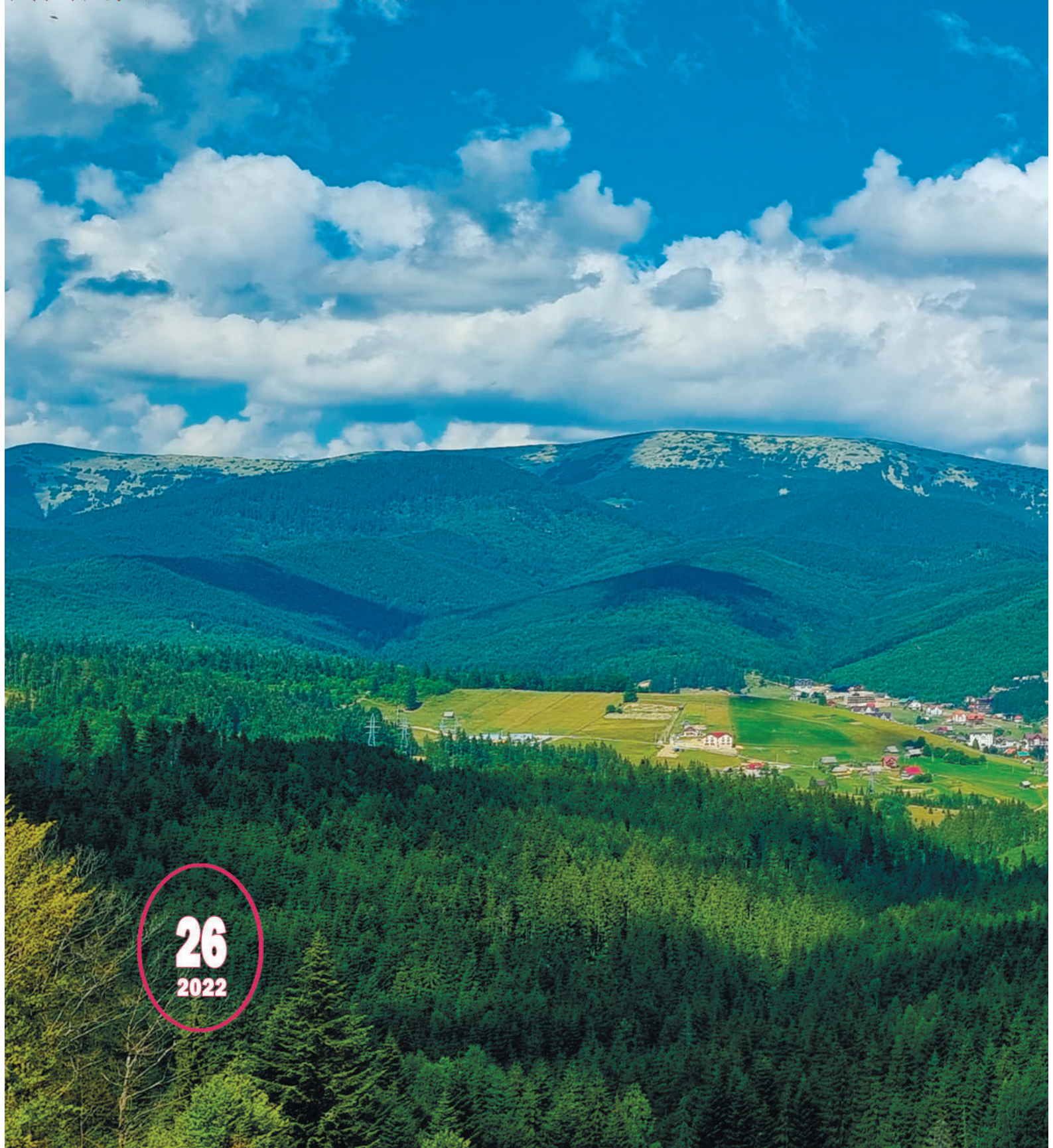
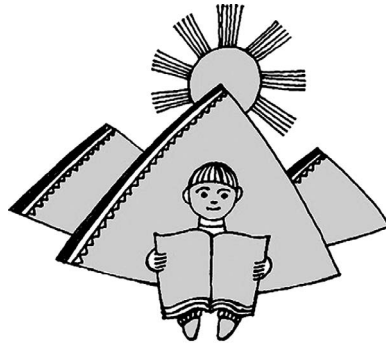


ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ



26
2022

Прикарпатський національний університет
імені Василя Стефаника



Гірська школа Українських Карпат

НАУКОВЕ ФАХОВЕ ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК

№ **26**
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Івано-Франківськ
2022

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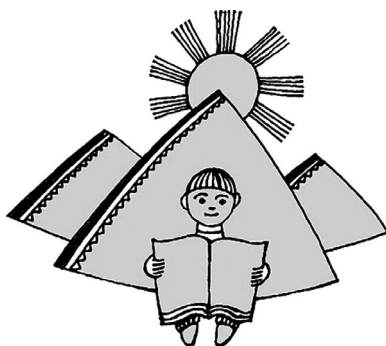
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Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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Тетяна Близнюк,

кандидат педагогічних наук, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetyana Blyznyuk,

PhD in Education, Associate Professor Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (IvanoFrankivsk, Ukraine)

*blyztan@yahoo.com**ORCID ID 0000-0002-0558-2201*

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ТРЕНІНГИ ЯК ВИД НЕФОРМАЛЬНОЇ ОСВІТИ ТА ЇХ ЕФЕКТИВНІСТЬ У НАВЧАЛЬНОМУ ПРОЦЕСІ: ДОСВІД ТА ПЕРСПЕКТИВИ

