. It allows to increase the total time of physical exercise and, together with training sessions, ensures optimal continuity and effectiveness of physical education. Besides, successful organization of sport and health improving activity at extracurricular time provides the possibility of free choice of the kind of motor activity by students, consideration of their motives, needs, interests and life plans, perfects the goals and motives of self-education, changes the attitude to physical education and health for better, which is the pledge of formation of students' value orientations.

Taking this into consideration, extracurricular sport and health improving activity in institutions of higher education is considered to be a system of sport and recreational events that are organized outside classes and aimed at solution of certain interconnected tasks, namely: health promotion, hardening, increase of students' working capacity, development and correction of their physical and motor abilities, improvement of vitally important motor skills, formation of habits of healthy lifestyle, positive attitude to physical education, motives and aims of motor activity, facilitating the assimilation of the required minimum knowledge in hygiene, medicine, physical culture and sport, development of emotional sphere, moral and volitional qualities [1; 6; 7; 10].

The choice of physical exercises forms which are adequate to students' functional and motor abilities is an important condition of efficiency of extracurricular sport and health improving activity in institutions of higher education.

The analysis of the scientific sources on the investigated problem [1; 6; 7; 10] has allowed to distinguish such basic forms of sport and health improving activ-

ity in institutions of higher education. They are: hiking trips, competition in orienteering, active rest in summer recreation camps, sport competitions (summer and winter university Olympiads, sports festival, student games), match meetings, students' joining the sport clubs in various sports, groups of general physical training, groups of medical physical education and physical rehabilitation, independent doing physical exercises during a day, performance of hygienic and hardening procedures, Days of Runners, Jumpers, Swimmers etc., Health Days (they include active rest outdoors, physical exercises, cross-country run with obstacles, sport competitions by simplified rules), mass sport events with the aesthetic and amusing elements (sports evenings, contests, quizzes, performances of the best athletes, sport and amusing holidays etc.).

The specific directions and organizational forms of use of mass recreational and sport events at extracurricular time depend on available sports base, its equipment and traditions of educational institution. Considering it, the scientists [6; 7] have distinguished relevant directions of sport and health improving activity at extracurricular time in institutions of higher education. These directions are hygienic, health-recreational, general preparatory, sport, professional-applied and therapeutic-preventive.

*The hygienic direction* includes use of the means of physical education for student's health promotion and restoration of work capacity at hostels and at home. It means doing morning exercises, performing hardening procedures, rational nutrition, dosed walking, recreational jogging, active and sport games, swimming, skiing and other physical exercises.

*The health-recreational direction* includes use of means of physical education and sport at mass organization of rest and cultural leisure on days-off and holidays in order to restore and improve health, learn and communicate with natural environment. The means of this direction are: hiking tours, excursions, active games, sport events which can be held in recreational and sport camps, holiday centers, tourist centers and during educational practice.

*The general preparatory direction* provides comprehensive physical fitness and support of it during certain period of time at the level of requirements and norms of the relevant age group. The means of training in this direction are exercises included in the general complex. These exercises are: morning hygienic gymnastics, athletics, skiing, swimming, tourism, games etc. The groups of general physical fitness and clubs are established and sport competitions are held for systematic work in this direction.

*The sport direction* includes systematic classes in one of the sports in training groups of sport improvement, in sports sections of sport clubs or independently, participation in sport competitions in order to increase or maintain a certain level of sportsmanship.

*The professional-applied direction* determines the use of means of physical education to prepare for work on the chosen specialty, taking into account the peculiarities of the obtained profession.

*The therapeutic-preventive direction* means the use of special physical exer-

cises, hardening procedures in rehabilitation of students who are assigned to a special medical group for health reasons.

It should be noted that efficiency of implementation of educational potential of sport and health improving activity at extracurricular time in institutions of higher education according to the determined directions depends on planning that requires compliance with such requirements as: a variety of forms of classes, the introduction of elements of novelty in physical exercise (outdoor classes, classes with music, non-traditional methods), the implementation of an individual approach to everyone who is engaged in health-improving and medical physical training, the familiarization with the methods of self-monitoring for the state of health, carrying out explanatory and educational work, the introduction of appropriate incentives and public support [3, p. 36].

Moreover, the efficiency of implementation of educational potential of sport and health improving activity at extracurricular time in institutions of higher education depends on solution of the problems of differentiation. It means the necessity of individual work with students especially when it concerns additional physical activity in the process of group, section, club and independent classes.

**Conclusions and results.** The generalization of the above allows to affirm that realization of different types, forms and of sport and health improving activity in educational space of institutions of higher education does not only solves tasks of health promotion but creates strong foundation for formation of students' skills of cooperation, joint overcoming of difficulties and experience of joy when achieving success, willpower, persistence and optimism. It may occur due to special atmosphere that prevails at organization and conduct of different forms of sport and health improving activity and allows to provide close interaction of all subjects of pedagogical activity in the system "student – lecturer – student group". This interaction promotes development of student's purposefulness, initiative, sense of responsibility to group-mates and himself. Besides, it enriches feelings, develops intellectual and emotional sphere, ability to estimate own and friends' actions adequately, make decisions, provide feedback and establish interpersonal relationships.

**The perspectives of further researches.** The conducted study does not cover all aspects of the problem under investigation. The perspective topic may be the problem of formation of students' leadership qualities in the process of sport and health improving activity in institutions of higher education.

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## 2.17. THE PROBLEM OF FORMATION OF PROFESSIONAL IDENTITY OF FUTURE PHARMACISTS IN THE EDUCATIONAL SPACE OF HIGHER EDUCATION INSTITUTIONS

UDC [378.14: 615.15]: 316.444.5

**B. Zelenskyi**

**Abstract.** *The research proves the expediency of forming a professional identity of pharmacists at the stage of obtaining professional education in higher pharmaceutical educational institutions. The essence of the concept of "identity" from the standpoint of various sciences: philosophy, sociology, psychology, pedagogy is revealed. The approaches of scientists (L. Shnaider, Yu. Povarenkov, O. Yermolaiev, A. Borysiuk, O. Harieiev) to the interpretation of the definition of "professional identity" are revealed. The structural components of the professional identity are characterized: the attitude towards himself as a professional; the attitude of the profession; the attitude towards the professional community. The stages of formation of the professional identity of the individual are determined, attention is paid to the role and features of the stage of academic professional training of the future specialist. The factors determining the specificity of the formation of the professional identity of students of higher pharmaceutical educational institutions are revealed. A number of purposeful measures aimed at creating the optimal conditions for the formation of the professional identity of future pharmacists in the educational space of institutions of higher education of the pharmaceutical profile have been developed.*

**Key words:** *identity, professional identity, structure, formation, students-pharmacists.*

The high level of scientific development and new industrial technologies in the field of pharmacy require the training of specialists who possess not only a sufficient volume of general and professional knowledge, skills and abilities, but also professionally relevant competencies (patient orientation, process orientation and performance, professional ability development). In view of this, one of the priorities in the preparation of future pharmacists is the task of development and strengthening their professional orientation, the formation of professional identity, which determines the processes of self-knowledge, self-improvement in professional activities, promotes creative self-realization in the profession.

The analysis of scientific literature gives grounds to argue that, despite the considerable interest of domestic and foreign scholars in the formation of students' professional identity (M. Abdulaiev, A. Borysiuk, O. H. Haraiev, V. Zlyvko, O. Yermolaiev, S. Maksymenko, A. Markov, M. Piren, Yu. Povarenkov, V. Semychenko, H. Teifel, S. Freid, L. Shnaider), it continues to be relevant and open to scientific research. The reason is the multidimensional terminology of this category, insufficient theoretical and practical development of issues of the formation of professional identity among students of different specialties at the stage of studying in higher educational institutions; the lack of a method of pedagogical support for the formation of students' professional identity in the educational space of univer-

sities, in particular pharmaceutical.

**The purpose of the article** is to reveal the essence, components, stages of formation of professional identity and develop effective ways of its formation in students-pharmacists at the stage of obtaining professional education in higher educational institutions.

**Methods of the research:** analysis of categorical-conceptual apparatus, systematization and synthesis of ideas and approaches available in philosophical, pedagogical, psychological scientific and educational-methodical literature on the subject of research, interpretation of the data obtained in the context of the subject of the study.

The results of scientific research suggest that the problem of identity is the subject of research sociology, psychology, pedagogy, and other humanities, each of which explores some aspects of this problem. Thus, in the philosophy of the notion of "identity" along with the meaning of "similarity", "identity" is used to refer to "self", "uniqueness", "authenticity" (lat. "ipse", eng. "selfhood", and deut."selbstheit" [6, p. 39]. In psychology, the approaches to the interpretation of this definition are developed within the framework of studies of self-awareness and self-determination, self-determination and socialization of personality [8]. In sociology, identity reflects belonging of an individual to a particular group, sex, nation as a whole. In pedagogy it is revealed in the context of individualization of the educational process, the identification of students' and students' personal tendencies and opportunities, the formation of a positive I-concept.

The results of scientific research on a definite problem indicate that the category of "identity" by its nature is a social phenomenon and is directly related to the attitude of the individual to the surrounding world through emotional, cognitive, value and motivational channels. It serves as a basis for studying the professional aspect of identity, since in the process of identification, a person assimilates and accepts social roles, values, moral qualities of other people or social groups, in particular professional ones, to which it belongs or part of which it tries to become [2, p. 153].

In view of the foregoing, the researcher L. Schneider points out that "professional identity is the result of professional identification, self-identification, personalization and self-organization, and is manifested in the awareness of itself as a representative of a certain profession and professional community, characterizing a certain degree of identification-differentiation with the Case and the Other and is reflected in the cognitive-emotional-behavioral self-depiction of I" [10, p.114-115].

According to the concept of the professional development of Yu.Povarenkov, professional identity testifies to the qualitative and quantitative adoption of a person as a professional; concrete professional activity as a means of self-realization and satisfaction of own needs; systems of values and norms specific to a particular professional community [5]. This gave rise to a researcher identifying three subsystems of professional identity: the attitude to himself as a professional, his attitude to the profession, his attitude to the professional community.



O. Yermolaiev interprets professional identity as a component of personal identity, which ensures successful professional adaptation, and as a dominant factor in a professional career based on competence, proficiency, interest in work and their balance with the environment. At the same time, the researcher expands this concept to the extent of the identification links between man and the social environment. Professional identity is in this context, first of all, as a characteristic of internal responsibility of the subject of activity and socio-professional environment [4].

The results of scientific research allow us to state that in the modern scientific space a tradition has been formed to investigate professional identity in three main directions: cognitive, motivational, and value. Within the cognitive direction, professional identity is considered as the result of the formation of professional "I-image"; within the limits of motivation - as a result of the formation of professional orientation, as an indicator of professional self-realization, the achievement of professional success; within the limits of the value orientation indicators of professional identity are the awareness of the personality of professional values, norms, traditions, identification with the professional community. Current approaches to the study of professional identity do not contradict, but rather complement each other, broaden the perception of the problem under study.

In the process of scientific research, the ambiguity of approaches to the definition of criteria and indicators of the formation of professional identity has been identified. We share the position of the scientist A. Borysiuk [1], which defines the criteria within the three subsystems of professional identity, identified by Yu. Povarenkov:

- the attitude towards himself as a professional (his image as a professional, professional self-esteem, professional self-help, readiness for professional tests, ability to compete, motivation to master the profession, individual image);
- attitude to the profession (awareness of the requirements of the profession, emotionally positive perception of the profession, professional orientation, professional competence);
- the attitude to the professional community (the adoption of professional norms and values, the perception of partners in communicative interaction, ability to cooperate, a subjective sense of belonging to a professional community, collective image).

In the aspect of the issue raised, the position of the scholars on the stages of formation of the professional identity of the individual attracts attention. V. Shpot, for example, identifies the following stages in the formation of the structural components of professional identity: the stage of studying at a general education school (the formation of the I-image, the I-concept); the stage of training in the institution of vocational education (formation of a positive image of the profession and professional ideal); the stage of professional activity (forming the image of "I am a professional" and a professional career).

A. Borysiuk distinguishes between the motivational and intentional stage of the formation of a professional identity that encompasses the pre-academic pe-

riod of professional development and includes the emergence of motivation, the accumulation of information, self-study, the choice of profession, the collection of information about it, the formation of its subjective image and expectations, professionally oriented education self-development. The described processes take place under the influence of the real social environment (society, family, school, friends' environment, media space, etc.). The next stage - accumulation-extraordinary - involves academic training (traditional training and targeted impacts). It is aimed at professionally oriented personal development, obtaining the relevant professional knowledge, skills, practical skills, searching for patterns for imitation, entering a person into a professional community, receiving feedback, reflecting, and forming an image of yourself as a professional. A successful passage through this stage of the formation of professional identity is facilitated by the harmonious combination of self-development, traditional learning and specially organized vocationally oriented learning. The internalization phase of the formation of a professional identity is most often realized at the postgraduate level (internship, the first years of independent professional activity), although under favorable conditions it may already begin at senior courses. It involves internalizing the learning and experience accumulated in the process of learning, harmonizing all the components of a professional identity - the attitude towards oneself as a professional, attitude to the profession and attitude to the professional community. Successful internalization ensures non-conflict and stability of identity, while not depriving personality of flexibility and readiness for development and change [1].

However, the majority of researchers (T. Berezyn, A. Borysiuk, N. Pidbutska, A. Serhorodtseva, O. Radzymovska, etc.) are of the opinion that the formation and development of professional identity occurs to a great extent during the period of vocational education. The period of study at universities is an important experience of social life, the period of inclusion in new social groups, in particular - in the professional community, sometimes the formation of qualitatively new social ties associated with professional activities. It requires institutions of higher education not only to provide students with certain knowledge, skills and abilities, but also targeted work on self-identification, motivation to self-fulfillment in professional activities, correlation with a certain professional community, definition of career orientations, and outline prospects for professional development.

The peculiarities of the implementation of these tasks in the context of the formation of the professional identity of future pharmacists in the educational space of institutions of higher education are due to the specifics of the specialty, the expansion and complexity of the sphere of professional activity of pharmacists, which currently includes: production (pharmacies, pharmaceutical enterprises, chemical and pharmaceutical combines, etc.); organizational and managerial; control-regulating (licensing, certification, registration); general pharmaceutical practice (retail pharmacy network, pharmacies of the countryside); informational and educational; research activities, etc. [9].

In light of this, according to the concept of a "seven star pharmacist" developed and proposed by WHO and the International Pharmaceutical Federation,

higher pharmaceutical educational institutions should prepare a modern, highly skilled, market-oriented medical worker capable of performing 7 main functions: a specialist providing help; decision maker; communicator; manager; lifelong student; mentor; leader.

Consequently, the modern pharmaceutical industry is a leader-oriented expert who is able to work in a team, a specialist who is ready to teach and study himself, to make independent decisions and to bear personal responsibility for them, to reflect on their activities, to realize the need for constant self-improvement. This, in turn, requires the introduction of specially organized vocationally oriented education from the first to the last year, the development and implementation of targeted actions aimed at creating the optimal conditions for the formation of the professional identity of future pharmacists. Within these activities, pharmacy students must acquire a sufficient amount of theoretical knowledge, practical experience and skills necessary for successful work; to try yourself in real practical work to understand the demands put forward by his chosen socio-professional role; enter the professional community and form an image of oneself in professional activities.

However, according to the researcher O. Garayev [3], the educational space of pharmaceutical universities does not fully take into account the influence of professional motives, career orientations and associated values of students on the success and quality of future professional activities. Students experience significant difficulties in comparing themselves with the image of the pharmacist, in the design of professional plans, strategies for professional development and self-improvement.

The above produces a search for ways of forming the professional identity of future specialists in the pharmaceutical industry during the process of professional training in higher educational institutions. We consider the most effective:

- addition of training programs of the cycle of professional-oriented humanitarian and socio-economic training, a cycle of professional and practical training with topics that ensure the formation of the professional identity of future pharmacists;

- inclusion in the curriculum of preparation of specialists of pharmacy of educational degree "bachelor" and "master" of the course on the choice of students "Professional Identity of the Future Pharmacist: Theory and Practice";

- the introduction of a cross-cutting program of production practice, which serves as a basis for forming a subjective sense of belonging to a professional community and collective image;

- the development of practical-oriented tasks in professional disciplines that promote the development of professional knowledge, the acquisition of practical skills and professional qualities of the individual, the acquisition of professional values, the formation of an individual style of professional activity;

- modeling professional situations that allow students-pharmacists to master the social roles that characterize professional functions, to form emotionally positive perceptions of the profession;

- inclusion of students in group and individual creative work, simulation and business games, educational projects in the process of training and production practice, which ensure the formation of professional orientation and image of it-self as a professional;

- development of partnerships between teachers and students, since identification with the teacher helps the student to acquire a professional identity through the strengthening of professional orientation, the correction of the I-image, to increase professional self-esteem;

- introduction of the training program "Travel in the search for professional identity", which ensures increased motivation to master the profession of pharmacist, awareness of the requirements of the profession, the adoption of professional norms and values;

- organization of extra-curricular educational work (group discussion "Mosaic of professional identity", round table "Revision of resources", brainstorming "The concept of a career", collective drawing "My professional future"), which serves as the basis for professional self-esteem of a student-pharmacist, the identification of professional self-testing, readiness for professional tests, ability to compete, etc.

**Conclusions and results.** Thus, the study leads to reasonably argued that the reform of the healthcare sector in Ukraine, the strengthening of the requirements for the employees of the pharmaceutical industry, and the expansion of the spectrum of their functional responsibilities, leads to an increase in attention to the formation of a professional identity of pharmacists at the stage of obtaining vocational education in higher education institutions. In this context, the professional identity of future pharmacists is considered as the result of their professional self-determination, personalization and self-organization and involves awareness of their belonging to a particular professional community, knowledge of the degree of their compliance with professional standards, their place in the system of professional roles, ways of self-improvement, self-concept and your work in the future. Formation of the professional identity of future pharmacists in the educational space of institutions of higher education requires the introduction of specially organized vocational training as an addition to the traditional forms of organization of educational activities of students.

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## 2.18. SHAPING VALEOLOGICAL KNOWLEDGE IN STUDENTS AS A FOUNDATION FOR CREATING A HEALTH-PRESERVING EDUCATIONAL ENVIRONMENT IN A CLASSICAL UNIVERSITY

UDC 378.4.016:613

O. V. Kabatska

**Abstract.** *The paper addresses the problem of shaping university students' valeological knowledge and skills to assess secondary school students' knowledge. It outlines the aspects of health-preserving educational environment studies and defines features of a classical university. This research shows the need to train future educators with a high level of valeological knowledge. This is a pre-requisite for the existence of a health-preserving educational environment and implementation of its principles in the educators' professional activity in a university. Groups of valeological values are revealed to exist in the process of students' training: determination of methods and means for exercising valeological activity by an educator; proficiency in valeological technologies and monitoring; the educator's personality traits and creative activity, etc. The paper presents the results of shaping valeological knowledge in future educators-valeologists and studies the knowledge assessment skills of the 2<sup>nd</sup>-5<sup>th</sup>-year students majoring in Human Health. The testing showed that the respondents have a high level of valeological knowledge, but are somewhat lacking in the level of skills they need to assess secondary school students' knowledge.*

**Key words:** *health-preserving educational environment, valeology, knowledge assessment, testing, educators, students, classical university.*

The National Doctrine of Education Development in Ukraine in the XXI Century (2002), the Decree of the President of Ukraine "On Urgent Additional Measures to Strengthen Morality in Society and Establishing a Healthy Lifestyle" (2002), the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the National Program for Patriotic Upbringing of the Population, Shaping a Healthy Lifestyle, Developing Spirituality and Strengthening the Moral Foundations of Society" (1999) state that the priority task of the educational process in Ukraine, which is also the highest individual and social value, is responsible attitude to one's health and that of others.

V. Shakhnenko emphasizes that the present is facing the problem of a demographic crisis, one of its reasons being the low level of health culture of the nation, family and school. According to the results of his research, the scientist argues that when educating the younger generation, it is also necessary to cultivate their motivation to lead a healthy life taking into account the interdependence of all the components of human health [1]. Therefore, at the current stage of its development, Ukraine needs to train future educators who will have a high level of valeological knowledge and will be able to assess not only their own activity, but also the health-preservation knowledge of secondary school students. In particular, students in training to become future educators-valeologists are to possess the skills needed to assess school students' knowledge and at the same time have

a high level of knowledge in the subject “Fundamentals of Health”.

In the educational and methodological complex of disciplines taught within the professional training of a bachelor in human health, the compilers single out the following valeological values in students' education: *the essence of an educator's valeological activity goal*, i.e. the “I am a professional” concept as a source and result of valeological perfection; *determination of methods and means to exercise valeological activity* as a concept of pedagogical communication; *proficiency in pedagogical technologies and valeological monitoring*; *the concept of one's personal position* as a set of attitudes towards others and oneself, towards the object of valeological education and upbringing; *the significance of scientific* (physiological, psychological, pedagogical, theoretical and methodological, etc.) *knowledge in the professional activity*; *the personality traits of the educator* as subject of health-improving activity – the ability to design personal activities and foresee the consequences; *creative activity*; *dialogue thinking and humanistic perception of the educational process*, etc. [2, p. 3-4].

It is also worth mentioning the industry-specific functions, typical activity-related tasks and skills a university graduate is to possess, which conform to the disciplines taught within the “Human Health”. They are:

- **to be aware of** the whole scope of activities aimed at shaping, developing and preserving individual health;

- **to be able to determine** taking into account the historical experience in the development of valeological achievements, valeology as a branch of knowledge that integrates medicine, biology, ecology, psychology, sociology, pedagogy, philosophy, etc.;

- **to analyze** processes occurring in nature and society and affect the state of a person's physical, mental, spiritual and social health;

- **to know** the methodological and practical framework to implement valeological knowledge;

- **to implement** health-preserving technologies in the educational process;

- **to shape** the system of values based on valeology, culture of health, ethnovaleology, which has to ensure preservation and development of a person's physical, mental and spiritual health;

- **to ensure** the person's preparation to creation of a harmonious family;

- **to carry out** preventive work;

- **to administer** first aid;

- **to ensure** effective functioning of the valeological service in the process of education, etc. [2, c. 8-17].

Researchers note in their studies that the educator's health condition determines the psychophysiological component of the professional health activity. For example, the studies by N. Kuzmin, A. Markov and others point out the educators' effective work, well-being and health depending on the optimal level of their intellectual development, synthetic, holistic, cognitive style with high indices of differentiation, flexibility of their thinking, activity, response rate, mobility, emotional stability, self-regulation level. A person's individual psychophysiological

properties are known to affect health. Educators with a weak nervous system, lack of valeological knowledge, poor professional qualification are more susceptible to psycho-emotional overload [3]. Shaping of valeological knowledge has proven to be effective and timely in many countries of the world where knowledge of fundamentals of health ("health education") became mandatory (and often preferred) in educational institutions in the United States, Canada, Austria and many other countries.

The educational institutions of Ukraine used to devote no due attention to valeological knowledge, abilities and skills. The only source of knowledge in this area used to be the example of parents, reputable people and peers, as well as health education. Teaching health today is a priority task of modern education. Developing valeological culture is a global and modern goal that valeological education of students is called to achieve. For example, H. Apanasenko proposes to use medical and paramedical technologies to develop, preserve and strengthen the person's health and interprets valeology as a medical branch. He came up with the theory of energy provision of health, which underlies the valeological definition of health and many methods of valeological monitoring. His method of determining the level of physical health enables anyone to acquire knowledge about the "amount of health" and forecast the dynamics of health for future [4]. T. Boychenko proves the systemic nature of valeology by regarding it in epistemological (knowledge about health) and sociocultural (branch of knowledge about health) terms and proposing to divide the branch of knowledge about health into science (theoretical valeology), practical activity (practical valeology), educational activity (pedagogical valeology), namely as a branch of human knowledge [5]. I. Brekhman studied consciousness (cultivation of every person's sensible attitude to their health from childhood), movement (physical development of a person, which involves physical culture, sports and tempering of the organism), a healthy diet and individual medicinal products used preventively (medicines for the healthy).

The gist of the study is that the existing health care system and the traditional strategy of medicine ("from illness to health") are out dated and in effective and need to be replaced by a new strategy that offers a direct path to health, the purpose of which is preservation and restoration of health [6]. The functioning regularities in the educational environment were studied by such scientists as S. Deriabo, Yu. Kuliutkin, O. Makahon, I. Shcherbak, V. Yasvin and others. Scholars V. Babych, O. Belorin-Errera, H. Mysina, S. Omelchenko, H. Ostapenko, N. Rylova, L. Tatarnikova, N. Tretiakov and others defined the essence of health-preserving educational environment and its potential to impact a person's health. The general fundamentals of preparing future teachers for exercise of professional activities are outlined in the studies by M. Yevtukh, I. Ziazun, O. Ionova, V. Kremen, V. Lozova, V. Ohneviuk, O. Savchenko, A. Trotsko and others. Training of future teachers in the fundamentals of health in higher educational institutions is the focus of studies by V. Babych, O. Borodina, S. Buksha, M. Honcharenko, O. Mikheienko, A. Radchenko, V. Shakhnenko and others. S. Omelchenko investigates a wider potential of a person's health preservation and defines the notion of "health-preserving educational



environment of a higher educational institution” as a complex of economic, socio-political, psychological, pedagogical, medical, cultural and spiritual conditions of a person’s self-realization directed at preservation and strengthening of individual and public health and at cultivation of a healthy lifestyle [7].

Increasing the effectiveness of the educational process may be possible through construction of a system of recording, checking and assessment of students’ achievements that will help systematically obtain objective information about the educational and cognitive activity. Control and evaluation in any type of activity largely affects the quality and effectiveness, the person’s attitude to fulfillment of his or her duties, development of the sense of responsibility for the state of affairs and motivation to carry out a purposeful activity. This is how the educational process has to be monitored and assessed. Control has to be continuous, systematic, diagnostic, guiding and objective, and to have different types and forms [8].

**Aim Statement.** The aim of this paper is to analyze the specific characteristics of the health-preserving educational environment, the level of valeological knowledge of university students and their ability to assess this knowledge in secondary school students to create a health-preserving educational environment.

The valeological knowledge of university students in training to become future educators-valeologists and their ability to assess the health-preserving knowledge of secondary school students were studied at V.N. Karazin Kharkiv National University. It is worth mentioning that there are specific features of the existence of a classical university [9]. The President of Karazin University points out that “a classical university is a higher educational institution that has certain specific features, special mechanisms and forms of functioning. The underlying quality characteristics of such educational institutions are *inter alia* a high, one can say elite level of training of specialists based on a thorough methodological basis, the possibility for students to acquire not only basic but fundamental knowledge in various fields of science to ensure an optimal combination of natural and humanitarian disciplines, the ability to shape and promote century-old moral and cultural values, the predominance of fundamental, creative research in scientific endeavors” [10].

**Research methods.** *Theoretical:* review of philosophical, psychological and pedagogical, valeological literature related to the topic under study; *empirical:* testing valeological knowledge of future educators-valeologists and identifying the level of the skills they need to assess secondary school students’ knowledge.

The present stage of our country’s development in the process of the younger generation education requires the educational environment to be valeologized, which provides for: valeologically grounded schedule of classes and adequately organized academic activities; implementation of health-preserving methods, forms, means of teaching and learning; adherence to the sanitary and hygienic norms in ensuring students’ motor and mental activity; creation of a comfortable psycho-emotional atmosphere in teaching and learning, communication and interaction for all the participants of the educational process; shaping of valeolog-

ical knowledge; cultivation of a value-conscious attitude to personal health and that of others.

It is necessary to shape the person's valeological knowledge by unveiling the scientific layer of historical, philosophical, medical, biological, pedagogical and valeological studies, namely having a holistic approach thereto. Proper professional development of a person, preservation of his or her vital forces and ability to take responsibility for his or her health and that of others requires creation of an adequate educational environment in a higher educational institution.

For example, the Department of Valeology of V. N. Karazin Kharkiv National University teaches students of different years of training the following valeological disciplines: "History of Preventive Education Development"; "Fundamentals of Valeology"; "Upbringing Work at School"; "Life Safety"; "General Theory of Health (General and Pedagogical Valeology)"; "Fundamentals of a Healthy Lifestyle and Health Culture"; "Methods of Upbringing to Cultivate Motivation for a Healthy Lifestyle"; "Valeologization of Educational Environment"; etc. aimed at shaping students' valeological knowledge and creating a health-preserving educational environment.

There was a poll conducted among the 2<sup>nd</sup>-5<sup>th</sup>-year students in training to become future educators-valeologists (the age range of boys and girls was mainly between 18 and 20). The aim of the study was to determine the specific characteristics in shaping of valeological knowledge and the level of skills future educators-valeologists need to assess the knowledge of school students.

To achieve the aim, the following tasks were set: to use analysis of scientific literature *to determine* the state of the previous study of university students' valeological knowledge required to assess school students' knowledge as a pre-requisite for creation of a health-preserving educational environment; *to review* the peculiarities in shaping of valeological knowledge in students in training to become future educators-valeologists; *to investigate* the level of skills the 2<sup>nd</sup>-5<sup>th</sup>-year students majoring in Human Health need to assess school students' knowledge. An empirical study was conducted.

The poles were offered two questionnaires to complete: No. 1 – to identify their valeological knowledge level, and No. 2 – to identify the level of skills future educators-valeologists need to assess school students' knowledge.

**Conclusions and Results.** Out of the total of 620 responses to determine the level of university students' valeological knowledge (Test No. 1), correct were 540, which is 87% of the total number of responses. The students gave wrong answers to some questions in Test No. 1, namely correct were: only 22 out of 31 (71.0%) answers to the question *Is the reproductive function a biological function necessary for preservation of a person as a biological species?*; only 22 out of 31 (71.0%) answers to the question *Does depression result in decrease in immunity and increased risk of catching various diseases?*; only 23 out of 31 (74.2%) answers to the question *Is danger a negative property of living matter capable of harming the very matter itself?*; only 24 out of 31 (77.4%) answers to the question *Does a healthy lifestyle consist in forms and ways of life activity that strengthen and improve human health?*; only 25 out of 31 (80.6%) answers to the question *Do drugs affect the endocrine system, in-*

*terfere with the normal synthesis of hormones and stop the processes of development in adolescence?*; only 25 out of 31 (80.6%) answers to the question *Does health majorly depend on a lifestyle?*; only 26 out of 31 (83.9%) answers to the question *Are the main components of health physical, mental, social and spiritual?*

Out of the total of 310 responses in Test No. 2 to determine the level of skills future educators-valeologists need to assess the knowledge of secondary schools students, correct 285 were, which is 92%. The students gave wrong answers to some questions in Test No.2, namely correct were: only 24 out of 31 (77.4%) answers to the question *about skills*; only 25 out of 31 (80.6%) answers to the question *about the criteria for assessment*; 28 out of 31 (90.3%) answers to the question *about diagnostics in pedagogy*. The conducted research shows that students in training to become future educators-valeologists demonstrate a high level of valeological knowledge and a high level of skills they need to assess secondary school students' knowledge.

**The prospect of further research** can be determining and comparing the specific characteristics of the levels of valeological knowledge in students for the purpose of self-evaluation of their health in pedagogical and classical universities; studying the skills needed for self-control of health as a pre-requisite for creation and functioning of a health-preserving educational environment in universities.

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## **2.19. WOMEN`S ARTISTIC EDUCATION**

УДК 373.5.091

### **Gurina Viktoriya**

*The article examines the experience of organizing artistic education in modern women's educational institutions and outlines a number of activities that*

*require their creative use in the area of the problem under study in modern times. Particular attention is paid to women's educational institutions of the middle level of education. Based on information sources, the peculiarities of the organization of artistic education in Ukrainian women's educational institutions of the 21st century were determined and positively assessed. It is revealed that the artistic education of women is carried out in the main directions: music, drawing, dancing. The forms and methods of teaching the arts disciplines were defined and characterized on the basis of the analysis of scientific sources. The author's programs on artistic disciplines are presented. An important feature of the article is the discovery of not only positive but negative features of educational and methodological work of women's educational institutions that influence their work. It is revealed that modern women's educational institutions, which operate in the territory of Ukraine, provide education to students by trying to take into account psychophysiological features of girls during the study. Such a positive experience is observed only in women's educational institutions, as opposed to general education institutions. The article states that the same content of artistic education for boys and girls, which does not take into account the psychophysiological features of sex, creates gender discrimination. The author outlines the recommendations for improving the artistic education of women in modern conditions, taking into account the experience of women's educational institutions.*

**Key words:** *women, artistic education, gender.*

Implementation of the value potential of artistic education in general education institutions, which is accumulated in the theory and practice of its leading areas (artistic, musical, choreographic education), maintains the principle of gender mainstreaming to the greatest extent. In view of this, in the last decade, in the education system of Ukraine, medium-sized women's educational institutions have become widespread, separate classes, the purpose of which is to provide the development of socially mature creative female personality taking into account psychophysical and socio-cultural features of the article. Unimportant importance in achieving this goal belongs to artistic education as a powerful means of forming a harmoniously developed personality of a woman.

The need for the formation of women's personal value attitude to art, the development of general and special abilities, artistic thinking, creative potential, the ability to artistic and creative self-realization and readiness for spiritual self-improvement throughout life makes the study women's artistic education relevant.

The genesis of women's education in national and world pedagogical ideas were researched by N. Volkov, A. Guba, N. Demyanenko, O. Druganova, L. Zelensky, O. Krivosheya, O. Likhachev, V. Avcin, M. Pskowski, L. Primenko, N. Roll, T. Sukhenko, L. Stefan. The development of professional women's education are presented in the works of O. Anischenko, E. Lutsenko, K. Shamaeva. However, the study and analysis of scientific and pedagogical sources indicates that their authors did not aim to study women's artistic education of the XXI century.

**The Purpose Formulation.** The purpose of the article is to reveal the content of artistic education in modern women's educational institutions, to characterize the main forms and methods of teaching the subjects of the art cycle in them.

At the present stage, women's educational institutions, mainly middle-level educational establishments and institutions with separate women's classes, function in the educational space of Ukraine. For example, private specialized secondary school of I-III degrees with in-depth study of English language "School of noble girls" Lady "(Boyarka city, since 2000), gymnasium boarding school №13 of Kyiv with sanatorium classes for children with cardiovascular diseases systems and classes of women's education and upbringing (Kiev, since 1992), Kharkiv gymnasium number 6 "Mariinsky gymnasium" of the Kharkiv city council with women's classes in elementary school (Kharkiv, since 2000). The main purpose of their activity is to ensure the development of a socially mature creative female personality taking into account the psychophysical and socio-cultural features of the gender. The above establishments build their work taking into account the principles of gender approach, but there are shortcomings in the organization of educational process, in particular, artistic education.

We consider it expedient to consider the purpose, tasks, peculiarities of organization of artistic education in these women's educational institutions. Since 2000, women's classes started functioning at the Kharkiv Gymnasium № 6 «Mariinsky Gymnasium» of the Kharkiv City Council. At first only one class, later - eight classes, in which only girls learn. Return to the former status was conditioned by the appeal to the traditions of the institution (from 1860 to 1954 it developed as a female gymnasium) and the practical implementation of the social order for women's education from the side of society. Parents expressed the view that separate learning provides a calm and comfortable environment in which their daughters will receive a special feminine education and deep humanitarian knowledge [3].

In the school the project «Development of creative personality in the context of gender studies» is being implemented. The administrator believes that this is a process aimed at forming qualities, features, and features that determine the human's attitude towards the representatives of another gender. The process is aimed not only at equipping students with a system of knowledge, but also their comprehensive development and formation of citizens capable of conscious social choice.

The specificity of this direction lies in the fact that the student as a subject of activity can not act as an asexual being. Therefore, one or another type of activity - labor, communication, game, training - can serve the interests of education, if teachers take into account the general patterns in their organization, and, moreover, evaluate the actions of schoolchildren from the point of view of gender, take into account the nature of the differences between them, the degree their importance and public value. This is a path not only to the harmony of the development of the gender sphere of the child, but also to the harmony of the individual as a whole, to the harmony of her relations with persons of the opposite sex and with the social world in general.

Women's classes function only in elementary school, where an innovative project «The system of work with gifted pupils in elementary school» is being

implemented. The purpose of the project is to create conditions for the discovery, creative development and self-development of each student; the formation of a culture of their life self-knowledge, a sense of their success, confidence in their own creative powers [3]. The problem, over which worked methodological association of primary school teachers in 2016 - 2017 academic year: «The introduction of a system of developmental education and upbringing elementary school students, the formation of an educated, creative, developed personality in the conditions of women's classes. Implementation of modern methods and technologies».

Teachers of elementary school gymnasts introduce innovative technologies and active teaching methods in working with pupils. Teaching of artistic disciplines is carried out according to state programs. In addition to drawing lessons in the first two classes, which uses the author's program of teacher T. Loboda «Drawing in English» [4].

The methodical work of the gymnasium is closed, the administration of the school is not interested in cooperation with modern researchers and the introduction of the latest techniques, in addition to their own. This negatively affects the development of the educational work of the gymnasium, which loses the opportunity to implement promising ideas. Gymnasium-boarding school № 13 of Kyiv with sanatorium classes for children with diseases of the cardiovascular system and classes of women's education and upbringing was founded in 1997. All conditions are created for training, education, rehabilitation and rehabilitation of girls: there are eighteen study rooms equipped with computer equipment and multimedia systems, necessary visual equipment, there are sports and gyms, pediatrician's offices, dentist's, manipulative. Children are served by doctors: a cardiologist, a pediatrician, a neuropathologist, an exercise therapist, an orthopedic surgeon. The gymnasium introduced a round-the-clock mode of day rest, six-time balanced meals and outdoor activities. Individual curriculum allows midwives to complete general secondary education, study English, French, Russian, computer science, and choose a teaching profile from the tenth grade.

The purpose of education in the gymnasium is to ensure the realization of the right of citizens to complete general secondary education and the rehabilitation of sick children, the development of informing the socially mature creative female personality taking into account the psychophysical and socio-cultural features of the gender [2].

In the gymnasium there are boys and girls studying. Along with the general classes there are gymnasium schools, in which only girls study. The motto of the women's institution can be formulated as «The Woman Who Made Himself». Before lunch at the girls classes, and then additional classes - electives. The initial material is based on the psychological peculiarities of the girl's perception, in the illustrative material, in his presentation. In high school studying for a general education program. There are courses of choice: «Culture of communication,» «Creativity», «History of arts», «History of music» [6, p. 3].

In their free time, pupils attend mugs: choral, choreography, fine arts and special courses «Rhetoric», «Woman in Society», «Contemporary Music», «Believe

in Yourself» [2]. The institution has created a choral group «Ovation», whose leader - T. Semenchenko. In 2010, the choir team won the Grand Prix at the City Choir Contest and became a participant in the concert «Young Hearts Remembers» dedicated to the 70th anniversary of the liberation of Kyiv (2013). He is also a multiple winner of district choir competitions.

Since 2000, the Private specialized secondary school of I-III levels with in-depth study of English «School of noble girls «Lady» has been functioning. The purpose of the educational activity of the school is to educate the girl, the expectant woman as the bearer of the basic values of life. The basis of education and training is the passage of the general educational level with an additional professional, modern and individual approach to the development of the girl as a creative person.

Considerable attention is paid to artistic education. Schoolchildren receive musical education at one of three departments: a piano department; Department of pop solo singing; choral department. Duration of training in each of the departments for eight years. After graduating from the musical school, graduates receive a certificate of graduation from the Boyarka Children's Arts School. The musical training of the students of the said institution involves mastering the skills of the future mother. Yes, girls study songs that can play piano for their own children, «male romance». The training of musical disciplines is carried out according to the following programs approved by the Ministry of Culture and Tourism of Ukraine:

- «Solo singing» (class of solo singing). Kiev-2004;

- «Piano» (piano class). Compilers: O. Bondarenko, I. Vavrenchuk, N. Shurigina. Kiev 2006;

- «Choral singing». Compiled by: T. Pavlenko. Kiev 2003;

- «Sulfigio». Compiled by G. Chizh. Kyiv-2006, «Ukrainian and foreign musical literature». Compiled by: V.V.Kulik. Kyiv-2007 [5].

Teaching of general subjects is in Ukrainian, Russian, English. The discipline «Etiquette and ethical norms of behavior of the future lady» is described according to the author's program, approved by the Ministry of Education and Science of Ukraine. This program involves raising the competence of primary school children on etiquette and ethical standards that are a requirement of the present of any developed society. The purpose of the program is to form a cultural, harmonious, responsible personality, who is prepared to interact with the social environment and endowed with socialized, communicative skills, and a sense of personal dignity.

Instead of physical education lessons girls are offered dances that are so necessary for the formation of a girl's body. The pupil at the Lady School gets choreographic education at the choreography department. Duration of training is eight years. Upon graduation from the dance school graduates receive a certificate of graduation from the dance school.

Dancing is taught in such areas as ballroom, modern, sports hall, folk-stage choreography, gymnastics.



Classes in sport ballroom dance are conducted with pupils of the school for boys «Kadetstvo» and lyceum students of military Lyceum them. Ivan Bogun. The student of the school «Lady» actively reveal their talents in various creative activities of the school, as well as take part in festivals and regional, regional and republican dance competitions. According to the tradition of the Lady School, each year at the end of the school year, teachers and students of the dance school prepare a festive reporting concert, which shows their dance skills. This outstanding event in the life of the school is a real holiday of music, beauty and spring.

Modern choreography carries a new look at the choreographic traditions of classical and folk dances. At the lessons, the student learns the latest styles and trends in the dance world. While studying sports-ballroom choreography, the student, along with the boys above the schools, study the foundations of a standard European and Latin American program.

The folk-stage choreography in the institution is represented by the study of dances of the peoples of the world, which are in their natural environment having certain traditional movements, rhythms, costumes, etc. for each locality. Folklore dance is a spontaneous manifestation of feelings, mood, emotions and is performed first of all for itself, and then - for the viewer.

Gymnastics is taught for the youngest students. During training, girls develop coordination of movements, stretching, body plastic, and study acrobatic elements [5].

Consequently, modern women's educational institutions operating in the territory of Ukraine provide education to students in an effort to take into account psychophysiological features of girls during their training. This is evidenced by the research activity of the teachers of the above-mentioned educational institutions and the use of copyright programs on artistic disciplines in others.

Such a positive experience is observed only in women's educational institutions, which are united in Ukraine, in contrast to general educational institutions, which are currently about twenty thousand. In general education institutions, the same content of artistic education for boys and girls, which does not take into account the psychophysiological features of gender, creates gender discrimination, disregarding the principle of ensuring equal rights and opportunities for women and men in the acquisition of educational material in disciplines of the artistic and aesthetic cycle.

Taking into account the above-mentioned experience of women's educational institutions, it is possible to outline recommendations for improving the artistic education of women in modern conditions:

— throughout the study of the educational field «Art», the differentiation of its content on the basis of gender parity. One of the means can be the improvement of the existing experience of choreographic training of female students of pupils and the introduction of the discipline of «dance» into the practice of the work of all secondary education institutions of Ukraine of the XXI century. In order not to expand the number of academic hours through the introduction of a new discipline, it is possible to replace physical culture girls with the teaching of

discipline «dance». Musical support, a variety of types of dance attract girls and this interest creates the best conditions for the formation of physical qualities, motor skills and abilities. It will promote the differentiation and individualization of education and training, which is the basic principle of the work of secondary schools in Ukraine [1, p. 180];

- introduction of integrated training courses for rhythmic gymnastics and choreography, drawing and handicraft, artistic work and drawing;
- introduction of selective disciplines of artistic orientation, such as «Harmony», «Lessons of beauty and health», «Ecology of the soul», «Design»;
- realization of author's programs of artistic education and expansion of musical repertoire by works of contemporary composers. This will increase interest in studying musical disciplines and will enable students to be aware not only of the names of world classical composers, but also to be proud of the knowledge of works by composers contemporaries;
- creation of appropriate conditions for artistic and creative activity of students of different sex.

**Conclusions.** Thus, it became clear that the practical experience of organizing artistic education in modern women's educational institutions of Ukraine envisages the mastering of pupils of different types of arts:

- music: a) in the process of studying the disciplines of the musical cycle; b) in the process of organizing extra-curricular forms of work (circles, solemn holidays);
- painting: drawing lessons, needlework, integrated lessons, participation in contests, art-study excursions;
- choreography: a) studying in extracurricular time of dance; b) teaching rhythmic gymnastics.

The list, volume, content of the mentioned forms of study, their teaching and methodological support, selection of methods and methods depend on the type of women's educational institution and its tasks, material and staffing.

The article describes a number of measures that require their creative use in the area of the problem under study in the present: the continuous study of the educational field "Art", the introduction of integrated study subjects and selective artistic courses, the use of modern technologies and interactive techniques in the educational process and extra work to artistic and creative self-realization of women.

The study does not exhaust all aspects of the problem. It is promising to conduct a comparative analysis of the organization of artistic education of men and women, to study the practical development of educational institutions for women in the field of mastering such arts as fiction and theater, studying foreign and domestic experience of charitable practices in the field of artistic education of women.

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## 2.20. IMPLEMENTATION OF THE ACMEOLOGICAL APPROACH IN THE PROCESS OF CONTINUOUS EDUCATION OF TEACHERS OF GENERAL SECONDARY EDUCATION INSTITUTIONS

UDK 37.011.31:316.444.5

### I.Gorbacheva

**Abstract.** *In the article on the basis of the main provisions of the acmeological approach (the idea of personal development, the formation of a professional «I»-concept of the teacher, improving the acme through professionalism) revealed the possibilities of teachers' professional self-improvement in the process of continuing education. It is noted that teachers' professional development should be facilitated by their mobility, which needs to be shaped and developed. The concept «the teacher's professional mobility» is defined as the ability to identify and realize their own potential in pedagogical activity, to react quickly to changes taking place in society, to work actively on themselves, to identify creativity in professional activity. There are given the*

*results of the conducted questionnaire of teachers for the purpose of introspection of the effectiveness of master classes. It is shown the implementation of the acmeological approach in the process of continuing education of teachers through the content of pedagogical acmeology and active forms of methodological work (master classes, exercises, acmeograms, acmeological training, counseling of students at the Minor Academy of Sciences of Ukraine).*

**Key words:** *pedagogical acmeology, continuous education of teachers, professional mobility of teacher, general secondary education institution, master classes.*

**Relevance of the problem.** Construction civil society in Ukraine on the basis of humanism and the free choice of personality priorities of self-knowledge and disclosure of their own potential, democratic educational processes place new demands on the teacher and his pupils. Particular attention deserves the personality of the teacher, his acmeological potential, the essence of which lies in the orientation of the motivational-value sphere for continuous improvement in pedagogical activity. The Project of the Concept of Ukrainian Education Development for the period 2015-2025 (2015), the Law of Ukraine «About Education» (2017) emphasize the need for continuous improvement of the professionalism and pedagogical skills of a teacher who is capable of creating conditions for schoolchildren's self-actualization, to be prepared for the innovative activity of general education institution

Rapid changes in education require innovative approaches to the development of the individual, improving the level of professionalism of the teacher. That is why the teachers are engaged in self-education, undergo scheduled internships and increase their qualification in intercurricular period in institutions of postgraduate education, master the innovative methods, methods, forms of work with students directly at school, implement their own professional and pedagogical potential in the work of methodological associations, centers, advisory points.

The study of the problem of the teachers' acmeological growth in the process of continuing education was made possible thanks to the scientific work devoted to the improvement of the teachers' skills in continuing education, the clarification of the possibilities of the system of postgraduate education (V. Andrushchenko, L. Armeyska, N. Bilyk, M. Voitsekhovskiy, I. Galchenko, I. Gavrish, V. Divak, V. Zelenyuk, I. Zyazyun, O. Marinovskaya, N. Melnyk, T. Nikishina, L. Nikolenko, I. Podluzhna, N. Sidorchuk, T. Sorochan, S. Tarasyuk, I. Titarenko, V. Ushmarova) [8; 9]. Acmeological ideas about self-education, achievement of acme-vertices, formation of acmeological competence, the position of schoolchildren, future teachers, teachers (N. Bukhlova, V. Vakulenko, E. Goloborodko, O. Gorlenko, O. Grechanik, P. Dzyubak, O. Dubasenyuk, S. Kirichenko, G. Kovalenko, V. Maksimova, V. Ognevnyuk, N. Poletayeva, R. Prima, L. Rybalko, R. Chernovol-Tkachenko, H. Shaparenko) [1-4, 6].

**The purpose of the article.** O show the implementation of the acmeological approach in the process of continuous education of teachers on specific examples

of methodological work in general secondary education institutions. Define the concept of «professional teacher mobility». Analyze the results of the questionnaire of teachers in order to self-examine the effectiveness of master classes.

**Methods of research:** Analysis of normative legal documents in the educational sphere, scientific literature in relation to the topic of the article; presenting a hypothesis based on the processing of the material; questionnaire for the purpose of self-analysis of the effectiveness of master classes; generalizations and conclusions.

The base of the acmeological approach to the organization of continuous education of teachers is the main ideas of acmeology, pedagogical acmeology, which are reflected in the purpose, tasks, laws, requirements, content, methods and forms of professional self-realization of the teacher's personality. The study refers to the basic ideas of pedagogical acmeology (the idea of personal development, the formation of a professional «I» -concept of the teacher, improvement of acme through professionalism), mentioned in the scientific work L. Rybalko [6, p. 66-88].

According to president of the Ukrainian Academy of Acmeology (Kyiv) V. Ognevnyuk, «acmeology is a sphere of scientific knowledge about a person that reveals the regularities, factors and conditions of self-realization of creative potential of the person on the way to higher achievements of activity both professional and non-professional, as well as regularities, factors and conditions for the progressive development of social communities» [4, p. 3]. In the study we take into account the fact that the object of acmeology is a mature person who constantly strives for self-development and achieves acme-vertices in all kinds of activities, and its achievements enrich and multiply the beneficial benefits of the human community, and the subject - laws and laws, conditions and factors that contribute positively to the development of both an individual and society.

The ideal of perfection, in essence, is a teacher who meets the requirements of the newest school, understands the needs of modern youth, is ready to help disciples unkindly. The well-known Ukrainian teacher V. Sukhomlynsky wrote that on the one hand the teacher can not be a cold, indifferent person, children do not love a dispassionate teacher, they never reveal the hearts in front of him. On the other hand, the teacher must be able to control his cardiac bursting with the mind, not to be subjected to emotional elements, decide carefully on the wrong student's deeds. Nowadays, the words of an experienced Ukrainian teacher and scientist V. Sukhomlynsky are relevant: «The art and skill of a teacher is precisely the ability to combine heart and wisdom» [10, c. 9].

In pedagogical acmeology, the teacher acts as an object and subject of pedagogical activity, and its growth to acme-vertices depends on many objective and subjective factors. The development of a teacher's personality, on the example of forming his professional mobility, is an important subjective factor driving the personality to a high degree of professionalism and pedagogical skill.

We think that the concept of «professional teacher mobility» should be defined as the ability to identify and realize its own potential in pedagogical activities, to respond quickly to changes that take place in society, to actively

work on themselves, to identify creativity in professional activities. Criteria and indicators of the level of formation of professional mobility of teachers of institutions of general secondary education (IGSE) are as follows: cognitive (knowledge about personal mobility, quality of mental operations, determined by speed, flexibility, imagery, ability to make independent decisions); operational (formation of skills of professional mobility); personal (identification of qualities characterizing the professional mobility of teachers); reflexive (the formation of reflexive abilities, the adequacy of self-esteem) [5; 10].

The development of a teacher's personality takes place directly during the pedagogical process, since the training and upbringing of modern students require new approaches, a quick response to the circumstances prevailing in the pedagogical team, formed self-regulation skills and self-organization. E. Goloborodko emphasizes the possibilities of postgraduate education, which promotes the acmeological development of subject teachers [1, p. 273]. The scientist notes that listeners - teachers of various subjects, different types of schools, have pedagogical experience, while teachers of institutions of postgraduate education have new technologies, innovative approaches to the education and upbringing of youth. The acmeological development of teachers contributes to the positive atmosphere created in similar institutions. It is holding round tables, scientific and methodological seminars, reading rooms, meetings with famous pedagogical workers, scientific conferences, which spread the ideas of pedagogical acmeology, reveals its role for the development of personality.

The certification of teachers is a means of activating and developing their creative professional activities, increasing professional competence, increasing responsibility for the results of education and upbringing of pupils. In order to provide practical assistance in carrying out the certification, we have been paying attention to the observance of the synchronization of course retraining and certification of pedagogues. A lot of attention during the certification was given to young teachers, who were certified for the first time. Thus, the distribution of mentoring from more experienced teachers became more common, and work with beginner teachers was conducted on the basis of district methodological associations and schools. We use technological maps of the criteria for evaluating the creative activity of the teacher, which are needed as a system of parameters that characterize the work of the teacher and its effectiveness. They help to organize the information about the teacher and on this basis make objective conclusions about the professional level of its preparation. The procedure for preparing for certification in educational institutions, the process itself and its results are aimed at strengthening the personal dignity of the teacher, to increase his authority not only in the team of teachers, but also among students and parents. Therefore, an important role is played by the teacher rating among students and parents. For the purpose of its definition, questionnaires and tests are conducted. In this way, the acmeological approach to the certification of pedagogical workers was introduced, which consists of the planning of attestation work, the observance of the stages of certification, the implementation of the regulatory regime during

the organization and certification, the development of general requirements for a pedagogue, which allow an objective assessment of everyone who is certified.

We made a survey of teachers who participated in master classes (50 people, in order to self-analyze the effectiveness of this event). It is noted that 75% of respondents consider participation in the master class very useful for their own professional success, but the benefits of practical activity indicate that some teachers perceive the theoretical basis of any experience that makes it impossible to correctly implement it. To the question: «Is it possible to consider your performance in the workshop effective?» 47 respondents answered positively, 3 teachers gave a negative answer. 98% of respondents expressed their expectations. The participants of the workshops advised that the following events should be considered at the following methodical events:

- to develop and implement the latest educational technologies at math and reading classes in primary school;
- to develop and implement health-saving technologies in IGSE for all participants in the educational process;
- to find new approaches to motivating students' educational activity, formation of their cognitive interest;
- to use psychological approaches to assessing the educational achievements of primary school students;
- to implement a competent approach to studying in the natural cycle lessons.

A modern teacher should be a model of perfection, constantly improve his own vocational and pedagogical potential, overcoming the obstacles that hinder success in the work. The acme of the teacher is tightened up in everyday pedagogical activity, and his features are professionalism. In order to enhance professionalism, teachers were advised to make an acmeogram on the basis of self-knowledge and self-disclosure of internal potential. Acmeogram is a document that reflects the system of requirements, conditions and factors that contribute to the progressive development of professional skills and personality of a specialist. It analyzes the types of activities and the degree of identification of personality and professional qualities that ensure their functional implementation. Acmeogram includes goals, choice model of development, determination of acmeological technologies, possible individual indicators of professionalism, results of professional activity. It is an individual and is the basis for the development of the acmeological trajectory of individual personal and professional development.

In order to implement the acmeological approach in the process of continuing education, teachers conducted an acmeological training, the essence of which was the selection and performance of teachers for self-knowledge and self-development of internal potential. Teachers were offered to perform such exercises as: «Do you know yourself?», «Formula games during the working day», «Taking out of fatigue and restoration of work capacity», «Before a complicated condition». Together with teachers, pedagogical situations and mechanisms for their solution were designed. Here is an example of such a situation as: «Your

colleague, a teacher of the highest category, was more bold and determined. She expressed her desire to lead a creative group of teachers on the issue of «Professional Mobility of the Teacher». In previous school affairs, you took the same position with her. How is your position changing now?». During the acmeological training, the level of self-assertion of teachers increased, confidence in their potential capabilities increased, and the purposefulness helped them believe in possible success and build effective ways of self-realization.

The independent work of teachers aimed at self-knowledge and immersion in new information vectors on pedagogical acmeology, such as: acquaintance with scientific literature on the problem of forming the professional mobility of subjects of the pedagogical process, writing an essay on the topic: «What does it mean to be a mobile person?», self-portraiture compilation, development of a plan of self-education, giving examples of pedagogical practice and their analysis, elaboration of an algorithm for responding to emergencies, eliminating disadvantages in work. The referencing provided for teachers to familiarize themselves with the actual problems of acme and pedagogy. Here are examples of topics: «Innovative activity of the teacher», «Organizational culture of the educational institution», «Educational project activity of the teacher», «Teacher-innovator: now it is possible or impossible», «Acmeological position of the teacher», «Foreign language environment of the teacher», «Professional burnout of a teacher», «Self-portrait of a modern teacher», «Barriers to self-realization of a teacher».

Particular attention was paid to the work of teachers with gifted schoolchildren, they were attracted to counseling at the Minor Academy of Sciences of Ukraine. Such teacher counseling contributed to the identification of abilities, talents, self-identification and realization of schoolchildren by means of engagement in search, experimental, research work in various fields of science and technology, providing them with creative, intellectual, spiritual development, professional orientation, and preparing for social activity. To concrete actions of teachers we will carry: search, development and support of capable, gifted, talented students; education of conscious citizens of Ukraine; creation of conditions for creative, intellectual, spiritual self-improvement of students and stimulation of their potential; formation of students' skills and abilities in the culture of scientific research; development of socially-adapted personality, its social experience; propagation of students' scientific research and protection of their copyright and interests; satisfying the needs of students in the professional self-determination and creative self-realization of the individual.

**Conclusions and results.** Based on the main provisions of the acmeological approach (the idea of personal development, the formation of a professional «I»-concept of the teacher, improvement of acme through professionalism), the possibilities of professional self-improvement of teachers with their mobility are revealed. The concept «professional mobility of the teacher» is defined as the ability to identify and realize their own potential in pedagogical activity, to react quickly to changes taking place in society, to actively work on themselves, to identify creativity in professional activity. The results of the conducted questionnaire of



teachers for the purpose of self-analysis of the effectiveness of master classes were conducted and analyzed. The implementation of the acmeological approach in the process of continuing education of teachers through the content of pedagogical acmeology and the active forms of methodological work (master classes, exercises, acmeogram training, acmeological training, counseling students at the Minor Academy of Sciences of Ukraine) positively influenced their professional development and pedagogical skills.

**Prospects for further research.** In the further study it would be advisable to develop a technology for the formation of professional mobility of teachers based on the acmeological approach and implement it in the ISGE.

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### 3. METHODIC AND TECHNOLOGICAL ASPECTS OF TRANSFORMATION OF EDUCATION

#### 3.1. THE ESSENCE AND TECHNOLOGY OF PEDAGOGICAL FORECASTING OF DEVELOPMENT OF INNOVATION PROCESSES IN EDUCATION

UDC371 (09) (477)

**O.Popova, O.Kabanska, V.Popov**

**Abstract.** *The essence and features of the pedagogical forecasting are revealed in the article. The technology of pedagogical forecasting of educational innovation processes as a set of three blocks (diagnostic, modeling, verification) is proposed. The peculiarities of the realization of the technology of forecasting innovation processes in education at three levels (at the level of general tendency of global innovations – macrolevel, at the regional level –metalevel; at the level of the individual educational institution – micro level) are analyzed; the prospects for the development of innovation processes in the educational system of Ukraine (the humanization of the educational process, the integration the Ukrainian identity of the nation into education, the forming of public spirit in the educational youth of the community;the extending of the culturaleducational function of education; the development and introduction of innovation teaching technologies; the valeologization of the pedagogical process) are defined.*

**Key words:** *innovation process, education, pedagogical forecasting, forecast, development prospects, technology.*

The state of the system of general education is a sensitive indicator of the processes taking place in the society. Today in Ukraine the process of formation of new paradigms of education that are aimed at entering the world educational space is continuing. This process is accompanied by essential changes in pedagogical theory and practice. The general problems of pedagogical innovation are studied in the works of L. Karamushka, V. Palamarchuk, V. Pinchuk, O. Popova, V. Sergievsky, Y. Taran, B. Chyzhevsky and others. The problem of managing innovation processes is revealed and their introduction into the educational practice is disclosed in the worksof L. Berezivska, L. Danilenko, O. Kozlova. O. Sidorenko, V. Sknar and others. In the studies of modern scholars, such components of pedagogical innovation as pedagogical neologism (the theory of creation of innovations in the system of education); methodology of perception, evaluation and interpretation of the new in sociology, didactics, psychology, management; technology and experience of the practical application of educational innovations are widely found out [1]. At the same time, the attention to solving the problem of pedagogical forecasting, that is of particular importance for the essential increasing of the general methodological, theoretical and practical level of pedagogical innovationis not enough paid. The purpose of the article is to find out the essence of pedagogical forecasting, to formulate the principles and to reveal the technology of forecasting of innovation educational processes, to determine the prospects of the development of innovation processes in the education of Ukraine. Meth-

ods of research: general scientific (analytical, comparative, diachronic); diagnostic (questionnaires, surveys, interviews, pilot studies), observational (observation, retrospective analysis of own pedagogical practice and activities of educational institutions, authorities and scientific and methodological institutions), prognostic (expert assessments, generalization of independent characteristics). Presenting basic material. Solving problems of pedagogical forecasting requires a clear idea of the essence of forecasting at all. In modern scientific literature (I. Bestuzhev-Lada, B. Gershunsky, M. Golubev, V. Mikheev, J. Glass, J. Stanley and others) the considerable attention is paid to the methodological and experimental development of the problems of forecasting various social processes. The creation of a conceptual basis for forecasting allowed us to identify a number of leading concepts in scientific futurology. To date, there is no definite interpretation of the term "forecasting". Yes, under it, it is understanding the type of cognitive activity (M. Davydov, V. Lisichkin); the process containing the moment of modeling (V. Afanasyev, N. Stefanov); determination of signs of the desired result (V. Yakunin); the process of obtaining forward-looking information (Y. Prucha); a socially organized set of scientific researches aimed at obtaining a reliable forward-looking information about the development of appropriate pedagogical objects in order to optimize the content, methods, means and organizational forms of teaching and educational activities (B. Gershunsky); the process of realization of forecasting (V. Vinogradov). In the general sense, under the forecasting, is understood a special scientific study of the prospects of the development of any phenomenon, mainly with quantitative estimates and the definition of certain terms of the change in this phenomenon. Such understanding of this term is proposed by the authors of the Great Encyclopedic Dictionary (1932), and in pedagogical science by M. Golubev, who defines forecasting as "authentically scientifically grounded opinion of the prospect, the possible states of a particular phenomenon in the future and (or) alternative ways and the sides of its implementation" [2, p.8]. In other words, under the forecasting, the authors understand the system of modes and methods of scientific research of objective tendencies, prospects of the development of the phenomenon, process.

The psychological approach to forecasting consists in studying this process as a mental activity, those properties that can affect the success or failure of the forecasting. As the essential signs of forecasting in psychology are standing out: cognitive activity, knowledge of the past, transformation of knowledge, the result of activity. Ancestral in relation to the category of "forecasting" is the term "anticipation", which refers to "the ability (in the widest sense) to act and take certain decisions with a certain temporal-spatial advance in relation to the expected events" [3, p.124]. The concept of "anticipation" includes two important moments for psychological analysis, namely: 1) prediction and expectation of certain events, that is, manifestation of the cognitive function of the psyche; 2) readiness to meet these events and prevent them from acting, that is, manifestation of the regulatory function of the psyche. Pedagogical prognosis as a component of the general concept of "technological forecasting" (for the first time in our country, this term

was considered in detail in the "Workbook on Forecasting" in 1982) derives from the theoretical proposition that forecasting is one of the forms of specification of scientific foresight, and the latter, in its turn, is in a complex relationship with a level-of-government management category, which also has different forms of concretization (goal-setting, planning, pre- and post-plan programming, design current management decisions) [4, p.12]. Pedagogical prognostication as a component of scientific forecasting has the characteristic features of the latter; one of these is that the methodological basis of scientific and pedagogical forecasting is a stochastic approach. According to this approach, the change in the process, the phenomenon with time, it is impossible to predict precisely, they are accidental in nature. The second characteristic feature of pedagogical forecasting is that in its implementation, the transition from the already known to still unknown tendencies in the development of the object (subject) forecasting in the future. The third feature is that the process of pedagogical forecasting cannot be performed without diagnostic data on the status of the object (subject), taking into account the factors of affecting it, etc. [3, p.127].

A specific feature of pedagogical forecasting is pronounced its polyvariant nature, which is conditioned by the dynamism of the development of objects (subjects) of the pedagogical process and the multifactoring of the latter. The result of forecasting is a forecast. Investigation of laws and methods of forecasting helps to determine the meaning of the concept of "prognostic modeling", in which two models are important for us- the model of the phenomenon and the model of forecast as a way of determining the ways of achieving the goals of educational innovation processes. Thus, the ambivalence of the predictivemodeling, in contrast to the prediction of the pedagogical process, allows, in a logical-dialectical basis, to consider the leading problems of predicting goals, results, of the teaching and educational process as a whole. Forecasting of innovative processes in education allows to estimate on the basis of similar processes or existing experience the prospects of development and condition in the future of the investigated phenomenon. Of course, one cannot predict the course of events in all details, but it is possible to determine the prospects for the development of one or another phenomenon in order to make appropriate corrections to our current plans, programs and solutions. The meaning of the forecast is precisely in order to increase systematically the level of planning, modeling, management [5, p.33-34] by continuously "probing" various future options. Taking into account the essential for the process of its parties makes it possible to extrapolate or interpolate the course of the pedagogical process itself. On this basis, we can build a model of the process that determines the options for achieving the goal of the innovation process. The researcher in pedagogical forecasting proceeds also from the real condition and his penetration into the leading tendencies of the process development. It is impossible not to agree with M. Golubev, who emphasizes that the need to present the limits of the modern paradigm, to capture the dysfunction of modern in "disorderly" fluctuations of elements within the system, and on the basis of this "to understand" the situational "chaos" from which the problem is born [2].

When forming a “scenario” on the basis of these data, it is necessary to take into account the background of the forecast, that is, those main factors that not only actively interact and affect the innovation processes, but are developing and changing themselves, in other words, undergo their own evolution. Therefore, the forecast solves two problems that need to be reflected in the “scenario” - the forecast of the innovation process and the forecast of the evolution of the factors that most actively affect it. I. Bestuzhev-Lada [4] proposed a technology (algorithm) for the prediction of the innovation, consisting of seven procedures. The first procedure. Pre-Forecast Orientation. The operations of this procedure allow us to formulate a research program, to clearly orient it on the justification of any innovation in the social sphere. The second procedure. Creating an original model. The actions of this procedure allow us to clarify the parameters of the “innovation field”, to formulate alternative options. The third procedure. Building a model of predictive background. This procedure allows the researcher to “cover” external factors that influence the fate of the innovation. The fourth procedure. Searching development of the parameters of the original model. The meaning of this procedure consists in the direct “weighting” of the consequences of innovation with the definition of problems that inevitably arise with any innovation. The fifth procedure. Normative development of parameters of the original model. Within this procedure, possible solutions to the problems are identified by the predictive search of the ideal (with abstraction from the limitations of the predictive background) and optimal (taking into account such limitations) of the state of the system in which innovation is introduced. The sixth procedure. Verification of the received data. This procedure provides the probability of the developed model by comparing it with other (ideal and real).

The seventh procedure. Development of recommendations for clarification of the proposed innovation on the basis of forecast data. Proceeding from the commonality of the structure of innovative processes in various spheres of human amateur activity, one can speak of a certain affinity of their “algorithms”, which makes it possible to extrapolate the achievements of innovation in social, managerial and other spheres into the educational branch. Proceeding from this state and taking into account the data of our research, we have identified three blocks in the technology of pedagogical forecasting, which provides an opportunity to predict the results and implications of the introduction of innovations in educational practice:

- the first block - diagnostic;
- the second block - modeling;
- the third block - verifying.

The diagnostic block is important as it allows the teacher to solve the questions of the structure and organization of scientific research aimed at determining the effectiveness and perspective of innovation. This block includes the following operations: Operation 1. Analysis of the conceptual apparatus of pedagogical prognostication: the probability of a forecast will depend on the presentation and understanding of the terms used in the pedagogical forecasting process. Op-

eration 2. Definition of the object of forecasting: it is necessary to find out what should be directed as forward-looking activities and whether the selected object is a subject to scientific and pedagogical substantiation. Operation 3. Determination of the purpose and tasks of forecasting: does not allow to determine the ways and methods of obtaining the information, that is necessary for the forecasting, correctly. Operation 4. Diagnosis of the initial state of the object of forecasting and finding out the reasons for such situation: these actions allow to put forward working hypotheses regarding the future results of forecasting, to determine the factors of the forecast background. Operation 5. Processing of the received information about the object of forecasting, its analysis, systematization and classification: this allows us to estimate the probability of predictive data. The modeling block envisages the development of a forecast by means of data synthesis, using the following operations: Operation 6. Modeling in order to obtain information about the possible states of the object in the future (search forecast). Operation 7. Modeling in order to receive information about possible ways and periods of the implementation of the predicted object (normative forecast). Verification block is responsible for refining of the received forecast and it contains two operations: Operation 8. Verification of the probability of the received forecast by comparing the ideal and the real. Operation 9. Development of concrete practical recommendations for refining the formation and implementation of innovations that are based on predictive data. It can be affirmed that mastering the teacher's pedagogical forecasting technology increases the effectiveness of creating and using innovations in professional activities. These operating blocks form a certain cycle. If the goal is not achieved, the innovator-educator must return to the first block and repeat all the operations.

Cyclicity of operational blocks of pedagogical forecasting We believe that forecasting of educational innovation processes should be considered at three levels:

- at the level of general tendencies of global innovations (macro level);
- at the regional level (meta level);
- at the level of the individual educational institution (micro level).

Analysis of the development of modern innovation processes with taking these parameters into account suggests that in the educational space of Ukraine in the next decade, the following tendencies will deepen [6]:

- globalization of education, that reflects the integrity, organized character of the educational system;
- further entry into the world of educational space;
- reorganization of the education with taking into account its ethnic component, focusing on the interests of the region;
- humanization of the educational space, including through the humanization of education, through the practical mastery of humanistic methodology;
- fundamentalization of education and its informatization, that is conditioned by paradigmatic changes of science, its orientation to the transition to the interdisciplinary stage;

- extension of the information field and computerization of education, pedagogical monitoring;
- diversification of the educational system at all levels and at all sections, that is the basis for the manifestation of various innovations;
- integration at all levels and in all components of pedagogical systems;
- commercialization of education, its transformation into the sphere of educational services implementation in accordance with educational needs of the population;
- democratization of education. Conclusions and results of the research.

Prospects for the development of innovation processes are primarily conditioned by the general tendencies that are observed in the modern educational space, connected with globalization, humanization, fundamentalization, informatization of education. The development of innovative processes in educational institutions of Ukraine in the XXI century will be aimed at further humanization of the educational process; the integration the Ukrainian identity of the nation into education; the forming of public spirit in the educational youth of the community; extending of the cultural-educational function of education; development and introduction of new teaching technologies, and above all, informational and personally oriented; creating conditions for maximum selfrealization of the individual as a student / teacher; valeologization of the pedagogical process. The cyclicity of development of innovative processes allows us to assume that further development of innovative processes in the education system of Ukraine will get further developments of the best achievements in local and world theory and practice. Perspective directions for further researches are identified, such as: the definition of the principles of pedagogical forecasting of innovative processes; the definition of the correlation of the effectiveness of the implementation of innovative educational projects and the quality of their predictive justification

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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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**N. Tkachova, A. Tkachov**

**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

УДК 37.011.33: 37.013.77

#### 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*

*states of the subjects of the educational process, the use of instrumental-competitive educational-role-playing games in the study of educational disciplines, the organization of exercises to improve their military-applied physical training. Examples of tasks for training of students for collective interaction in the emergency conditions of professional activity are given.*

**Key words:** *professional training, cadets, higher educational establishments with specific learning conditions, collective interaction, cooperation, pedagogical principles.*

The external threat to the security of the state borders and the complicated internal political situation in the country impose special requirements for the system of military professional education on the training of a developed personality of a competent military specialist capable of acting in an emergency. At present, it is planned to carry out a reorganization and increase the efficiency of the Armed Forces of Ukraine, which in turn poses increased requirements for the training of future military specialists. According to the statutory norms of the strengthening of military discipline and the prevention of offenses in higher educational institutions with specific conditions of studying is due to the observance of the lawfulness and performance of cadets norms of law in everyday life and in the performance of educational and service tasks; ensuring the maintenance of internal order, preservation of life and health of personnel, creation of safe conditions of service during special training, exploitation of equipment and weapons, domesticities; prevention of criminal and administrative violations, extraordinary events, disciplinary offenses. The effectiveness of the implementation of educational and service tasks is ensured by a properly organized collective interaction between the cadets. It can be explained by the fact that the specifics of law-enforcement activity involves not only joint accommodation in the barracks, but also the collective acceptance and implementation of the set professional tasks.

According to the analysis of scientific literature [1-3; 4-10], researchers mainly draw attention to the study of the moral and psychological state of the military, which, in their view, provides for the fulfillment of military and combat tasks in an emergency. It should be noted that scientists devote insufficient attention to the pedagogical aspect of forming the personality of a serviceman, his preparation for collective interaction in the extreme conditions of professional activity.

Researchers, as a rule, pay attention to the formation of the professional orientation of future officers in the process of professional training (V. Bohuslavsky, L. Zheleznyak, O. Cherkashin); development of personal and professional qualities of the personality of the cadets - organizational skills, leadership skills (A. Vidai, O. Makovsky, A. Pozhidayev), formation of interpersonal relationships in cadets' collective (I. Antonov, V. Bogdanov, V. Penkov).

However, attention is not paid to the conditions of formation of cadets' readiness for professional self-realization in higher educational institutions with specific educational conditions, in particular the study of general issues of training of cadets for collective interaction in combat situations. Taking into account the above, let's outline the problem of preparing future officers for collective interaction in



combat situations as a condition for their readiness for professional self-realization and put forward the hypothesis that the level of readiness of the cadets for professional self-realization will increase if we organize the collective interaction between them in the educational and service activities.

**Statement of the purpose of the article** is to reveal the significance of the collective interaction of cadets for the qualitative performance of educational and service tasks; to outline the essential issues of training of cadets for collective interaction in combat situations and to give examples of collective interaction of cadets, through which their readiness for professional self-realization is formed.

**Research methods.** Theoretical methods (analysis, studying, generalization of scientific literature on the subject of research, own pedagogical experience) to reveal the essence of the problem and identify ways to solve it, put forward the hypothesis and its proof, exercises as a method of identifying and shaping the experience of the behavior of cadets.

According to I. Ostrovskaya-Bugaichuk [5], in the process of training cadets for fighting, it is necessary to take into account the difficulties that are taking place in the modern battle. The psychological factors of the scientist include: danger, suddenness, military trick, disguise, lack of time and reliable information, unprecedented complexity of the management of troops, responsibility for the decision and its implementation, discomfort, special destructive information and psychological effects. In such circumstances, the officer must have the ability to manage the subordinates properly, not to lose the fighting spirit, to show a personal example under conditions of the combat task, to have a good command of his combat specialty, to win the respect and trust of the subordinates. Considering the opinion of the researcher, we can add that the personality of an officer is formed in the process of professional training, which must ensure his readiness for professional self-realization in all situations, as well as to overcome the difficulties in combat situations.

In the course of training cadets, according to the scientist S. Ishchenko [1], it is important to focus future officers on the assimilation of humanistic values (life as the main value of the existence of man and society, kindness as the ability to favor people, bring joy and pleasure, sincerity in relationships; respect as the ability to reveal, develop the best qualities of a person; compassion as the ability to deal with understanding, with pity to the experiences of man, his concerns; justice as the ability to behave in an unbiased manner and act in accordance with moral and legal norms of society, the conscience as a type of human behavior in accordance with moral and ethical human community), learning skills of personnel, as well as self-development and self-improvement in military affairs.

The consensus of O. Tohuchinsky [8], which considers moral attitudes as an appeal to the moral values presented in the ideals, meanings of life and activities, which underlie the activity of each person and constitute the internal source of its self-development, is consistent. It is these values, in the opinion of the scientist, that define "human in man": moral self-esteem (ability to reflect); criticality (experience of own experience); self-determination (personal, cultural, moral,

professional); autonomy (the limits of internal independence); self-organization (the ability to self-superimpose moral meanings); mediation (correlation of own experience with the moral values of respect for the person, his rights, freedoms).

However, in the scholarly works of S. Ishchenko, O. Toguchinsky, the study of the values of the collective interaction of cadets and the understanding of the significance of such values for the execution of combat missions were neglected.