Анотація. У статті розглянуто педагогічний потенціал тренінгів як інноваційного способу здобуття неформальної освіти та саморозвитку фахівця Нової української школи. Розглянуто трактування терміна «неформальна освіта» науковою спільнотою, наведено характеристики неформальної освіти, перелічено можливі інституції її отримання. Визначено змістовне наповнення різних форм неформальної освіти в напрямі вдосконалення цифрової компетентності педагогів. Широко представлено передовий досвід організації та проведення тренінгів з підвищення кваліфікації науково-педагогічних та педагогічних працівників на базі Центру інноваційних освітніх технологій "PNU EcoSystem" Прикарпатського національного університету імені Василя Стефаника. Доведено, що практика такої роботи є ефективною в контексті становлення Нової української школи, оскільки базується на перевіреному досвіді тренерів, здобутому під час численних навчальних візитів до провідних університетів світу, які претендують на найкращі інноваційні розробки щодо вдосконалення навчального процесу. Підвищення кваліфікації вчителів початкових класів засвідчило продуктивність проведення таких тренінгів, адже вони сприяють не лише творчій взаємодії учасників, а й формують уміння використовувати отримані практичні навички для розробки цікавого навчального контенту; спонукають до вдосконалення загальнокультурного та професійного розвитку слухачів; задовольняють соціально-комунікативні та інтелектуальні потреби; стимулюють професійне самовдосконалення. Досвід організації навчання показує, що учасники, які знайомі лише з базовим використанням цифрових інструментів, схильні більш змістовно використовувати їх у своїй педагогічній практиці. Сьогодні компетентний педагог здатний не лише використовувати, але й створювати інноваційні розробки, урахувавши їх максимальний потенціал в освітньому контексті.

Ключові слова: тренінг, неформальна освіта, навчальний процес, учитель початкової школи, цифрова компетентність.

TRAININGS AS A KIND OF INFORMAL EDUCATION AND THEIR EFFICIENCY FOR EDUCATIONAL PROCESS: EXPERIENCE AND PROSPECTS

Abstract. The article shows pedagogical potential of trainings as an innovative way of obtaining informal education and self-development of a specialist of the New Ukrainian School. The interpretation of the notion "informal education" by the scientific community is considered, the characteristics of informal education are given, the possible institutions of its receipt are listed. The content of various forms of informal education in the direction of improving the digital competence of teachers is determined. The best experience of organizing and conducting trainings on professional development of scientific and pedagogical workers on the basis of the Center of Innovative Educational Technologies "PNU EcoSystem" of Precarpathian National University is widely presented. It is proved that the practice of such work is effective in the context of the New Ukrainian School, as it is based on the best experience of trainers gained during numerous study visits to leading universities in the world, claiming the best innovative developments for improvement of learning process. The training of primary school teachers has evidenced the effectiveness of such trainings, as they not only promote creative interaction of participants, but also develop the ability to use practical skills and interesting educational content; encourage the enhancement of general cultural and professional development of learners; meet socio-communicative and intellectual needs; stimulate professional self-perfection. The experience of organizing training shows that participants who are familiar only with the basic use of digital tools, tend to apply them more meaningfully in their teaching practice. The research proves, a competent teacher is able not only to use but also to create innovative developments, taking into account their maximum potential in the educational context.

Keywords: training, informal education, education process, primary school teacher, digital competence.



INTRODUCTION

The problem formulation. Informal education has become particularly relevant at the beginning of the XXI century and can be called an educational trend. The main factors for this process are public demands due to Covid pandemic worldwide and russian aggression in Ukraine which made thousands Ukrainians unable to continue regular way of gaining knowledge. Moreover, active implementation of lifelong learning concept in accordance with national and international programs in different countries led to efficient practice of blended organized advanced trainings providing learners with numerous possibilities receiving necessary knowledge and skills. Involvement of a citizen in lifelong learning is a consequence of globalization and informatization, which constantly pushes a person to self-improvement and assimilation new life, social, professional experience for self-realization, survival and success. This is the key to economic and cultural development of society, any state.

Nowadays the Law of Ukraine "On Education" defines three types of education - formal, non-formal and informal. In the Law of the concept "informal education" is referred to as "education, which is usually obtained by educational programs and does not provide for the recognition of state-determined educational qualifications by level of education, but may end in assignment professional and / or awarding of partial educational qualifications" (Law of Ukraine "On Education", 2017). Unlike structured, formal education, informal learning fosters a person's intrinsic desire to learn and gives the freedom to find knowledge from preferred sources. Informal education promotes the development of axiological, communicative, motivational, cognitive, socio-cultural and creative potential of the individual, increases its competitiveness in the labor market, and helps develop the ability to actively participate in the society of the XXI century. Informal learning refers to learning that occurs away from a guided, formal classroom environment. This is a style of learning in which the learner sets personal independent goals and objectives.

Analysis of recent research and publications. Researchers of problems of pedagogical innovations (O. Arlamov, T. Blyznyuk, M. Burgin, V. Zhuravlyov, V. Zagvyazinsky, A. Nichols, etc.) try to correlate the concept of the new in pedagogy with such characteristics as useful, progressive, positive, modern, advanced. Such a modern innovation is a training as a way of obtaining knowledge and skills, in which on the one hand, there is the teacher who plays a role of a trainer, and learners - members of the training group, on the other hand. In pedagogical work. R. Buckley and J. Caple defines training as planned and systematic efforts modifying or developing human knowledge, skills, attitudes through which one or more activities can be achieved effectively. O. Bezpalko understands the concept of "training" as a way to reprogram the existing human model management of behavior and activities. O. Onishchenko considers trainings as educational games that combine both educational and gaming activity. According to V. Fedorchuk, the training is subjective methodology in specific procedures as a means of influencing the individual, aimed at creating conditions for purposeful changes.

AIM AND TASKS RESEARCH. Within this scientific study we aim to analyze the pedagogical potential of trainings as an innovative way of obtaining informal education and self-development of a specialist of the New Ukrainian School; offer the interpretation of the notion "informal education" by the scientific community, present the characteristic features of informal education and list possible institutions to gain it.

RESEARCH METHODS. In the provided paper theoretical research methods were used, including analysis and synthesis research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research.