On the basis of the semantic analysis of the terminological basis of the study, we will clarify the essence of such concepts as: "interaction", which means "co-operation; mutual connection of certain features due to interconnection, interaction [4, p.188], "collective" - "a set of people, united by a joint activity, common interests; staff, special warehouse, team; a group of people associated with joint labor in one organization, institution, enterprise "[4, p.856], "emergency - which can not be postponed; urgent, urgent; which was not foreseen; unexpected; urgently used, issued "[4, p.639]. Taking into account the work of O. Marchenko [3] On the peculiarities of the educational environment in higher education institutions with specific educational conditions, we will use the term "collective interaction in cadets' environment", which means the joint execution of educational and service tasks by future officers within the framework of statutory relations, which provides an reaction and behavior experience under the conditions of emergency professional activity.

The pedagogical foundations of such interaction are the purpose, tasks, requirements, methods, forms of pedagogical influence on the personality of the cadet, control and evaluation of those positive changes that take place in the cadets' team. The purpose of collective interaction is the self-realization of each individual through the prism of collective thought and joint fulfillment of educational and service tasks, and the tasks are to identify cadets' of motivation to law enforcement activities, perfection of professional abilities and personal qualities, construction of interpersonal statutory relations.

Definition of this purpose is to be clarified. The peculiarities of self-actualization of the cadets are that the results of their work are constantly evaluated by the team. In general, evaluation characteristics are reflected in the authority of their judgments, actions. Significant influence on the statutory relationship carries a collective mood, the presence of cadets in the team of leaders. Under the influence of collective thought, future prosecutors are aware of their potential opportunities. There are 3 stages of collective evaluation. They are: informal, that means initial discussion of new information in small groups of servicemen who enjoy special confidence; a broader, but it is also informal discussion of new information that confirms or excludes authenticity of primary information and an official discussion of the information that is important for the collective and the adoption of a collective decision.

The effectiveness of collective interaction is influenced by the motivation of future officers. Scientist I. Platonov [6], studying the structure of personality motivation in law-enforcement activities, identified such motives as: 1) socially significant motives of activity; 2) the dreams of the profession, the ideals of the rights of

the law enforcement officer; 3) professional interests, aspirations; 4) the motives for the development and self-perfection of the person in law enforcement activity; 5) the reasons for the content of law enforcement activities, services in the internal affairs bodies; 6) motives, which are formed in the conditions of previous vital activity of the person (during service in the Armed Forces of Ukraine, work, training); 7) the motives of the material nature; 8) social guarantees and benefits as motives for choosing the profession of law enforcement officer; 9) the motives of the prestige of the profession; 10) motives of a utilitarian nature. Positively evaluating the results of I. Platonov's research, let us outline our own point of view. In the extreme conditions of professional activity, servicemen seek to overcome obstacles and solve official and combat tasks, wishing to show themselves in favor of a common cause. That is why we should support the motives of the collective interaction on the basis of mutual understanding and mutual support among the cadets.

An essential pedagogical requirement for the formation of the experience of collective interaction in cadets' divisions is the identification and elimination of factors that interfere with the self-realization of the individual. The study refers to the results of the study [2] and the following factors that disassociate the team: weak state of health personnel, lack of initiative from the military, low self-discipline, unskilled work of psychologists, reducing the effectiveness of information and psychological impact on the person composition, insufficient logistical support, lack of combat experience and authority of commanders, ignorance of the commanders of the individual qualities of the subordinate personnel, reduction of education his level of personnel.

The uncertainty about the effectiveness of collective action by military personnel is due to factors such as: insufficient training of managers, uncertainty of personnel in their weapons, uncertainty of the personnel in their forces, lack of collective goals, solidarity and reciprocity, uncoordinated action of units (platoons, divisions), lack of patriotism, low self-discipline, insufficient logistical support, tendency to lose control of subordinate units.

Cadets' training for collective interaction in combat situations should include assessment of the collective mental states of the subjects of the educational process, the use of instrumental-competitive educational role-playing games in the process of studying educational disciplines, organization of exercises to improve their military-applied physical training (O. Tkachuk, V. Yagupov, L. Yakubovskaya). As V. Yagupov points out, for the assessment of the collective mental status of servicemen it is necessary to conduct:

- generalization of individual mental states and the allocation of general, typical, characteristic of the majority of military personnel;
- detection of the department's relation to the tasks, which are solved according to the requirements determined by the officials, documents;
- analysis of public opinion and expression in it of the attitude towards the situation in the troops;
- assessment of the collective reaction to information, successes and disadvantages revealed during the performance of tasks of professional activity;

- characteristic of collective experiences (feelings, emotions, mood) caused by objective conditions of service (technical, hydrometeorological, social-psychological) and others;

- determination of the degree of satisfaction of the collective with common needs and interests;

- registration of collective actions, which indicate the level of combat recovery, enthusiasm, activity and psychological readiness to fulfill the task [9].

In the works L. Yakubovskaya [10] tells about the instrumental-competitive educational role-playing games that are used to form a high level of communication among cadets on the example of studying a foreign language. According to the scientist, such games keep the spirit of competition, stimulate the creative activity of cadets, promote the development of their initiative and emotional and value relationships. Instrumental-adventures games provide complete self-regulation and self-esteem of "playing teams", favorable psychological climate, high motivation of educational and cognitive activity, development of professional thinking, improvement of speech skills of future officers.

We are impressed by the opinion of O. Tkachuk [7], which offers cadets to perform exercises to improve their military-applied physical training. These exercises of increased complexity, with the elements of tactical and fire training, containing elements of novelty, associated with large and prolonged physical and neuropsychological loads, especially in conditional combat, require a rapid change in the situation, help to act accurately and confidently under conditions of physical and neuropsychological stresses. Such exercises are appropriate during the simulation of combat situations, contribute to overcoming the fear of cadets and their uncertainty.

Let's give examples of tasks for forming the experience of collective interaction of cadets, which we use in practice. 1. Formation of the psychological characteristics of the personnel of the training group for one of the military (cadets) of the team with further determination on which of them is written characteristic. 2. Training exercises aimed at the interaction of military personnel (cadets) in the team. 3. Adoption of the decision of the commander and display it graphically on the map. 4. Equipment position of the department. 5. Modeling of the professional situation in the military translation lessons.

**Conclusions and results.** We have put forward a hypothesis, the essence of which is that increasing the level of readiness of future officers to professional self-realization should be through preparation for a collective interaction in teaching and service activities. The results refer to the essential provisions of collective interaction in the cadets' environment and outline the significance of such experience in an emergency. The scientific achievements are, as we have found, the pedagogical principles of cooperation in the process of fulfilling the educational and service tasks of future officers, their acquisition of knowledge and skills of collective interaction. It is recommended for the training of students for collective interaction in combat situations to include an assessment of the collective mental states of the subjects of the educational process, the use of instrumental-compet-

itive educational-role-plays in the process of studying disciplines, the organization of exercises to improve their military-applied physical training.

**Prospects for further research.** Prospects for further research are theoretical substantiation and introduction of pedagogical conditions for the formation of the experience of the collective interaction of cadets.

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### 3.4. VOCATIONALLY-ORIENTED TECHNOLOGIES OF PROFESSIONAL TRAINING IN EDUCATIONAL INSTITUTIONS

UDC 378.147

#### O. Naboka

**Abstract.** The article expounds and substantiates the theory and methodology of applying the vocationally-oriented technologies for professional training. Previous studying the problem of vocationally-oriented technologies of training in the native and foreign investigations has been analyzed and on the basis of academic literature

*the pre-conditions for the applying vocationally-oriented technologies of professional training have been defined; the psychological and educational aspects of introducing the vocationally-oriented teaching technologies into professional training have been determined; the origin of the notion "technology" in the scientific pedagogical researches has been clarified. The theory and practice of using the vocationally-oriented teaching technologies of professional training have been investigated and the main peculiarities of professional training under the present-day conditions have been studied; the key approaches to the study of the vocationally-oriented training technologies developed by the modern scholars have been analyzed; the experience in applying the vocationally-oriented training technologies in teaching prospective at higher educational institutions have been examined. The conceptual basis for applying the vocationally-oriented training technologies in teaching students has been put forward; the contents of lectures and seminars on the technologies as well as the technologies of active learning, the technologies of diagnostics, monitoring and assessment of the results in training students have been revealed; the pedagogical-organizational conditions of efficiency of using the vocationally-oriented technologies of professional training of students have been substantiated. The results of investigating have been analyzed, the perspectives of further application of these didactic systems have been developed.*

**Key words:** *professional training, vocationally-oriented training technologies, conceptual basis for applying vocationally-oriented teaching technologies, lectures and seminars on technologies, technologies of active learning, pedagogical-organizational conditions.*

The socio-economic transformations taking place in Ukraine, the world tendencies of humanization, integration and globalization of society have identified new priorities for the development of the educational sector. Particularly urgent is the problem of improving the training of students for professional activities, finding new approaches to further improving the forms and methods of acquiring competencies, identifying ways of forming a professional orientation throughout the students' training period, optimizing content and ways of implementing education. Completing such a complex task is impossible only by updating and enriching the curricula, plans and improvement of teaching and methodological support. One of the main ways of solving effectively the tasks of preparing future specialists is the reorientation to qualitatively new educational technologies.

In the national pedagogical science, the founders of developing the conceptual bases of the technological approach in education are the following leading scientists: A. Aleksyuk, V. Bondar, I. Dichkivska, I. Zyazyun, V. Evdokimov, N. Nichkalo, A. Pekhota, A. Pometun, I. Prokopenko, O. Savchenko, S. Sysoev and others. Despite the considerable efforts of the scientists on the problem of introducing educational technologies, the process of applying vocationally-oriented training technologies in the professional training remains inadequately investigated in the theoretical and methodological aspects.

**The purpose of research.** The purpose of the given investigation is to substantiate the theoretical and methodical principles of applying the

vocationally-oriented training technologies in the process of professional training of the students of institutions of higher education. **Methods of research:** analysis of aspects of the problem under study in scientific literature and in educational-methodical and instructive-methodical documentation; generalization and systematization of scientific provisions.

The conceptual foundations for the development of vocationally-oriented technologies are based on the fundamental provisions of the philosophy of education, the scientifically substantiated theoretical and methodological provisions of domestic and foreign pedagogy concerning the development and implementation of educational technologies and the possibilities of their influence on the modernization of the higher education system, modern concepts and provisions of the theory of continuous vocational education at higher school. The analysis of philosophical and social literature have given reasons to testify that the primary sources of the concept of "technology" are contained in the works of the ancient philosophers (Plutarch, Socrates, Plato, Aristotle); it became significantly developed in the Middle Ages, the Renaissance, the Enlightenment (F. Bacon, J. A. Comenius, J. Locke, J.-J. Russo); the specifics of its "activity nature" were disclosed in the context of the formation of the philosophical and sociological industrial technocratic paradigm in the first half of the XIX century (J. Dewey); finally the possibility of using the technology in the field of education for the formation of theoretical and practical-methodological knowledge and the acquisition of professional experience in the XX century by representatives of technocracy (T. Veblen) and post-industrialism (J. Galbraith) were proved. The isolation in the context of the philosophical paradigm of the professionally-oriented technologies has been due to the recognition by the leading contemporary philosophers (G. Marquette, D. Bell, E. Toffler) of the exhaustion of the "narrow professional approach" in education, as well as the recall of the vocational economic education on the socio-economic phenomena and processes, which are due to changes in the manufacturing sector and the emergence of a market economy [1].

The analysis of psychological and pedagogical literature (V. Bepalko, V. Bondar, M. Clarin, O. Leontiev, I. Lerner, V. Monakhov, N. Nichkalo, S. Rubinstein, A. Savchenko, V. Slastonin, S. Smirnov, A. Khutorskaya, D. Chernilevsky, etc.) has allowed to substantiate the choice of the vocationally-oriented technologies as leading ones in training future specialists. The advantage of these technologies is due to the fact that their application promotes the creation of favorable psychological and pedagogical conditions for the formation of the student's personality in the context of his/her becoming a future specialist, professional development, the change in the structure of educational and professional activities, the system of motives, interests, aspirations, beliefs; psychological transformation of the student's personality – from professional self-determination to self-realization. Professional training future specialists should be oriented, first of all, on the overarching goals of education, should impose requirements for the modernization of content, teaching technologies, means of control and evaluation of students' academic and professional achievements. Taking into account this,



the main thing is using the vocationally-oriented training technologies that will enable to fill the content of education by professionally oriented knowledge, to create situations for inclusion of students in different activities, and ensure the formation of professional knowledge, skills and competences that are important for their future professional activities, to promote system mastery of the profession.

Studying the genesis of the concept “technology” in the scientific and pedagogical researches (V. Bepalko, V. Guzev, I. Dichkivskaya, E. Zeier, A. Nisimchuk, A. Pekhota, I. Prokopenko, G. Seleuco, S. Sysoev, O. Jankovich) has made it possible to reveal a significant number of approaches of scientific schools and individual scholars to the interpretation of its essence and to note the absence of a common categorical thesaurus in pedagogy. The theoretical analysis has made it possible to isolate the essential and instrumentally significant properties of the technologies and consider the vocationally-oriented technologies a kind of training technology, which, in turn, belongs to a wide range of pedagogical and educational technologies.

The presented hierarchical generalizing levelled construction of the technologies has made it possible to assert that the vocationally-oriented technologies, based on the properties of the higher-ranking technologies, have the following characteristics, such as: conceptuality, systemacy, integrity, algorithmicity, controllability, invariance, restorability, designability, efficiency, optimality, visualization, diagnostics, modernization, correction.

The separation of the “vocationally-oriented training technology” into an independent concept has made it possible to detail its components, such as: the purpose of learning, structurally presented content, a certain logic of applying methods, techniques, means of learning within a specific organizational form and the way of interaction of subjects of the educational process, a determined sequence of evaluation of the results of mastering the learning information with a set of methodological instruments within a specific form of control. The identified components, interacting with each other, form a holistic, concerted process aimed at achieving the result for which a vocationally-oriented technology is created.

The analysis of psychological and pedagogical literature, the author's own scientific researches testify that using the vocationally-oriented training technologies contributes to the achievement of the outlined goal and tasks of professional training through the implementation of their pedagogical possibilities and educational-upbringing potential: the target orientation on the result; the updating the training content; the system of methods, techniques, forms and means presented in a logical sequence; the substantiated diagnostic procedures for measuring the student's achievements; the subject-subjective relations of participants of the educational process; the orientation to the student's comprehensive development; the managerial and pedagogical activities of the lecturer.

The vocationally-oriented technology allows to develop not only cognitive but also professional motives and interests of the future specialist; promotes consolidation, deepening, systematization and generalization of knowledge, skills, abilities in relation to the production-technical, technological, organizational

and economic situations of the future professional activities; develops dialectical thinking, activates the creative abilities of a future specialist; promotes collective thinking and practical work, forms social skills and abilities of interaction and communication; activates the motivational sphere of a future specialist; provides increased learning efficiency through optimal leadership of the student's academic activities; allows to adapt the process of professional training of future specialists to the changing conditions of the social and economic environment; creates favorable conditions for using the technological possibilities of modern ICTs and communication facilities, the search and receipt of information, the development of cognitive and communicative abilities, the abilities to make decisions quickly in difficult situations, etc.; develops the important ability for productive interaction between people for future economists, facilitates understanding of different views on the world, etc.; activates social and professional experience, allows to provide practical direction of learning [2].

In the course of the investigation, we have conducted studying practical experience in introducing the vocationally-oriented training technologies into the practical activities of higher education institutions. We have found that in the educational process of higher educational institutions using a fairly large number of technologies often occurs spontaneously and either due to the type of this or that educational institution (technical, economic, humanitarian, etc.), or the purpose of training specialists in certain areas, or the commitment of managers and lecturers to particular pedagogical concepts and is complicated by the inadequate level of development of the theoretical and methodological aspects of using separate training technologies in education. In particular, in the domestic educational institutions, the educational process is mostly constructed with using the traditional forms and methods of teaching, which is caused by the following advantages of the latter ones: organizational clarity of the teaching process, constant influence of the lecturer's personality; optimal expenditures of resources for mass learning; orderliness, accessibility, etc. At the same time, taking into account the increase in the requirements for professional training by employers, some educational institutions introduce in their activities the organization of the educational process on the principles that allow to meet the increased demands of the labor market and guarantee the qualitative training of a future specialist [3].

It has been established that the students receive the most qualitative professional training in the educational institutions, which ensure the process of their preparation for practical activity and the relationship between the educational material of the educational disciplines and the content of the future professional activities while students' acquiring knowledge, abilities and skills for solving professional problems; development and implementation of a wide range of interactive technologies in professional training (business games, trainings, case studies, game designing, creative techniques, etc.); inclusion in the educational process of training future specialists of the latest information and communication technologies through the infrastructure of information and computer centers, laboratories, classes with local networks of personal computers

connected to the Internet; reorientation of the role of the lecturer of a higher educational institution from a carrier of educational information, its reproductive transponder to a creative technologist-organizer of the educational process, able to create models of specialists, to develop programs for the development of the educational institution, to design and implement technologies of professional training of future specialists.

Using the vocationally-oriented technologies for a wide range of vocational education institutions requires implementing the content of these technologies through modernizing the forms, methods, techniques and means of the traditional lecture and seminar system of training, the wider introduction of active learning technologies, improving the diagnostic technologies, the control and evaluation of the results of the professional training of future specialists.

An important foundation for the effective implementation of the vocationally-oriented technologies is to provide the organizational and pedagogical conditions as an interconnected set of measures that guarantee the achievement of the goal. These conditions include: regulatory and legal conditions – orders, orders, plans, diagrams, schedules and other normative and methodological documents regulating the implementation process of the vocationally-oriented technologies; organizational conditions – established cooperation of the officials, structural subdivisions of educational institutions, lecturers and staff to ensure the successful implementation of the vocationally-oriented technologies in the educational process; information conditions – information system of educational institutions, which ensures information to all the participants of the process of implementation of the vocationally-oriented technologies (sources of information, users, channels of information communication, information); educational and methodological conditions – a system of scientific and methodological activities of educational institutions that support the implementation of the process of introduction of the vocationally-oriented technologies – developing educational and methodological complexes and other teaching materials that provide the students and teaching staff; staffing conditions – composition and qualification of pedagogical and managerial personnel, as well as other specialists providing implementation of the vocationally-oriented technologies; motivational conditions – a measure of interest of students, lecturers, specialists, the administration, social partners of educational institutions in the successful implementation of the vocationally-oriented technologies, readiness to make efforts to achieve their goals; material and technical conditions – analysis and design of material and technical support in such areas as the volume of the auditorium fund of educational institutions, taking into account the conditions for the implementation of the subject-activity modules; availability of educational equipment; a sufficient level of the computer base of educational institutions, its subdivisions and availability of the library with educational-methodical complexes, textbooks, manuals, etc.; financial conditions – the possibility of providing financial costs associated with the process of applying the vocationally-oriented technology in professional training [4].

**Conclusions and results.** The results of the theoretical analysis of the

genesis of the concept of “vocationally-oriented technologies” in the theoretical elaboration of scientists, the defined peculiarities of professional training and the experience of applying the vocationally-oriented teaching technologies in higher educational institutions give an opportunity to state that the theory and methods of applying the vocationally-oriented technologies in the process of professional training are not enough developed. The result of implementing the vocationally-oriented training technologies in the process of professional training is forming in students of educational and professional achievements as a system of professionally meaningful knowledge, skills and abilities; experience of professional activity; personal qualities; value attitude towards their future profession.

**Prospects for further researches.** Generalizing the results of studying the effectiveness of the use of the vocationally-oriented technologies in the professional training has allowed to determine the perspective directions of this work: the creation of an effective social and educational environment of the educational institution, taking into account the importance of the personality of the future specialist, taking into account his/her life experience, individual characteristics, professional abilities, professional motives, interests, preferences and inclinations that purposefully focus on developing creative potential of each subject of the professional education.

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### **3.5.PEDAGOGICAL CONDITIONS OF EFFECTIVE FORMING OF FOREIGN STUDENTS' SELF-RELIANT LEARNING ACTIVITY SKILLS AT PREPARATORY DEPARTMENTS OF UKRAINIAN UNIVERSITIES**

UDC 378.041–054.6

**O.Sharapova**

**Abstract.** *Based on the pedagogical experiment conducted at preparatory departments of Kharkiv National Automobile and Highway University and Kharkiv National University of Radio Electronics, involving 366 foreign students and 46 teachers, the set of pedagogical conditions ensuring effective forming of foreign students' self-reliant learning activity skills at preparatory departments of national universities is scientifically substantiated. The influence of implementing the determined pedagogical conditions on the quality of foreign students' education is revealed. Perspective directions for further scientific research of forming foreign students' self-reliant learning activity skills at Ukrainian universities are outlined.*

**Key words:** *foreign students, preparatory department, university, higher education, skills, self-reliant learning activity, forming, pedagogical conditions.*

International relations in the sphere of education are an integral part of Ukrainian foreign policy. The main objective of the state policy on international cooperation in higher education is to implement the most important provisions of international agreements, to introduce a higher education quality assurance mechanism in order to build the necessary mutual trust, to harmonize the National Qualifications Framework with the Qualifications Framework in the European Higher Education Area to ensure academic and professional mobility and lifelong learning. Therefore, in the Law of Ukraine "On Higher Education" (2014), one of the main areas of National Universities international cooperation is their participation in bilateral and multilateral intergovernmental and inter-university student exchange programs [1, art.75].

The first step towards a foreign student becoming a qualified specialist at national universities are preparatory departments that are designed to train a person intellectually adapted to live and study in Ukrainian society, a person capable of receiving the entire complex of educational services at the same level as Ukrainian students. The basis of this process is involving foreign students in self-reliant learning activities during their preparatory training, which allows them

to obtain a much larger amount of knowledge; determines high level of mastering the material; provides awareness of themselves as subjects of learning activity, who organize, direct and control the learning process; motivates them for professional self-education; forms firm self-education skills that are necessary for the time of training and throughout life.

The analysis of the study of the problem has shown that the issue of forming students' self-reliant learning activity skills attracts attention of many contemporary researchers. Pedagogical aspects of foreign students training at Ukrainian universities, forming their self-reliant learning activity skills in particular, are researched by scientists in the following areas: organization of language training as a guarantee of adaptation, socialization and professionalization (Kh. Bakhtiarova, T. Vyshniakova, T. Dementieva, A. Myroliubov, Ye. Passov, S. Folomkina, H. Churikova, etc.); pedagogical support of foreign students professional training (M. Ivanova, I. Semenenko, I. Sladkykh, O. Suryhin, I. Shyriaieva, etc.); ways of activating foreign students cognitive activity (A. Bronska, V. Kolomiiets, A. Nikitin, A. Ratsul, O. Rezvan, L. Khatkova, etc.). Scientific literature analysis gives grounds to state that despite the increase of modern scholars' interest in organizing foreign students' professional training at national universities, the problem of forming their self-reliant learning activity skills during their preparatory training did not find holistic reflection in psychological and pedagogical research.

**The purpose** of the article is to reveal the influence of pedagogical conditions of self-reliant learning activity skills formation at preparatory departments of universities on the quality of foreign students' education.

Taking into account the specifics of work organization with foreign students during pre-university training (mastering the content of general secondary education corresponding to the national standard, mastering the Russian (Ukrainian) language, which ensures further academic and professional training; systematization and replenishment of knowledge on various subjects; general learning skills development) and a number of difficulties which they encounter (studying in conditions of sociocultural, biological, linguistic, professional adaptation, dispersion of value orientation in different nations and nationalities representatives, differences in general education level, low level of mental activity skills, having a break between the end of school education at home and starting higher education in Ukraine), a number of conditions that can optimize the process of forming foreign students' self-reliant learning activity skills during preparatory training and improve the quality of their education are distinguished: 1) forming value attitude towards self-reliant learning activity in foreign students; 2) ensuring acquisition of individual self-reliant learning activity experience in the process of language training; 3) providing pedagogical support during the organization of self-reliant learning activity [5].

A pedagogical experiment was conducted involving 366 foreign students at preparatory departments of Kharkiv National Automobile and Highway University, Kharkiv National University of Radio Electronics, and 46 teachers. In order to ensure the representativeness of the sample, the composition of the experimental

(EG 248 people) and the control (CG 126 people) groups was determined taking into account the level of foreign students' pre-university general training; formation of general learning skills; motivation for higher education; the existence of a break in education.

At the ascertaining stage of the experiment, the diagnosis of the incoming level of foreign students' self-reliant learning activity skills formation in control and experimental groups was conducted, as well as the current status of the quality of their education according to the criteria and indicators determined in the study: 1) motivation-value: attitude to education and future professional activity, type of professional and cognitive interest manifestation, nature of motives for self-reliant learning activity; 2) content-operational: academic achievements level, general learning skills formation level (educational-organizational, educational-informational, educational-intellectual), self-reliant learning activity skills formation level (goalsetting, designing, procedural, control-evaluative); 3) personality-reflexive: professional personality traits manifestation (self-reliance, self-discipline, persistence, initiative, responsibility), ability to reflect. In order to obtain reliable information a set of appropriate methods (pedagogical observation, questionnaires, testing, interviewing, expert assessment and self-assessment, ranking, conversations, knowledge testing) and diagnostic techniques ("Motivation for studying at university" by T. Iliina [3, p.358-360], Ph. Carter questionnaire "Future professional's selfassessment" [2]) were used. To generalize the obtained data methods of mathematical statistics were used, spearman's rank correlation coefficient in particular [4].

According to the data gathered in the ascertaining stage, it was concluded that low level of foreign students' self-reliant learning activity skills formation prevailed at preparatory departments of universities, which affected the quality of their education. No significant differences between the EG and the CG were detected.

The formative stage of the experiment was aimed to implement the pedagogical conditions for the formation of foreign students' self-reliant learning activity skills at preparatory departments of national universities. In the process of executing the first of the specified conditions in order to form value attitude towards self-reliant learning activity, a number of measures was taken that provided for drawing foreign students' attention to the practical significance of the disciplines content; obtaining experience of independent decision-making; comparing motives with aspirations, spiritual values; use of acquired knowledge in real life and professional situations, etc. This was facilitated by: a) conducting problem discussions, reflection conversations ("What can I contribute to my profession", "Reflections about myself in my profession", "How to succeed", "How to set goals", "How to study self-reliantly", etc.) which aimed at forming foreign students' value attitude to personal and professional growth depending directly on self-reliant learning activity skills formation; b) organizing interpersonal communication trainings with the purpose of forming positive motivation for self-education, strengthening belief in their capability, urging the desire to succeed in education and future professional career; c) participation in role-playing and business games, which

envisaged modeling situations where one of the participants encouraged others to personal and professional growth, insisted on the necessity of self-education, approved of their self-reliant learning activities; d) writing essays, composing oral narratives ("My dream and ways to achieve it", "What is necessary to succeed in education and what I am doing for this", etc.); e) the use of such techniques as: association, paradox, contradiction, surprise, analogy, etc., which contributed not only to deepening the knowledge, but also to forming a positive motivation for self-reliant knowledge mastering, development of intellectual and emotional culture.

In order to implement the second pedagogical condition, ensuring foreign students' acquisition of individual self-reliant learning activity experience in the process of language training, the following measures were applied:

- teaching aids and methodological materials were updated, adapted in accordance with the degree of the Russian (Ukrainian) language mastery with gradual study and taking into account inter-subject coordination.

- video course containing not only theory on relevant subjects, but also a set of tasks for foreign students' self-reliant learning activity (after viewing the video, place the phrases in a logical sequence, answer the questions, fill in the gaps in the text, compile your own dialogue according to the sample, repeat the phrases after the speaker, compare the printed text with the content of the video, etc.) was tested;

- content and structure of language training sessions have been rationalized. In this regard the creation of problem situations, the use of search tasks, business games, real communication situations simulations, questions with insufficient information, with deliberate mistakes, etc., proved to be the most effective in language training classes.

Providing foreign students with pedagogical support during the organization of self-reliant learning activity, anticipated by the third condition, was carried out during facilitating teacher-student interaction, which included: organizing systematic "targeted" assistance to foreign students at preparatory departments; joint planning for successful implementation of self-reliant learning activity and completion of reproductive, reconstructive and creative tasks; discussing educational difficulties and finding ways to eliminate them; creating favorable psychological climate to ensure that self-reliant learning task was carried out without uneasiness and fear of making mistakes; providing measured out assistance through samples of task fulfillment, detailed instructions, algorithms for performing self-reliant learning activities; a joint analysis of the achieved results; using methods encouraging foreign students' self-reliant activity (praise in front of others, reassurance, commendation, etc.).

At the control stage of the experiment, the results of the study were analyzed according to the criteria and indicators determined by the author. Probability of the results was proven by means of mathematical statistics using the criterion  $\chi^2$  (ChiSquare). The dynamics of pedagogical conditions of forming foreign students' self-reliant learning activity skills at preparatory departments of universities implementation influence on the quality of their education is presented in the table.



Table 1

### Summarized results of experimental work (dynamics in%)

Quality of education criteria, indicators (levels, manifestation character)	Groups											
	KNAHU						KNURE					
	EG (120)		CG (70)		EG (120)		CG (56)		EG (120)		CG (56)	
<b>Motivation-value criterion:</b>												
attitude to education and future professional activity:												
• positive	+20		+8		+20,8		+10,1					
• indifferent	-12		-4,4		-17,5		-9,2					
• negative	-8		-3,6		-3,3		-0,9					
type of professional and cognitive interest manifestation:												
• stable;	+4,8		+3,8		+10,8		+7					
• situational;	-11		-10		+7,2		+4,8					
• almost non-existent	-3,8		-1,8		-18		-12					
nature of motives for self-reliant learning activity:												
• stable	+20,8		+10,1		+16		+10					
• situational	-17,5		-9,2		-6		-4					
• almost non-existent	-3,3		-0,9		-10		-6					
<b>Content-operational criterion</b>												
academic achievements level:												
• high	+6		+4,8		+15,6		+8,4					
• sufficient	+4,8		-2,4		-6		+1,2					
• low	-14,4		-7,2		-9,6		-9,6					
general learning skills formation level:												
• high	+20,3		+4,7		+20,2		+7,5					
• sufficient	+5		+5,2		+2,2		+4,5					
• low	-25,3		-9,9		-22,4		-12					
self-reliant learning activity skills formation level:	KNAHU						KNURE					
	high		sufficient		Low		high		sufficient		low	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
• goal-setting	+18,8	+7,2	+4,2	+4,8	-23	-12	+20	+8	+12	-4,4	-8	-3,6
• designing	+15,8	+3	+2,2	+1	-17,8	-4	+16,8	+2,2	+4,2	+0,8	-21	-4
• procedural	+9,3	+1,3	+6,7	+1,8	-16	-2,1	+8,2	+1,2	+7,2	+1,7	-15,4	-12,9
• control-evaluative	+10,6	+1,2	+7,5	+2,6	-18,1	-3,8	+11,6	+1,4	+7,5	+1,8	-19,1	-3,2
<b>Personality-reflexive criterion</b>												
professional personality traits manifestation:												
• stable	+17,6		+5,4		+18,8		+6,4					
• situational	+4,9		+1,9		+5,8		+2,3					
• almost non-existent	-22,9		-7,3		-24,6		-8,7					
ability to reflect:												
• high	+18,4		+10,0		+15,6		+8,4					
• average	-4		+2,6		+6		+2,9					
• low	-14,4		-12,6		-21,6		-11,3					

Consequently, the conducted pedagogical experiment proves the effectiveness of determined pedagogical conditions of foreign students' self-reliant learning activity skills formation at preparatory departments of national universities

On the grounds of the experimental work summarized results we can draw the conclusion that the following pedagogical conditions were scientifically substantiated and their effectiveness was experimentally verified: formation of value attitude towards self-reliant learning activity in foreign students; acquisition of individual self-reliant learning activity experience in the process of language training; providing pedagogical support during the organization of self-reliant learning activity

As a result of the experimental verification of these conditions, more significant changes in the levels of self-reliant learning activity skills formation were obtained from foreign students in Experimental Groups (EG) than in Control Groups (CG). Thus, in the EG, the number of students with high formation level of given skills increased by 13.6% on average, in CG – by 3.1%; students with sufficient formation level increased in EG – by 5.2%, in CG – by 2.5%. The greatest increase was observed in goal-setting, designing and control-evaluative skills formation, which testifies to the effectiveness of the proposed pedagogical conditions of foreign students' self-reliant learning activity skills formation at preparatory departments of universities.

Given the above assertions, we assume that the set of determined pedagogical conditions can ensure effective formation of foreign students' self-reliant learning activity skills at preparatory departments of national universities and improve the quality of their education.

The study does not exhaust all the aspects of the defined problem. Perspective directions for further scientific research are the problem of continuity in forming foreign students' self-reliant learning activity skills at universities, a comparative analysis of specific skills groups formation levels at different stages of higher education.

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### 3.6. PREPARING FUTURE TEACHERS TO LOCAL HISTORY WORK WITH ELEMENTARY SCHOOL PUPILS

UDK 378.134:373.3.011.3 - 051:908

#### N. Brigak, B. Krischuk

**Abstract.** *Pedagogical conditions of the raise of the process effectiveness are defined (an occurrence of a high level of readiness of future teachers to creative pedagogical activity; the usage of interactive training methods in the process of formation of future teachers' readiness to the regional natural history work with primary school pupils; the usage of multimedia means of teaching and involvement of future teachers to creation of author multimedial materials for presentation; the boost of motivation of future primary class teachers concerning their individual professional development and self-improvement). The sample (model) of the formation of future teachers' readiness is worked out, including the next components: the goal, the task, specific principles, methods, forms and means, pedagogical approaches, argumentative lines, which are the base of regional natural history, pedagogical conditions, components and criteria, levels of readiness, ways of training improvement and the result. It is proved, that the model is effective in the process of usage pedagogical conditions.*

**Key words:** *future teachers, regional natural history work, elementary school, pedagogical conditions, components, criteria, a model of training.*

Connection with nature, the world and society is a must for everyone, especially for a modern teacher, in particular, of an elementary school. The teachers of elementary classes have to acquaint pupils with the natural features of their native land, its historical, economic, cultural and political development, to generate knowledge about the tourist potential of the state, the desire to constantly update and acquire new knowledge about the region where they live. This is the basis of patriotism formation, and its foundations are set in elementary school. Therefore, the problem of readiness of a future elementary school teacher to local

history work is particularly urgent. Effective implementation of local history work depends on the training level of future elementary school teachers in higher education institution, his education level and personal qualities: general and speech culture, ethics of behavior; inclination to work with younger pupils, spiritual needs; the lack of dependence on negative habits; diverse cognitive interests (being fond of literature, music, visual arts of his native land artists, sport with some success) and willingness to develop them; having organizational skills.

The relevance of the study indicate that the contradictions between: the necessary level of readiness of future teachers to local history work in the elementary school and their lack of training in the light of the provisions of the Bologna process; the need for the introduction of innovative forms and methods of local history work with pupils of elementary school and possibilities of implementation of this process in higher education; the necessity of application in modern higher school of a structural-functional model and pedagogical conditions of formation of readiness of future teachers to local history work with pupils of elementary school and possibility of their implementation with the aim of providing knowledge and skills to conduct local history work.

**The purpose of the research is to** justify and experimentally check the pedagogical conditions of formation of readiness of future teachers to local history work with elementary school pupils and a structural-functional model of their implementation.

**The tasks of the research:**

1. To determine the essence and features of formation of readiness of future teachers to local history work with pupils of elementary school.
2. To identify the components, to improve the criteria, indicators and levels of readiness and to identify the status of readiness of future teachers to local history work with pupils of elementary school.
3. To define and theoretically substantiate the pedagogical conditions of formation of readiness of future teachers to local history work with pupils of elementary school.

In order to solve the tasks we used the set of research methods: **theoretical** – *analysis, synthesis, systematization, comparison, simulation and synthesis* - to develop the scientific sources, to determine the nature and characteristics of training of teachers to local history work and to create a model of implementation of pedagogical conditions; *empirical*–*observation, questionnaire survey, pedagogical experiment, studying the products of creative activities of students of local history work, which provided the study of the state of the problem in practice with the purpose of studying the effects of pedagogical conditions of future teachers' readiness to the local history work with the pupils of elementary school; statistical* - quantitative processing of results of pedagogical experiment using the Pearson criterion of ( $\chi^2$ ).

Having implemented into the higher education system the issue of preparing for the local history work allowed to expand the opportunities for the multifaceted development of personality of a future teacher (N. Gunko; M. Kravchylo;

[2;6]. Local history study is a branch of scientific knowledge that emerged on the foundation laid by the history, ethnography, geography, archeology, natural history, genealogy, economics, cultural studies and other sciences. The interdisciplinary nature of study of local history opens up opportunities to explore these issues within many disciplines (geography, history, sociology, ethnography, literature, art) (L. Zhvanko, N. Pobirchenko; [4;9]).

An important part in this process is played by pedagogical local history study, which is understood as the science about the regularities of teaching and upbringing of the young generation on the basis of using of local pedagogical material, leading pedagogical experience of teaching, administrative and managerial staff (V. Matiyash, [7]). Pedagogical local history is considered as a multidimensional phenomenon that can be adequately interpreted only from different angles: historical, pedagogical, school, didactic, folk and pedagogical (N. Pobirchenko; [9]).

Key competences of a future teacher (learning skills, general cultural, health-care, civil, social, information and communicative) are formed on the interdisciplinary basis (Yu. Mashbyts [8]); A substantial base of local history work in the educational process in elementary school is represented by the educational lines of "Natural Science", "Society Studies", "Technology" and "Art" that is supported by innovative technologies. Effective elementary school technologies can be: "Brainstorm", "Cinquain Writing", "Writing essays", "Role playing", as well as design and learning technologies in collaboration (M. Sukhin, [10]).

Every year, in addition to innovative technologies, in elementary school are increasingly introduced non-traditional lessons: journey-lessons; poetic (rhyming) lessons; integrated lessons; the lessons of television and radio programs; lessons-discussion; lessons-competitions; lessons-researches; lessons-scene sketches, lesson "What? Where? When?" the "KVN" lesson, lesson-quiz, lesson auction, lesson-excursion, lesson-observation, etc. (T. Husak; O.Kozlova [3;5]).

Because at a younger age children's creative thinking is dominant, the most characteristic for the local history work are such types of games: situational-role, story-role, game-dramatization, staging, conversation, journey, tour, game exercise, creative panels. The positive results are observed when applying such events as: case book, morning event, holiday, verbal journal, group case, making the album, mind travel, competitions, school of politeness, demonstration, story, modeling, quiz, exhibition of drawings, operation-raid, fair, roll call reports, charity event, minutes with art, hours of observation, hour of watching, sporting events, Cossack fun, theatrical performance, puppetry, creation of the class annuals, fun runs, relay races, caring for plants and animals.