RESULTS OF THE RESEARCH

The concept of "informal education" is defined by many researches, official sources in various aspects (Table 1):

Table 1. The essence of the concept of "informal education"

Definition	Source
Learning takes place within the guided activities (in terms of learning objectives, duration of training), and there is a certain form of support for learning (for example, the relationship "teacher - student", "student - teacher" or "student - student").	EU recommendations on the definition of informal learning
Learning is based on guided activities that are not explicitly labeled as training (in terms of tasks, duration or support for learners), but which contain a significant learning element but do not usually end with certification.	European Center for the Development of Vocational Education for the European Union
Learning which is usually not accompanied by the issuance of a document, takes place in educational institutions or public organizations, as well as during individual lessons with a tutor or a coach.	Memorandum of Continuing Education of the European Union
Professionally oriented and general cultural training courses in education centers, in the lectures of the society "Knowledge", on television, at various intensive training courses.	Analytical note: "Lifelong learning: world experience and Ukrainian practice"

References: summarized by the author according to information sources: 4,5,7,9 .



Informal education is organized and provided by a specialist or training institution in certain areas of knowledge and practical skills. Mostly, informal education is not supported by documentary evidence of acquired knowledge and skills, the quality of learning material, skill level and so on. Such education may have specific learning objectives or be aimed at a general increase in mental cognitive and creative activity. Informal learning is not limited either geographically (available at any point) or time (usually short-term); it is characterized by the use of innovative teaching technologies and methods.

The experience of the most successful countries shows that informal education in all its manifestations allows to increase human capital, which contributes to a better productivity, generation and development of innovations, development of technological entrepreneurship, etc. Informal education, in the form of intensive programs and trainings, mass open online courses, allows to form practically significant competencies. It promotes the development of 21st century skills or "soft skills" as they say today - such as creativity, critical thinking, teamwork, information and time management and achievement of subject and personal outcomes stated in school standards. In fact, informal education solves the problems that a traditional school system sometimes does not cope with.

The comparative characteristics of the determining features of different types of education (learning) are provided in Table 2.

Formal education (learning)	Informal education (learning)
takes place in public educational institutions, or those recognized by the state	takes place outside the national education system
governed by the state	guided by the current needs of the market
long-term	mostly short-term
continuous, guided	takes place in any convenient mode for the learner
centralized	decentralized
external evaluation of learning outcomes	based on self-esteem
group work form	individual, or in a small group form

The system of formal education is constantly catching up with the technology renewal, socio-economic changes and new needs of the labor market. At the same time, the practices of informal education are widely developed, which compensate for this situation and ensure the acquisition of relevant competencies for all groups of learners.

There are many benefits of informal learning activities for learners:

- *Low Stress* - With no formal testing, there is no high-pressure situation.
- *Flows with Daily Work* - Informal learning activities fit easily into a work day. People continue to learn and grow according to what they need to solve a problem or get through a situation.
- *Intuitive* - People naturally learn in an informal setting, they have been doing it their whole lives.
- *Encourages Curiosity* - Without the pressure of performance, people are free to follow their interests, even if it takes them away from the original idea.

Informal learning comes in various forms, including face-to-face (trainings, seminars, master classes, workshops, etc.) and distance (distance courses, webinars); implies different activities: viewing videos, self-study, reading articles, participating in forums and chat rooms, acquiring new skills (digital, communication, critical thinking and problem-solving); and offers performance support, coaching sessions, and games etc. The latter has a number of advantages, as it allows you to independently plan training, choose to master several topics or disciplines, provides feedback to teachers and other participants, and gives the ability to cancel training or postpone it at any time. During distance learning it is important to self-organize, rationally plan your time, be able to choose and look for only the necessary, important and useful directions.

One of the popular and effective methods to help a person meet the requirements of modern society in maintaining professional efficiency and appropriate relationships between people is to teach them through training technologies.

In the nineteenth century, training emerged as a method of conducting psychotherapeutic work in medicine. In the next century, it spread in practical psychology as an effective expertise of personal development, and as a form of education in vocational education. The introduction and use of training technologies has recently taken place in various spheres of human activity: higher education, the military sphere, the practice of conducting training sessions in the activities of practical psychologists, organizational psychologists, and others.

According to R. Buckley and J. Capley, (R. Buckley, J. Capley, 2009) training is a planned and systematic effort to modify or develop knowledge (skills) and attitudes of a person through practice, in order to obtain the efficiency of one or more activities. Training involves enabling a person to acquire the knowledge, skills and abilities necessary for excellent performance of specific tasks.

In our view, training is an intensive form of learning and involves the acquisition of practical skills, and only a minor part of it is theory. The purpose of training sessions is active, conscious learning of a certain behavior by a person, rather



than analysis or interpretation of its problems to further change or elimination. The main task of the trainings is to gain practical skills that may be needed in further life. Learning in this case is more through action and analysis of experience.

The contents of training sessions should be focused on achieving the objectives and goals, providing answers to problems and needs of participants, formation of their core values, knowledge, skills and abilities. It is important that the trainings should be scientifically proven and focused on their practical application. The training session is to ensure active participation and creative interaction of participants with each other and with the coach in the form of group work. Trainings usually include teamwork, practical tasks, brainstorming, role-playing games often with the use of digital technologies. This is the best form of acquiring skills, which gives the opportunity to look at yourself from aside, get adequate criticism from peers, work on self-improvement. The main advantages of attending trainings are:

- gaining knowledge. Despite the fact that the trainings are aimed at improving mainly practical skills, a certain theoretical basis is also a vital part of them;
- opportunity to look at yourself from aside. The participants not only change themselves, but also help others become more competent and skilled working on themselves. During the training one can get a conscious reaction from peers;
- communication with compatible people. One way or another, during the training you will have to deal not only with the coach, but also with other people. Such acquaintances can be extremely useful for further collaboration.

The training session, normally, consists of three parts, namely: introductory, basic and final. The introductory part involves identifying expectations from the training, acquaintance or ice-break period (if necessary), creating a friendly atmosphere, clarifying or repeating the rules, as well as feedback - updating the material of the previous lesson. "Icebreaking" techniques deserve our particular attention as they help trainees not only get acquainted with each other, imagine themselves in a proper environment, but also share previous experiences, create teams, etc. "Icebreaking" exercises can vary depending on the type, topic of the training and level of acquaintance of group members with each other. They reveal the creative potential of the participants, "break" communication barriers, ensure the involvement of everyone in joint work project, develop an atmosphere of trust. The duration of the introductory part varies from ten to twenty minutes.