Various forms and methods of training are focused on in-depth study of local history objects by future teachers. These are: methodological schemes and recommendations regarding the study of local history objects; excursions to the museum, thematic stories of a guide; educational-practical and laboratory work, meetings with veterans of war, national liberation movements, craftsmen; working in the local archive; thematic tours and expeditions; conferences on the his-

tory of the region; organization of book exhibitions and classes in bibliography of the region; working with local history texts; didactic games on local history, brain-ring "Love and study your native land", auctions, fairs, folk songs, sayings, household items; thematic discussions (S. Bila, [1]).

During the ascertaining stage of the experiment, we determined the levels of readiness of future teachers to local history work with pupils of elementary school. To do this, we used such methods as observation, interview, questionnaire, testing during the pedagogical practice of students of Mukachevo State University, Khmelnytskyi Humanitarian-Pedagogical Academy. The total number of students who participated in the study was 142 students.

Analysis of the results has allowed to establish that the condition of readiness of future teachers to local history work with pupils of elementary school corresponds to satisfactory and low levels and is 43,66%. These results helped to outline the objectives of the formative experiment. These results allowed to determine in the structure of readiness of future teachers to local history work with the pupils of elementary school the following components: motivational-value, content-practical and functional-reflexive. *Motivational-value component* involved strong positive motivation and commitment of future teachers to local history work with elementary school pupils. This component is expressed in value-semantic sphere, value orientations, beliefs, motives, moral standards, attitudes. *Content-operational component* is characterized by the formation and development of the system of local history knowledge and ways of organizing local history work (a substantial basis for the study of professional disciplines, and the operational component is considered as the level of mastering practical skills of future teachers to organize local history work). As its criteria were selected: formation of the system of local history knowledge; the level of knowledge and skills of local history. The specifics of this component is manifested in the peculiarities of the system of knowledge of future teachers on local history work with elementary school pupils. *Functional-reflexive component* includes two parts (functional part implements local history knowledge, abilities and skills of future teachers in professional activity, and reflexive - is a regulator of personal achievements; expression of ability of future teachers to self-examination, introspection, self-evaluation and self-control). The following criteria were chosen for this component: implementation of local history knowledge, abilities and skills; personal achievement; ability of self-examination, introspection, self-evaluation. All three components of readiness of future teachers to local history work with pupils of elementary school are closely linked and are inter-dependable. Such relationship provided the opportunity to carry out qualitative and quantitative analysis of the levels of formation of readiness of future teachers to local history work with pupils of elementary schools (high, sufficient, medium, low).

It is determined that the efficiency of the process depends on the implementation of certain pedagogical conditions. To identify the pedagogical conditions of formation of readiness of future teachers to local history work with the pupils of elementary school was applied the method of group expert evaluations (method

"Delphi"). In order to highlight the most significant psychological characteristics we used the scale of Harrington's desirability.

*Providing the possibility of high level readiness formation of future teachers to creative pedagogical activity* is the first pedagogical condition. The readiness of teachers to pedagogical creativity was considered directly regarding dependence on the level of formation of his personality. Pedagogical creativity of future teachers of elementary classes are formed throughout the years of study at the higher education institution while studying special disciplines: "Methods of teaching natural science", "Fine arts and methods of teaching", "Labour teaching with practice", "Fundamentals of culture and speech techniques", "Fundamentals of pedagogical creativity", "Local history and tourist work" and other ones, participation in extra-curricular work of the faculty, the university, during the execution of individual creative tasks (to make a compilation of local material from different disciplines, to include local history information in texts of mathematical problems and dictation), when solving pedagogical situational tasks, during the teaching practice.

The second pedagogical condition is *the use of interactive teaching methods in formation of readiness of future teachers to local history work with pupils of elementary school*. During the selection of interactive teaching methods were taken into account the difficulties encountered by teachers: the need for simultaneous work with the whole group, insufficient number of hours for training both students and teachers; the difficulty of creating the group atmosphere, which would contribute to cooperation, mutual understanding, goodwill (T. Gusak; V.Matyiash [3;7]). Among the interactive methods were chosen, and yielded positive results, such as: "Brainstorming", role-playing, fishbowl, case studies.

The next pedagogical condition is *the use of multimedia learning tools and involving future teachers to create their own presentational materials on the multimedia basis*. Multimedia is a new information technology, which is a set of techniques, methods, ways of producing, processing, storage and transmission of audiovisual information based on the use of compact discs (CD-ROM) (V. Bezpalko, R. Hurevych, A. Hurzhiy, P. Kendal, H. Kozlakova, I. Levchenko, E. Mashbyts, O. Padalka, I. Robert, etc.).

Among the variety of educational multimedia learning tools were used tools that are most effective: computer simulators, automated training systems; training and educational films ("Tourist and local possibilities of Transcarpathia", "Seven wonders of Transcarpathia", "Wooden temples of Ukraine. Transcarpathia"). Multimedia presentations (each lecture included prepared slides on the topic and the list of issues for consideration, which were gathered to the catalog and posted in the university Intranet ); video demonstration; video conferencing ("Museums of the Carpathian region: status and prospects" under the following directions: ethnography and folklore of the region, history and local history); video tours (to the Transcarpathian Museum, Uzhgorod, and video-excursionins were conducted during the school year using the Internet materials. There were also introduced creative tasks, the form and the end result of which was creation of the video presentation – the story, with students as the authors. Student multimedia pre-

sentations were used to present results of their research, projects, independent and individual work, and to perform predicting tasks as a means of learning new information.

The next pedagogical condition – *strengthening of motivation of future teachers of elementary classes to their own professional growth and self-improvement*. To enhance the motivation of teachers to their own professional growth and self-improvement each student created a local history portfolio, which reflected the dynamics of professional growth and motivated to continuous self-monitoring, reflection, self-control, professional self-development in this area. The structure of the regional portfolio was developed. The task of future teachers was to fill the structural elements of regional portfolio with the content, which included the following elements: cover sheet, business card, business card of a higher educational institution and the faculty, business card of the future profession, participation in social activities and student organizations, documents with the results achieved in the previous years of study, awards, publications, authoring local history materials on the organization of local history work with pupils of elementary schools, development of local history materials for elementary school pupils by other specialists.

To improve the efficiency of pedagogical conditions to form future teachers readiness to local history work with pupils of elementary school besides theoretical, was also taken into account practical training, which included: training field practice (I course); pedagogical practice (extracurricular educational activities) (II course); pedagogical practice (summer camps) (III course); special course "Study of local history and tourism" (V course). The effectiveness of all types of practices was provided by the acquired theoretical knowledge, which they used in the real conditions. The process of readiness formation of future teachers to local history work with pupils of elementary schools at the universities finishes with the special course "Local history and tourist work." The purpose of studying the special course "local history and tourist work" is to acquaint students with the methodology of organizing and conducting different types of school and extra-curricular local history and tourist activities, the use of local history material in educational process of schools and higher education institutions (on pedagogical aspects of local history work in schools and extracurricular institutions; the history of the development of extra-curricular local history activities; programs for local history clubs of the extracurricular institutions; exemplary curriculum of local history associations of elementary school pupils, they explore their native land, physical features, archaeological monuments, history and monumental art of Transcarpathia and Podillia.

The developed structural-functional model is based on the following scientific approaches: system, competence, personality-oriented and contextual. In this regard we highlighted a number of requirements: considering educational requirements of future teachers in the local history knowledge; choosing sources of local history knowledge; scientific substantiation of local history material; application of multidisciplinary knowledge in the process of formation of future teachers readiness to local history work.

The results of the formative experiment confirmed the effectiveness of the



chosen pedagogical conditions of formation of readiness of future elementary school teachers to local history work and designed author's model.

During the forming stage of the experiment there were involved 240 students: 118 – in EG, 122 – in CG. Both groups had approximately the same average score of achievement (in CG - 3.18 points, and in EG - 3.15 points), which allows to confirm the integrity and objectivity of the source data. The pedagogical experiment was conducted to test the effectiveness of pedagogical conditions of formation of readiness of future teachers to local history work with pupils of elementary school and a structural-functional model of its implementation. The reliability of the research results was proved using parametric methods, by comparing parameters of general aggregates (averages and variances). The comparison of dispersions was conducted using F-Fisher criterion

With the aim of establishing entry and exit levels of formation of motivational-value component of the readiness of future teachers in the CG and the EG to the local history work with pupils of elementary schools there were conducted surveys and monitoring. The observation program was used in the process of studying educational disciplines and pedagogical practice, thus experts were teachers of academic subjects and heads of teaching practice. They assessed the level of formation of all components of readiness of future teachers of the CG and EG to the local history work with the elementary schools pupils by high, sufficient, middle and low levels. Having summarized all the results separately for the EG and the CG at elementary and final stage, we got the results, presented in table. 1.

Table 1

Results of formation of future teachers' readiness to local history work with pupils of elementary school

Groups	NFT	Levels of readiness to the local history work with the pupils of the elementary school								
		High		Sufficient		Average		Low		AS
		NFT	%	NFT	%	NFT	%	NFT	%	
CG(IC)	122	7	5.74	16	13.12	60	49.18	39	31.96	2.93
CG(FC)	122	9	7.37	21	17.21	58	47.55	34	27.87	3.04
EG(IC)	118	6	5.08	18	15.26	58	49.15	36	30.51	2.91
EG(FC)	118	14	11.86	37	31.35	48	40.68	19	16.11	3.39

The symbols in the table: NFT – number of future teachers; AS – average score; IC- input control; FC – final control

Analysis of the numerical indices in the table.1 confirms the positive changes in forming of readiness of future teachers to local history work with pupils of elementary school (the difference in the average score in the CG was only 0.11 in

the EG - 0,47). Percentages are the following: the number of future teachers with a high level of readiness to the local history work with pupils of elementary school in CG increased from 5.74% to 7.37%, and in EG – from 5.08% to 11,86%; the number of future teachers with low level of readiness to the local history work with the pupils of the final stage of the experimental study decreased in CG from 31.96% to 27.87%, and in EG – from 30.51% to 16.11%.

Thus, the introduction of pedagogical conditions into the educational process has a positive effect on the willingness of elementary school teachers to local history work with pupils.

**Discussion.** In philosophical and psychological-pedagogical works, the problem of education and upbringing of pupils on the basis of love for the native land was investigated in numerous works of scientists (Aristotle, Democritus, J. A. Komenskyi, J. J. Russo). A significant contribution to local history and pedagogical work in Ukraine was made by the works of S. Rusova, H. Pan, V. Sukhomlinsky, K. Ushynskiy. The problems of teaching and upbringing of students by means of study of local history is reflected in the research of V. Oboznyi, V. Romanko, N. Samokhina, S. Sovgira; the use of local history studies in work with pupils of different age groups was revealed in the works of V. Benediuk, T. Vaida, P. Ivanova, N. Kichuk, M. Kostytsia, O. Kosholap, N. Lysenko, M. Nikonova, N. Ogienko, M. Otkalenko, V. Smirnova, M. Solovei; the preparation of future teachers to various aspects of local history work and their environmental and information culture is represented in the researches of V. Bykov, P. Hurevych, M. Kademiia, A. Kolomiets, A. Mateiuk, T. Mishchenko, L. Romanishina, H. Tarasenko, O. Timets. Although, no consideration was given to the factors of influence on formation of readiness of teachers to such activity with pupils of elementary schools, such as the structural-functional model of preparation of teachers to local history work, which will form the basis of further research.

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### 3.7. TRAINING THE STUDENTS OF NATURAL-MATHEMATICAL SPECIALTIES IN ENGINEERING DESIGN AT HIGHER INSTITUTIONS OF PEDAGOGICAL EDUCATION

UDC 378.147.001.66

**G. Deynichenko, V. Deinychenko, T. Deynichenko**

**Abstract.** *The article is devoted to the actual issues of preparing students of natural and mathematical specialties for technical design in the process of their professional training in higher pedagogical educational institutions. The relevance of the problem of preparing a future teacher for technical design is related to a competent approach that provides the formation of technical and design competency, which allows the means technical construction to solve creatively the didactic and methodical tasks. The work for the first time considered scientific and technical creativity as a component of the future teacher's training in the natural-mathematical profile; developed, theoretically substantiated and experimentally tested the integrated technology of preparing the future teacher for technical design, which involves reproductive activity, elements of contextual learning with the development of a training design project, intragroup differentiation in different programs and at the request of students, enriching the teaching of additional organization of creative activity in extra-curricular time; conditions are found that ensure the effectiveness of integrated technology; criteria and indicators of readiness of students for technical designing are specified; the definitions are described "technical design", "readiness for technical design".*

**Key words:** *natural-mathematical specialties, engineering design, preparedness of students for engineering design, engineering design skills, technique of training, development of an educational-design project.*

The National Doctrine of the Development of Education in Ukraine in the 21st century, the Concept of the Development of Teacher Education in Ukraine and the Law of Ukraine "On Education" (2017) stipulate that the state should provide training for skilled personnel capable of enriching intellectual, economic, creative and cultural potential the Ukrainian people. This directs educational institutions of higher education to review content, methods, and forms of education and requires the development of effective technologies to ensure the professional competence of the future teacher. An important place in this process is the issue of preparing students of higher education institutions for technical design as a component of their vocational training.

The identified problem is not new for pedagogical science. Scientists of G. Altshuller, O. Verbitsky, T. Kudryavtsev, O. Motkov, V. Molyako, K. Platonov, B. Simenach, Y. Stolyarov, L. Khomenko, P. Yakobson and others studied the question of formation of design knowledge, abilities and skills, creative application of them in practice; ensuring the unity of conscious learning of educational material with the education of the individual in design activities, etc. At the same time, the study of the existing practice of teacher training in pedagogical institutions of higher education testifies that insufficient attention is paid to the formation of the scientific and technical creativity of the future teacher in the real educational process.

The urgency of the article is determined by the need to overcome existing contradictions between the needs of society in individuals capable of introducing new in science, culture, and the degree of study of these issues in the theory of pedagogy; acquired experience in the training of future teachers of natural and mathematical disciplines and the level of technological development of the process of their preparation for technical design.

The purpose of the article is to identify the impact of the implementation of scientifically sound technology for the preparation of students of higher education institutions for technical design at the level of their readiness for vocational and pedagogical activities.

Methods of research: a) theoretical methods: analytical, retrospective for the purpose of studying the theoretical aspects of the problem, the definition of the conceptual-categorical apparatus, the genesis of the phenomena under study; b) empirical methods: diagnostic (questionnaires, interviews, conversations, control works, testing of the level of development of technical thinking by Bennet's method), observational (direct, indirect, observation included, retrospective analysis of own pedagogical practice), prognostic (expert evaluations, generalization of independent characteristics ), praximetric (analysis of the products of educational and cognitive activities of students, analysis of advanced pedagogical experience) to determine the levels of formation of the readiness of the future teacher to technically about designing; pedagogical experiment to find out the effectiveness of the implementation of the technology of preparation for technical design; mathematical (statistical processing of empirical data).

Presenting basic material. Solving the problem of preparing students for technical design requires a clear view of its essence. On the basis of the analysis of psychological and pedagogical literature, different interpretations of the notion of "technical design" are defined, which is defined as the type of professional technical creativity (V. Molyako), the construction of the design according to the project (S. Goncharenko), the process of simulation of future objects (M Nechaev), the definition of the mechanical structure of the object (G. Fielden), the process of creating the image of the product (V. Kachnev) and drawings of the products that are not yet in existence (I. Bolshannin), part of the process of creating the product, which ends with the compilation of the work drawings (V. Kolotilov) [1; 2].

The generalization of the definitions of the concept of "technical design" in the psychological and pedagogical literature, taking into account the specifics of the design activity and the purpose of the study give grounds to consider technical design as a kind of technical creativity, aimed at the creation of technical products in a graphical way (through the development of design documentation: schemes, drawings, etc.).

On the basis of the analysis of psychological and pedagogical literature it is established that the purpose of preparing students for technical design is to form a teacher who is positively directed to the implementation of design activities within the limits of professional competence. The specified purpose specifies the following tasks:

1) provision of content and operational training of future teachers on the basics of technical design through the organization within the educational environment of the University of theoretical and practical training of students, aimed at the formation of design knowledge, skills and abilities;

2) introduction into the educational process of various forms of organization of educational and cognitive activities of students in order to increase the level of theoretical knowledge and practical skills from the foundations of technical design;

3) the formation of students focusing on the technical design and accumulation of pedagogical experience of leadership technical amateur students [1; 3].

Taking into account the modern researches of pedagogical theory and practice (E. Bogdanov, P. Galperin, M. Dyachenko, L. Kandybovich, N. Kuzmina, V. Slastonin) the preparation of students of natural and mathematical specialties for technical designing should be considered as a learning process that provides readiness of future teachers for design activities within their professional competence. Readiness is defined as an essential characteristic of the result of the preparation of future teachers, which involves the formation of a significant positive for a technical design in the future professional activity of a positively conscious set of motivational-value orientations, goals (motivational-value component); systems of knowledge, skills, skills (content component) and personal qualities, potential opportunities (professional-personal component) [1, 4].

The motivational-value component of readiness reflects the needs, interests, motives, beliefs, ideals, which ensure the students' activity in the training of technical design and future technical and design activities. Formation of the student's motivational and value orientation on the design activity is conditioned primarily by such socio-pedagogical factors as the lack of the basic mass of students of practical experience, their lack of orientation in pedagogical activity, underdevelopment of installations and needs in engineering activities; low level of preparation for technical design in higher education institutions, etc. The nature of motivation depends to a large extent on both the educational activity of the individual and on his success in the implementation of technical and design activities [1; 5; 6].

The content component of readiness for technical design is determined by the theoretical (knowledge of the basic concepts and categories, principles, patterns, basic stages and content of technical and design activities) and practical (the formation of technical and design skills and skills) components.

The analysis of psychological and pedagogical literature (I. Bolshannin, A. Verkhola, Yu. Stolyarov, J. Talens) allows to establish that the theoretical readiness for technical designation involves knowledge of the basic conditional notations applied in the schemes; rules for drawing drawings in accordance with the requirements of the Unified system of design documentation; structural materials (properties, thermal treatment, marking); manufacturing technology (processing, assembly); most common parts and mechanisms, design techniques,

etc. Among the most important skills and abilities were determined drawing skills (the ability to use the design documentation to convey their thoughts, read and execute drawings and schemes of both manufactured and not yet existing products) and engineering and analytical skills (the ability to mentally divide the design into separate nodes and parts, the process – to separate operations and movements, determine their purpose, the principle of the product and find the causes of problems with its use).

The professional-personal component of readiness for technical design is associated with the development of the student's ability to mobilize personal qualities of professional, reflexive and creative orientation, relevant for technical design.

Ensuring the preparation of students of natural and mathematical specialties for technical design requires the development of a certain technology, which involves the phased, logically constructed use of forms and methods of training that contribute to the formation of positive motives, goals, personal qualities, system of engineering and design knowledge, skills and abilities for application in future professional activity.

Taking into account the modern studies of pedagogical theory and practice (V. Bespalko, V. Yevdokimov, M. Kukharev, A. Pekhota, I. Prokopenko, L. Spirin, N. Talyzina) and taking into account the structure of readiness of students of natural and mathematical specialties for technical design (motivational-value, content, professional-personal components), it is substantiated that the person-oriented technology of teaching technical design involves the following stages: 1) mastering the necessary knowledge; 2) formation of abilities at the reproductive level; 3) consolidation of knowledge and skills; 4) independent practice in terms of educational design; 5) organization of search and creative activity in the conditions of real design. The content, methods and forms of implementation of stages are determined by the existing level of ownership of technical design [3].

Implementation of the first three stages of technology enables to reach the level of reproductive activity, four – reproductive-search, all (five) – the search level of students in the field of technical design.

In order to verify the effectiveness of the technology of preparing students for technical designing, a pedagogical experiment was conducted in the conditions of the natural educational process at the Kharkiv National Pedagogical University named after G.S. Skovoroda. The experiment was attended by students of the training groups of the third year of the Faculty of Physics and Mathematics, who studied the educational subject on the basis of technical design (future teachers of physics with an additional specialty "Mathematics" and "Informatics", future teachers of mathematics with an additional specialty "Physics").

At the formative stage of the variational pedagogical experiment, different approaches were introduced for the technology of preparing future teachers for technical design. Each of the following options was an improvement to the previous one and contained innovations that had to eliminate the disadvantages found during the study on the previous version of technology. The presence of

essential differences in the variants of the technology of preparation for technical design gave grounds for the organization on their basis of a variational pedagogical experiment with time-diluted studies of their effectiveness.

Initially, with the aim of eliminating the disadvantages of the existing practice of preparing students of natural and mathematical specialties in technical engineering at the Faculty of Physics and Mathematics, a special course "Fundamentals of Technical Design" was introduced [3]. The first option of the special course program was to study the students of the experimental group  $E_1$  (57 persons), which included three training groups of students of the Faculty of Physics and Mathematics on the specialties "Physics-Mathematics", "Physics-Informatics", "Mathematics-Physics". The learning technology contained such an algorithm: 1) mastering the necessary knowledge; 2) formation of skills at the reproductive level; 3) consolidation of knowledge and skills.

This version of technology, which received the conventional name "traditional technology", provided the following content of work with students: the formation of a stable interest in technical design; eliminating the gaps in knowledge, skills and abilities of the drawing; assimilation of special technical and design knowledge, formation of technical and design skills and abilities; acquisition of initial experience of design activity; development of professionally necessary personal qualities; taking into account typical difficulties in learning.

"Traditional technology" of technical design training was supplemented with elements of contextual learning (frontal development of a training project in the context of the designer's activities). This version of the technology was implemented in the  $E_2$  group (140 people), which included nine training groups of students of the Faculty of Physics and Mathematics. "Traditional technology with elements of contextual learning" was intended to focus on learning how to work, because the disadvantage of previous technology was the excessive attention to special knowledge that was not fully used in laboratory and practical classes.

The structure of laboratory and practical classes of the subject on the basis of technical design was changed: half of them were allocated for the development of a training project in the context of the designer's activities. The design object was proposed by the teacher as one variant of the design for the entire training group. The design was planned collectively in the audience, but the drawings were made individually at home. The teaching material, which was taught at lectures, also undergone changes, since theoretical knowledge of laboratory and practical classes was partially transferred to them.

"Traditional technology with elements of contextual learning" contained an additional stage of training - an independent practice in terms of educational design. This allowed raising the level of students' performance from reproductive to reproductive search.

In the group  $E_3$  (72 persons), which included six school groups of students, a level-differentiated training with group development of a training design project was carried out in the context of the designer's activity, which received



the conditional name “Differentiated technology with elements of contextual learning”. It provided for in-group differentiation of training at certain levels, and therefore developed three types of multilevel curricula: A, B, C.

Program A was defined as a training program for the minimum necessary for the technical design of knowledge, skills and abilities. It didn't contain a training project. Program A should have been mastered by every student, even the one who didn't study in the school drawing.

Additional information was added to program B, which deepened the curriculum material for program A. Program B recommended to students who had high propaedeutic graphic training and showed interest in engineering activities. Program B training was not final, but envisaged the transition to program C with the same part of the group that assimilated program A. Program C provided for the development of a differentiated training project. The specifics of the organization of work on it consisted in the fact that students who studied under the program B had the opportunity, individually or as part of the training microgroup, to develop projects on the chosen topic or to prepare a draft of their design variant of the product, which the remaining students at the end of program A developed collectively.

In the group  $E_4$  (27 people), which consisted of three training groups of students, preparation for technical design was carried out for the “enriched technology”, which implemented profile-differentiated training with a group development of a training project, enriched with an additional organization of creative activity in extra-curricular time.

For the “enriched technology” of technical design training, students had the opportunity to choose for the development of the subject of a training project with an attractive field of technology for them, from which they had in-depth knowledge (domestic experience, self-education, classes in circles). Such a variant of technology combines the profile differentiation of the study, which was carried out on the student's choice within the educational process, with the deepening of the study of the chosen profile in extra-curricular time and subsequent creative engineering and design activities, which was facilitated by the organization of search and creative activity in real-life design.

Within the educational process, the “enriched technology” was implemented as compulsory teaching of students first in program A (“program-minimum”), then, in addition to the “equalization group”, – according to program B, which provided for the deepening of technical design training on the chosen profile (mechanics, electrical engineering, radio engineering) by developing an appropriate training project. Outside of the educational process, training was continued in the technical circle, scientific and technical society, student design bureau.

In general, during the conducted variational experimental and research work, it has been proved [3] that the technology of preparing students of natural and mathematical specialties for technical design, which was implemented in the variants “traditional technology”, “traditional technology with elements of

context learning”, “differentiated technology with elements of context learning”, “Enriched technology”, significantly influenced the results of students’ preparation for technical design.

**Conclusions and results of the research.** Based on the analysis of the results of the experiment, it has been proved that “traditional technology” provides the best way to increase the levels of technical knowledge of “weak” students, due to the emphasis in learning on learning knowledge and the orientation towards achieving a sufficient level of readiness. “Traditional technology with elements of contextual education” provides a higher level of quality levels of knowledge on technical design and drawing skills of “average” students through the application of knowledge and skills in practice under the conditions of frontal educational design. “Differentiated technology with the elements of contextual learning” significantly affects the improvement of the level of quality of engineering and analytical and drawing skills, knowledge of technical design, the activity of “weak” and “strong” students through the differentiation of training in accordance with the propaedeutic preparation of the drawing and independent practice in the conditions group training design. “Enriched technology” essentially provides an increase in the readiness level of “middle” and “strong” students through the organization of search and creative activities in the conditions of real design.

**Perspective directions.** The study doesn’t exhaust the problem. Future study of the issues of differentiation of students’ preparation for technical design may be promising.

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### **3.8. STUDY OF MUSIC HISTORICAL AND THEORETICAL COURSES WITH MULTIMEDIA SUPPORT IN HIGHER MUSIC-PEDAGOGICAL EDUCATION**

УДК 378.147:004.032.6:37.011.3-051:78

**L.Havrilova, N.Voronova**

**Abstract.** *The authors of the article consider the problems of using multimedia technologies in higher musical education. The possibility of the systematic use of multimedia teaching tools in prospective music teachers' training, in particular, for the study of professionally oriented music-theoretical and music-historical disciplines is proved. A descriptive survey of existing multimedia musical learning tools and analysis of their structure and substance forms the basis for the advanced classification of these tools according to the qualities of their content and functions. This classification differentiates six groups of multimedia tools: e-learning textbooks and manuals, e-learning complexes, multimedia glossaries, music audition trainers, online music schools, learning and developing games for children, multimedia test and assessment programs. These multimedia facilities are advisable to use in the system of higher music and pedagogical education, especially in the study of professionally oriented music-theoretical and music-historical courses.*

*The author explicates her own teaching experience of dealing with such multimedia training tools as multimedia textbook “Russian Music: from Ancient Times to the Early Twentieth Century”, electronic book “Ukrainian Spiritual Music”, electronic educational resources – web-site “Multimedia Technologies in Musical Education”. The system of prospective music teachers' training using multimedia complements the distance course “Multimedia Technologies in Art Education”. That systematic use of multimedia teaching tools makes the prospective primary school music teachers' training more effective, creative and modern is confirmed by the results of the pedagogical experiment.*

**Key words:** *higher music-pedagogical education, multimedia technology, multimedia teaching tools of music, prospective music teachers.*

## I. Introduction

**Posing the problem and its relevance.** Over the last few years informatization gets more and more significant in the process of education; it involves all educational stages – from children’s preschool development to the higher school. Computer technologies influence prospective specialists’ professional development, they become an integral part of their professional training, as a modern teacher should master the whole armory of innovative teaching tools, and be able to provide necessary ICT-supplement for the lessons, using various multimedia content.

The informatization process is regulated by the Laws of Ukraine “About the Basic Principles for Development of Informational Society in Ukraine in 2007 – 2015”; “Strategy of the Information Society Development in Ukraine”. These documents introduced the concept of “information environment” into scientific circulation, defining it as a complex of technical and program tools for storing, processing and transferring information, as well as political, economical and cultural conditions for realization of informatization process [8; 10].

The scientists, who study informatization of educational process, computerization of education institutions, and development of electronic pedagogical resources, mark significant educational advances achieved via implementation of information and communication technologies and give evidence for occurrence of a new educational phenomenon that is characterized as information and communication educational environment.

The process of informatization and implementing multimedia technologies also involves art component of the education process, particularly in professional and art education that is proved by numerous scientific and pedagogical surveys of Ukrainian and foreign scholars. Among them: J. Arveiller, R. Ashley, N. Byeliavina, N. Bilousuva, A. Bondarenko, L. Varnavska, I. Haidenko, I. Horbunova, M. Diadchenko, I. Zabolotska, L. Zaria, A. Kamerys, I. Krasynnikov, O. Krasnoskulova, V. Lutsenko, N. Novikova, J. Orthen, O. Piksayaeva, S. Polozov, O. Rybinkov, H. Tarayeva, A. Kharuto, O. Chaikovska, etc. These scientists emphasize necessity of introducing information and communication technologies into musical education for the latter to become a highly artistic and highly technological process. All scientists pay special attention to increasing musical and pedagogical process due to the use of pedagogical computer technologies.

Moreover, new software flexibly combines pedagogical tools of traditional musical education and new opportunities of information and communication technologies, and allows to use a musical computer as a prospective specialist’s professional instrument.

Active work on creating software and multimedia tools for music education in foreign countries has begun since the 1980s, being accompanied with scientific understanding of these processes (J. Arveiller, R. Wood, P. Clements, R. Ashley, J. Orthen, N. Wagner, M. Subotnick and others). It was since the late 90s of the last century when perspective developments concerning the use of computer technology in the professional musical and musical-pedagogical education have been

conducted in Ukrainian educational institutions.

Thorough analysis of theoretical and methodological surveys and practical use of multimedia tools in prospective music teachers' professional training revealed several tendencies in the current system of music and pedagogical education:

- development of electronic learning resources, aimed at enhancement of music education (I. Horbunova, I. Zabolotska, I. Krasnylnikiv, A. Markov, S. Polozov, L. Robustova, H. Tarayeva, O. Chaikovska and others);
- elaboration of hardware and software for music education (Yu. Petelin, R. Petelin, I. Shabunova, O. Krasnoskulov, S. Cheldiyev and others);
- psychological studies of the computer technology use in musical education (O. Hein, V. Mazepus, V. Taekhanskyi and others);
- use of computer as a new musical instrument in composing, sound-engineering, arranging practice, that expands horizons of music creativity in musical and teaching activities (I. Horbunova, I. Haidenko, and Yu. Petelin);
- development of special courses with appropriate content which are used in prospective music teachers' training: "Multimedia Technologies in Music Education" (L. Gavrilova), "Computer Technologies in Art Education" (Yu. Oliinyk), "Musical Computer Science", "Computer Arrangement" (O. Barytska), etc.

It should be noted that the first tendency of those mentioned above is the most relevant for this research, as we see that development of the national musical and pedagogical higher education necessarily involves upgrading training tools, creating new textbooks, manuals, information and reference books via computer technology, including multimedia tools.

**Formulating the article aim.** Theoretical advances of the research are going along the practical experience of using computer technologies, in particular multimedia ones, in prospective music teachers' training which includes development and creation of new electronic teaching tools (multimedia textbook and electronic manual), as well as running the web-site "Multimedia Technologies in Music Education" as electronic educational resource and distance course. Moreover, we provide available multimedia tools that can be useful for prospective music teachers' professional growth. All mentioned above defines the objective of this article.

## **II. Methodology and methods of research**

The scientific and theoretical foundations of the study comprise the basic approaches of pedagogical science, in particular, the competence approach as one of the strategic directions of state policy in the educational sphere, orienting towards the achievement of a certain educational result. In the interpretation of its fundamental categories, the notion of "competence", the definition of basic and key competencies we derive from the provisions of domestic pedagogy, scientific researches N. Bibik, T. Baibari, M. Golovan, I. Zimnya, V. Kraevsky, O. Lokshina, B. Lozova, O. Ovcharuk, O. Onoprienko, O. Pometun, O. Savchenko, A. Khutorskogoetc.

An important theoretical basis for the study is the foreign and domestic concepts, modern initiatives in the field of globalization and informatization of

education, scientific researches on the creation and application of ICT tools in pedagogical activities (V. Bykov, M. Zhaldak, M. Leschenko, L. Petukhova, I. Robert, O. Spivakovsky, O. Spirin, M. Shishkin, A. Yatsyshyn and others).

For the conducted research, a set of methods was used, among which analysis, synthesis, comparison, generalization for comparing the positions of scientists with respect to the content of the concepts of competence, multimedia technologies, electronic tutorial, etc.

### **III. The main results**

Defining multimedia as information technology that combines various kinds of information resources (text, illustrations, audio, video and other data) in a single software product, we approach first of all cultural and historical aspects of this phenomenon.

Within culture studies, there is a view on the multimedia, which emphasizes integration of technologies and ideas; it also analyzes a wide range of opportunities for storing and broadcasting cultural content in bright figurative forms the multimedia facilitates [7]. Some culture theorists (A. Dicker, I. Eliner, N. Kaye, K. Liberovska, L. Manovich, B. Svetlov, O. Shlykova, etc.) see the origins of the multimedia concept in the history of Western art, especially in avant-garde artistic practices of the twentieth century, that leveled the principles of classical aesthetics and highlighted art form as essential for understanding art, and multimedia digital art practices of the twenty-first century [9].

Being a cultural phenomenon, multimedia serve as a new tool of electronic communication – the result of the media evolution (from writing, printing, and electronic media to digital ones), that is characterized by integration of all verbal, written, and audiovisual communication means (O. Horiunova). They also constitute a form of art creativity with new means – digital synthesis of various art forms (A. Burov, A. Shlykova). Among examples of new art forms there should be mentioned network art (NetArt), “cyberculture”, computer music, interactive computer performance – art forms that cannot be realized via traditional means.

Within the discourse of current art studies the term “media” often refers to the artistic practice of visual art, art action in the form of performance or installation, when the structure of the work includes several art forms: dance, quotes from music compositions, video and film fragments, movable sculpture, poetry, photos etc. (A. Denikin [2], N. Kaye [7], L. Manovich [9], etc.). The term “multimedia-art” is also used as synonymous to the terms “digital art” and “new media art”. Musicologists consider media as one of the music avant-garde branches, along with serialism, sonoristics, electronic and real music, instrumental theater, happening, installations that interact with other art techniques and form a kind of “multispatial polytechnic”. Moreover, multimedia in art studies are considered as a principle of creating composition material, writing technique, more accurately, method of mixing music techniques with non-musical (literature, stage performance, graphics, mathematics, symbols, etc.) ones.

The study of existing multimedia tools need be given a definition of multimedia learning tools (MLT) in Music Art, which are modern tools for educational

purposes, developed on the basis of multimedia technology to increase efficiency of musical and pedagogical process. Among e-learning tools they form a separate and very specific group, as they belong to the field of art education, naturally combining multimedia technology, special audio-molded music information environment and contemporary approaches to music education.

Analysis of various MLT in Music Art allows to define the criteria for their classification, which involve their semantic content and functional purpose. On this basis, six groups of MLT used in teaching music are determined and characterized as follows [3]:

1. Electronic textbooks (ET) and manuals (EM) – complex multimedia learning tools, structured via hypertext technology, multimedia, hypermedia.
2. Electronic educational and methodological complex (EEMC) of a certain music course (for secondary or higher school) – electronic learning facility, which meets the requirements of MES of Ukraine and contains all the components of a learning course.
3. Information and reference multimedia publications – electronic encyclopedia, galleries, online resources.
4. Musical ear trainers and instrumental music lessons – electronic tools for developing users' musical abilities, music-hearing and performing skills.
5. Musical learning and developing game facilities for children – multimedia tools created according to the students' age characteristics.
6. Test programs for musical knowledge and skill control via multimedia tools.

Systematic use of these multimedia tools, development of new electronic educational resources, and implementation of distance learning would allow to make prospective music teachers' training more effective. This hypothesis shall be probed in practice of music teachers' training in Donbas State Pedagogical University (Sloviansk).

### **III.1. Developing new electronic learning tools**

Development of multimedia educational tools in Music Art History aims at enhancement of the prospective music teachers' training.

It should be noted that introducing MLT into learning musical and historical courses was not random. These disciplines are multidisciplinary courses of integrated curriculum, as they include the systematization of musical forms and instruments in their historical development, music performance, and music literature (composers' biographies, information about some works) and musical paleography. Moreover, the music history always demands some synthesis of knowledge and skills in many musical and theoretical disciplines (analysis of music works, music theory, harmony, etc.); using interdisciplinary relations with general education courses (history, literature, culture studies), various art types (painting, theater, cinema, choreography, etc.). The course in history of music also touches the current issues of music in the context of culture, problems of musical aesthetics, developing art tendencies and creative schools, various aspects of compositional creativity and its impact on spiritual life of society.

Thus, Music History is one of the most diverse and complicated courses among the humanities, which deals with a significant amount of information, including visual and audio materials. Multimedia tools give an opportunity to combine different components within one course, leaving it open for innovation. Therefore, we come across the need of creating multimedia textbooks and manuals in music-historical subjects – Music Art History and Ukrainian Music History.

Here is a brief overview on the structure and content of the author's multimedia teaching tools, which are used in the system of prospective music teachers' training.

*Electronic teaching manual "Ukrainian Sacred Music",* created for teaching the course "Ukrainian Music History", highlights the historical and cultural aspects of the national music of spiritual meaning existence. From the technical point of view the manual is made on the basis of hypertext markup language (html), its pages contain scripts, Cascading Style Sheets (CSS), forms, images, sound, video. JQuery is also used as the basis for a slider, audio and video players, slideshows have been created. The manual materials are submitted on the disc DVD-ROM [6].

The manual requires taking into account special demands for user's computer: the operating system Microsoft Windows 2000 / XP / Vista / 7; processor Pentium 4 1,6 Hhz or similar Athlon; 512 Mb RAM (recommended 1024 Mb); 1,5 Hb of free hard disk space; auxiliary software DirectX 9.0c, Adobe Flash Player, Adobe Reader, Silverlight, QuickTime (attached to the disk); a device for reading DVD-ROM drive; recommended browsers: Opera, Mozilla Firefox, Google Chrome.