In the main part of the training session is selected combining theoretical and practical blocks. From our experience we offer theoretical (information) as follows (Figure 1):

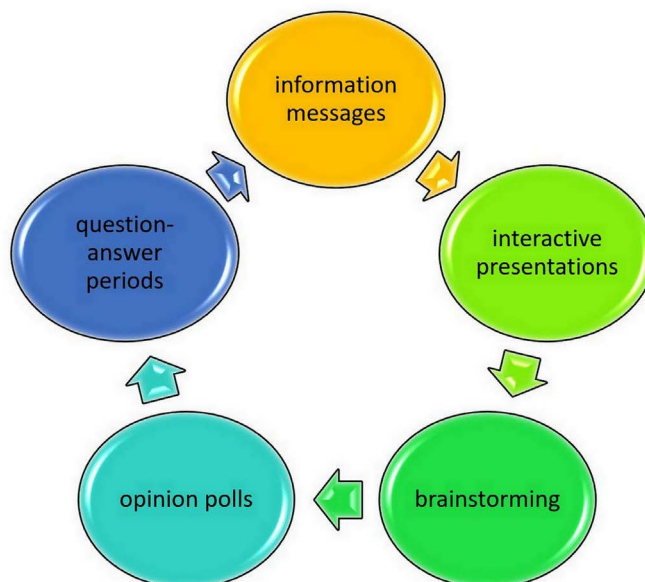


Figure 1. Options of the theoretical part of the training

The practical (interactive) block includes: group work; projects presentation, creation and delivery of educational content with the use of newly-acquired digital tools; analysis of pros and cons of presented creations; role games; guided discussions and debates, etc.

We consider it important to alternate between practical and theoretical blocks, to take breaks with the help of interactive exercises to relieve muscle and psychological tension. The coach (es) needs to organize all the content in a logical sequence and select key knowledge and skills that can be acquired by participants in the allotted time.

The final part of the training session includes: summarizing the lesson; feedback from participants on the topic of the current training; reflection; training completion procedure with awarding the certificates. From our experience we find clarifying information of further cooperation vital to build future cooperation therefore try to understand which topics the participants preferred or which deserved more detail attention (Fig. 2, 3).



13. Які питання Ви б хотіли розглянути на наших наступних зустрічах для підвищення якості викладання предметів STEM у ПТЗО? (можливість в...chools? (possibility to choose several options) 35 відповідей

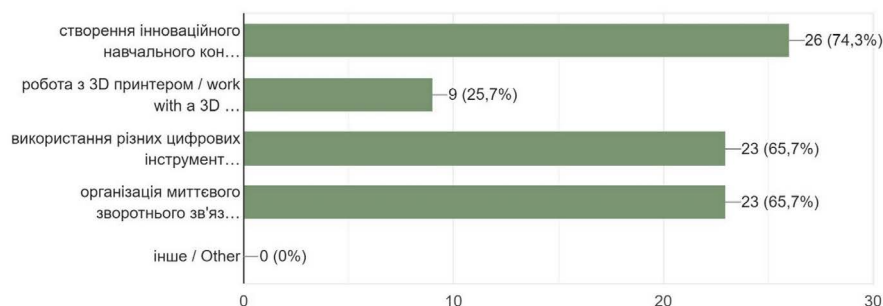


Figure 2. Participants' feedback on the topics of further interest.

From Fig. 2, the coaches can understand that the respondents find it important to learn in further sessions new digital tools aimed at creating innovative educational content, organizing immediate feedback with the audience, and trainings based on improving knowledge and ability to work with 3D printer.

10. Які теми воркшопу для Вас виявилися найбільш цікавими? (можливість вибору кількох варіантів) / What topics of the workshop were the ...g for you? (possibility to choose several options) 35 відповідей

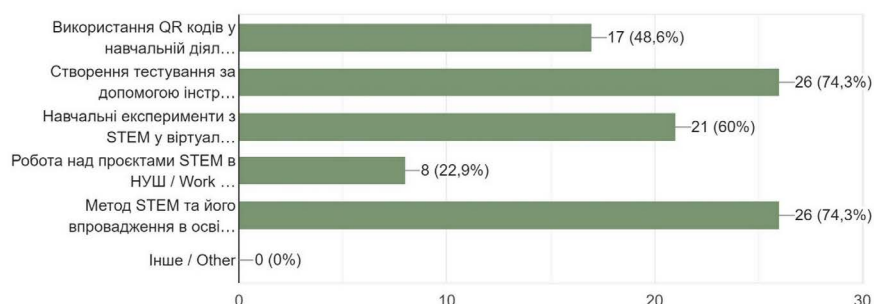


Figure 3. Participants' feedback on the topic of the current training.

Data from Fig.3 shows that information of suggested topics on using QR codes in education process, organizing testing as a part of formative assessment in classes with service Kahoot, carrying out experiments in virtual labs of GO-Lab platform at STEM lessons were of great interest for the in-service school teachers.

Thus, Precarpathian National University named after Vasyl Stefanyk can boast of its own experience in using different forms of conducting trainings (online, offline and blended learning) and services for informal education. It has become a common practice to enroll students, academic staff of the university, educators of general secondary educational institutions, vocational colleges and administration of education establishments in online and offline sessions for participation in advanced trainings.

Another good example in this context is assessment of students learning outcomes for taking courses on the platform Coursera for Campus instead of passing the relevant topics of a particular academic discipline. The university administration assisted in free access to the courses for teachers and students of different faculties and departments. The Coursera for Campus platform collaborates with the leading universities from around the world and offers courses in the fields of engineering, humanities, biology, social sciences, mathematics, business, computer science and more. This practice started due to the rise of Covid pandemic in 2019 and is particularly relevant in 2022 at times of russian aggression in Ukraine. As a result, thousands of students and academic staff of the PNU successfully accomplished the trainings, were certified and evaluated accordingly by the teachers (Blyznyuk, T., 2018).