The structural and semantic content of the manual contains:

- the author's introductory word;
- essays on Ukrainian Sacred Music History (historical evolution of Ukrainian Orthodox Church hymns from the earliest Christian times in Ukraine-Rus to the present days, provided in 7 essays);
  - "The Sacred Music creators" (42 articles – a brief overview of Ukrainian artists' works, authors of works in spiritual subjects and on religious purpose);
  - "Sacred Music Genres" (32 articles about Orthodox music genres and Catholic worship songs, accompanied with icon replicas, music scores, sounds of audio fragments);
  - "Orthodox Holidays Calendar" (historical information about important Orthodox holidays and scripts of their celebrations at school extracurricular events);
  - "Glossary" (dictionary of 123 the most common musical and religious terms, supplemented by illustrations);
  - sacred music audio collection and video clips;
  - "Musical treasury" of Ukrainian sacred music classics and contemporary authors' works;
  - three slideshows dedicated to the musical traditions of Ukraine spiritual centers: Kyiv PecherskLavra, Holy DormitionPochayivLavra and the Holy Mountains Lavra;
  - tests and music quiz.



Multimedia textbook "History of Music Art. Russian Music: from Ancient Times to the Early Twentieth Century" is a multimedia teaching tool for higher school that contains systematized musical and historical information according to the educational program of the course "Musical Art History" (the chapter "Russian Music") and takes into account modern tasks of music teachers' professional training. It is designed with using the entire arsenal of multimedia tools, built on didactic and musicological specific principles and aimed at developing skills that form the students' professional competence [5].

Software environment for multimedia textbook includes NeoBook program and sound and video editors (Wavelab, Nero WaveEditor, Nero Vision). The textbook requires being installed on the computer which meets the following requirements: Operating system: Windows XP, Vista (32/64) Windows 7 (32/64-bit); processor 1000 MHz (recommended 2000 MHz); RAM 512 Mb (recommended 1024 Mb); HDD 3 Gb of memory; a device for reading DVD-ROM drive; recommended browsers: Opera, Mozilla Firefox, Google Chrome.

The structure of the textbook is represented on the menu page and includes the following sections:

- "The Lecture Texts";
- "Composers' Biographies" (information about life events and 25 artists' work);
- "Opera Libretto" (summary of the most famous operas from the course);
- "Glossary" (262 articles about music theory, music-historical and cultural concepts visualized with illustrations);
- "Name Index" (335 articles about Russian and foreign personalities in culture, philosophers, folklorists, literary critics, writers, and composers from different times and different countries, musicians, artists, etc.);
- "Slide Show" (multimedia presentations for lectures with audio and video resources, photographs, painting replicas, works of art of various kinds);
- "Music Quiz" and "Testing".

### **III.2. Using the Website "Multimedia Technologies in Art Education"**

Educational website "Multimedia Technology in Musical Education" (L. Gavrilova's personal website, access mode: <http://multimusic.com.ua/index.php/ua/>) supplements methodological support of systematic implementation of multimedia technologies into the prospective music teachers' professional training. This website is used as a multimedia training tool created to upgrade the level of teaching in several professionally oriented courses for prospective music teachers' training ("Music History", "Ukrainian Music History", "Multimedia Technologies in Art Education", "Integrated Studying Subject "Art", etc.), the requirements to the structure, content, design, technical implementation and use of educational web resources are taken into account.

The site provides access to educational materials (electronic educational and methodological complex "Multimedia Technologies in Art Education", multimedia educational materials about professionally oriented music-historical and methodological courses) and additional teaching materials (articles and methodological

guidelines on using electronic training tools). Materials of the educational website "Multimedia Technology in Music Education" are used to provide the study of these disciplines with such activities as location, systematization, storage and use of textual and multimedia educational material; organization of test control and quizzes (controlling music knowledge by listening) in music-historical subjects online; organization of students' independent work.

### III.3. Special distance course "Multimedia Technologies in Art Education"

Special distance course is developed and implemented into the prospective music teachers' professional training to form theoretical knowledge and practical skills of using multimedia training tools in teaching art at school and to improve the prospective teachers' information and communication culture [1]. Among the tasks of the special course there are the following ones:

- supplying the prospective music teachers with knowledge of the principles underlying the art lesson cycle with multimedia support;
- developing abilities to use multimedia software for preparing and conducting lessons and extracurricular activities at school;
- developing skills of selecting and creating their own multimedia support for the art lesson cycle;
- training in search and selection of information in the global net;
- improving the ability to work actively in the information and communication pedagogical environment.

While mastering the course higher education applicants acquire such practical skills as: to work effectively with major software packages Windows 2007 (PowerPoint, Movie Maker, Microsoft Paint), programs for processing audio and video clips, graphic editors for the choice of providing multimedia supporting art lessons; to test students' knowledge via multimedia tools; to select and create software and teaching tools for students via multimedia technology; to search and analyze multimedia products and so on.

All materials for the course are available in learning environment MOODLE of SHEE "DSPU" (access mode: <http://ddpu.edu.ua:9090/moodle/>). Higher education applicants find the course syllabus there, designed on the basis of educational qualification characteristics, educational and vocational training programs for music teachers (ECL Bachelor), curriculum of the course "Multimedia Technologies in Art Education" considering modern requirements for using forms and methods of distance learning. In addition the general unit of the distance course contains information and reference materials that help students successfully master educational materials and open access to the educational tools: learning and methodological manuals in these disciplines; a list of recommended sources and Internet resources; a list of multimedia tools in art, recommended for using at art lesson cycle at primary school; access to downloading MET in art with Google Drive; the course thesaurus (dictionary of key concepts); the textbooks in educational field "Art" for primary school; sample lessons with using multimedia technology and teaching tools, are collected in the folder "Methodological box".

The electronic content of each topic in the distance course "Multimedia

Technologies in Art Education” contains a lecture, a presentation, tasks for independent work, and tests for controlling of theoretical knowledge.

Tasks for students’ independent study are created with maximum involvement of interactive teaching methods and using the opportunities of the learning environment MOODLE and modern Internet resources. Among the tasks there are:

- e-portfolio – the task of creative nature, obligatory fulfillment of which allows all students to make their own folder of creative tasks, monitor their own development; all tasks relate to preparing multimedia content and developing their own teaching tools for lesson of educational field “Art” at primary school; all tasks require mastering specific software and implementing creative ideas and projects;

- Web Quest – the problem tasks aimed at developing analytical and creative thinking of higher education applicants, its execution and implementation is possible only on the Internet;

- making interactive posters (working with Glogster), which provide a high level of involvement information channels of perception of the learning process visualization.

Controlling and assessing knowledge and skills of working with multimedia educational tools in art, acquired while mastering the distance course “Multimedia Technologies in Art Education”, is organized in the test form (learning environment MOODLE allows effectively to check the knowledge of theoretical material by means of tests of various types, designed in the module “Test”) with instant receiving the test results.

#### **IV. Conclusion**

Systematic implementation of multimedia technologies into the prospective music teachers’ professional training, particularly in courses on history and theory of music, allows to single out the most effective methods, including: explanatory informational method; visual and demonstrational method (demonstration of artistic works and artistic illustration of verbal explanations); problem and searching method (statement of problem questions, problem formulation, problem searching tasks); creating historical and cultural context; synchronic and diachronic analysis of the works; visualization and analysis and interpretation of music; creative tasks; online controlling knowledge and skills [4].

In addition, there were identified pedagogical conditions of enhancing efficiency of multimedia use:

- updating traditional methods and introducing innovative ones to teaching music courses using multimedia training tools;

- combining reproductive and productive methods of music education involving multimedia tools in condition of that priority practice using the MLT;

- providing future music teachers with required complex of knowledge and skills while working with multimedia programs and teaching tools, providing educational management of the process;

- implementing the elements of distance learning into the prospective music teachers’ professional training.

The pedagogical experiment described in L. Gavrilova's thesis proved the effectiveness of implementing multimedia technologies into prospective music teachers' training, particularly in studying music-historical and music-theoretical courses, that confirmed efficiency of statistical methods for analysis of the obtained results and the method of expert assessment used by the researcher [3].

The systematic use of information and communication tools, including multimedia technologies in the process of the prospective music teachers' professional training influences effectively their professional development, and has promising future. They concern further enhancement of educational complex means in music subjects via extensive use of multimedia technologies and distance form of mastering music-historical and other professionally oriented courses.

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### 3.9. PROFESSIONAL SELF-REALIZATION OF TEACHERS OF HIGH SCHOOL IN INTERNATIONAL EDUCATIONAL-PROJECT ACTIVITY

UDK 37.011.31 : 373.553 : 37.091.313

**S. Kirychenko**

**Abstract.** *The article proves the necessity of developing a pedagogical incentive system in Ukraine, which would encourage high school teachers to professional self-realization in international educational-project activities. It is noted that the personal contribution to the theory and practice of school education is the development and implementation of pedagogical conditions for the encouragement of high school teachers to professional self-realization through educational and project activities. In practice, the pedagogical incentive system as an activation of the teacher's internal potential by means of educational and project activities, providing him with scientific and methodological assistance from the authorities of the educational administration, organization of cooperation and partnerships of educators with scientific organizations and social institutes turned out to be effective in practice.*

**Key words:** *the personality's self-realization, peculiarities of pedagogical work of the teacher of high school, stereotypes in education, promotion, stimulation, international educational project activity, cooperation in education.*

In the educational space, which has recently become open and accessible for a broad discussion of the actual issues of education and training of young people, the guidelines for professional self-determination and designing the future living space of each person are changing. Increasing the efficiency of pedagogical activity requires an appeal to the teacher's personality, because its identity and uniqueness reveal new prospects of professional self-realization, enrich the pedagogical experience with new ideas and views.

The specifics of the high school teacher's work oblige him to "awaken" the interest of senior students in designing the future, to reveal their ability to design in their personal and professional life, to imagine the prospects of their becoming as a person, an individual, a subject, to satisfy the ambitions and needs of their professional self-determination. Consequently, the said above is reflected in the existing contradiction between the social demand and the objective need of highly skilled teachers capable of self-knowledge and self-improvement in the educational space, and the inadequate identification of their own resource opportunities in educational and project activities. This is also explained by the lack of an incentive system that would encourage high school teachers to professionalize themselves in international educational and project activities.

The questions of teacher's self-realization are connected with the study of ways to increase his professionalism, professional competence, pedagogical skills and reveal in the following areas: preparing future teachers for professional activity through self-knowledge and disclosure of innovative potential (I. Gavrish, Y. Ermak, I. Konovalchuk, O. Mandrazhy, O. Popova); formation of readiness of future teachers for professional self-realization in the process of professional and psycho-

logical-pedagogical preparation (I. Lebedyk, A. Lisnichenko, V. Mazin, L. Rybalko); improvement of qualification of pedagogical workers in the system of postgraduate pedagogical education (L. Armeyska, N. Bilyk, O. Marinovska, T. Sorochan, R. Chernovol-Tkachenko); stimulation of teachers for professional self-realization and development of its components (A. Zarytska, O. Kolodnitska, I. Kharkavtsiv, L. Suschenko) [1-7].

Traditionally, additional stimulation of the teacher to educational and project activities is encouragement, based on individual interest in educational projects, extraordinary certification and obtaining the pedagogical titles of the senior teacher, teacher-methodologist, awarding diplomas of various levels, breastplates, free trips and trips to the theater. However, nowadays this is not enough and there is a lack of experience in encouraging high school teachers to professional self-realization in international educational-project activities. The incentive system should be geared towards the needs of the teacher's professional self-fulfillment, their satisfaction.

**The purpose of the article.** To prove the need to encourage high school teachers to professional self-realization in the international educational-project activity; to expand the imagination of the practice of encouraging high school teachers to professional self-realization in international educational-project activities.

**Methods of research:** theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, teachers, acmeologists) on various aspects of the problem of teacher's self-realization; empirical - observation of the teachers' work; testing, interviews, conversations, analysis of acting products in order to identify teachers' attitude towards professional self-realization.

The research for the first time is theoretically substantiated and experimentally verified pedagogical conditions of professional self-realization of high school teachers in educational and project activities, as: stimulation of positive motivation of professional self-actualization of high school teachers in educational and project activities; providing high school teachers with scientific and methodological assistance in disclosing their educational and design potential from the authorities of the administration of education, administration, district and school methodological associations of teachers; creation and implementation of educational projects with senior students and various educational and social institutions (higher educational establishments, scientific institutions, family, public organizations).

The effectiveness of these pedagogical conditions is evidenced by the positive dynamics of the levels of teachers' professional self-actualization (high, medium, low), which was manifested by means of refined criteria with the relevant indicators, such as:

- motivation-potential (the desire to realize its own potential in educational-project activities, the desire to succeed and avoid failures);
- cognitive-activity (knowledge of own professional «I» -concept, the

essence of educational and project activities, its significance for achieving the goal and the result of teachers' professional self-realization, the method of creating and developing educational projects, age features of senior pupils and the features of profile education; designing skills to put the purpose of professional self-realization, to plan, model, construct a new educational product, to organize work in the creative group on the basis of cooperation and partnership);

– reflexive-personal (analysis of the results of educational and project activities and adequate self-assessment of the degree of self-activity, initiative, creativity, independence, communicative and organizational abilities).

The need to stimulate the positive motivation of professional self-realization of high school teachers in educational and project activities is due to the needs of teachers to design a successful professional career, to enjoy the work in educational projects, to create their own image and authority in order to increase the social significance of the teacher's profession. We found a number of factors, internal (stereotypes work traditionally, focus on a knowledgeable paradigm, and not on personality development, unwillingness to change oneself, weak development of willpower, anxiety, low level of self-organization) and external nature (lack of opportunities for material stimulation and financing of educational projects, underestimation of the results of educational activities by teachers on the part of the administration and in district competition competitions) that negatively affect the professional self-realization of teachers. Such obstacles reduce the level of teachers' professional self-actualization, lead to uncertainty in the results of search activity, anxiety in the process of implementing educational projects, low self-esteem of their own educational outcomes. At the same time, the elimination of obstacles facilitates the teacher's solving of creative tasks both intellectual and practical, revealing them the novelty and practical significance of the topic of research, the presentation of the results of educational and project activities at the areal, regional, international levels.

Teachers were explained the importance of setting the goal of professional self-realization, correct matching of their own potential and requirements for educational and project activities, adequate assessment and correction of their own educational outcomes. The examples of educational projects «Intelligence of Ukraine» (directed by I. Beh, I. Gavrish), «Gifted youth» (directed by L. Karpova), «Lyceum education of schoolchildren» (directed by S. Kirichenko) proved that the effectiveness of teachers' professional self-actualization increases in the process of cooperation, because self-perception is itself due to the development of collective thought and partnership, the satisfaction of realizing their own position as a result of teamwork. Removing the obstacle «lack of time» was due to self-management exercises, in which teachers realized the role of designing in organizing their own activities, increasing the level of self-organization. At the meetings of methodological associations, they discussed topics: «What is teacher lacking for educational and project activities?», «The role of educational projects in raising the teachers' methodological competence». Scientists were invited to the methodological seminars on the topics: «The teacher's innovative activity «,



«Priorities in education and in own activities», «Implementation of acmeological ideas in school education». The assimilation of these topics increased the confidence of teachers, eliminated their anxiety in the implementation of educational projects.

Preparation for the annual scientific and practical conference «Lyceum Education and Contemporary Science» positively influenced the identification of teachers' resource opportunities, senior students and parents. Experienced teachers demonstrated the results of educational projects on the Days of Educational and Methodological Departments «Country Studies», «Philology», «Integral», «Natura», they invited to other schools and shared experiences.

According to the data of the pilot study, teachers (264 people) state that for their effective professional self-realization they lack: a) the experience of organizing and executing educational projects, information on educational projects, selection criteria for the participants (32%); b) well-coordinated interaction in implementing joint educational projects with parents and senior students (25%); c) modern material and technical base, equipped with modern information and communication means of the workplace (21%); d) creative initiative team of like-minded people, positive attitude of colleagues and scientific and methodological assistance from the administration (14%). Some teachers (8%) are indifferent to educational project activities. Thus, based on the results of the survey, own experience in the development of educational projects, it has been found that teachers need scientific and pedagogical assistance in the disclosure of educational and design potential.

Teachers were encouraged to work the author's scientific and methodical seminar «Theory and method of professional self-actualization of senior school teachers in educational and project activities». The teachers together projected the image of the future student and the place of the teacher at the school of the future, they simulated an individual trajectory for the development of the teacher's educational and design potential, and developed a model of a graduate of the lyceum. Together with the Methodists developed and conducted the training «Educational-project activity of the teacher», in which the teachers did exercises such as «Image of the scientist», «Types of the personality of the scientist», «The qualities which the researcher possesses», «The teacher is the organizer and the executor of the educational project», «Change the point of view on the object», «Statement of purpose, tasks, formulation of the hypothesis on the topic of research».

For teachers it was created a master class to develop an educational project «Involving students in scientific activities through participation in the tournament movement», where, during the simulation game, each participant had the opportunity to try himself as a speaker, an opponent and a reviewer. Teachers performed tasks for the development of the ability to focus on the main, synthesize the ideas of other people, to identify their own point of view; viewed video footage of educational tournaments for senior students.

Scientific and methodological assistance to senior school teachers was of

a differentiated nature. For teachers who did not have experience in educational and project activities, they used algorithms for developing educational projects, offered to solve professional situations, cited examples of generation of their own ideas, exercised imagination and observation, acquainted with the materials of developed educational projects, conducted a scientific and methodological seminar on the theme: «Organization of self-education activity of the teacher», compiled a plan of self-education, developed the educational route of the teacher. Teachers who had experience in educational and project activities raised their professional self-realization by initiating new educational projects, attracting senior pupils and parents, designing electronic textbooks on educational subjects, designing the process of preparing senior pupils for testing, and mastering foreign languages. Teachers used the information and skills of educational and project activity in designing the presentation of the subject lessons, conducting circles, organizing a research organization of schoolchildren, and preparing senior pupils to perform competitive research papers.

In the current conditions, the teacher must prepare students for the socio-cultural educational space in which they find the meaning of life and are determined by the profession, which requires a change in the structure of the teacher's relationship with other educational and social institutions. The cooperation of high school teachers with the teaching staff extends the teacher's outlook and the limits of professional self-realization, promotes the acquisition of additional knowledge and skills in preparing high school students for subject competitions and competitions. Joint educational projects bring the theory closer to practice, raise the interest of teachers in exchanging pedagogical ideas and experience in educational and project activities, replenish the thesaurus of working terminology on pedagogical technologies and author's concepts, and stimulate a pedagogical experiment. Establishing communication with scientific institutions increases the scientific depth of self-knowledge of teachers from educational subjects, promotes acquaintance with scientific developments and new equipment, forms an impression about the practical application of scientific knowledge by schoolchildren. In the work of public organizations, a teacher implements organizational and communicative abilities, develops his own socio-cultural competence and helps senior students in designing ways to implement their own Self in society. Interaction in joint educational projects contributes to a better understanding of the needs of senior pupils, correction of their behavior, adjustment of family relations, contact between parents and senior students.

Within the framework of the developed educational project, according to the directions of cooperation, the following programs were implemented:

- 1) «Steps to Higher Educational Institution» - the teachers established the correspondence of the depth and orientation of the subject material they are teaching, analyzed the quality of preparation of senior pupils for testing on educational subjects, the requirements of a particular higher school, faculty, speciality;

2) «The future of science and technology» - teachers and senior students were introduced to the organization of various types of production, senior students designed their own future according to the scheme «school - higher education - production or science», received new information teachers included in the material on educational subjects, singled out its practical significance, used the bases of scientific institutions for professional orientation activities, showed students who are prone to scientific activity;

3) «Civic Position of the Person» - the teachers got acquainted with the normative and legal bases of the activity of the volunteer movement, the ecological state of the Kharkiv region, the overcoming of human crisis situations - dependence on alcoholism, drug addiction, measures to prevent HIV / AIDS, tuberculosis;

4) «Pedagogy for All» - popularized the profession of a teacher during the organization of the Day of Pedagogy in the Lyceum, the work of university departments in the School of Economics and the combined scientific and methodological studies for teachers, heads of institutions, and teachers. At the Open Door Day, the teachers presented with their students their own editions, talked about graduates who became famous people in Ukraine and abroad, delivered presentations at pedagogical councils, meetings of methodological associations. The best teachers were invited to be methodologists from the pedagogical practice of students.

**Conclusions and results.** The study proves the need to develop an incentive system that would encourage high school teachers to engage in international educational and project activities. In general, the educational and project activity of teachers is understood as designing in the pedagogical process, self-designing of positive changes in pedagogical activity, creation and implementation of educational projects.

According to the results of monitoring studies, the number of teachers who were interested in educational projects showed intentions to succeed in pedagogical activities, appreciated the work in educational projects for creative self-expression in pedagogical activities (in experimental groups the increase was + 66.3%). The number of teachers (+ 54.5%), who worked at the creative level, took an active part in educational projects, trained students for competitions, and had winners. The effectiveness of professional self-actualization of high school teachers shows their received awards, letters of praise, letters of instruction, pupils' victories on subject competitions, competitions.

**Prospects for further research.** The study does not exhaust all aspects of the affected problem. Prospects and further explorations are the involvement of the development of an incentive system for administrative bodies, which would contribute to the successful establishment of educational projects at the international level.

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### 3.10. PEDAGOGICAL CONDITIONS OF STUDENTS' PROFESSIONAL COMPETENCE FORMATION OF TECHNICAL EDUCATIONAL INSTITUTIONS ON THE BASIS OF THE RESOURCE APPROACH

UDC 378.371

**K. Lebedieva**

**Abstract.** *The article reveals the value of the resource approach for the formation of professional competence of students of technical educational institutions. The essence of the resource approach is found out, pedagogical conditions of successful application of the resource approach for students professional competence formation of technical educational institutions are substantiated, which include: creation of an educational environment, favorable for the disclosure of students' resources opportunities; stimulation of future specialists for professional motivation to achieve success and providing future professionals with assistance in determining the individual trajectory of professional development on the basis of diagnosis and self-diagnosis of the students' personal potential; optimization of students' selforganization of their own activity in different types of professional training; introduction of health-saving educational technologies in the process of students' professional training.*

**Key words:** *student, professional competence, formation, resource approach, pedagogical condition, technical educational institution.*

Changes in the political, social, cultural and economic life of the country under the condition of market relations put forward new requirements for engineers' professional training. To provide the competitiveness of modern production can initiative, volitional and self-confident specialists. Hence, there is an objective need to improve the system of higher technical education in general and to increase the efficiency of the formation process of the professional competence of future engineers of radio engineering specialties, in particular, that will ensure the training of a specialist who is aware of his ability, strives for selfeducation, self-improvement, maximum self-realization, achievement of success in life, including professional activity [1]. According to the current legislation of Ukraine (the laws of Ukraine "On Education" (2017), "On Higher Education" (2014), "On Vocational Education", the National Strategy for the Development of Education of Ukraine until 2021 (2013) and others. ) the main focus of professional education should be on future specialists' vital competencies development, which enable them to respond promptly to changes in the professional environment and society, as well as to improve their professional life skills on their own. In the context of the 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). As the analysis of scientific literature proves, some aspects of

the problem of forming the professional competence of future technical specialists have been disclosed in the studies of a number of scientists. Thus, in scientific works the following is defined: theoretical and methodological foundations of the introduction of a competent approach in the educational process of educational institutions of different types (V. Bolotov, V. Bulgakova, I. Zimnya, A. Pometun, V. Serikov and others), the relation between the concepts 'competence' and 'competency' (N. Bibik, S. Bondar, I. Sergeev, V. Kraevsky, I. Rodigina, A. Khutorsky), place of communication in various spheres of a modern person's life (G. Elizarova, M. Kagan, V. Krysko, A. Petrovsky), the specifics of professional activity and the content of future engineers professional training (I. Vasiliev, S. Danceva, O. Ihnatyuk, O. Kolomiets, M. Lazarev, N. Podbutska, O. Ponomariov, A. Romanovsky, A. Slobodyanyuk, T. Sushchenko, L. Tovazhnyansky, E. Chugunova and others). In recent years, in the pedagogical science we can see works in which the authors (Y. Ibragim, V. Lozova, S. Mikityuk, T. Tsetsorina, T. Chamova and others), seeking ways to increase the effectiveness of educational activities in the training of future specialists, focus their attention on the resource approach use in the professional training, which enables the maximum realization of the internal potential of each individual. The purpose of the article is to justify the pedagogical conditions of students' professional competence formation of technical educational institutions on the basis of the resource approach. 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 main concepts of the study, justification of the pedagogical conditions for the formation of professional competence of future engineers of radio engineering specialties on the basis of the resource approach and clarification of the criteria and indicators of effectiveness of the mentioned process; – empirical: diagnostic (questionnaires, interview, conversations, control works, testing), observational (direct, indirect, participant observation, retrospective analysis of own pedagogical practice). Presenting of the main material. Generalization of different approaches of scientists to the understanding of the essence of the concept of "competence" made it possible to reveal this phenomenon as a result of mastering a person with a certain competence, which implies the presence of sufficient level of formation of knowledge, skills, personal qualities and experience in the implementation of certain activities. In turn, competence is considered as a certain predetermined requirement (norm) for the preparation of a person, which is a set of personal qualities (knowledge, skills, etc.) necessary for quality productive activity in relation to certain specified objects and processes. The analysis of psychological and pedagogical works on the research problem (L. Karpova, V. Lozova, V. Pikelina, T. Suschenko, L. Horuzha and others) gives grounds to testify that professional competence is an integral characteristic of personal qualities of a specialist, reflecting the level of knowledge, skills, experience sufficient to achieve the 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 [2; 3]. The analysis

of scholars' scientific works (O. Ihnatyuk, O. Kolomiets, M. Lazarev, O. Romanovsky, A. Slobodyanyuk, L. Tovozhnyansky, L. Stefan and others) gave grounds for the conclusion that the peculiarities of professional competence of modern engineers require formation of such personal qualities and skills as:

- adapting flexibly to the changing life and professional situations, being able to independently acquire the necessary knowledge throughout life;
- being able to think critically on their own, being able to see real problems and, using modern technologies, to search for the ways to solve them rationally; being able to generate new ideas;

- working independently on the development of own morality, intellect, cultural level;

- using computer equipment rationally;

- applying own potential for professional self-improvement. The importance of using the ideas of the resource approach is that it contributes to the construction of an educational space, focused on the development of individuality, enriching the theory of individualization of education; optimal organization of teaching and learning activities, which is manifested in the principles of ergonomics, provision of an individual trajectory of a student's development, his personal potential realization in learning. The resource approach in preparing future specialist involves ensuring differentiation, variability, innovation in education, as well as discovery student's new resources. In the research, individual's potential is considered as a combination of innate and acquired abilities, capabilities of a person, essential forces found in different forms of personal activity [4]. For students' professional competence formation on the basis of the competent approach, educational environment has considerable potential, since in it, from many scholars point of view (V. Bibler, Y. Bronsky, L. Bueva, Y. Volkov, V. Ilyina, Y. Manuilov, A. Mudrik, L. Novikova, V. Semenov, N. Kodyakova and others) transformation of the relation to the surrounding reality into the internal structure of a person is carried out; favorable conditions are created for the comprehensive development and self-development of an individual, filling with the professional values of subjects of learning, stimulating of group interests, relationships changing; social experience is assimilated and qualities necessary for further professional activities are produced, etc. To provide the optimal course of processes of professional formation and development of students of technical educational institution, including their professional competence, makes pedagogically expediently organized educational environment of higher educational institution possible, which is considered as a set of material and spiritual conditions, factors, relations, created in higher educational institutions, which influence greatly on future specialist's formation, on his development, upbringing, education, socialization as a person, contribute to a common solution of problems, on realization of possibilities of subjects of pedagogical process, detection of their creative potential. The peculiarities of educational environment of higher technical educational institution are determined by its priority tasks: improvement of training of future engineers, development of personal and professional characteristics of each student, disclosure of

talents and abilities, spiritual and intellectual potential of an individual. On the basis of scientific literature study and own pedagogical experience, it was concluded that teachers should direct their efforts to create favorable psychological atmosphere at the faculty, in the classrooms, to establish all types of communicative connections necessary for the formation of professional competence of future specialists on the basis of implementation of principles of mutual respect and tolerance. This contributes to ensuring the creation of optimal prerequisites for satisfying individual educational interests and needs of each student, his professional self-realization. Also, in the process of communication building, teachers should pay significant attention to students' development stimulating of valuable attitude towards the future profession, to their own 'I'; personal self-improvement, to develop reflexive actions according to their own activities, and try to ensure the neutralization of destructive factors influence (anxiety, teachers' pedagogical tact violation, educational overload, etc.) on students' mind. For the purpose of work ability maintenance, prevention of exhaustion, fatigue, etc., all higher education institutions should adhere psychological (taking into account the psychological characteristics of each student, his psychological state during the lecture), didactic (observance of the principles of an individual approach, accessibility, strength), hygienic (room lighting, air purity, schedule appropriate for keeping internal resources of students, etc.), requirements for educational process organization. Toward this goal, curators, self-governing departments, and student trade union committees should assist students in maintaining the right livelihood regime, in particular in hostels, by conducting individual interviews, consultations, taking into account the wishes of students for improving living conditions, etc. As it was proved by many scientists (L. Bozhovich, L. Vygotsky, A. Leontiev, A. Markova, K. Platonov, S. Rubinstein, L. Jacobson, and others), human behavior and activities largely determine the motivation as a system of interconnected motives, needs, goals, interests, etc. The motivational sphere of personality is also closely connected with other motivating factors (his values, attitudes, ideals, beliefs), because of purposeful changes in this sphere one can effectively influence the formation of students professional orientation. At the same time, the results of scientists' research (B. Atkinson, S. Zanyuk, T. Gordeyeva, M. Dalgadov, M. Kondratieva, M. Kelland, L. Mitina, A. Orlov, A. Salkov, H. Hekhauzen and others) give grounds to testify, that important and relatively independent type of students' professional training motivation, which explains the behavior of a person, aimed at self-development and self-improvement and largely determines his orientation to successful professional occupation, is the motivation of achievement. In the context of our study, the emphasis on successful professional activities and motives for achievement is of particular importance in motivating students. Formation of this direction is related to the disclosure of human potential in the process of his professional development and self-development. This process requires person's productive activity, which is manifested in the constant correction of own actions, behavior, which, in turn, causes the need for self-awareness and self-esteem, self-control and responsibility. In the course of the study, it was found out that the focus on



successful professional activity is determined by the peculiarities of an organization of educational process and is characterized by the logic of the reversal of student's unstable motives, under the conditions of stimulation, in a stable demand-motivational sphere, filled with personal meaning and focused on successful cognitive and professional activity. It is impossible to ensure the process of forming the professional competence of future engineers on the basis of the resource approach without conducting a diagnosis of educational and professional resources (intellectual, spiritual and moral, professional and creative potentials) as a source of development and personalization of future specialist, which directs a person to professional self-realization. The obtained diagnostic data gives teacher and students the opportunity to develop correct general strategy of forming professional competence of future specialist, to simulate his individual trajectory of professional development and to provide adequate assistance to each student in the preparation of an individual plan for professional self-improvement. As a result of scientific research, it was concluded that in the context of problem solution, it is essential for students to master during the professional training of self-organization competencies their own activities, in the process of which student realizes and forms intrinsic goal, takes into account and produces an attitude to external goals and influences, as a result they gain internal significance for future specialist. The peculiarities of students' self-organization of technical educational institutions are related with distinguishing features of professional activity of engineering industry, for which distribution of high technologies, increase of information volume, complication of technical equipment are particular today. This requires from a future engineer formation of such personal qualities as: ability to maintain a high level of employability, skills of rational organization of work, professional mobility, desire for constant professional self-improvement, selfeducation, etc. These qualities students can master by self-organization of various activities in course of professional training of future engineers, which, in turn, requires students' acquisition of appropriate theoretical and practical competencies. On the basis of scientific works study on the discussed problem (I. Guk, Y. Ibrahim, S. Mikityuk, O. Popova etc.) the opportunity to distinguish mentioned competencies was given.

Theoretical competencies include knowledge about:

- planning, methods and means of self-organization of various activities;
- rational organization of educational work;
- special knowledge about our own resources capabilities, self-diagnostics and ways of using own resources in different types of professional training;
- sources of obtaining new information and ways of its processing;
- psychological structure of personality and its qualities (types of temperament and their influence on behavior and activity, will's peculiarities, interests and inclinations, needs and motives of activity, cognitive possibilities and peculiarities of such processes as memory, attention, perception);
- physiology (on the processes of vital functions of human body; biorhythms and resources of an organism; ways of maintaining the working capacity of an

organism;

– hygiene of mental labor (resource capabilities of an organism of the rules of organization of the workplace, ways of creating favorable conditions for mental work (comfortable equipment of work area, maintaining order in workplace, mode of room's ventilation, high-quality lighting, observance daily routine and work, etc.);

– methods of self-improvement of personal qualities that promote students' successful self-organization in different types of professional training [5; 6]. Educational health-saving technologies are important for providing resource approach to students' formation of professional competence, which are considered as a set of tools, methods, forms, ways of organization and implementation of educational process aimed at students' health - saving (creating safe and comfortable learning conditions) in educational institution, stress and overload prevention, establishment of subject-subjective relations of participants in the pedagogical process, ensuring the integral development of an individual. In the context of our research, the following technologies are considered to be perspective: designing the content of education; rational organization of educational process; activation of students educational and cognitive activity ; formation of favorable psychological climate; diagnostics of educational results in the process of its achievement [3] .

The abovementioned ideas made it possible to determine and substantiate pedagogical conditions of successful application of the resource approach to the formation of students' professional competence of technical educational institution.

**Conclusions and results of the research.** Implementation of the resource approach in the process of forming the professional competence of future engineers enables to create conditions for maximum disclosure and development of the internal potential of each future specialist, transferring him from potential to actual state, formation of his positive "I" - concept in the process of mastering the basics of professional activity. It is substantiated that the pedagogical conditions of successful application of the resource approach to students' formation of professional competence of technical educational institution include: creation of educational environment advantageous to discovery of students' resources; future professionals' stimulation for professional motivation to achieve success and provide future specialists with assistance in determining the individual trajectory of professional development on the basis of diagnosis and self-diagnosis of students' personal potential; optimization of students' self-organization of their own activities in different types of professional training; introduction of health - saving educational technologies in the process of students' professional training.

**Perspective directions of further researches** are the following: development of educational and methodical provision of pedagogical conditions for successful application of the resource approach to the formation of professional competence of future specialists in technical field; search for ways to encourage students to use their own resource opportunities in the process of training.

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### 3.11. PRACTICAL ISSUES OF FUTURE NEGOTIATORS' TRAININGS BY THE MEANS OF ROLE-PLAYING IN NON-FORMAL EDUCATION

UDK 377.031

**N.Kalashnyk, Y.Levchenko, V.Rakhlis**

Abstract: The need for specialists able to conduct negotiations, as well as the conceptual justification of their vocational training system, is becoming ever more

tangible in modern Ukraine. Throughout its existence, humanity has worked out only two forms of conflict resolution, no matter which levels they arise: through force and through mutual agreements. Therefore, negotiations as a form of solving a state, social, political, and personal conflict is not the achievement of the New or Newest Times, but has been known and used since ancient times. In different conditions negotiators were representatives of various professions: from translators to military personnel, but only at the beginning of the twentieth century this activity was recognized as an independent profession - the negotiator. However, until now, the profession mentioned is not presented in the "Classifier of Occupations of Ukraine", and, therefore, there is no professional training of specialists in this area in the country. Though there is a huge verity of short-term courses, trainings, coaching seminars etc. aiming to train negotiators can be fined in the sphere of non-formal education both in Ukraine and abroad. Seing as the additional competence negotiators` trainings are mostly conduct in the system of non-formal education because this system in particular fits the peculiarities of negotiators` tainings process most: limited time, individual approach or work in small groups, reliance on practice and teaching through practice. The authors of the article show role-playing as one of the most widely-used methods of negotiars` training practice.

*Key words: negotiators, role-playing, practical skills, non-formal education, teaching method.*

Today the professional literature still has no consensus on the definition of the term "negotiator". Various dictionaries offer a certain number of interpretations of the word, starting with the "speaker" with the synonym to the word "interlocutor" to "a person who is on behalf of one of the parties conducts negotiations with the opponent"; with the synonym "parliamentarian" (Duveen & Solomon, 1994). Modern references (after 2005) have a trend to define a "negotiator" as "a person who professionally conducts a negotiation process and whose activity is initiated by one or both sides of the conflict; the negotiator`s activity aims to reach a common solution and to terminate the conflict between the parties peacefully" (Maier, 1991). However, the definition of the negotiator as a representative of a particular profession in the Ukrainian professional literature does not occur, although this term is actively used by the media to identify people who conduct negotoatiations with terrorists, members of armed or bandit groups, pirates, etc., as well as in the Internet and business sphere to characterize people, which are able to negotiate interests of business structures. European and US sources also do not recognizing negotiators as representatives of a particular profession, but recognizes training in the field of negotiation as one of compulsory professional competences of lawyers, diplomats and politicians (Cohen, 2002).

Also though role-playing is widely used as a teaching method in many spheres of educational practice there are also several definitions for this term. The definition used for this study is from Aronson and Carlsmith who described the role playing study "an `as-if` experiment in which the subject is asked to behave as if he [or she] were a particular person in a particular situation" (Aronson & Carlsmith, 1968).

The sphere of non-formal education, which by its nature is more dynamic, flexible and capable of “adapting” to the challenges of time, is more likely to fit the tasks of negotiators` trainings than the formal one. That’s why today different short-term courses, trainings, workshops and other forms of traditionally used in non-formal education provide educational services in this area.

The aim of this article is to represent role-playing as one of the mostly used methods of negotiators` trainings in non-formal education and the one which fulfills practical aims of the training programs for negotiators-to-be most.

Such methods as making conjectures, observation, analysis, scientific inquiry, characterization were of great use while writing the article.

The article`s novelty lies in representing negotiation as a specific sphere of a professional activity of a person, seing role-playing as the main method for the professional training for the activity mentioned.

*The presently popular technique, role playing, traces back to the psychotherapy of the 1930s (Levchenko, 2012). By the late 1940s role playing had become a recognized part of business, community, and other forms of the budding field of what was to become organization development. In the 1970s it was widely used as part of behavior therapy for assertion training and social skills training. It has been known as a method in education since the late 1940s, but there were enough problems with its use that it hasn't fully “caught on” (Blatner). From that narrow beginning, role playing has spread to many and varied forms of education from the primary levels of the elementary school to the upper echelons in managerial training of business executives*

*Role playing can be used with students of most ages and for various educational purposes. It allows people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him.*

*The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. If a skillful teacher has accurately matched the problem situation to the needs of his group, the solving of realistic life problems can be expected. Role playing can often create a sense of community within the class. Although at first it may seem a threatening method, once the class learns to share a mutual confidence and commitment to the learning process, the sharing of analysis over the role situations will develop a camaraderie never possible in monological teaching methods such as the lecture (Teaching through role-playing).*

The great developmental psychologist, Jean Piaget, described two modes of learning: “assimilation” and “accommodation.” In assimilation, people figuratively “fill in” their mental map of their world, while in accommodation, they figuratively change that mental map, expand or alter it to fit their new perceptions. Both processes are complementary and concurrent, but different types of learning tend to emphasize one or the other mode. Rote memorization tends to emphasize assimilation. In contrast, learning to climb a tree, swim, or ride a bicycle emphasizes

accommodation. Accomodation involves a gaining of a “knack,” and tends to be the kind of learning that is almost impossible to fully forget. Assimilative learning, as we all know, is remarkably easy to forget (Blatner).

*Role-play* is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the ‘opposite’ point of view (Glover).

Any educational and training programme is to form and develop professional competence of a person and fit the needs of a profession or activity the person goes for. As to the professional skills and characteristics of a negotiator modern psychological, sociological and pedagogical sciences require good communication skills, which are essential in identifying the needs and feelings of others in order to achieve a mutually acceptable resolution, appropriate aggression and ambition, how to think from a different perspective, how to deal with difficult people. As one of the main professional competences of a professional negotiator researchers also pick out the need to empathy and a willingness to compromise to ensure a win-win outcome.

Speaking about professional negotiators` trainings all the researchers stand for the idea that this kind of specialists can and is to be educated by individual programs (or at least in small groups) with the dominate component of practice. In this case role-plays as teaching method can be in a high priority as one of the most powerful ways to learn is to actually experience a role. An enormously effectiveness of role-plays as a teaching tool also comes out of the fact that role-play simulations put participants in hypothetical situations and challenge them to deliberate and make decisions in new and different ways, foster individual and collective learning that can be transferred to real-world situations, are usually followed by debriefings in which participants, with the help of an instructor, reflect on how the exercise progressed, what they learned, and how these lessons related to or diverge from their real-world situations. Mainly role-plays in the sphere of negotiations are to teach the following things:

- Coalition building, maintenance, and disruption;
  - When to bluff or when to stay;
  - Utility analysis and the objectivity of criteria;
  - Pareto-optimality and the maximization of collective and individual gains;
  - The advantages and consequences of caucusing;
  - How to create value in talks;
  - Negotiation tactics in the face of opposition;
  - The benefits of neutral facilitators / negotiators (Kilgour, 2015).
- From complicated strategies to artful subterfuge, negotiation games are one

of the very best ways to prepare for the challenges of real-world negotiation. Role-play simulations that employ game theory enable participants to analyze negotiations, make strategic decisions, and anticipate their counterpart's next move. Nowadays role-play games and activities presented in the sphere of negotiators' trainings are drawn on a wide-range of disciplines including microeconomics, social psychology, practical influence education and pedagogics of special purposes, behavioral economics, management science, crisis pedagogy and psychology etc.

Mainly professional courses and programs for negotiators' trainings use two types of role-play games where the first one aims to create and develop the "speaking-listening-understanding" skills of students and listeners and the other one spreads its forces over "non-verbal – behavior influencing" ones.

Games of Type 1 can boost confidence, develop listening skills, and train creative problem-solving techniques. These games mainly go by the following scheme: Defining a scenario, whether realistic or off-the wall fiction. One person describes a situation and other people respond to it. Also called cooperative-storytelling, the narrator defines a problem or enacts an imaginary stranger and the role-players then need to work together to handle the situation. This negotiation training provides a controlled environment where people may test and practice their negotiation skills without fear of bad consequences.

Games of Type 2 (also the term "Body Language Activities") aim to show people the power of non-verbal communication, make them "read and understand" not only the words of an opponent but the hidden information as well. The most popular ones of this kind are:

Charades: one "speaker" has to communicate a message without speaking. As others guess the message, the "speaker" refines body language until the message is communicated. This entertaining exercise helps people test what gesticulations work and which do not.

Critic-minded viewer: the group or a student watches movie scenes or public debates in which negotiations are taking place. The aim is to observe non-verbal cues, including vocal fluctuations.

"Simon says" or "Follow the leader": Designate one participant "negotiator" and one "client." Make up a creative scenario where the negotiator and client represent different companies in a negotiation, each with different goals and assets to draw from. Divide all other participants in the room into two groups with each group mimicking the non-verbal cues of the negotiator or client. As the activity progresses, everyone will become self-conscious about the body language being used. Let each person have a turn in the negotiation. Afterwards, discuss observations on the effectiveness of different types of body language.

Leveling up the negotiators' skills more complicated games which unite the the ones of both types can be used. The classical example of the game that was made by a group of professional negotiation trainers in 2009 especially for Harvard Law School is the one called "Win as Much as You Can" (Levchenko, 2012).

SCENARIO: This exercise is analytically similar to both the Oil Pricing and Populator Pricing exercises. Participants sole objective is to maximize their own

points with complete indifference to the other participants. Participants are to play either an X or a Y and, depending on other participants' choices, a payoff is awarded each round. Only before rounds 5, 8 and 10 are players allowed to confer with each other.

**MECHANICS:** This exercise is played in ten quick rounds. Players are grouped into fours. Explanation of the exercise should take no more than 5 minutes. The ten rounds should take about 15 minutes, while debriefing can take from 30 to 45 minutes.

**PROCESS THEMES:** Assumptions; Commitment; Communication; Competition v. Cooperation; Compliance; Credibility; Decision analysis; Game theory; Group process; Joint gains; Meaning of "success"; Message analysis; Risk aversion; Risk perception; Trust

**MAJOR LESSONS:** This is a so-called "social trap" exercise, in which long-term maximization requires unenforced mutual trust where significant short-term gains are possible by breaking that trust. Communication must be implicit, and is hence highly ambiguous and subject to misinterpretation, usually by the projection of negative and adversarial intentions that don't actually exist. The exercise highlights the frequency with which we make imprecise and inadequately supported assumptions, suggesting the importance of making and keeping assumptions explicit and testing them periodically. The difference between reacting to the other side's moves (or one's perception of what those moves mean, or will be), and acting purposefully to influence the other side to (re)act constructively, is easily illustrated by comparing the experience of different teams. The monetary variation tends to be dramatic between cooperative and competitive games, and analysis usually suggests that to establish the former some team has to take a risk. The danger of self-fulfilling assumptions is also illustrated. Parties can turn cautious competitors into the cutthroat adversaries they fear by proceeding with pre-emptive ruthlessness (Official web-site of Harvard Law School).

**Conclusions.** Role playing isn't to be viewed as a particularly psychological procedure. Certainly, it has been widely used as a part of many different types of therapy, but this is because it's a natural vehicle for learning. Role playing is simply a less technologically elaborate form of simulations.

What astronauts do in their practice for missions; what pilots do in learning to navigate in flight simulators; what thousands of soldiers do in the course of military exercises--it's all role playing. Teaching salespersons to deal with customers, teaching doctors to interview patients, teaching teachers to deal with difficult situations, all these require some measure of actual practice and feedback.

Role playing, then, is nothing more than rehearsal. Musicians and football players, actors and firemen, all need to practice their skills. This is because complex operations cannot include all variables in a single lecture or even a thick book. Issues of adapting general principles to one's own set of abilities, temperament, and background; working out the inevitable "bugs" any complex system generates; and preparing for unforeseen eventualities--all are frequent goals of this kind of role playing (Blatner).



Nowadays role-playing is widely used by various programs for training special types of specialists or special skills, negotiation ones as well.

Prospects for further research over the problem mentioned lays in the sphere of small-groups' trainings, individual trainings for negotiators, use of role-playing in professional trainings of other specialists whose education need individual programs and individual approaches.

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### **3.12.FORMATION OF PROFESSIONAL FOREIGN LANGUAGE COMMUNICATION OF FUTURE ECONOMISTS IN THE EDUCATIONAL ENVIRONMENT OF HIGHER EDUCATIONAL ESTABLISHMENTS**

УДК [378.147:33]:811.111

#### **R.Chornovol-Tkachenko**

**Abstract.** *The article reveals potential opportunities of the educational environment of a higher educational establishment as for the formation of professional foreign language communication of future economists. It has been found out that professional foreign language communication takes place while studying a foreign language in class, during extracurricular time and is of a consistent and focused nature. It has been proved that the effectiveness of professional foreign language communication by future economists depends on their individual characteristics, pedagogical interaction between the teacher and students, use of innovative techniques, methods, forms of work with students. It has been explicated that the key features of the system of holistic professional training of future economists are sustainability, hierarchy, integrity, since it welds the existing Ukrainian and foreign concepts of teaching economists, consistently comprising all stages of their professional training: its purpose, motivation, content, types, methods, means and forms of training.*

**Key words:** *educational environment, higher education institution, formation process, professional foreign language communication, future economists, pedagogical innovations.*

The Regulation “On the Procedure of Implementing Innovative Educational Activities” (2012), the Law of Ukraine “On Higher Education” (2014), the National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013), the Law of Ukraine “On Education” (2017) there is a special emphasis on resolving the contradiction between declaring integration into the international educational domain with updating the field of professional education and the in-

adequate level of future specialists' readiness to establish communication ties, in particular, within the framework of economic relations with other countries.

According to A. Petrova [10], the current trends in the globalization of socio-economic processes require changes in training specialists in foreign economic activities, whose essence is expanding professional activities and communicating with representatives of other cultures, knowledge of foreign languages and awareness of other communication tools, the skill of taking independent solutions in appropriate situations, introducing the latest information technologies into professional activities, a continuous improvement of their educational level and qualifications to be an efficient professional at the global market. In this work we must add that the formation of foreign language communication in student environments is focused and is due to revealing interest in learning a foreign language as a means of professional information exchange of information, a mode of top international experience.

Educational environment as a component of our spatial-subject environment is studied both by foreign (J. Gibson, W. Mace, T. Meng, M. Turvey, V. Yasin) and Ukrainian (G. Ball, I. Bech, E. Bondarevskaya, C. Maksimova, O. Marchenko, O. Pekhota, V. Rybalka, V. Semichenko, V. Serikov, S. Sysoev) scientists. Educational environments at higher education institutions is regarded as a pedagogical phenomenon (A. Artyukhin), a factor of professional self-determination (O. Mondonen), students' socio-cultural development (N. Zibina), professional self-consciousness (L. Andreev), students' adaptation under conditions of educational environment optimization (G. Gorska, T. Braun), formation of professional and civil competencies (S. Myakshev, L. Orinina). Educational environments are also researched as a means of developing the creative personality of a student (V. Masterova, S. Pymonova, I. Podolskaya). Problems of pedagogical innovations and searching for ways of their practical implementation are highlighted in research papers by O. Vasilenko, O. Vlasova, T. Gladkoy, I. Dychkovsky, O. Kozlova, I. Pidlasy and others. Works by O. Goncharova, Yu. Semenchuk deal with the issue of forming separate competencies of economists; the organization of independent educational and cognitive activities of future economists is carefully considered by S. Kustovsky, E. Miroshnichenko; methodology of studying certain disciplines in the process of training economists is studied by L. Nichugovskaya; certain types, methods, means and forms of training economists have been offered to use by O. Karelin, L. Medvedev, L. Shipulina; O. Bulavenko looks into the issue of continuing education for economists.

However, pedagogical innovations generally concern the organization of educational processes in higher and secondary education institutions, in particular the focus being on innovative forms of work with students and adults. As for the problem of forming professional foreign language communication of future specialists in the process of their economic education, this dimension has not been sufficiently researched in psychological, pedagogical and scientific-methodical fields yet.

**The purpose of the article.** To analyze psychological, pedagogical and scientific-methodical literature to substantiate the content and components of the educational environment, its potential for forming professional foreign language communication of future economists; to specify ways of forming professional foreign language communication of students of the economic profile.

**Research methods.** Analysis of psychological, pedagogical and scientific-methodical literature; presenting a hypothesis on the basis of processing the material in question; generalizations and conclusions.

The researcher O. Gora [3] understands the educational environment of a higher education institution as a combination of spiritual and material conditions of its functioning that ensure the self-development of a student's free and active personality, realization of his/her creative potential. The educational environment serves as a functional and spatial integrity of subjects of education with close versatile relationships established, and it can be considered as a model of a socio-cultural domain, where personalities are created. The author regards the humanistic nature of educational influence in the environment; openness and dynamism of the educational environment; accentuation of the national component in the content of education; constant diagnostic-correction pedagogical influence on the educational environment as inalienable features of any educational environment.

We understand the concept of the educational environment of a higher education institution as a set of spatial-substantive, material and technical, socio-psychological, information and communication, sanitary and hygienic conditions for carrying out educational activities. By its nature, the educational environment of the higher education institution is a local, artificial environment, formed to achieve specific goals of the educational process: external goals (training specialists for a certain professional industry) and internal ones (personal and professional development of specialists) [8].

O. Gora [3] pays attention to personal components of such an environment, distinguishing the following components:

social – as a complex of socially oriented needs of subjects of the educational environment, their social interactions and mutual influence;

motivational – forming a set of environment participants' motives and internal beliefs, governing the process of a future specialist's professional growth;

creative, creativity being a factor of positive development of a personality;

reflexive – awareness of the significance of national settings and the key to their use in professional activities;

axiological – forming a system of personally meaningful values;

integrative – a unification of all the components into a complex system of influencing a person.

In the research conducted we are positively impressed with the content of the educational environment, aimed at forming students' national identities and value orientations. As it is known, in the present society humanity values have got mitigated, young people are not well prepared for reconstruing and translating the Ukrainian culture, having no national mindset patterns in practice.

The educational environment of a higher educational institution functions as a holistic pedagogical system that arises in the unity and interaction of the following components:

- the purpose, reflecting the social-state order for training specialists in a particular field;
- tasks that specify the set goal;
- joint educational activities (educational, training, extra-curricular, scientific-research, scientific-technical, self-education) subjects (heads, managers, scientific-pedagogical workers, students, auxiliary staff), implementing the purpose and objectives;
- functional, role, interpersonal connections between subjects of educational activity;
- organization of the educational process as the basis for the formation of the educational environment;
- management of processes of formation, functioning and improvement of the environment;
- material and technical base as a set of spatial-landscape environment, architecture of campuses, buildings, sports grounds, subject-material means;
- socio-cultural environment (museums, theaters, exhibition halls), which the higher educational institution implements to realize the corresponding purpose;
- the result of functioning of the educational environment as specialists who are ready to hold top managing positions [9, p. 75-76].

The article by O. Gavrilenko [1] focuses on implementing new techniques and methods of foreign language professional communication of students of the economic profile. According to the author, it is expedient to form skills and abilities of foreign language communication of future economists in a phased manner. First, we are supposed to organize mastering speech skills and abilities in general-household fields. Students learn the ethics of behavior in public places; learn how to present themselves and their accomplishments. Later, skills and abilities for business communication should be formed, namely, how to conduct business talks, go through customs and passport controls, discuss and make manufacturing decisions when signing business contracts and making agreements. Such work with students contributes to their becoming aware of the role of a foreign language as a means of foreign professional communication. For that matter, involving students into practical activities in the economic field in the internship format, where they get assured that foreign language competence should be regarded as professionally vital, is also of great help.

Supporting the researcher's conclusions, we must point out that it is not only the final stage but rather each stage of gaining knowledge and acquiring skills of foreign language communication requires innovative approaches. The positive side here is that she describes the experience of using role-playing technology in professional training, which allows not only to develop the ability of future economists in terms of their self-fulfillment and self-improvement, but also forms significant experience of foreign-language professional communication. It

is valuable that imitating the professional environment, immersing into imaginary production processes, revealing yourself as the head of a firm, a personnel representative, customers, partners allow you to feel the need for communication in a foreign language on a professional level. The effectiveness of the technology consists in the fact that students of experimental groups had better vocational vocabulary, demonstrated better communicative and speech skills, expanded their socio-cultural knowledge scope, acquired professional discussion skills, found optimal solutions to problem work situations, were responsible and dynamic at the virtual enterprise.

V. Chuenko [11] advises to use the method of projects in order to improve the efficiency of teaching foreign-language professional communication students. She claims that for a successful implementation of projects future specialists need to have high-quality professional knowledge and skills, developed communicative abilities, foreign language competence formed. The researcher further emphasizes that educational project activities enable students to learn how to work in a team, to jointly plan and achieve their goals, to take into account the contribution of each participant in the project, to take into consideration their potential, to compromise and to solve complex professional tasks. We consider it appropriate to follow the author's opinion about the types of projects that are beneficial for teaching students of foreign language professional communication. These are: text projects that encourage the use of authentic texts on special topics for research, surveys, creation of technical posters; correspondent projects that include correspondence, exchange of e-mails and faxes; receptions-meetings that provide students with opportunities of communicating with native speakers and discussing professional topics, sharing their experience in professional fields.

According to L. Makarenko [7], the main task of project activities is forming such a key competence as the ability to learn, that for the learner means an independent identification of the purpose of the activity or perception and understanding of tasks assigned by those who teach; making efforts to achieve goals set; the rational organization of educational work; finding necessary information, selecting appropriate ways of solving problems; the desire for self-improvement and increasing their own potential, self-control. The position of the author, who believes that one of the ways of forming general cultural competence is the use of a foreign language, as well as expedient use of speech skills and norms of the corresponding linguoculture, symbols in the process of communication, is quite reasonable. Indeed, as scientists and practitioners point out [7; 11], and we do share their belief, making communication boundaries broader is currently being implemented productively in the process of applying project methods that create grounds for construing speech cultural domain for communicating in a foreign language, enhancing students' vocabulary sophistication, search for and mastering new expressions, lexical idioms to exchange ideas in a foreign language environment.

The above has been proved by N. Lysac [6], who states that it is necessary to form value orientations for future economists so that they could interiorize communication

as a core value in their further professional activity, as they will have to work with their partners, choose tools of stimulating others, speak foreign languages. It is important to learn how to establish contacts with business people, to be flexible in professional communication, to listen to others and to express their own points of view, to act quickly under unexpected circumstances, to be able to take into account and, accordingly, emotionally correct their position, reaching agreement or consensus, determine the psychological state of communicants; be an actively responsible and tolerant person. The scientist shares the experience of creating a favorably supportive vibe in the relations of teachers and junior students of higher education institutions. In her opinion, the exercises "Focus", "Completing an act", "Compliment", business games «Telephone conversation», «Production meeting», «Positioning», «Capture initiatives», methods «Reflective circle», «Mini-product», «Key word», «Questionnaire-newspaper», «Chain of wishes», which students were involved in within the framework of the disciplines «Ethics and aesthetics», «Pedagogy and psychology» have turned out to be effective.

On the basis of the above, we consider it fruitful to adapt these forms and methods of interaction while mastering a foreign language, by translating situational content into students' native language.

In terms of our research, the opinion of Yu. Gaiduchenko [2] sounds interesting as during classes while presenting educational disciplines of professional orientation the scientist organizes students' work in the following areas: preparation and writing individual tasks, abstracts, reports, essays, critical reviews of scientific articles, solution of situational and test tasks. It is the teacher who creates the necessary educational environment, allowing the student to fully master programs of professional training, to gain experience in solving professional problems, to study in a convenient mode and to realize his/her right for self-fulfillment. With his example (projects, research, and both challenging and accessible lecture material) he psychologically influences his audience, building up students' confidence and positive attitude towards creative self-realization.

To encourage students in class and to enhance their self-realization teachers of the Department of Foreign Languages at Kharkiv University of Economics and Law actively use interactive methods in their practice. They conduct numerous intermural activities such as: "Working in pairs," "Group work", role plays, "Rotary (variables) Three", "Brainstorming", "Analysis of situations (cases)", "Smart cards" (mind- maps), discussions, debates, round tables; besides, original lesson forms such as quests have become popular.

**Conclusions and results.** We have presented the results of analyzing psychological, pedagogical, scientific and methodological literature to reveal the content and components of the educational environment, its potential as for enhancing professional foreign language communication of future economists; the ways of its formation have been elaborated, taking into account learners' economic profile.

**The perspective of our further research** is construing pedagogical conditions to improve the process of building up and developing foreign language communication of future economists, such as: stimulating teachers to get involved

in innovative activities, integrating foreign language into students' professional training, for the sake of pedagogical success turning to means of ICT for perfecting speech skills, communicating techniques, and correcting mistakes.

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### 3.13. THE DIDACTIC CONDITIONS OF INTENSIFICATION THE ECONOMIC SPECIALTIES STUDENTS' EDUCATION IN THE HIGHER EDUCATIONAL INSTITUTIONS

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**Abstract:** *The article is devoted to the actual problem of the higher education such as the intensification economic specialties students' education. The essence of the concept "intensification of the economic specialties students' education" in the higher educational institutions as a principle of education is revealed for the first time. The author has theoretically substantiated and experimentally proved the influence of the complex of the didactic conditions of intensification the economic specialties students' education on the learning outcomes. Such a complex of didactic conditions is :1) didactic teachers' training; 2. time management techniques; 3. Positive motivation formation. The article specifies the criteria and indicators of the effectiveness of the implementation of a set of defined didactic conditions.*

**Key words:** *intensification education, didactic conditions of intensification of education, complex of didactic conditions, students of economic specialties, teachers' didactic training of, techniques of time management, formation of positive motivation.*

The educational branch of Ukraine and the countries of the European Union has suffered from the significant transformations at the beginning of the XXI century, as a result of the rapid growth of the information resources used in public life. The modern growth rates of education and information resources, strengthening of the requirements for the quality of graduates' education while preserving the terms of its receipt, encourage teachers to use new approaches to the organization of professional training of students, one of which is the intensification of education. Its implementation is a particularly topical problem in the higher education institutions, which conduct education and training of the specialists in the economic sphere. According to the Concept of Economic Education of Ukraine, these institutions serve as the source of the necessary human resources for all the sectors of the public life. The prospects of overcoming the crisis phenomena depend from the education and training of a competent, competitive specialist-economist, capable to solve problems independently and creatively, to gain new knowledge in professional activity.

**Analysis of the latest publications.** The various aspects of the specialists' professional training in the higher education institutions are revealed in the studies of S. Goncharenko, V. Lozova, A. Malikhina, I. Prokopenko and others. The training of the future economists in the context of integrated approach to studying in the higher educational institutions was considered in the works of E.Kokhanovskaya and others. The basic concepts' of the intensification as the principle of learning were made by Y. Babansky. Further the intensification was studied as a principle of studying at the higher education establishments (L. Koltok, V. Kravchenko, and others).

The Higher school has great potential and prospect for improving the educational process by intensifying student learning. However, the analysis of the conducted questionnaire results of the various economic higher educational institutions teachers shows that all the respondents (98 respondents) know the term "intensification of education", but the knowledge about it is formed at the level of representations, but not as the concept that is insufficient for its implementation in the universities [16, 82]. Thus, there is students' inactivity in learning the educational material, reducing their motivation to self-knowledge, insufficient level of formation of educational abilities. The existing system of the higher education institution do not sufficiently contribute to the qualitative of the specialists' in economic specialties professional development. Therefore, it is necessary to find out the conditions that ensure the solution of the problem of intensification the education and training of the future economists in the higher education institutions.

The purpose of the investigation is to identify and prove the complex of the didactic conditions of intensification the economic specialties students' education as well as to check its effectiveness.

We used such methods of the research: the method of theoretical analysis and generalization allowed us to determine the level of the development of the intensification of education, to identify and justify the didactic conditions of intensification the economic specialties students' education. The method of analysis and generalization allowed us to work with the domestic and foreign experience of intensifying the student's education. We used such empirical methods working with teachers and students: surveys, interviews, questionnaires, tests, interviews, observations in order to determine the current state of intensification of education; modeling for the development of training, selected teaching discipline, improvement of curricula; analysis of documentation of higher educational institutions in order to study the experience of realizing the problem under study; pedagogical experiment (recording, forming) provided verification of the effectiveness of the reasonable didactic conditions.

The term "intensification" was first introduced in political economy (19 century) when the concept of "intensive" and "extensive" was presented for the first time to characterize the extended production level. In philosophy, the concept of "intensification" is connected with the dialectical materialist theory and the "law of the development of sciences", in political science - the course devoted to accelerate the development of society and the concept of "science and technology progress"; in psychology - with the peculiarities of the cognitive processes of the individual as well as with the student's activity. In technical sciences, intensification arose as a theory of solving inventive problems. In didactics it involves the patterns of assimilation, the use of interdisciplinary connections, the integration of the content of education, the development of the activity and independence of those who study, accelerating learning, "exposure", teaching by the method of eras, other planning of training, including by distributing the load according to human biorhythms and so on.

We identified three stages of the development of the concept of “intensification of the training of students of economic specialties” for the first time, according to the following criteria: technological, political, informational [16, 23], on the basis of the theoretical analysis of scientific and pedagogical researchers on didactics of higher education: *the first stage* (the end of the 70’s of the 20th century - the end of the 80’s of the 20th century), according to the technological criterion it was the improvement of technology and production technologies, progress and acceleration of social development, as a result it was researchers in all spheres of science: in didactics scientists wrote about the need to intensify their studies at higher educational institutions they considered the intensification of teaching as a teaching method, and studied the means of intensifying education at the level of abstracts, individual articles; *the second stage* (90s of the 20th century) was characterized by increasing the influence of the political criterion. At this stage, the content, approaches, essence, technologies, means and ways of intensification of study were studied. The intensification of training was considered as the principle of training in thesis and dissertations, but the peculiarities of intensifying the training of the future economists in higher educational institutions have not been studied in the context of an integrated approach to education in higher education institutions; *the third stage* (the beginning of the 2000s - present time) is characterized by the significant influence of the information criterion associated with the signing of the Bologna Declaration by Ukraine. As the result, the number of students’ hours for independent work has increased, which has also led to the need of the intensification of students’ training for external independent testing.

Taking into account the foreign experience of the intensification of education at the universities [17, 42], which we studied directly in the EU, on the basis of a theoretical analysis of sources [4],[10],[11],[12], we have found out that: in the EU countries, it is provided by tutors, psychological support for the students; in the Russian Federation it is improvement of state control over the quality of studies in higher educational institutions; in Ukraine it is provided by the intensive study departments, the use of distance learning; ensuring free access of students to the leading libraries of the world, electronic manuals; activities of student self-government bodies.

*Intensification of the economic specialties students’ education* we determine as the principle of training in modern didactics of higher education, which requires ensuring the quality of training of future specialists in accelerating and reducing the time for mastering the material through the introduction and rational use of effective tools, technologies, forms, methods, conditions of training in conditions of increasing the volume of educational information [15, 8]. The peculiarities of the intensification of the education and training of economic specialties students are determined by the specifics of the professional economic activity (search, rational management, use of resources, costs for production and production of goods and services), peculiarities of the educating of future economists (E.Kokhanovskaya [5]) - development of managerial decisions and their alternative options by means of information and communication technologies, use of teaching and method-

ological support in information systems; solution of professionally directed tasks. We have identified the following features of the intensification education: 1) the modernization of the education content: the use of alternative options and methods for organizing the acquisition of the economic education standard; providing professional orientation to educational tasks from different disciplines and organization of their implementation; professionalization of the teaching students' process, which leads to improving the quality of education and the entire life of students; 2) improvement of the operational side of the learning process: the use of technologies, methods, forms, techniques, learning conditions that ensure students' subjectivity in learning, their activity and positive motivation in teaching, accelerating learning and increasing the pace of learning actions, high quality learning with increase independent work on theoretical and practical material, reduce the student's time to prepare for classes while improving the quality of training; students mobilize the resources of the external environment and internal resources to increase the efficiency of education, including students in innovative and experimental activities in the learning process.

We define the didactic conditions of intensification the economic specialties students' education in the higher educational institutions as a set of specially created circumstances of the organization and implementation of the learning process, the consideration and introduction of new learning factors, new substantiated requirements and rules for the organization and content of the learning process that ensure the quality of student learning [14, 85]. Such didactic conditions are: 1) mastering of time management techniques by students, adding additional information to the contents of educational disciplines; 2) use of innovative methods of positive motivation formation to intensify learning by future specialists in the economic field; 3) didactic training of teachers in order to intensify the training of students, taking into account the specifics of economic activity. We combined them into a complex, taking into account the interconnection and mutual influence of the mentioned didactic conditions on the learning process, characterized by a sequence in the application of conditions: 1) didactic training of teachers; 2) mastering of time management techniques; 3) positive motivation formation.

We conducted a pedagogical experiment in order to verify the didactic conditions. It provided the introduction of a set of specified conditions for the intensification of the education process in the of higher education institution, the passage of the following stages: constitutive, molding, final. The constitutive stage was meant to define the criteria and the state of intensification of education at the higher education institution. The criteria of the introducing the didactic conditions effectiveness for the intensification economic specialties students' education were determined by us as: 1. Motivational - to identify the influence of conditions on the motives to intensify education, its indicators were the motives for intensifying education (cognitive - broad, narrow; social - broad, narrow; professional); 2. Cognitive - in order to detect the influence of the didactic conditions introduction upon the intensification of education on the acquisition of knowledge, its indicators were the depth and completeness of knowledge; 3. Operational - to

find out the influence of introducing the didactic conditions upon intensifying the education on the formation of general educational skills of students (educational-intellectual, educational-organizational) and professional skills of future economists (ability to plan, organizational skills), which have the greatest influence on the conditions.

At the formative stage of the pedagogical experiment we implement a set of specified conditions. This implementation was carried out by such means: projects, class-room work, special work with teachers.

For example, the mastering in time-management techniques by students was implemented by including additional information in the content of educational disciplines, providing efficient organization of students' time, assimilation of methods of independent work, forming responsibility, accelerating the preparation of students for studies; solving the problem of the lack of time to prepare for classes. The knowledge of time management methods helps individuals to prioritize carefully both in life and in education, work with information, and influence the formation of general education and professional skills of an economist. This didactic condition was realized by studying a separate discipline, within the framework of classroom work in various subjects of several subjects, as part of projects.

The use of innovative methods of forming positive motivation to intensify education by the future professionals in the economic profile consisted of the simultaneous influence upon teachers on all the motives of students' learning (cognitive, social, professional). It provided an independent, qualitative, accelerated knowledge acquisition in an integrated approach to teaching in higher education educational institutions. The innovative methods of forming a positive motivation to intensify education based on a theoretical analysis of sources, we have identified: techniques used for a long period: mentoring; the use of the stairs R. Hart, virtual office, the use of open microphone; receptions used periodically: organization of the world cafe, living library.

The didactic training of the teachers was conducted to implement these didactic conditions taking into account the specifics of economic activity. Based on the questionnaire of 98 teachers of economic faculties of several universities in Kharkov, it was found out that the level of knowledge and skills of teachers insufficient to work according to the principle of intensification of education in the conditions of an integrated approach to education in higher educational institutions. While most teachers who teach minor subjects, lack of professional economic training and understanding of the essence of the professional activities of future economists. This required a special work with the teachers before implementing the established and substantiated didactic conditions for intensifying the economic specialties students' education. On the basis of the theoretical analysis of scientific works and normative base of the Ministry of Education and Science of Ukraine as well as on the issue of professional development of teachers [14], [15] we defined the notion of didactic training of university teachers to intensify the education of students taking into account the specifics of economic activity. So, this is the direction of methodological work of the department in the field of di-

dactics a high school with university instructors in the workplace to ensure the implementation of the principle of intensifying student learning. Didactic training of teachers to intensify the training of students was carried out massively, at the same time, with all faculty lecturers in order to increase the readiness of teachers to teach in new learning conditions. It was implemented in the following forms: 1. Work at the faculty (meetings of the faculty, council, where chairpersons of the departments, teachers, students' assets were present); 2. Methodical work of the departments on the formation of teachers' readiness to implement these didactic conditions (methodological work of the department, scientific work of teachers on the problem, organizational work); 3. Self-education of teachers on the problem of implementation of time management and the formation of positive motivation to intensify learning. The results of the didactic training of teachers for the intensification of education, taking into account the specifics of economic activity, were: 1) increasing the readiness of teachers to intensify their education; 2) use of teachers in the work of innovative methods of forming future specialists of the economic profile of positive motivation to intensify training and time management in the molding experiment; 3) increasing the number of scientific publications of teachers on the problem of time management for the year.

The final stage of the pedagogical experiment has shown that: 1) the mastery of time management methods by students by including in the contents of the educational disciplines additional information had the greatest positive impact on the formation of professional skills at a high level (organizational skills + 20,0%, the ability to plan +19,05 %); 2) the use of innovative methods of formation positive motivation to intensify education of future specialists in the economic profile, the training had a positive impact on the formation of a professional motive at a high level (+ 12.82%), on the quality of knowledge of students at a high level (by completeness of knowledge + 15.38% , for the depth of knowledge + 10.26%).

**Conclusions.** Thus, we have theoretically substantiated and experimentally tested the didactic conditions of intensification economic specialties students' education: 1) mastering time management methods by students by including additional information in the content of educational disciplines; 2) use of innovative methods of formation of future specialists in the economic profile of positive motivation to intensify learning; 3) didactic training of teachers to intensify the training of students, taking into account the specifics of economic activity. It was determined that these conditions should be implemented in the educational process at the educational institution in the complex. The efficiency of this complex of conditions was proved through a pedagogical experiment.

The study does not exhaust all the aspects of the problem of didactic conditions of the intensification economic specialty students' education.

**Prospects for further research** are improvement of pedagogical and other conditions for the intensification of the training of students of different specialties, methodological substantiation of the modern intensification of students' education in conditions of an integrated approach to studying at higher educational institutions.

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### 3.14. THE FORMING OF PROFESSIONAL COMPETENCE OF THE FUTURE LOGISTICS SUPPLY OFFICER

УДК 378.1:355.23

**S. Kaplun**

**Abstract.** *The thesis is devoted to the complex analysis of the problem of forming of the future officers of logistics supply system professional competence in studying of special subjects. The theoretical base of the professional competence of the future officers of logistics supply system has been analyzed; the basic categories and terms of the investigation have been determined; the main pedagogical conditions of the forming of the professional competence future officers of logistics supply system have been defined. The necessity of introduction in process of professional training of the future officers of logistics supply service of the special course „The organization of the chief of the logistics supply service activity” with the purpose of development of objective opportunities, development of cognitive and professional values and motives of the future officers of logistics supply system has been proved. The model of forming professional competence of the future officers of logistics supply system in the educational process in the Academy of the Interior Troops of the Ministry of the Interior of Ukraine has been theoretically substantiated and experimentally checked up.*

**Key words:** *professional competence of the officer of logistics supply service, pedagogical conditions, model of forming of professional competence.*

Competent paradigm of higher education puts forward fundamentally new pedagogical approaches to the professional training of specialists, aims to radically rebuild the entire educational system, providing it with fundamentally new qualitative dimensions and values. The current level of development of the world economy requires the most competent organization of the entire system of vocational education. The post-industrial stage of the development of the world community no longer determines the availability of formal education as a guarantee of professional competence of a specialist. The problem of training cadets specializing in “The organization of the chief of the logistics supply service activity” is devoted to research in pedagogy by such researchers as: V. M. Baskakov, E. P. Vasiliev, E. K. Karachevtseva, A.A. Merkulova, O. A. Ponomarenko; logistics researchers such as : Y. P. Grigoriev, A.I. Semenenko. The problems of forming professional competence were engaged in such researchers as : L.P. Alekseev, M.P. Vasilieva, T.M. Lebedinets, L.P. Pukhovskaya, S.O. Sysoev; the problems of formation of professional qualities in the military specialists of the Armed Forces of Ukraine were engaged in such researchers as : A.S. Okipnyak, V. O. Royillan. Consequently, the necessity of a systematic study of the problem of forming the professional competence of future logistics supply officer is primarily due to the implementation of the contradictions between: the requirements of the current military-political situation and the specifics of the restructuring of the Armed Forces, the National Guard of Ukraine, and the imperfection of the professional training of military specialists in conditions of rapid changes in the nature and content of their professional activi-

ties; the necessity of reforming the whole system of military education in Ukraine, the main tasks of which are optimization of professional training depending on its goals and the content of future military-professional activity, and problems of improving the information-technological, scientific-methodical and organizational provision of professional training of future military specialists; the need for an objective assessment of the real state of the process of forming the professional competence of military specialists and the lack of development of the problem of the formation of professional competence of these professionals, in particular, the logistics supply officer, among other scientific and pedagogical problems.

The **aim of the article** is to substantiate and experimentally test the model of formation of professional competence of future logistics supply officer.

We used the following **research methods** such as theoretical, there is analysis, synthesis for generalization of theoretical approaches to the definition of the essence and structure of the professional competence of future logistics supply officer; the methods of systematization, it's in order to specify and substantiate the content of the pedagogical conditions for the formation of professional competence of future logistics supply officer; the methods of modeling, it's develop a model of the process of forming the professional competence of future logistics supply officer; the methods of comparison, it's establish causal relationships and relationships; empirical methods, it's diagnostic methods (questioning, testing, conversation) to diagnose the state of development of the problem being studied and the level of awareness of the subjects being studied on this problem; observational methods, it's (observation, self-observation, self-esteem) - to determine the level of formation of professional competence; experimental methods, it's qualifying experiment to determine the initial level of professional competence, the molding experiment to check the effectiveness of the developed model for the formation of professional competence of future logistics supply officer in the process of studying special disciplines; analysis of experimental data; the method of mathematical statistics to determine the quantitative and qualitative characteristics of the results obtained.

Today, the basis for defining the professional competence of the future logistics supply officer in the native psychological and pedagogical science is a competent approach. The systematic analysis of scientific and theoretical approaches to the problem of the formation of professional competence made it possible to state that it should be considered at several levels, that is methodological, as an example of the implementation of the main dialectical regularities; that is scientific-theoretical, as a theoretical plane for the implementation of activity, acmeological, competence, systemic, personality-oriented, synergetic approaches; that is special, as an analysis of the formation of a system of knowledge, abilities, skills, personal qualities of future logistics supply officer.

Within the framework of the competence approach, we conducted a categorical analysis of the basic concepts of the study of the problem of forming the professional competence of future logistics supply officer (namely: scientific analysis of the concept of professional competence with associated concepts:

vocational education, professional activity, professional readiness, professional self-determination, professionalism, professional training, professional culture, professional motivation; the main stages of formation of professional competence are revealed for development of key competencies in the area of future professional activity, mastery of ways of solving professional tasks, formation of basic competencies on the basis of development of professional knowledge and skills, formation of a complex of professional skills on the basis of the formed basic competencies, professional knowledge and skills, formation of a system of special subject competencies on the basis of basic professional competencies) and it's noted that the category of competence is closest to the notion of professional competence under consideration as a set of certain components, such as: 1) knowledge and skills that determine the effectiveness of professional activities; 2) the amount of professional skills; 3) the vector of professionalism; 4) unity of theoretical and practical readiness for professional activity; 5) the corresponding axiological level of professional activity [1].