Another example of conducting trainings is aimed at a different purpose, namely professional development of the teaching staff of various types of educational institutions held on the basis of the Center of Innovative Educational Technologies "PNU EcoSystem". A group of coaches of the Centre has been organizing offline and online advanced training sessions on a regular basis for more than three years according to the Resolution of the Cabinet of Ministers of Ukraine dated 27.08.2010 № 796 "On approval of the list of paid services that may be provided by educational institutions, other institutions and establishments of the educational system belonging to the state and municipal ownership". A wide range of innovative topics interesting and relevant for the participants are offered: "Innovative



teaching/learning technologies in higher education" (for the academic staff of medical institutions); series of webinars for pedagogical (scientific and pedagogical workers) on the introduction of the latest teaching methods and tools in the educational process; "Digital technologies in STEAM-education" for teachers of vocational education institutions; training sessions "Digital and Media Competence of Educators" to improve the skills of pedagogical staff of pre-school sector and general secondary education institutions; training course "From classical lessons to inquiry-based learning" for general secondary school teachers and academic staff of Ukrainian universities; study-training "Digital competence of a teacher" for pedagogical workers of preschool and general secondary education institutions, speech therapists, and many other similar events. Many of the events were organized and conducted within the framework of the MoPED project of the EU ERASMUS + KA2 «Modernization of Pedagogical Higher Education by Innovative Teaching Instruments» (No 58-1-2017-1-UA-EPPKA2-CBHE-JP).

Such trainings are always aimed at enriching the practical knowledge and skills of teaching staff to intensify the learning process using innovative educational technologies, digital tools and resources, which is especially important in the context of contemporary distance learning. According to the survey conducted within such event, we realize that most of the information and knowledge obtained will be used by the participants in their educational practice-on-the-job (Fig. 4). The organizers emphasize the importance of uniting the region's scientific and pedagogical potential to stimulate educators' motivation to lifelong learning, improve professional development and professional competence, and increase the quality of educational services.

Чи будете Ви використовувати отримані знання у практичній діяльності? / Will you use the acquired knowledge in practice?

35 відповідей

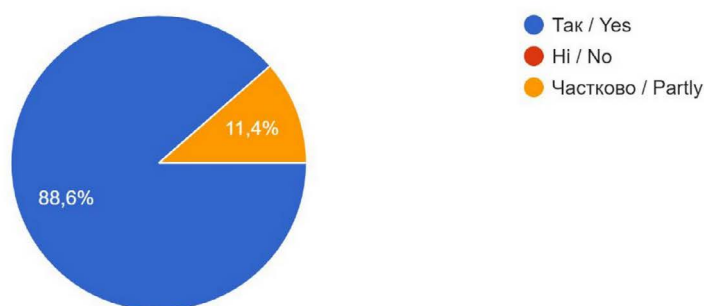


Figure 4. Participants' feedback on urgency of a current training.

The academic community and higher education students participate in a variety of academic integrity activities, including a roundtable on «Academic Integrity in the Educational Environment: Challenges and Practices», and a webinar on «How to Build a Quality Assurance Center in Waterloo University», within the framework of the Academic IQ Initiative (Academic IQ) project, PRO Integrity: Implementation Tools in Higher Education Institutions, conducted by the President of the International Foundation for Educational Policy Research, Professor T. Finikov of the University of Warsaw and a member of the National Agency for Quality Assurance of higher education by A. Artiukhov, online seminars «Academic integrity and its tools», «Academic integrity and its requirements for qualifications (technological aspect)», initiated and conducted by members of the University Commission on Ethics and Academic Integrity and the employee we are the Scientific Library within the classes of the school of academic integrity, etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, we might draw a conclusion, trainings as an integral part of informal learning have become a significant part of the educational process at all the levels of education beginning from the preschool sector. In our view, non-formal pedagogical education is effective in the context formation of the New Ukrainian School, as it is based on the tested experience of coaches received at numerous study visits to top world universities, which can claim the best well-organized developments in improvement of the teaching/learning process. Advanced trainings for primary school teachers witnessed their productivity, because they promote creative interaction, form the ability to use practical skills in working out new educational content, contribute to general cultural and professional development of trainees, meet socio-communicative and intellectual needs, stimulate professional self-improvement. Experience in organizing training on the basis of the Center of Innovative Educational Technologies "PNU EcoSystem" shows that the participants who were acquainted with only fundamental use of digital tools tend to explore how to use them in a more meaningful way in their teaching practice. The participants became encouraged to maximise their digital skills from a pedagogical perspective fostering the integration of digital competence in an effective and engaging way with their students for a complete teaching and learning experience. Nowadays a digitally-competent educator, mentor is able to use and furthermore, create digital and innovative resources to their maximum potential in an educational context. Designing,



planning and implementing the use of digital technologies in the different stages of the learning process is the focus of our training programs.

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Юлія Денисяк,

аспірант кафедри загальної педагогіки та дошкільної освіти,
Дрогобицький державний педагогічний університет імені Івана Франка (м. Дрогобич, Україна)

Julia Denisyak,

post-graduate student,
the Department of General Pedagogy and Preschool Education
Drohobych Ivan Franko State Pedagogical University (Drohobych, Ukraine)
ulya_denisyak@ukr.net
ORCID 0000-0002-3111-1753

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ЗАКЛАД ДОШКІЛЬНОЇ ОСВІТИ ЯК СИСТЕМНА ІНСТИТУЦІЯ ДЛЯ ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНЦІЇ ДИТИНИ

Анотація. У статті проаналізовано та обґрунтовано сутність і роль закладу дошкільної освіти як першої системної освітньої інституції, де відбувається процес формування здоров'язбережувальної компетенції дитини-дошкільника. Складні обставини життя української держави за умов сьогодення (тривалий карантин і війна) довели важливість і необхідність функціонування дитячих садків як першої системної, методично обґрунтованої та високо спроможної інституції, де відбувається становлення дитини-дошкільника. У таких обставинах необхідно акцентувати увагу на розвитку дитини як одному з тих чинників, що дають можливість абстрагуватися і розвантажитися в надскладних умовах військового часу, активних бойових дій, життєвої невизначеності, страху і зневіри. Важливим вбачаємо розвиток дитини-дошкільника в таких аспектах, як: розвиток уміння пристосовуватися до певних несприятливих обставин; адаптуватися до нових умов життя і побуту; комунікувати з новими людьми різного віку; розвивати в собі творчі здібності та формувати нові креативні вміння; використовувати всі наявні можливості, засоби і чинники задля створення атмосфери спокою, релаксації, відпочинку чи творчого напруження тощо.

У статті доводимо, що для цілісного формування здоров'язбережувальної компетенції дитини в закладі дошкільної освіти має важливе значення педагогічна фасилітація. Навчання педагогів основ «педагогіки щастя» та методики формування здоров'язбережувальної компетенції дитини в закладі дошкільної освіти є складником їхньої професійної компетентності та придатності. Сучасні освітні програми підготовки педагогів до роботи з дітьми дошкільного віку повинні містити засоби та способи для розвитку цих компетенцій педагогів.

Ключові слова: здоров'язбережувальна компетенція, дитина, дошкільня, розвиток, педагог, педагогічна фасилітація, заклад дошкільної освіти.

PRE-SCHOOL EDUCATION ESTABLISHMENT AS A SYSTEM INSTITUTION FOR THE FORMATION OF HEALTH CARE COMPETENCES OF A CHILD

Abstract. The article analyzes and substantiates the essence and role of the preschool education institution as the first systematic educational institution where the process of forming the health-preserving competence of a preschool child takes place. The difficult circumstances in life of the Ukrainian state nowadays (i.e. a long lockdown and a war) proved the importance and necessity of the functioning of kindergartens as the first systematic, methodically grounded and highly capable institution where the formation of a preschool child takes place. In such circumstances, it is necessary to focus attention on the child's development, as one of those factors that make it possible to abstract and relieve oneself in the extremely difficult conditions of wartime, active hostilities, life's uncertainty, fear and hopelessness. We see the development of a preschool child as important in such aspects as: development of the ability to adapt to certain adverse circumstances; to adapt to new living conditions; communicate with new people of different ages; develop creative abilities and form new creative skills; use all available opportunities, means and factors to create an atmosphere of peace, relaxation, rest or creative tension, etc. In the article, we prove that pedagogical facilitation is important for the integral formation of a child's health-preserving competence in a preschool education establishment. Teaching the future teachers the basics of "happiness pedagogy" and the methods of forming the child's health-preserving competence in a preschool education establishment is a component of their professional competence and suitability. Modern educational programs for training teachers to work with preschool children should contain means and methods for developing these competencies of teachers.

Keywords: health care competence, child, preschool, development, teacher, pedagogical facilitation, preschool education establishment.

INTRODUCTION

The problem formulation. In the modern Ukrainian education system, there is a steady trend of increasing the number of preschool education institutions and their coverage of preschool age children. The difficult circumstances in life of the Ukrainian state nowadays (i.e. a long lockdown and a war) proved the importance and necessity of the functioning of kindergartens as the first systematic, methodically grounded and highly capable institution where the



formation of a preschool child takes place. In fact, preschool education establishments are designed to prepare children for life in a globalized world with its various challenges and risks, which have intensified since the end of the 20th century and are now only increasing and becoming more complicated: "...we must teach the young generation to survive in extreme socio-economic conditions, but also educate he has a peculiar culture of existence in the world, in society, which is included not only in global "earthly" but also cosmic, worldwide processes" (Frankl, 1990, p. 160). Only an educational institution, which educational concept not only reflects the state of society as a whole, but also includes a strategy for implementing new educational goals, can ensure the formation of the newest form of personal life in such conditions. Unfortunately, we state that not every Ukrainian family is ready to implement the educational function in the conditions of a pandemic and war, therefore the need for qualified help of specialists is growing and becoming an important part of the life of almost every Ukrainian family.

Analysis of recent research and publications. The problem of preserving the health of the growing generation and the formation of the child's health-preserving competence takes a priority position in the modern preschool system. This is reflected in the Laws of Ukraine "On Preschool Education", "On Childhood Protection", Basic Component of Preschool Education, programs regulating activities of preschool education establishments. Scientists have researched various aspects of the problem of health care competence formation for preschool children. T. Andryushchenko, T. Babiuk, G. Belenka, E. Vilchkovskyy, L. Zdanevych, L. Lokhvytska, M. Mashovets, T. Pantyuk and others actively participated in their justification. The social conditions of life in Ukraine at the beginning of the 21st century require a rethinking of traditional approaches with their mandatory adaptation to the realities of war, pandemics, and other social upheavals.

AIM AND TASKS RESEARCH

The aim of the article is to analyze the process of formation of a child's health-preserving competence in the conditions of a modern preschool education institution.

RESULTS OF THE RESEARCH

The axiological dimension of Ukrainian preschool continues to change with the vector for personality development, child-centeredness, humanization, health care, creativity. His dispositions are reflected in the educational documents that regulate the functioning of preschool education in Ukraine. In the Basic component of preschool education, the axiological component is holistically defined, in particular, the values of modern preschool education are formulated: "recognition of the self-worth of preschool childhood, its potential and special role in personality development; happy residence of a preschool child as a prerequisite for its full development and further self-realization in life; respect for the child, the peculiarities of his development and individual experience; strengthening the child's physical, mental and social health; value life and well-being as the ability to nurture, support and create favorable conditions for oneself and others in a safe environment in the natural, material and social environment; development of children's creative abilities, skills, talents; preserving the traditions of the national experience of family and social education to enrich the cultural potential of intergenerational interaction" (Bazovyi komponent doshkilnoi osvity).

The undeniable value of preschool childhood is often not taken into account by adults who do not realize the importance of this period in the life of each person. Practically all sensitive periods of development fall during preschool childhood, outside of this time it is impossible to form certain skills and competencies. For these reasons the special role of preschool childhood should be realized by adults, and the preschool education institution, as the first system educational institution, should be able to successfully fulfill the task of holistic and harmonious development of the child. Creating the best conditions for personality development and education during this period is the priority goal of the preschool education establishment.