We have analyzed the system-activity, acmeological, personally-oriented approaches to the problem of forming the professional competence of the future logistics supply officer. We note that in the area of application of various scientific approaches we can determine a number of general and special regularities of formation of professional competence of the future specialist of logistics supply; we can define the main principles of forming the professional competence of future logistics supply officer (namely: complexity, scientific, systematic and consistent, interdisciplinary, professional orientation, accessibility, visibility, positive motivation) [2].

We have developed the structure of the professional competence of the future logistics supply officer in the form of a system of key, basic and specialist competencies. On the basis of made analysis the structure of professional competencies of the future logistics supply officer, which should be formed in the process of training, that is: person-communicative; psychological and pedagogical; organizational and managerial; analytical and forecasting; specially-military; economic and informational competence [3].

In order to create objective opportunities for the development of cognitive, professional and activity values and motifs of the future military specialist, which envisages the formation of a high level of the formation of professional competencies at the personal level, depending on the motivation and individual characteristics of future logistics supply officer, in the process of training the future logistics supply officer, a special course "Organization of the activities of the head of the supply service" was introduced, which was substantiated by us and based on the competence of the development and modern requirements for the training of specialists in the military sector [4], [5].

As a result of our analysis of the process of forming the professional competence of future logistics supply officer as a system, we have identified its main components, such as: targeted, meaningful and effective, which became the basis for modeling of the process of forming the professional competence. On this basis,

was substantiated the further formulation of pedagogical conditions that determined the effectiveness of the process of forming the professional competence of the future logistics supply officer while studying at the Academy of Internal Troops of the Ministry of Internal Affairs of Ukraine. We have found that this should be the two main groups of conditions: the external ones, which include the construction of the educational process on the basis of the Bologna Process, as well as consideration in the process of military-vocational training of specialists and the formation of their competence in the requirements of reforming the military sphere, and internal: psychologicalization of the Higher Education Army Institute; construction of the system of professional training of future logistics supply officer on the basis of an active (behavioral) approach; systematic monitoring of the results of the process of forming the professional competence of future logistics supply officer; assessment of the level of formation of their professional competencies [6].

In the research, we developed a criterion program for assessing the professional competence of future logistics supply officer, which consists of criteria, indicators and levels of the formation of professional competence of cadets [7]. The criteria for the formation of professional competence of future logistics supply officer are as follows: cognitive, emotional, motivational, value, behavioral [8]. The criteria are disclosed through a set of indicators and at three levels of professional competence formation for future logistics supply officer, there is: high, sufficient and low.

We have experimentally tested the model of formation of professional competence of future logistics supply officer in the process of training at the Academy of Internal Troops of the Ministry of Internal Affairs of Ukraine on the basis of certain pedagogical conditions and a criterion program. The proposed model consisted of target, content and productive components. The target component was to create pedagogical conditions for the formation of the professional competence of future logistics supply officer in the conditions of study at the Academy of Internal Troops of the Ministry of Internal Affairs of Ukraine through the solution of a number of tasks, such as: the mastering of a system of knowledge, skills and abilities; development of emotions and feelings; formation of goals, motives and needs; realization of professional activity. The tasks corresponded to the presented structure of professional competence, namely: the transfer of knowledge, skills and competences provides the formation of a cognitive component of professional competence, which involves the acquisition of general and specialized knowledge, skills and abilities by future logistics supply officer [9]. The second task was the formation of an emotional component, consisting of relevant situations of learning and service, manifestations and control of emotions, feelings, relationships and value orientations. Formation of goals, motives and needs corresponded to the formation of a conscious motivational sphere of future logistics supply officer, in accordance with the future profession, and with regard to general social maturity [10]. The implementation of professional activity provided the implementation of the basic activity approach to the process of forming the professional competence of future logistics supply officer and reflected the level

of formation of all considered components of professional competence. The content component contained the forms and methods of forming the professional competence of future logistics supply officer in the process of vocational training in the Higher Education Army Institute. The effective component envisioned a high level of professional competence of future logistics supply officer as the sum of key competencies (person-communicative, psycho-pedagogical, organizational and managerial, analytical and forecasting, economic-informational and special-military).

After implementation of the model, we conducted a quantitative and qualitative analysis of the results of the molding stage of the experiment: the high level of the components of the professional competence of the experimental group increased by an average of almost 15%. At the same time, the best dynamics was observed on the scale of "economic and informational competence" and "organizational and managerial competence" (from 14,61% to 30,34% and from 15,45% to 30,57% respectively). The smallest indicators of the experimental group have changed on the scale of "person-communicative competence" it's from 22,22% to 32,28%. In the experimental group, the indicators of activity focus shifted from 24.14% to 43.11%. In the experimental group, the high level of anxiety of future logistics supply officer decreased from 34.48% to 10.34% (the control group experienced an increase from 40.00% to 43.64%). In the experimental group after the formative stage of the experiment, the ability to work in changed circumstances increased (for the low level - up to 18,97%, for the average - to 60,34%). In general, the low level of professional competence of cadets of the experimental group has decreased from 34.48% to 12.07% (against more than one third of the cadets of the control group). The sufficient level of professional competence of future logistics supply officer in the experimental group has grown to 55.17%, high - up to 32.76%). At the same time, the difference between the indicators of the control group at all levels before and after the formative stage of the experiment does not exceed 2%. The statistical validity of the results obtained was verified using the criterion of the G signs and the Fisher's angle transform criterion  $\Phi^2$  [4].

Consequently, an experimental study shows that the use of a designed model for the formation of professional competence of future logistics supply officer contributed to the growth of the level of all characteristics and parameters included in the criterion program for assessing professional competence; the formation of future professional servicemen's skills, motivation for military-professional activity, professionally significant qualities and extends to the educational activities of the Higher Education Army Institute as a whole.

**Conclusions.** Our theoretical analysis of sources on the problem of forming the professional competence of future logistics supply officer led to the conclusion that we understand this concept as the integrative quality of the military specialist, which contains a set of professionally significant qualities of the logistics supply officer, the ability and willingness to solve professional problems and tasks from the material and technical support of the vital functions of military units that arise in real situations of military-professional activity, with the use of acquired

during the profession the preparation of the knowledge, skills, and personal qualities of the future logistics supply officer, as well as his professional and life experience, values and personal professional culture. It has a certain structure and includes such competence as: person-communicative; psychological and pedagogical; organizational and managerial; analytical and forecasting; special military; economic and informational competence. Formation of professional competence of future logistics supply officer is best done by our proposed model of interconnected states of professional competence (simulated and actual) and with the following pedagogical conditions for its implementation, as: external (construction of the educational process on the basis of the Bologna Process; the process of military-vocational training of specialists and the formation of their competence in accordance with the requirements of the reform of the military sphere) and internal (psychologization of teaching and learning the establishment of a system of training future officers on the basis of the activity approach; systematic monitoring of the results of the process of formation of professional competence; assessment of the level of formation of their professional competencies). The presented research does not claim completeness and maturity of the solution to the problem of the training of future logistics supply officer. A substantiated competence approach can be reflected in the pedagogical process of higher military educational institutions. It is supposed to continue scientific research in the following directions, such as: improvement of educational and methodological support (creation of instructional materials, work programs, textbooks taking into account modern requirements for the content of vocational training); improvement of the system of forms, methods and techniques of training future officers; formation of personal qualities of the cadets of the higher military educational institution.

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### **3.15.THEORY AND PRACTICE OF FORMATION OF TEACHERS' PROFESSIONAL SELF-REALIZATION IN METHODOICAL WORK**

UDK 37.015.31– 027.22:738

**T.Kutsenko**

**Abstract.***The article proves the urgency of the problem of formation of teachers' professional self-realization by means of methodical work. It is noted that the personal contribution to the theory and practice of school education is the development and introduction of pedagogical conditions for the formation of professional self-realization of teachers by the methodical work of general educational establishments. Thematic methodical seminars, trainings, professional competitions, pedagogical workshops, creative groups, schools of personnel reserve, young teachers, educators, psychologists and educational projects with international participation, consultations on management of educational process are turned out to be useful for teachers.*

**Key words:** *person's self-realization, professional activity of the teacher, needs of self-improvement of teachers, methodical association, partnership in education, teacher's methodical competence.*

The joining of Ukrainian educators and ordinary citizens of Ukraine to international priorities and traditions requires the comprehension and self-knowledge of each person of their own potential, the recognition of the social significance of the profession of teacher, which translates the best examples of behavior and activities for the younger generation. The Ukrainian Law «About Education» (2017) emphasizes the need for continuous improvement of the teacher's professionalism and pedagogical skills who is capable of creating conditions for the self-actualization of schoolchildren, to be prepared for innovations in the education system [1]. In general education institutions (GEI), advanced pedagogical experience is disseminated and acquired through methodological work, which is a compulsory type of pedagogical activity. Undoubtedly, in the system of methodological work the talents of teachers are revealed, innovative methods, technologies of teaching and upbringing of pupils are developed and introduced, the results of the pedagogical process and personal qualities of pedagogical workers are studied, there are revealed deficiencies and difficulties of pedagogical work, as well as progressive tendencies of development

of subjects of educational process .

At the same time, according to a pilot study (106 people were polled), teachers lack: 1) the conditions for continuous education and improvement of the methodological work of the GEI (34%); 2) seminars, trainings, consultations on modern technologies and methods, methodological support (25%); 3) qualitative methodological recommendations for conducting lessons, communicating with children (19%); 4) forehanded dissemination of information by the methodological center, announcement of events, warning of changes in the program (15%). Teachers (7%) noticed that they are impeded by the registration of many papers, an excessive number of contests for children, which aggravates the work of teachers and tires students. Consequently, there is a contradiction between the needs of society in high-quality educational services of the GEI and certain limitations on the activity and initiative of teachers in the development and use of authoring techniques, innovative methods and methods of teaching and education of students, which are explained by the standard approach in education.

The results of the analysis of literary sources indicate that the problem of formation of teachers' professional self-actualization is partly covered in the aspect of forming professionalism and methodological competence of teachers (S. Boytsun, N. Vasylenko, I. Voloshchuk, N. Glusman, V. Grigorash, N. Gryshchenko, A. Yermola, I. Zhernosek, L. Karpova, A. Levchyshina, L. Lytvyn, G. Lytvynenko, M. Lukyanova, E. Pavlyutenkov, A. Polovenko, A. Puchkova, A. Sydorenko, S. Skvortsova, A. Solotska, Ya. Stemkovska, T. Tkacheva), its scientific-methodical basis (I. Kaznachey, L. Knyazeva, O. Kovalenko, S. Maidanenko, L. Nechvolod, A. Trukhanenko, N. Fedorynova, A. Fisun, G. Khortiv, B. Chagovets, A. Chernyshov), preparation of teachers for innovation activity, perception and development of innovative techniques, methods, forms, introduction of healthcare-saving technologies (N. Beseda, L. Burkova, T. Volobueva, V. Kornienko, Yu. Lobeyko, E. Lodatko, O. Mandrazhy, V. Myroshnychenko, L. Suprun, O. Tyurikova, V. Urusky, T. Chronik, V. Yastrebova), use of information and communication technologies in the pedagogical process (O. Bila, A. Bukach, V. Kalita, M. Kryvoruchko, I. Lapshyna, V. Lunyachek, F. Mainaev, G. Romanets, V. Yarmak) [3].

However, in practice, there is a lack of experience in the formation of teachers' professional self-realization in pedagogical activities, in particular in the system of methodical work of the GEI. In most cases, it is possible to observe the regulated actions and orders of the administration of the Ministry of Education and Science, which requires high results of the work of teachers and pupils. In our study, we refer to the awareness and needs of teachers' self-realization in their professional activities, their own choice of partner relationships and equal relationships, association in teams of like-minded people, and mutual support in solving their tasks.

**The purpose of the article.** To prove the urgency of the problem of formation of teachers' professional self-realization in the system of methodical work of the GEI; to describe the results of the introduction of pedagogical conditions for the formation of teachers' professional self-realization in the system

of methodical work of the GEI in the modern dimension of improving the quality of school education in Ukraine.

**Methods of research:** theoretical - analysis, comparison, systematization of different views of scientists (philosophers, psychologists, teachers, acmeologists) on various aspects of the problem of teachers' professional self-realization in the system of methodical work of the GEI; empirical - observation of the teachers' work; questionnaires, testing, interviews, conversations, discussion.

Traditional education and upbringing of students does not satisfy any subjects of the pedagogical process, nor a social order for a competitive person. Faster changes in education require innovative approaches to personality development, increasing professionalism, pedagogical skills, and methodological competence of teachers at the GEI. Due to the high requirements of methodical work, teachers engage in self-education, undergo scheduled internships and increase their qualification in intercurricular period in institutions of postgraduate education, master the innovative methods, methods, forms of work with students directly at school, realize their own professional and pedagogical potential in the work of methodological associations, centers, advisory posts. During the methodical work the advanced pedagogical experience of colleges is disseminated, cooperation and exchange of creative achievements are carried out, partnerships are formed, feedback is made between the planned tasks and the results of the pedagogical interaction.

The research describes the system of methodological work of the GEI as a set of interrelated pedagogical actions and methodological measures aimed at disseminating and mastering advanced pedagogical experience, organizing the cooperation of pedagogical workers at different administrative levels, achieving a high level of training, parenting, and development of students. Subsystems of methodical work (content, functions, principles, techniques, methods, forms of methodological work, pedagogical technologies, conditions, means, monitoring, performance criteria) are subordinated to its purpose and tasks, the fulfillment of normative instructions and provide self-knowledge and disclosure of their own potential of teachers at the creative level.

We have firstly theoretically substantiated and experimentally validated pedagogical conditions for the formation of teachers' professional self-realization in methodical work, as: activation of positive motivation of teachers' professional self-actualization by means of methodical work; stimulating teachers to reveal methodological potential in innovative educational activities; increasing the methodological mobility of teachers through the development and use of information and communication.

The effectiveness of the above conditions was determined on the basis of refined criteria with the relevant indicators of professional self-realization of teachers in methodical work, namely: motivational (interest in methodological work, the desire for self-improvement and achievement of success in pedagogical activity, value orientations of teachers); cognitive (knowledge of the provisions and orders on the organization of methodological work, teaching methods teaching

subjects, bases of innovation activity, knowledge of their own professional and pedagogical abilities); behavioral (skills of professional self-actualization of teachers: constructive, organizational, communicative, gnostic); reflexive (self-assessment of development of own openness to new experience, initiative, creativity, organization, ability to work in a group of like-minded people).

Analysing the content of scientific works (B. Ananiev, E. Ilyin, N. Kajosa, N. Klokar, Z. Kryzhanovsky, Yu. Orlov) [2] is proved the expediency of activating the positive motivation of teachers' professional self-actualization by means of methodical work, the essence of which is identifying barriers to self-realization of teachers in the system of methodical work of the GEI, expanding their understanding of the means of methodological work, designing a situation of success in obtaining positive results of methodical activity. As it was found out, the following factors interfere with the teacher's maximum self-actualization in the methodological work: lack of sufficient experience of methodical work (42.8%); lessons learned, lack of time for self-training, acquaintance with novelties of methodical work (37,8%); indifferent attitude to raising the level of teacher training as a result of low wages, absence of privileges for teachers (19.4%). The means of the teacher's methodological work include self-education, design, educational cognitive projects, portfolio, author's program, methods and forms of methodological work, etc. Designing a situation of success activates the cognitive interest of teachers in self-knowledge and disclosure of their own abilities during methodological work.

The activation of the positive motivation of teachers' professional self-realization by means of methodical work was carried out by eliminating the barriers of teachers' self-realization in the system of methodical work of the GEI during the conversation on the topic «What impedes the teachers' professional self-realization in the system of methodological work of the GEI», lectures on the topic «The role of diagnostics in teacher's professional development as a methodologist », a pedagogical workshop «From the teacher's creativity to the students' creativity». Teachers explained the significance of methodological work in the formation of a teacher as a professional, master of pedagogical work, expected consequences, the role of a portfolio as a result of the identification of their activity, responsibility, initiative. Involving students in educational cognitive projects required a teacher of methodological training. That is why teachers conducted special methodological training on introducing educational cognitive projects in school practice, participation in eTwinning educational cognitive projects, which increased their interest in methodological work.

There were effective sessions of the district collegium where were discussed the following issues: «Modern approaches to the organization of methodical work in general educational institutions», «Pedagogical requirements to the quality of education of students in the context of updated standards», «Teachers' methodical preparation for working with children with special educational needs in conditions of inclusive education», «Ways of teachers' professional self-realization in methodical work», «Improvement of the system of a teacher's methodological work of modern school».

According to the analysis of the normative and legal basis of the system of methodical work of the GEI, the experience of methodical work, pedagogical workers are faced with tasks that are constantly complicated, and their implementation requires new approaches to the selection of content, methods and forms of education and upbringing of pupils, readiness of teachers for innovation, built on cooperation and partnerships. Scientists L. Armeyskaya, N. Bilyk, V. Zelenyuk, O. Marinovskaya, L. Sushchenko also argue that the modern teacher should develop pedagogical potential during his pedagogical activity, in the process of postgraduate retraining and training on state standards and programs, as well as during self-educational cognitive activity [4]. In the system of methodological work of the GEI, teachers master the skills to design and construct pedagogical innovations: to collect professionally the content of innovations, to design the implementation of this content through the use of modern pedagogical technologies, to predict the expected result that can be obtained during the implementation of innovation, to determine the criteria for evaluating the effectiveness of the designed innovation. Therefore, the next pedagogical condition was determined by the encouragement of teachers to the disclosure of methodological potential in innovative educational activities.

Stimulation of teachers to reveal methodological potential in innovative educational activity was due to the active development and use of innovative methods, methods, forms of education and upbringing of pupils in school practice. Teachers constantly replenished their knowledge of the teaching methods of teaching subjects, in pedagogical journals and newspapers, methodological collections they found information about interesting ideas and approaches in education, in their opinion. The teachers conducted a special seminar on the topic «Development of acmeological ideas in Ukraine and abroad» [5]. Methodical measures for all categories of pedagogical workers were approved by the accusers: thematic methodical seminars, trainings, professional competitions; organization of work of pedagogical workshops, creative groups, School of personnel reserve, young teacher, educator, psychologist and School of effective pedagogical experience, consultations on management of educational process.

Cooperation of higher education institutions with higher educational institutions stimulated teachers to develop and introduce innovative pedagogical ideas; self-improvement in research activities; increase of methodical competence of teachers during conducting of joint educational and methodical measures; vocational guidance for schoolchildren.

On the basis of the analysis of scientific works (N. Denisenko, V. Lunyachek, L. Rybalko, R. Chernovol-Tkachenko) [6-8], the study of reports of methodological associations, protocols of the methodical council, we note that the necessary condition is to increase the methodological mobility of teachers due to the mastering and use of information and communication technologies in the pedagogical process. Thanks to the use of ICT in methodological work, teachers quickly learn about advanced pedagogical experience, holding scientific forums, scientific and methodological conferences, thematic round tables. At the same

time, the information obtained on the basis of professional self-knowledge is processed into own experience. Teachers activate their own methodological potential during the review of scientific and pedagogical literature, conducting pedagogical readings, discussion of interesting publications, pedagogical exhibitions through the system of communication on the Internet. ICT enhances traditional teaching methods, since they provide numerous visual examples and examples, including video and audio, allow you to try out automotive techniques, express your wishes, communicate with native speakers (foreign languages) and teachers, scientists, help to collaborate and capture the experience of well-known Ukrainian and foreign methodists. Self-improvement of methodical potential is facilitated by acquaintance with pedagogical developments, methods, which are presented on the pages of the school's website, blogs of teachers. The emergence of the latest computer tools contributes to the self-development of teachers, develops the ability to predict, model, construct in pedagogical activities.

The methodological mobility of teachers was enhanced by the development and use of information and communication technologies in the pedagogical process. Classroom computer literacy and information workshops were effective; training under the Intel program «Learning for the future»; Trainings of the Digital Technologies project of the Partnership in Training program; Seminar «Use of multimedia systems in the pedagogical process» of the national project «Open World». This contributed to the formation of openness to new experiences, initiative, creativity, organization of teachers. In order to formulate methodological mobility with teachers, a roundtable was held on «Distant learning: the strengths and weaknesses of its organization in school». Teachers were offered to use computer tools in the educational process of students to create a database of contestants, agitribas, public children's associations, analysis of the level of formation of personal qualities, level of education, the formation of competencies, accounting of personal achievements (portfolio), processing of survey materials, testing, processing of information (lyrics, audio, video and photo materials).

**Conclusions and results.** The essence of teachers' professional self-realization in the system of methodical work of the GEI as an awareness of their meaning of being, the significance of practical human activity, the development of advanced pedagogical experience and objectification of their own potential, maximally complete identification of the essential forces in pedagogical activities. The teachers' professional self-realization in the system of methodical work of the GEI as a person's ability to perceive and reproduce the advanced pedagogical experience, to develop and implement innovative author's approaches to the education and upbringing of pupils through means of methodical work is determined.

During the experiment, the skills of teachers' professional self-actualization proved to be sufficient, as evidenced by the awards they received, letters of praise, letters of credit. This can be explained by the effectiveness of the developed and used scientific and methodological support, which consists of methods, techniques, forms of positive influence on consciousness, feelings, actions, behavior of teachers of the GEI.

**Prospects for further research.** In the further study perspective is the formation of methodical competence of teachers through the means of innovation, the development of a system of methodological support of teachers in educational project activities.

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### 3.16. ORGANISATION OF SENIOR PUPILS' INDEPENDENT COGNITIVE- CREATIVE WORK IN HEURISTIC-MODULE EDUCATION

UDC 373. 1.013

**M. Lazarev, O. Lazarieva, K. Lazarieva**

**Abstract.** *The scientific validity of the didactic conditions for optimum organization of senior pupils' independent cognitive-creative work has included: use of innovative opportunities of training module (its integrity, completeness, priority of motivated independent work, etc.); consideration of the specific features of creative activity in general and providing creative interaction between subjects of learning and their assimilation of the mechanisms of heuristic and creative activity; providing competent pedagogical diagnostics on the basis of detailed levels, which are understandable for pupils, and the criteria of educational achievements. Being realized in pedagogical experiment, these conditions have provided productive improvement of heuristic-modular educational technology, assisted essential increase of a level of cognitive-creative activity and independence of senior pupils, appreciable improvement of quality of external and internal creative products as main parameter of progress of performance of pupils' independent work and important factor of motivation of active training.*

**Key words:** *training module, independent cognitive-creative work, heuristic-modular education, cognitive-creative self-reliance, pedagogical diagnostics, levels and criteria of achievements, mechanisms of creative activity, creative product.*

The National Doctrine of Education Development in the 21st Century has declared that the aim of state policy of education in Ukraine is providing the conditions for creative self-realization of all citizens, for education of people who are



able to work effectively and study throughout life. The reformation of modern school education is aimed at introducing the conceptual principles that promote the creation of psychological comfort and development of children's creativity as their primary needs. This idea is revealed in "The Concept of Reform of Institutions of Secondary Education" (2016) where it has been stated that "the key competencies and cross-cutting skills create "canvas" which is the basis for the successful self-realization of a pupil as an individual, citizen and expert" [1]. Among the core competencies that must be formed in pupils, an important place belongs to the ability to develop and generate independently new knowledge, ideas and initiatives, to implement them into life, ability to think critically, make independent decisions, solve significant problems and more complex tasks. This requires innovative organization of independent activity of students, in particularly senior pupils.

Traditional education (reproductive, anti-dialogue, poorly motivated) is changed to innovative education with its creative dialogue of all participants, with the priorities of active and productive independent activity of students [2]. Nowadays, in the content and organizational spheres of the educational process, we pay great attention not only to the interaction between teachers and students but also the quality of such interaction: skilful organization and stimulation of active educational and cognitive activities, particularly students' independent work. According to the opinion of some educators (A. Aleksyuk, I. Kharlamov, V. Kurylo, V. Lozova, V. Okon, V. Onischuk, V. Palamarchuk etc.), an active and constructive interaction (both direct and indirect) between teachers and pupils is decisive thing while revealing the essence of modern students' education and its epicentre – pupils' independent creative activity.

One of the innovations in this aspect was the theoretical development and technological introduction of heuristic education (V. Andreiev, A. Korol, B. Korotiaiev, A. Hutorskoy) and module education (M. Choshanov, A. Furman, P. Sikorskiy, P. Tretiakov). Over the past decade, the interaction of these concepts and technologies has occurred, and in the unity they have made a system of heuristic and module education that was spread in secondary and high school. The conceptual ideas of the heuristic education assert the priorities of pupils' independent cognitive-creative activity as the main part of educational process and the leading factor of creative self-realization of a person according to the purpose of national education. And this self-realization is very clear and intuitive for children and teenagers: it's the educational product, which is created by their efforts, – an essay, project, story, generalized scheme, model, solved mathematical problem or a fantastic tale. The main thing for it is to be meaningful for an author and to be the result of his heuristic efforts such as searching, designing and creating [3]. Heuristic education and its technologies help to develop independence and initiative of pupils, especially senior pupils who already have prognostic and constructive thinking, and that is why they have internal motives for their use.

According to the researchers' views, module education disciplines and structures the different kinds of cognitive activities, including heuristic activity. It requires completeness of educational steps, objective and timely diagnostics of

their results, first of all the products of independent cognitive-creative work. At the same time, the latest ideas and technologies of students' independent creative activity and modern developments devoted to the objective and convenient (for teachers and students) diagnostics of created educational products have not been revealed in the concepts of heuristic and module education. The peculiarities of organization of creative independent work in module, heuristic and module-heuristic technologies have not been depicted in the published theoretical and methodological works. The pedagogical conditions of their organization using the powerful features of integrated module-heuristic approach to pupils' cognitive-creative activity have not been outlined yet.

**The purpose of the article** is to reveal the results of the experimental testing of the model and pedagogical conditions of organization of independent cognitive-creative works in senior pupils' heuristic and module education.

**Methods of the research.** A complex of methods has been used for this study. They are: theoretical analysis and generalization of scientific and methodological literature to identify the essence and content of heuristic-module education, pupils' independent heuristic activity; methods of theoretical and practical forecasting and modelling to create innovative models and technologies of senior pupils' creative independent work and appropriate pedagogical conditions of their organization; methods of complex pedagogical diagnostics to evaluate the effectiveness of modular (completed) creative independent work; pedagogical experiment to test the suggested hypothesis; methods of statistical processing of the obtained results to establish the reliability of the findings of the research.

Heuristic-module education is practically implemented through the integration of heuristic and module technologies of cognitive activity where a leading place belongs to pupils' creative independent work. On the basis of the analysis of didactic opportunities and problems of heuristic-module technologies, a modified model of heuristic-module education, where the organization of creative independent work takes priority, has been created and practically applied in the experiment. The mentioned model includes the following components of the cognitive creative interaction between teachers and pupils: incentive motivational component, component of the primary assimilation of theoretical material, self-dependent heuristic-search work on understanding and deepening of new theoretical knowledge, completed independent information-descriptive, heuristic-search and constructive work, systematization and generalization of leading knowledge and skills, ways of creative activity, final independent heuristic work of information-explanatory, constructive or creative level, correction.

*Incentive motivational* component means that senior pupils do not only perceive teacher's motivational and target explanations, but they also independently construct own motives, personal goal and tasks of the work within determined training module.

The component of the *primary assimilation of theoretical material* means that during lectures or school teacher's explanation pupils try individually or in determined interactive groups not only to understand the essence and structure of theoretical knowledge, but they also (through a variety of mechanisms of heuristic activity) learn to reformulate the main concepts, interpretation of laws, generalizations according to

pupils' understanding of them, to formulate the problem, heuristic questions etc.

*Self-dependent heuristic-search work on understanding and deepening of new theoretical knowledge* means that students apply to specific sources to answer (orally or in writing) specific problematic questions that were clarified by a teacher and classmates at the preliminary stage with the aim of improving the acquired theoretical knowledge.

*A completed independent information-descriptive, heuristic-search and constructive work* aims at formation of heuristic ways of activity, development of cognitive and reflexive skills and abilities (heuristic-module technology provides more time for pupils' independent practical activity).

*Systematization and generalization of leading knowledge and skills, ways of creative activity* includes such independent works as writing short scientific abstracts, generalizing diagrams, tables, graphs, algorithms, etc.

*Final independent heuristic work of information-explanatory, constructive or creative level* (at pupil's choice) means the creation of a personally significant creative product – an essay, story, applied project, experimental model, devise, independently formulated tasks, tests, reviews, etc. The quality of this product becomes crucial in diagnosing and assessing the acquisition of knowledge of a training module.

*Correction* (at pupil's request) of the final creative work is performed in order to improve it and obtain a higher grade [4].

The leading didactic conditions for organization of creative independent work in heuristic-module education have been substantiated in the study. These conditions influence the development of senior pupils' independent cognitive-creative activity and are summarized in Table 1.

*The use of innovative opportunities of training module and heuristic-module technologies* as a pedagogical condition includes, primarily, the implementation of the determined stages of a training module in the direct organization of creative independent work. The stages are: motivational-setting, instructive-criterial, operational, diagnostic-evaluative. Thus, each independent work had a clear structure, elements of cognitive-creative interaction of subjects of education and was technologically executed as a completed training module.

*At the motivational-setting stage* pupils learned to understand clearly the purpose and the main lines of independent work, a concrete plan of their actions. It means that they learned to work on the basis of goal-setting, purposefulness and prospects for success. In this way, a teacher organized interaction with pupils so that they could imagine and predict their own product (in external and internal form). Taking this in mind, a teacher persistently and constantly revealed the attractiveness of future work, formed orientation for success, showed possible actions to overcome the contradictions that were hidden in an educational problem, convinced that there is no need to fear mistakes, because they are ultimately a step towards success.

Table 1

Leading Pedagogical Conditions for Organization of Creative Independent Works in Heuristic-Module Education

<b>Name of the pedagogical condition</b>	<b>Essence of the pedagogical condition</b>	<b>Conditions of implementation of it</b>	<b>Expected qualitative characteristics of creative work in the training module</b>
1. Use of innovative opportunities of training module	Implementation of a set of positive characteristics of a training module for creative tasks	Redistributing of training time in favour of pupils' independent activity; implementation of completed and flexible heuristic-module technologies in the process of performing creative work and improvement of it	Achieving the completeness of motivational, operational, reflexive components of a work, the overall success of creative product, the possibility of further improvement of it
2. Consideration of the specific features of different types of heuristic activity (search, reconstructive, constructive, creative), providing creative interaction of its subjects	Achieving the conformity of pupils' individual actions with the specificity of heuristic activity, mastering the experience of such activity within the framework of the completed technology of a module	Introduction of mechanisms of creative activity (forming and reflexive), providing pupils with possibilities of prolonged deepening in creative process, ensuring the interaction of subjects of learning as unity of help and counteraction	Mastering methods and mechanisms of creative activity, skills of self-realization, prognostication and creation of original products
3. Providing competent diagnostics and correctional activity of a teacher and pupils	Providing positive motivation, development of pupils' skills and abilities to diagnose and evaluate the results of their own independent work, to correct further activity	Introduction of a set of diagnostic techniques for monitoring reconstructive, constructive and creative work, training pupils for work on diagnostic-criterial basis	High and sufficient levels of criteria and indicators of creative tasks of different kinds, capability of using them to evaluate and correct objectively the quality of educational product

At the *instructive-criterial stage*, pupils received not only general instructions for the tasks but also clearly focused on specific criteria of quality of a certain type of creative independent work, which helped pupils to choose the appropriate ways to solve a creative task and to predict the results of the activity.

The implementation of the *operational stage* provided, on the one hand,

the organization of pupil's full and prolonged deepening in individual creative process, and, on the other hand, his timely interaction with a teacher and group-mates after completing some of the current tasks on clarifying his own goal and educational steps. At this stage, the active use of methods of collision of contradictions, prognostication of their solution, making alternative assumptions, construction, proving, disproving and generalization was ensured.

At the *diagnostic-evaluative stage*, using the detailed criteria of quality of performing certain type of creative independent work and diagnostic techniques, each pupil was able to find defects and errors, identify their causes and ways to overcome and on this basis, evaluate the work and improve the quality of his educational product.

In order to do this, *the levels, criteria and indicators of senior pupils' cognitive-creative independence* during the performance of independent works of creative nature, as well as an invariant model of organization of senior pupils' reconstructive, constructive and creative independent work under the determined conditions of heuristic-module training were developed.

The developed and experimentally verified criteria of cognitive-creative independence correspond to the main characteristics – components of creative activity (motivational, operational, communicative and diagnostic), and pedagogical conditions for organization of pupils' independent activities were aimed at providing them.

When implementing such a condition in organization of independent work as consideration of the specific features of cognitive-creative activity, in order to achieve pupils' proper creative independence, the experiment was provided with detailed developments for each type of creative work, recommendations to teacher and pupils regarding a high (creative), sufficient (constructive), executive-reconstructive levels of cognitive-creative independence and detailed criteria and indicators corresponding to them.

Real creativity is impossible without use of special techniques of heuristic activity, so the experiment included pupils' mastering *the mechanisms of cognitive-creative activity*, such as search for unknown with by *analysis through synthesis, heuristic methods (heuristics)*, solving problems through interaction of intuitive and logic methods etc. These mechanisms concerned both operational and diagnostic-evaluative stages of activity.

The study proved experimentally the necessity of such condition as *providing competent diagnostics and correctional activity of a teacher and pupils*. It was proved that *the core of the diagnostics is identification of the objective causes of mistakes, drawbacks and difficulties according to the criteria of quality of independent work* (they were formulated and assimilated by pupils) and necessary ways to achieve them.

Special attention was paid to the procedures of *self-diagnostics* and *self-evaluation* of a performed work on the basis of it. They became the most important stage not only when the individual attempts have been completed but also when positive educational motivation has been supported [4].

Applying the criteria approach to the diagnostic procedures, the pupils were taught to realize and transform mentally the essential criteria of quality of the

done work according to the levels of educational achievements, which in general became the guidelines of diagnostics and evaluation in the educational process.

Expert assessments of efficiency of organization of creative independent works in heuristic-module education were carried out by determining the level of cognitive-creative independence, achieved by the senior pupils (*operative-reconstructive, constructive or creative levels*). For each of these levels, a set of necessary and sufficient quality criteria that help both a teacher and a pupil to evaluate the results of cognitive-creative attempts has been tested for the first time.

The experiment allowed to conclude that the suggested organization of independent work led to the essential positive changes – the growth of senior pupils' cognitive-creative independence. It was proved by the generalized results of some creative works within the framework of a training module and dynamic changes of main indicators of senior pupils' cognitive-creative independence, as they were found out by the experts (teachers, methodists, scientists) due to the complex analysis of different creative works (according to the stated criteria).

Abstracts, annotations, compositions, reviews etc., fulfilled at the constructive or creative levels under conditions of achieving completeness with the help of different factors of heuristic-module education (more time, interpersonal consulting, absence of obligatory and ultimate mark, providing possibilities for profound diagnostics and correction of the fulfilled work) caused increasing interest and activity in most pupils and their desire to improve the results of their attempts. Thus, organizational, psychological and didactical factors of heuristic-module education objectively created the new favourable conditions for pupils' independent work, gradually increased its productivity and quality. In its turn, a dynamic process of fulfilment of creative independent works objectively improved the organizational structure and content of the educational process.

The results of expert assessments according to the criteria of educational achievements in performance of creative works indicate the feasibility of the suggested transformation towards more thorough and comprehensive provision of pedagogical conditions for pupils' creative work. Due to these conditions, in the experimental forms the essential growth of creative achievements in independent work has been attained in two academic years. The amount of works, that were evaluated by the experts as works of the reproductive level and have low creative characteristics, has been reduced almost three times. At the same time, the amount of works, that were evaluated by the experts as works of the constructive level, has been increased by almost 1,5 times (from 36 to 52%). The amount of works of the creative level has been increased by more than 2 times (from 14 to 32%). The similar results in the control forms have been much inferior to the indicators of the experimental forms and cannot be regarded as essential progress in the dynamics of pupil's cognitive-creative independence.

So, the experiment has proved the innovative opportunities and unused reserves of the heuristic-module education.

**Conclusions.** So, the model and the pedagogical conditions for optimal organization of senior pupils' creative independent works in heuristic-module education have been scientifically substantiated. The conditions are: 1) use of innovative opportunities of training module, as they extends time and organizational

frameworks for pupils' successful creative activity and provide the integrity and completeness of it; 2) consideration of the specific features of creative activity in general and, in particular, providing creative interaction between subjects of learning as unity of help and counteraction, which can be optimally implemented in the new model of heuristic-module education; 3) providing competent diagnostic activity of a teacher and pupils as unchangeable factor of development of their creative activity and independence when using detailed quality criteria and introducing the mechanisms of their application. The technology of realization of the determined conditions for organization of constructive and creative independent works in senior pupils' heuristic-module education has been developed and experimentally tested.

The comparative analysis of achievements of the experimental and control forms testifies about the significant advantages of experimental organization of heuristic independent works of reconstructive, constructive and creative nature, their evident influence on the development of creative potential, senior pupils' cognitive-creative independence, their main competences – motives, abilities and skills.

**Prospects for further research.** The conducted experimental study does not solve the stated problem completely. The perspective aspects of further experimental work can be: further improvement of existing models and technologies of heuristic-module education, development of the theory and methods of different kinds of heuristic independent work in senior and high school, further profound theoretic-experimental development of different kinds of heuristic activity of teachers, pupils and students.

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### 3.17. ORGANIZATION OF COMMUNICATIVE INTERACTION BETWEEN SUBJECTS OF EDUCATIONAL PROCESS IN HIGHER EDUCATION INSTITUTIONS VIA QR-CODES

UDC 378.147: 004

**F. Mainaiev, L. Rybalko**

**Abstract.** *The article considers the communicative interaction between the teacher and students as a dynamic process which involves the transmission and understanding the educational information between subjects. The ways of organizing communicative interaction are determined with the help of information and communication technologies in the process of teaching students of the general and humanitarian nature by providing convenient and easy access to educational information; providing feedback between participants of the educational process; online training activities support. The use of QR-codes as an integration tool has been analyzed and the access to educational information between the teacher and students was provided. Learning objectives using QR-codes are presented: quoted beginning of the question, color option, onlineworking with historic text, clue code, secret message.*

**Key words:** *information and communication technologies, communicative interaction, communication, communicative channel, QR-codes, feedback.*

Relevance of the study the organization of communicative interaction between the teacher and students via QR-codes is based on the fact that this method of information and communication technologies is convenient and available channel for transferring educational information to all participants in the educational process. Considering the didactic potential of QR-codes offers broad prospects in education, in particular for improving communicative interaction in the class.