The issues of a happy preschool child's life are directly related to the formation of the child's health care competence, because human health is a necessary component of human happiness in any period of his life. The pedagogy of happiness in today's conditions is becoming an important component of educational programs of various directions, and the ability to feel and experience happiness is a key human skill, a prerequisite for its full development and further successful self-realization in life.

An important value of preschool pedagogy is also respect for the child, understanding the peculiarities of his development, taking into account the specifics of individual experience, understanding children's needs and joint search with adults for their realization. A preschool education establishment with such priorities will always be in demand in a society. Ukrainian scientists emphasize precisely such priorities of modern Ukrainian preschool education. In particular, T. Pantyuk proves: "We believe that in today's conditions, the dominant should be a child with individual and age-specific characteristics inherent only to him. The most advanced paradigms, concepts, and innovative methods will have no meaning and will not achieve their goal if they are focused on social, state, global or other factors without taking into account the needs, opportunities, interests, life circumstances and health status of an individual child" (Pantiuk, 2018).

Therefore, the health of each child in its broadest sense (physical, mental, social) does not cease to be a value and a priority. Modern social circumstances: prolonged isolation due to the pandemic, a difficult and exhausting war against Russia, deterioration of living conditions, forced migration of families within Ukraine and abroad, and niche unfavorable factors only weaken the health of our children. Nowadays, the happiness and health of a Ukrainian child are not words and concepts that require implementation, it is the hard daily work of every adult who deals with a child; it is an instant reaction of all employees of preschool education establishments to challenges that are unprecedented and unforeseen in modern conditions. Ukrainian preschool does everything to deal with them in a hurry.



The preschool education establishment aims to create such an educational environment that would best contribute to the formation of the child's health-preserving competence. Researchers of the educational environment of a preschool education institution support the opinion about its three-component structure, which includes:

- "...the subject environment – economic infrastructure, organization of meals, material support of educational and recreational activities. It is determined by the quality assessment of the premises, sanitary-technical, medical, sports equipment and facilities, organization of the meal plan taking into account the requirements, sanitary rules and norms;
- communicative environment – interpersonal relations between subjects of the pedagogical process;
- health-improving environment – forms and principles of health-improving activity" (Krutii, 2009, p. 87).

K. Krutiy defines the main characteristics of the educational environment of the preschool education establishment. Among the priorities, according to the scientist, there should be "cultural compatibility; humanism; developmental nature; creativity, safety, comfort, adaptive preferentiality" (Krutii, 2009, p. 93).

The safety of the child's environment is one of the main factors of his well-being. The child's natural, material and social environment has ceased to be safe, which in turn does not guarantee the child's satisfactory state of health. This characteristic (safety) has an objective and subjective nature and its provision depends only to a certain extent on adults, but everyone should contribute to it in every possible way.

The war unleashed by Russia in Ukraine sharpened the perception of a normal person about the value of life, crimes against children have acquired huge proportions, it is critically difficult to adapt to the conditions of such a life, children's lives and health are sacrificed to the ambitions of sick adults. In such conditions, the formation of a child's health care competence takes on a different meaning than in peacetime.

In such circumstances, it is necessary to focus attention on the child's development, as one of those factors that make it possible to abstract and relieve oneself in the extremely difficult conditions of wartime, active hostilities, life's uncertainty, fear and hopelessness. We consider the development of a preschool child to be important in the following aspects: development of the ability to adapt to certain adverse circumstances; adapt to new conditions of life and everyday life; development of the ability to communicate with new people of different ages; develop creative abilities and form new creative skills; use all available opportunities, means and factors to create an atmosphere of peace, relaxation, rest or creative tension, etc.

Let's casually note that the state and feeling of fear, insecurity, panic, despair, grief, and anxiety are common to everyone i.e. both children and adults. Because of this, the family is not always ready to fully and constructively perform educational and facilitating functions. We see the essence of the latter in the creation and maintenance of a person's state and feeling of happiness in various life circumstances, by various means and factors: prayer, communication, art, nature, sports, games, etc.

Pedagogical facilitation is interpreted today as "a specific type of pedagogical activity of the teacher, which aims to help the child in realizing himself as a self-worth, to support his desire for self-development, self-realization, self-improvement, to promote his personal growth, the disclosure of abilities, cognitive capabilities, to actualize the value attitude towards people, nature, national culture based on the organization of auxiliary, humanistic, dialogic, subject-subject communication, an atmosphere of unconditional acceptance, understanding and trust" (Fasylytatsiia).

We believe that pedagogical facilitation is important for the integral formation of a child's health-preserving competence in a preschool education establishment. The training of these preschool teachers is a component of their professional competence and suitability. Modern educational programs for training teachers to work with preschool children should contain means and methods for developing these competencies of teachers. We believe that a calm, balanced, optimistic teacher with a sense of humor can teach these abilities to his students, which, in turn, will create the prerequisites for children to experience difficult life circumstances that have a significant negative impact on the child's health in an easier, less traumatic way. Today's conditions require new approaches to the issue of the formation of health-preserving competence of a preschool child in the conditions of a preschool education establishment. The analysis of our own experience and the practice of organizing educational work in a preschool education institution allows us to state that the traditional and new conditions for the formation of a healthy lifestyle in its broadest sense should be:

- the child's age-appropriate knowledge and skills regarding the preservation and maintenance of one's own health in its broadest sense in a satisfactory condition;
- the child's knowledge about the conditions of good health: communication, nature, art, physical culture, hygiene, nutrition, mass media, wide interaction with the world, rest, etc.;
- the presence of conditions and means for strengthening and preserving health: the educational environment of a preschool education institution, means for the education and development of a child, a positive psychological climate, expanding opportunities for communication with nature and art;
- the teacher's ability to build subject-subject interaction with children, taking into account the individual needs and capabilities of the child, adults' understanding of the uniqueness of each child, the ability to see and develop children's talents;
- a systematic, scientific and modern approach to the selection of methods and ways of forming the child's health-preserving competence;
- personal traits of the educator: stress resistance, competence and ability to solve non-standard problems in difficult social circumstances, his optimism and prudence;



- the interaction of all educational institutions in solving complex issues regarding the formation of the child's health-preserving competence.