Recent publications analysis has showed high priority by the domestic scientists to the issue of communicative interaction between participants in the educational process. Considering various ways of its organization, researchers [1-4] agree that the educational process effectiveness depends on involvement of its subjects.

According to G. Moskalyk [1] the organization of pedagogical interaction depends on the achievement of desired results, the comfort of pedagogical process. To create a situation of interaction is necessary: an active inclusion of all participants of an educational process in the discussion and implementation of actions for making decisions on different stages of the organization of interaction; receiving constant feedback; research position of all subjects of an educational process; partnership of training participants. S. Ridkozubova [2] emphasizes that the organization of pedagogical communicative interaction is one of the conditions for improving the quality of students' professional training. Analyzing an own experience of communicative interaction organization with foreign students, the researcher draws attention to the use of interactive teaching methods in the



educational process.

Despite on the growing role of ICT in the educational process of higher education institutions the question about communicative interaction organization with their help is not sufficiently highlighted in the scientific pedagogical literature, although there are such developments. So, N. Tverezovska, O. Borisyuk [5] define pedagogical interaction with help of ICT as a process of joint activity of a learning process subjects. Scientists note that the use of electronic network educational resources and technologies of interaction in an information environment by the participants of educational process is normal. The electronic network environment is perceived and understood as a part of an informational educational space.

Over the past five years there have been publications of domestic scientists who are considering the possibilities of QR-codes in higher education. So, K. Bugaychuk [6] connects QR-codes with the app-model of mobile learning. This model focuses on smartphones, whose software provides users with the ability to scan QR codes. O. Voronkin [7] notes that QR-codes make classes more effective and interesting. Students can conveniently read information and quickly store it in a memory of mobile devices. This approach allows to use an additional (tactile) channel for the perception of learning information.

**The purpose of the article** is to consider the characteristics/features of the organization of communicative interaction between the teacher and students using QR-codes at the discussion seminar.

**Research methods.** Realization of the goal was carried out with help of textual analysis of scientific literature, related on the subject, and the pedagogical experiment.

The presentation of the primary material is considered to use a definition 'communicative interaction'. Scientific achieve sources also use definition 'communication' [1] and 'communicative interaction' [2-4]. The base for these definitions is paronymous token 'communication' and 'communicativeness'. Communication is a connection which enables the information exchange process, while communicativeness is the ability to communicate. The definition 'interaction' is determined by the authors of scientific papers as a system of conditional actions, where each action has a corresponding feedback [3, p. 58]. Therefore, the interaction between the participants can be regarded as a number of actions aimed to obtain the desired result. Since we consider ICT for providing with its help the communication to receive relevant information by students, the appropriate use of the term 'communicative interaction', which as we see is a dynamic process of information exchange between subjects that forms their message, transmission and understanding. The use of ICT in the learning process has created new forms of communicative interaction: 1) teacher – ICT facilities – student/students; 2) student – ICT facilities – student/students. In this case, the link between the subjects of the interactive dialogue are hardware, software, network tools or their combination, which are objects of interaction in communicative chain. The effectiveness of ICT depends on the organization of communicative interaction, which is based on communication; students and teacher readiness; communicative situation which predicts the clarity and accuracy of the interaction, educational information relevance and value for

students, adaptation of interaction with learning conditions, inclusion in the activities of all participants in the learning process. Therefore, teacher's task is to choose the optimal guide into an information world among the existing ICT tools, which include QR-codes - a creative and at the same time convenient access for students to the necessary training information. QR abbreviation in literal translation from English means 'quick response'. QR-codes are matrix (two-dimensional) code which contains any text combination that consists of numbers and characters, and allows you to encrypt 7089 numbers, 4296 symbols, 1817 hieroglyphs. The main advantage of using QR-codes is the easy identification by unprofessional equipment [7].

In the scientific-pedagogical literature [7-8] the use of QR-codes is considered for purposes such as: providing access to supporting applications (a link to multimedia sources and resources) accompanied by presentation slides; textbooks and additional information guides; information notes (class schedule, learning outcomes); students' identification in the virtual library classroom; attachments quality of educational objects (on the mechanism pieces, schemes, anatomical objects, maps; using in the tasks (current knowledge progress); assignments support; didactic crossword design; creation of portfolios, summaries, annotations, business cards by students; participants contact information on the badges in the educational process, various events, conferences in particular.

We consider QR-codes as the link to access the information which is a base for students to complete their training exercise. QR-code is the object of interaction which involves coding by the teacher and decoding by students. This ICT networking tool doesn't require any informative skills (coding requires to enter the desired text or URL while decoding is to align the camera to the code). There is neither high cost (using services coding is free because QR-codes are not licensed), nor high time commitment (to create 1 code takes less than 1 minute). Besides storing text data and links, creation and recognition speed, resistance to damage, reproducibility on any surface, QR-codes have another useful learning feature - reading small texts regardless of the Internet.

Thus, using QR-codes in the classroom creates a new communicative channel: teacher - QR-codes - students. Using as a basis structure of interaction proposed by V. Sergeeva [3, p. 59] we defined the following functions of communicative interaction 'teacher - QR-codes - students': constructive - based on motivating students to perform the tasks, explaining its point; supportive - the task is to provide technical support for learning activities; and communicative, which provides necessary training information.

Let's take certain examples of QR-codes practical use during seminars with History Department students of H. S. Skovoroda Kharkiv National University.

**1. Quotation at the beginning of the question.** The task is to decode information (quotes) and to prove the thesis referring to historical facts. At the discussion seminar on 'The History of the Slavs' with the topic 'Second World War (1939-1945); first year students were offered to read/find hidden expression in the QR-code of E. Hemingway and to suggest American author further ideas by confirming it with actual examples from the Second World War history.



**Fig. 1. The encoded expression of E. Hemingway**

Fig. 1 shows QR-code example that contains the statement by E. Hemingway: 'Never think that war, no matter how necessary, nor how justified, is not a crime,' which is the beginning of the question.

**2. Working with historical text online.** At the discussion seminar 'The History of the Slavs' with the topic 'The Second World War (1939-1945)', the first year students had to consider the creation of an anti-Hitler coalition. They had to decode Churchill personal messages to Stalin, dated July 8 1941 and July 10, 1941, and referring to the historical document give examples of Britain support to the Soviet Union and determine what commitments were made by both parties. Task visualization is presented in fig.3.



**Fig. 2. Historical document link**

**3. Colored option.** Student is offered a set of color-coded cards then chooses to use only one. Colored QR-codes enhance learning process and make tasks more appealing to students. In addition, with colored QR-codes you can design different variants of one task. During the discussion seminar with the third year students about the new history of Europe and America (1870-1918), and the topic

'Britain during the last third of the nineteenth and early twentieth centuries' encoded information could be, for example statements by W. Gladstone and B. Disraeli (British politicians of the 'Victorian era'). According to the principle of 1 color is 1 statement (blue – 'There are three kinds of lies: lies, damned lies, and statistics' (B. Disraeli), red – 'Public opinion rather deserves to be called public feelings' (B. Disraeli), yellow – 'It is the duty of government to make it difficult for people to downrong, easily to do right' (W. Gladstone). The task was to decode information, and also to use it formaking a campaign speech on B. Disraeli or W. Gladstone behalf. There is encoded statement (fig. 2) by the leader of the Liberal Party William Gladstone 'Politics is a labyrinth from which to get out heavier than enter'.



**Fig. 3. Encoded statement by William Gladstone**

**4. Clue code.** The encoded information is a question, and there is also the clue which you can find on the visual QR-code design: photo, drawing, logo or keyword that directly or indirectly prompts students the correct answer. For example, during the history of the Slavs seminar on the theme 'New government experiments in 1920-1930', the first year students were required to decode the expression, and to determine what was being discussed.



**Fig. 4. Encoded statement about collectivization by J. Stalin**

Fig. 4. shows a QR-code with the clue. The decoding of it allows to read J. Stalin words 'Attacking the kulaks means to break the kulaks spirit and eliminate it as a class ... Attacking the kulaks means to get ready and destroy the kulaks, so they will never get up again'. This task looks engaging and attractive for students, but while creating such QR codes there is a risk of unreadable format, so such coding must be checked up in advance.

**5. Secret message.** This training task involves students into coding certain information (a little-known fact in the history, a creative question, etc.). This task prepares students who are future history teachers to use QR-codes in their future professional activity.

Described tasks don't exhaust all QR-code options, they only show their potential while studying. QR-codes influence on communicative interaction objects is indirect. Feedback, which proves the effectiveness or ineffectiveness of communicative interaction, is subjective and 'report' students about the result of their own work.

In pedagogical science [6] the feedback is defined as a way of obtaining information about the right or wrong action. During the lesson about using QR-codes, the feedback of work result can be obtained from the computer program – the network service called Class Tool allows you to create QR-codes test tasks. In addition to the usual subjective communication, new connection appears – program-subjective. However, in our opinion, the program-subjective communication is only an addition to the subject communication between the participants of educational process. Feedback functions can't be limited just by control and knowledge input: it is also an indicator of students' willingness for new lesson, their mental attitude towards studying.

Using QR-codes requires proper technical support for using the Bring Your Own Device. BYOD technology is the active use of students' devices in the learning process. The attitude to the use of mobile devices in education was ambiguous. The Order of the Ministry of Education and Science № 420 from 24.05.2007 'About the use of mobile phones during the educational process' in paragraph 1 clearly prescribed an official restriction to use a mobile phones in general education and vocational and technical institutions. The spread of mobile education has forced most scientists to recognize the mobile devices as a powerful learning tool [10].

**Conclusions and results.** The experimental work results confirmed our hypothesis about effectiveness of using QR-codes at the discussion seminar. The research allows to conclude that the communicative interaction between teacher and students during learning process is a number of subjective actions aimed to get the knowledge. It also gives access into information resources and feedback on the provided information. The effectiveness of communicative interaction through QR-codes is achieved by providing students easy and convenient access to relevant information; enabling high-quality feedback among all participants; learning online support by using mobile devices.

**Recommendations for further research are** aimed on developing tasks using QR-codes which are creative and contribute the intellectual development of students.

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### **3.18.GROUNDING OF THE PEDAGOGICAL CONDITIONS IN THE FORMATION OF PROFESSIONAL READINESS OF FUTURE LAW ENFORCEMENT OFFICERS OF UKRAINE TO WORK IN EXTREME SITUATIONS**

UDK 378.017:351.74-057(477)

**Bilous T.L.**

*Abstract. The author of the article has analyzed the process of grounding the pedagogical conditions for the formation of professional readiness of future police officers of Ukraine to work in extreme situations; has clarified the need to improve their training in modern conditions of Ukraine. The theory and practice of the problem of grounding the pedagogical conditions of the formation of professional readiness of future police officers of Ukraine to work in extreme situations have been analyzed; the essence of the concept of “professional readiness of future police officers to work in extreme situations” and its structure have been also analyzed; the essence of extreme situations of police officers activities has been revealed, their author’s classification has been provided; the author has developed and experimentally tested a complex of pedagogical conditions for the formation of professional readiness to work in extreme situations in higher educational institutions of the Ministry of Internal Affairs of Ukraine: 1) organization of methodical work with the professors of departments of higher educational institutions of the Ministry of Internal Affairs of Ukraine on their*

*unseparated training for the formation of professional readiness of future police officers to work in extreme situations; 2) providing the professional orientation of content, forms and methods of training of future police officers to work in extreme situations; 3) construction of the training process is based on the idea of professional reliability, resulting in selecting the forms and methods by professors aimed at training skills and qualities, personality traits required for future law enforcement officers to work under extreme conditions. The efficiency of different ways of implementing the complex of these pedagogical conditions for the formation of professional readiness of future police officers Ukraine to work in extreme situations has been found out.*

*Keywords: pedagogical conditions, extreme situations, professional activities of police officers, methodical work, professional orientation of training, professional reliability, professional readiness to work in extreme situations.*

The development and formation of a legal state in Ukraine is largely dependent on those who protect and keep human rights – from the employees of Internal Affairs Agencies (hereinafter – IAA). Confrontation in the society, mass violation of human rights put forward new requirements for the work of IAA officers, in particular, concerning professional readiness to work in extreme situations. As it is stated in the draft Concept of Priority Measures for Reforming the System of the Ministry of Internal Affairs, the aim of the reform is “to determine the priorities, main directions, expected results and means of transformation of the Ministry of Internal Affairs of Ukraine into a law enforcement multi-profile civilian agency of the European standard” [9].

The activities of IAA employees are particularly risky and dangerous in a combination of the crisis in the country and overcoming the systematic violation of human rights, the increase in crime and the number of weapons in the hands of criminals, the increase of cases of terrorist acts, intimidation of the population. Non-standardized working conditions, constant stress, the threat to the life and health of IAA employees, new forms of crime require the formation of pedagogical conditions of professional readiness of future IAA employees to work in extreme situations.

Analysis of the recent publications. Available research in the field of training future IAA employees to work in extreme situations of V. Androsiuk, L. Kazmirenko, Ya. Kondratiev, V. Synov, H. Tumanov and others revealed the legal, psychological and organizational principles of training future IAA employees to work in extreme situations. The positions of the new vision of the essence of professional training of the cadets in the system of higher educational institutions of the Ministry of Internal Affairs of Ukraine are represented in the works of O. Bandurka, V. Diachenko, I. Kotieniev, S. Kuznichenko, V. Lukashevych, V. Pliska. A significant contribution to the development of the modern theory and practice of professional education of law enforcement officers was made by V. Horiainov, M. Korolchuk, S. Kubitskyi, V. Lefterov, H. Yavorska; representatives of psychological science O. Okhremenko, O. Timchenko, M. Chunosov; legal psychology M. Anufriiev, V. Venedyktov, O. Syniavska, O. Yarmysh.

According to international experience of training police officers to work in



extreme situations, the emphasis is done on the speed and reaction on the basis of theories of behaviorism, pragmatism, the concept of the combination of personal and collective security. At the same time, the domestic school of training of IAA employees has always been based on personal qualities and professional skills. Both aspects of the problem are important in extreme conditions and require a well-grounded combination in the process of the modern training of future IAA employees at higher educational institutions of the Ministry of Internal Affairs of Ukraine. An overview of scientific doctrines suggests that, despite the emergence of a significant amount of scientific materials in this area ("Personal Safety Pedagogy", "Survival Star", "Personal Security Management") and the experience in training officers of tactical teams in different countries, the problem of the formation of the essence of professional readiness of cadets as future IAA employees to work in extreme situations in the new socio-economic and political conditions in the development of our society remains insufficiently studied, in particular, there is no clearly distinct pedagogical conditions in the formation of professional readiness of the cadets of higher educational institutions of the Ministry of Internal Affairs of Ukraine, the criteria for its formation [4, p. 197].

The objective of the article is to develop, ground pedagogical conditions for the formation of professional readiness of future IAA employees at higher educational institutions of the Ministry of Internal Affairs of Ukraine to work in extreme situations and to verify the effectiveness of the developed pedagogical conditions.

Methods of the research used in this work are as follows: theoretical – interdisciplinary synthesis and theoretical analysis of scientific and educational literature in order of theoretical studying the problem in the formation of professional readiness of future IAA employees to work in extreme situations, grounding its essence and a set of pedagogical conditions of the formation, criteria and indicators of its formation; generalization and specification for determining the content, forms, methods, complex of pedagogical conditions for the formation of professional readiness of future IAA employees to work in extreme situations; planning of the research structure for determining the logic; empirical – long-term observation, conversation, questioning, testing, interviewing, rating assessment – to determine and study the level of the formation of professional readiness of future IAA employees to work in extreme situations, to determine the necessary qualities of an individual, knowledge, abilities of a person required in extreme situations, pedagogical experiment – to verify the effectiveness of a complex of pedagogical conditions for the formation of professional readiness of future IAA employees to work in extreme situations.

Main part. The problems of training future law enforcement officers to work in extreme situations within the theory of professional pedagogy we consider in the context of theoretical and methodological principles of professional training of specialists at higher educational institutions of Ukraine (V. Horiainov, V. Hrynova, O. Dubaseniuk, M. Kozziar, L. Kryvoruchko, V. Lozova, L. Rybalko, A. Semenova, N. Tkachova, H. Yavorska, etc.). The state of the problem's development in regard

to the formation of a specialist's readiness for professional activity is considered in scientific research in the areas of clarifying the essence of psychological readiness (M. Diachenko, L. Kandybovych, N. Kuzmina, V. Merlin, O. Moroz, O. Stoliarenko, A. Shteinmets and others), moral and psychological readiness (L. Kondrashov), professional readiness for pedagogical activity (I. Isaiev, S. Maksymenko, etc.), preparedness as the top of professional activity (B. Viatkin, O. Derkach, V. Plisko), as a result of the trained specialist, a set of basic skills and competence (I. Mykhailova, O. Romanovskyi, Yu. Senko).

Under "professional readiness to work in extreme conditions", we understand the complex, integrative quality of an individual, which ensures the high quality in fulfillment of professional tasks and personal safety of IAA employees, consists of different components that reflect the professional actions of IAA employees in extreme situations, provide the confrontation with these conditions [3, p. 87]. On the basis of theoretical analysis of the scientific work of scholars of different spheres: pedagogical, legal, psychological – it has been determined that the extreme conditions of IAA employees work are such conditions of his activities that are on the verge or exceed the reserve potential of the organism, where one or several factors have extreme, that is maximum possible constant values.

The most striking feature of extreme conditions of IAA employees activities is the fact that their impact causes human being expressive emotional responses that influence the demands of all mental processes and the productivity of the activity. They are also characterized by: a deviation from the norms of professional activity; the presence of dangerous factors that threaten the health, life of a person and exceed the reserve potential of the organism; dynamic inconsistency, which necessitates the reorganization of homeostatic response systems; mobilization of the organism, stress, decrease in regulation of the activity [1, p. 43]. The classification of extreme conditions has been clarified: 1) general conditions related to the risk of the law enforcement activity itself for a person due to tension, irregularity and other general risks; 2) special conditions related to: professional activity in emergencies; a certain direction of IAA employees activities [3, p. 40].

The research of scholars has proved the influence of extreme conditions of work on the professional activity of IAA employees: physical, psychological, emotional, cognitive, behavioral, which determines the behavior of future employees in extreme conditions. According to the research it is possible to resist these influences, because of the presence of professionally significant qualities and personality characteristics in the structure of professional readiness of future IAA employees – stress resistance, psychological stability, endurance, self-control, psychological self-regulation, attentiveness, reliability, tolerance, ability to be master of oneself, manage own feelings, to adequately perceive oneself and the situation, critical thinking, balance, sustainability, purposefulness, readiness to use techniques and measures of physical influence, physical fitness, activity, autonomy, communicative ability, responsibility, decisive, etc. Therefore, we distinguish the following components in the structure of the professional readiness of future IAA employees: motivational (professional motives, interests, needs, positive at-

titude to the profession, the presence of social and professional motives, professional interest in law enforcement activities, the need to overcome difficulties, conscious desire for honest performance of the duties), value-orientation (ethics of professional activity), content (knowledge on extreme conditions of the work, actions, their danger and risk, features of professional care, essence and ways of preventing professional burnout in the work, on the stress resistance and ways of its formation, the peculiarities and difficulties of performing professional tasks in extreme conditions, on psychogenic impact of these conditions on the personality of IAA employees and their functions; on measures and techniques of physical influence, manipulations, provocations, professional communication in extreme conditions), operational (ability to act in simulated extreme conditions, to predict their consequences and consequences of own actions, ability to self-regulation, managing own psychological and physical condition, provide own personal and professional safety, communicative skills, be able to carry out prevention of professional burnout, deformation, adaptation to extreme conditions, to counteract blackmail and provocations, to safely resolve conflict situations, to use techniques and measures of physical influence, weapons for defeat, non-conflict communication with different layers of population, to influence by own authority); emotional and volitional (emotional stability (self-control), adequate perception of oneself and the situation, critical thinking, balance, sustainability, purposefulness, self-regulation ability of own emotional and physical condition, ability to keep clarity of consciousness and thinking in all circumstances and to act correctly in different states (anger, grief, joy, oppression, etc.), stress resistance); estimated (reflection, self-control); personal (psychological stability, psychological readiness to use weapons for defeat, readiness to use techniques and measures of physical impact, reliability, activity, independence, communication ability, responsibility, determination, positive adequate behavior, self-esteem, physical preparedness) [8, p. 54–55]. Such a professional readiness can be permanent or mobilizational, long-term or temporary, but it does not appear immediately, it needs to be specially formed.

Under the pedagogical conditions of forming the professional readiness of future IAA employees to work in extreme conditions, we understand “the necessary and sufficient circumstances, which depend on the effectiveness of vocational and pedagogical training” [6, p. 155]. Theoretical substantiation of the pedagogical conditions that ensure the effectiveness for the formation of professional readiness of future IAA employees to work in extreme conditions was based on the provisions of systemic, personality-oriented, activity-oriented, competence-oriented approaches for the training of future employees at higher educational institutions of the Ministry of Internal Affairs of Ukraine; the principles of didactics of higher education; ideas of professional orientation and professionalization of the process of training future IAA employees at higher educational institutions of the Ministry of Internal Affairs of Ukraine to work in extreme conditions; training in the direction of its deepening in relation to extreme conditions; improvement of training in its content (in the form of programs of new special courses or parts of

educational disciplines, practice, project), methods and forms that optimally contribute to the formation of professional readiness to work in extreme conditions for future IAA employees at higher educational institutions.

The first pedagogical condition is the organization of methodological works with the professors of the departments of higher educational institutions of the Ministry of Internal Affairs of Ukraine with the inevitable their training for the formation of professional readiness of future IAA employees to work in extreme conditions. Methodological work is understood as a holistic system of actions and measures based on the achievements of science, best practices, analysis of the work of professors, aimed at increasing the level of professional readiness of professors to work in the new conditions of a professor.

Methodical work implements the competence approach in the development of qualifications, the idea of training throughout life, is carried out on the workplace [7, p. 24]. Forms of methodical work are individual, group, collective; according to one cycle of training or their complex.

The second pedagogical condition involves ensuring the professional orientation of the content, forms and methods of training future IAA employees to work in extreme situations. The professional orientation of the training is related to the third pedagogical condition – the reliability of IAA employee's personality – both of them affect on the quality of training, reliability is based on it, ensures the implementation of readiness under any conditions. The professional orientation of the training is the saturation of the entire training and educational process at higher educational institutions of the Ministry of Internal Affairs of Ukraine in the content, forms, methods by the means of the profession, the result of which is formed preparedness for professional activity, satisfaction with labor, its quality, productivity, the assimilation of rules and norms of the profession, the formation of the personality of future IAA employees and their awareness as professionals [3, p. 103].

The third pedagogical condition has been defined as the construction of the training process on the basis of the idea of professional reliability, which determines the professors' choice for such forms and methods of training, which are aimed at training the skills and qualities of the personality characteristics that are necessary for future IAA employees to work in extreme situations. Reliability is the result and indicator of effective activity, the basis of survival, the condition of the functioning of systems in different situations [2, p. 38]. Reliability is understood as the quality that provides freedom from failure and efficiency (timeliness, error-free, optimality, efficiency, speed) of a specialist's work in extreme situations.

The professional reliability of IAA employees is considered as an integral quality of a person, which is manifested in the ability to maintain for a long time normatively, defined parameters of working activity, regardless of the complexity of conditions [5, p. 13]. Reliability is ensured through training and exercises to form professional readiness to work in extreme conditions, updating the content of courses of disciplines. All these pedagogical conditions need to be implemented only in the complex in the named sequence.

A pedagogical experiment has been conducted to verify the effectiveness of a complex of developed pedagogical conditions for the formation of professional readiness of future IAA employees to work in extreme conditions. The implementation of the first pedagogical condition provided for the organization of methodological work with professors to prepare them for the formation of professional readiness of future IAA employees to work in extreme conditions taking into account the ideas of professional orientation and reliability (organization, conduction and presentations at thematic meetings of the departments of humanitarian and socio-economic disciplines). Provision of the second pedagogical condition of professional orientation was carried out in three ways: 1) implementation of a special course "Professional readiness to work in extreme conditions" for the formation of skills of future practical activities and awareness of the influence of extreme conditions on life, health and quality of work; the use of active teaching methods; changes in the content of educational practice; work of the section "Extreme"; 2) supplementing existing academic disciplines with modules on professional readiness to work in extreme conditions; basic and elective components in the content of the discipline "Physical Education"; changes in the content of educational probation in the direction of forming professional readiness to work in extreme conditions; using active teaching methods; 3) the organization of professionally-oriented extra-curricular work in the process of educational work and work on physical education through socio-psychological, intellectual and development activities; the use of ideas of national and patriotic, moral and legal education, formation of healthy lifestyle among students; conducting trainings on reliability based on the idea of self-regulation of the behavior of future IAA employees in extreme conditions, trainings on conflict resolution. The implementation of the third pedagogical condition of the idea of professional reliability in the process of training future IAA officers provided for automation, quenching, sequencing in developing the difficulties through the exercises that were complicated and were provided in underdeveloped and new conditions on different disciplines, complemented by the discipline "Physical Education" exercises on proficiency and skills required in extreme situations, individual exercises on the problem and independent work on working out of physical qualities, self-regulation, self-defense skills. The formation of reliability was ensured in the same way as providing the professional orientation of the training process. The emphasis has been made on the systematic work, the formation of positive motivation to work in extreme situations and self-improvement, self-education, organization of free time and leisure through interesting professional forms and methods of work, the work of professors and tutors.

Conclusions and results. The author has conducted theoretical generalization and has suggested a new aspect of solving the problem of pedagogical conditions in the formation of professional readiness of future police officers to work in extreme situations. It has been revealed that the problem of pedagogical conditions for the formation of professional readiness of future police officers to work in extreme situations within scientific and pedagogical research is relevant in

regard to the needs of practice, the requirements of the present day to the police activities, while we note the lack of its development in the theory of professional pedagogy, especially in the value aspect of the life and health of a person. The author has grounded the necessity of pedagogical conditions in the formation of professional readiness for future police officer of higher educational institutions within the Ministry of Internal Affairs of Ukraine, that the determining factor of the adequacy of actions in extreme situations, in other equal conditions of professional training, is the emotional and volitional, motivational, personal components of the professional readiness of future police officers to work in extreme situations. At the final stage of the pedagogical experiment, the author has noted the positive results regarding the formation of components of professional readiness according to different criteria. Thus, the first method mostly contributed to the growth of indicators in accordance with cognitive, motivational, personal, operational, emotional and volitional criteria at the high level; the second way to implement pedagogical conditions was the best by the growth of indicators in accordance with cognitive, motivational, personal, operational, emotional and volitional criterion on the average level; the third way made the best growth on the motivational criterion at the high level, the results of personal, operational, emotional and volitional criteria increased at the average level. The effectiveness of implementing a set of pedagogical conditions in the formation of professional readiness of future police officers to work in extreme situations has been verified and proved.

Perspectives for further research do not rule out the diversity of the issues related to the pedagogical conditions in the formation of professional readiness of future police officers to work in extreme situations, in particular, the perspectives for further research are the study of pedagogical conditions in the formation of professional readiness of future police officers to work in extreme situations for work in extreme conditions in the process of teaching special and integrated disciplines, at the level of master's training, etc.

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## CONCLUSION

The conducted analysis of the presented scientific researches on transformation of education, its methodological, theoretical and methodic levels and modern pedagogy allows us to formulate new scientific approaches and tendencies, categories, methods and technologies to increase efficiency of educational process at nursery schools, institutions of secondary and higher education, pedagogical conditions for effective education in Ukraine.

1. At the level of the scientific approaches of the methodological level.

Such scientific approaches as resource, informational, family-centered approaches have been first revealed and substantiated in pedagogical theory, particularly in professional pedagogy, social pedagogy and general pedagogy. These approaches allow to implement such ideas of New Ukrainian School and society as partnership of family and school for the benefit of child, democratization of education, development of family, sustainable development of social groups, formation of children's informational competence, pooling of resources for development of pedagogues and realization of child's right to education. The efficiency of these approaches has been proved experimentally. The theoretical fundamentals of formation of teacher's professional identity (as a complex of scientific approaches) have been revealed. The specific features of functioning of higher education in the conditions of the hybrid war in the east of Ukraine have been determined and clarified.

The conceptual framework of future social teachers' training for sustainable development of social groups has been revealed. This conceptual framework includes systemic-synergetic, civilizational-cultural, personal-social, activity-oriented, subject-activity-oriented, resource and competence-creative approaches, which ensures the integrity and effectiveness of this process. The essence of anthroposophically oriented views on, acmeological, individual and axiological approaches to teacher's training, as well as systematic, integrated, competency-based, personal-and-activity approaches to future Music teachers' training has been defined and characterised.

The use of the historical approach in pedagogical researches allowed to clarify the structure of pedagogical experiment, the content, forms and methods of primary school teachers' training. The pedagogical potential of Pastoral Theology as an educational discipline has been studied. The idea of ensuring "happy childhood" in Ukraine, the content and possibilities to use it have been revealed. It is particularly important in modern conditions when happiness is considered to be a criterion of quality of life, according to UNESCO documents. Such interesting form of work with the student youth as committees for improving young people's every day life (in the 1920s) has been revealed. The comparative approach allowed to identify opportunities, forms and methods of non-formal education of teachers to improve their qualifications (experience of PR China). Besides, the tendencies of development of the system of professional training of pedagogical personnel in the BSEC countries have been determined. It has been

revealed that the basis for the formation of new strategies, concepts, programs for the development of higher pedagogical education in these countries will be the directions of development related to the scenario of the future determining role of trends in the development of higher pedagogical education.

2. At the level of theoretical fundamentals of pedagogical researches, development of new categories and concepts of pedagogy.

Modern innovative and author's schools in Kharkiv as an educational centre with long traditions of Eastern Ukraine have been studied and depicted. The system of formation of teacher's professional identity has been characterized; this concept has been revealed regarding future pharmacists in the educational space of higher education institutions. The management of education on the basis of new approaches to planning in education has been substantiated. The essence of the concept of sustainable development of social groups has been defined. The factor-criteria characteristics of teacher's professional status formation have been determined on the basis of investigation of teacher's professional status. The essence of the concept of teacher's image has been defined and the technologies of formation of it have been characterized based on the analysis of pedagogical sources. The technology of pedagogical forecasting of educational innovation processes as a set of three blocks (diagnostic, modeling, verification) has been suggested. The peculiarities of the realization of the technology of forecasting innovation processes in education at three levels (at the level of general tendency of global innovations – macrolevel, at the regional level – metalevel; at the level of the individual educational institution – microlevel) have been analyzed. The prospects for the development of innovation processes in educational system of Ukraine have been determined. They are: humanization of educational process, extending of the cultural-educational function of education, development and introduction of innovation teaching technologies, valeologization of pedagogical process etc. The necessity of creative self-realization of teachers and students of secondary schools in educational space has been proved. The theoretical justification of pedagogical conditions of professional advancement of future elementary school teachers has been revealed. The concept of reflection as a component of the technology of professional self-realization of foreign languages teachers in conditions of a foreign language educational environment has been substantiated and the essence of this concept has been defined. The activities of school Euroclubs and clubs of international friendship have been first theoretically generalized; the essence of Euroclub in pedagogy has been clarified and the specific features of Euroclubs as a form of public organization of children have been revealed. The peculiarities of graduate students' training organization at Ukrainian universities at the present stage have been highlighted, based on the analysis of normative legal documents and historical-pedagogical sources.

The essence of the concept "intensification of the economic specialties students' education" in institutions of higher education as a principle of education has been first revealed. The peculiarities of primary economic socialization of

five-and-six-year-old children at preschool educational institutions, social-pedagogical conditions of this process and the efficiency of them have been characterized. G. Khotkevich's theoretical ideas and methods of learning to play the bandura have been depicted. The educational potential of physical education as a subject and sport and health improving activities in educational space of institutions of higher education in Ukraine has been first revealed.

3. At the level of technologies, methods and conditions of successful organization of educational process at institutions of higher education.

The theory and methodology of applying the vocationally-oriented technologies for professional training at institutions of higher education have been substantiated. The conceptual basis for applying the vocationally-oriented training technologies in teaching students has been put forward; the contents of lectures and seminars on the technologies as well as the technologies of active learning, the technologies of diagnostics, monitoring and assessment of the results in training students have been revealed; the pedagogical-organizational conditions of efficiency of using the vocationally-oriented technologies of professional training of students have been substantiated. The stages of the technology of future social teachers' training for sustainable development of social groups have been determined. They are: professional-motivational, cognitive-ideological, creativity and activity-oriented, reflexive and self-creativity-oriented approaches. The technology of future social teachers' training for sustainable development of social groups and appropriate methods ensures the formation of future social teachers' the readiness for activity in the context of sustainable development of social groups as well as future specialists' moving to the level of sustainable self-development (spiritually and value-oriented, personally and socially-oriented, professionally and creativity-oriented).

The essence and technology of pedagogical forecasting of development of innovation processes in education have been revealed. The pedagogical conditions for the formation of personal values in the intellectually capable students of the main school (based on the study of social disciplines) have been outlined. The necessity and possibility to use multimedia support in higher music-pedagogical education have been experimentally proved. The possible multimedia tools have been determined. They are: e-learning textbooks and manuals, e-learning complexes, multimedia glossaries, music audition trainers, online music schools, learning and developing games for children, multimedia test and assessment programs. The specifics of formation of students' values in the process of studying social disciplines have been revealed. The pedagogical conditions of effective forming of foreign students' self-reliant learning activity skills at preparatory departments of Ukrainian universities have been substantiated. When preparing future teachers to local history work with elementary school pupils, the pedagogical conditions of the raise of the process effectiveness have been determined. They are: an occurrence of a high level of future teachers' readiness for creative pedagogical activity, the usage of interactive training methods in the process of formation of future teachers'

readiness for regional natural history work with primary school pupils, the usage of multimedia means of teaching and involvement of future teachers in creation of author multimedia materials for presentation, the boost of motivation of future primary school teachers concerning their individual professional development and self-improvement.

The integrated technology of future teacher's preparing for technical design has been first developed, theoretically substantiated and experimentally tested. This technology involves reproductive activity, elements of contextual learning with the development of a training design project, intragroup differentiation in different programs and at the request of students, enriching the teaching of additional organization of creative activity in extra-curricular time. The conditions that ensure the effectiveness of integrated technology have been determined. The criteria and indicators of students' readiness for technical designing have been specified.

In the context of Ukraine's accession to the EU, actual is investigation of professional self-realization of high school teachers in international educational-project activity. It proves the necessity of developing a pedagogical incentive system, which would promote Ukrainian high school teachers' professional self-realization in international educational-project activities. The development and implementation of pedagogical conditions for encouragement of high school teachers to professional self-realization through educational and project activities contribute to the theory and practice of school education. It has been proved that thematic methodical seminars, trainings, professional competitions, pedagogical workshops, creative groups, schools of personnel reserve, young teachers, educators, psychologists and educational projects with international participation, consultations on management of educational process are turned out to be useful for teachers in regard to their professional self-realization.

The study of organization of senior pupils' independent creative work in heuristic-module education is topical in the aspect of increasing the role of independent work on the basis of competence approach. The didactic conditions for the optimum organization of senior pupils' independent cognitive-creative work have been determined and experimentally tested. These conditions are: use of innovative opportunities of training module (its integrity, completeness, priority of motivated independent work, etc.); consideration of the specific features of creative activity in general and providing creative interaction between subjects of learning and their assimilation of the mechanisms of heuristic and creative activity; providing competent pedagogical diagnostics on the basis of detailed levels, which are understandable for pupils, and the criteria of educational achievements. The significant is use of information technologies in students' training for the organization of communicative interaction between subjects of educational process in higher education institutions via QR-codes. The effectiveness of this education has been proved.

In the aspect of development of the resource approach, the pedagogical conditions of successful application of the resource approach for students'

professional competence formation at technical educational institutions have been substantiated. These conditions include: creation of an educational environment that is favourable for the disclosure of students' resources opportunities; stimulation of future specialists for professional motivation to achieve success and providing future professionals with assistance in determining the individual trajectory of professional development on the basis of diagnosis and self-diagnosis of the students' personal potential; optimization of students' self-organization of their own activity in different types of professional training; introduction of health-saving educational technologies in the process of students' professional training. Besides, future economists' language training has been studied. It has been proved that the effectiveness of future economists' professional foreign language communication depends on their individual characteristics, pedagogical interaction between a teacher and students, use of innovative techniques, methods, forms of work with students. It has been explicated that the key features of the system of holistic professional training of future economists are sustainability, hierarchy, integrity, since it welds the existing Ukrainian and foreign concepts of teaching economists, consistently comprising all stages of their professional training. The didactic conditions for intensification of economic specialties students' training in institutions of higher education have been revealed. They are: didactic teachers' training, time management techniques and positive motivation formation.

The conditions of Ukraine's stay in the hostilities have been considered. The problem of future negotiators' trainings in non-formal education, which is new for Ukraine, has been first revealed in the monograph. It is done by the means of role-playing. The necessity of this profession and great opportunities of non-formal education for such training have been proved. The pedagogical conditions and modern technologies of military and police education at modern institutions of higher education have been studied, taking into consideration person-centered and competence approaches. The preparation of cadets to collective interaction in the combat situations as the condition for forming their readiness to professional self-realization has been revealed. The necessity of introduction of the special course "The organization of the chief of the logistics supply service activity" in process of professional training of the future officers of logistics supply service has been proved. This special course is aimed at development of objective opportunities, development of cognitive and professional values and motives of the future officers of logistics supply system. The pedagogical conditions of formation of future policemen's readiness for work in extreme conditions have been revealed and experimentally verified. These conditions are classified into general and special. The general conditions are: 1) organization of methodical work with university teachers on training them for the formation of future police officers' professional readiness to work in extreme conditions; 2) providing of the professional direction of the content, forms and methods of training future police officers to work in extreme conditions; 3) construction of preparation process based on the idea of professional reliability, resulting in

teachers' selection of forms and methods aimed at training skills and qualities, personality traits required to work under extreme conditions.

This monograph has turned out to be a multifaceted study, and it has been focused on different aspects of increasing the effectiveness of education. The monograph has revealed new prospects of further investigations and trends in research work, shown the importance of methodology and theory in solving practical tasks of education and society, demonstrated the necessity both fundamental and applied pedagogical researches, attested a high level of investigations carried out by Ukrainian scientists and their interest in interregional and joint research. So, joint scientific projects of scientists from Ukraine and other countries of the world are considered to be the most perspective.

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