Ukrainian scientists point to the need for high-quality training of pedagogical personnel who could respond to social challenges and realize the task of personality formation: "The effectiveness of the functioning of the preschool and primary education system largely depends on professional pedagogical staff. One of the most important tasks at the current stage of education reform in Ukraine is ensuring the quality of teacher training at the level of international standards. To solve this task we need to introduce the conditions of changing classical pedagogical methods and innovative technologies" (Sokolovska, Sichko, 2021).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Ukrainian preschool continues to develop in the direction of harmonious personality development, child-centeredness, humanization, creativity, health care. The health of each child in its broadest sense (physical, mental, social) does not cease to be a personal and social value and priority. The priority task of a preschool education establishment is to create such an educational environment that would best contribute to the formation of a child's health-preserving competence. In this aspect, all pedagogical tools are important: forms, methods, means, modern and traditional technologies, methodical support, quality training of a preschool education specialist.

We see **the prospects for further research** in the development of pedagogical conditions and methodological tools for the implementation of the process of forming the child's health-preserving competence, taking into account the complex social conditions of modern life.

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**Ольга Деркачова,**

доктор філологічних наук, доцент,
професор кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Olga Derkachova,

Doctor of Philological Sciences, Associate Professor,
Professor of the Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
olga.derkachova@pnu.edu.ua
ORCID 0000-0002-6326-4471

Оксана Титунь,

кандидат педагогічних наук, доцент,
доцент кафедри іноземних мов,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Tytun,

PhD (Candidate of Pedagogical Sciences),
Associate Professor of Foreign Languages Department,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
tytun_oksana@ukr.net
ORCID 0000-0001-7926-1630

Соломія Ушневич,

кандидат філологічних наук, доцент,
доцент кафедри фахових методик і технологій,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Solomiya Ushnevych,

PhD (Candidate of Philological Sciences), Associate Professor,
Associate Professor of the Department of Professional Methods and Technologies, Vasyl Stefanyk
Precarpathian National University (Ivano-Frankivsk, Ukraine)
ushnevich.s@gmail.com
ORCID 0000-0001-9901-9286

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ОСВІТНІЙ ТА КУЛЬТУРНИЙ ПОТЕНЦІАЛ ІНКЛЮЗИВНИХ КОМІКСІВ

Анотація. Стаття присвячена дослідженню освітньо-культурного потенціалу коміксів, зокрема інклюзивних коміксів-книг, та їхнім можливостям у формуванні інклюзивної культури. Інклюзивні графічні історії давно ввійшли до кола читання закордонного читача. Поступово така традиція стає популярною і в українському культурно-мистецькому просторі. Визначено хронологічні межі впровадження інклюзивної освіти в Україні, подано короткий огляд нормативно-правової бази. Інклюзивної літератури стає все більше на українському книжковому ринку: це і переклади, і твори вітчизняних письменників, це література для найменших, дитяча, підліткова, доросла, це художня література та нонфікшн. А 2019 року з'явилася перша інклюзивна книга-комікс «Друзі 2.0». Вона була видана за підтримки Українського культурного фонду в межах програми «Інклюзивне мистецтво». Ілюстративним матеріалом для аналізу виступає комікс-книга «Друзі 2.0». У дослідженні визначено особливості інклюзивної літератури та з'ясовано її роль у формуванні толерантного суспільства. Описано основні етапи розвитку та становлення коміксів (Єгипетські малюнки в поховальній камері невідомої особи, «Кіготь Оцелота», Гобелен з Байо, карикатури Вільяма Гогарта історії в малюнках Родольфа Тепффера, «Макс та Моріц» Вільгельма Буша, «Жовтий хлопчик Ричарда Аутколта тощо), у тому числі й інклюзивних, роз'яснюються основні терміни та поняття культури коміксів з урахуванням специфіки їхнього перекладу. Історія становлення українських коміксів пишеться щодня, переживає великі зміни, формує основні гасла та ідеї, в яких функціонує і розвивається. Наразі український комікс міцно закріпився як окремий літературний та художній жанр. Інклюзивні комікси «Друзі 2.0» місять п'ять історій, заснованих на реальних подіях. Кожна історія – це історія



боротьби та перемоги. Це перші інклюзивні малюнки в українському культурному просторі про те, що кожен у цьому світі важливий, що інвалідність – це не вирок, про важливість адаптації та інклюзії, про віру і здійснення мрій. У статті виділено структурно-змістові компоненти історій у комікс-книзі «Друзі 2.0», проаналізовано роль мотто у змістовому наповненні історій цієї книги, фон панелей, персонажів тощо. Запропоновано аналіз інклюзивних малюнків як здобутків власне коміксової культури і як зразків графічних текстів, у яких домінують виступає інклюзивна складова. Саме вона допомагає визначати особливий тип супергероя у «Друзях 2.0». Визначені можливості таких коміксів у виховному та освітньому процесі, а також їхнє місце та роль у контексті інклюзивної культури.

Ключові слова: інклюзивна література, інклюзивний комікс, комікс-книга, дієгезис, наратив, інкапсуляція, мотто, супергерой.

EDUCATIONAL AND CULTURAL POTENTIAL OF INCLUSIVE COMICS

Abstract. The article deals with the research on comics' educational and cultural potential, particularly inclusive comic books, and their influence on inclusive culture formation. Inclusive graphic stories have long been part of the readership abroad. Gradually, this tradition is becoming popular in the Ukrainian cultural space. The chronology of the implementation of inclusive education in Ukraine is established, a brief overview of the regulatory framework is given. There is more and more inclusive literature on the Ukrainian book market: it is both translations and works of domestic writers, it is literature for the youngest, teenagers, adults, and it is fiction and nonfiction. In 2019 the first inclusive comic book "Friends 2.0" appeared. It was published with the support of the Ukrainian Cultural Foundation within the framework of the Inclusive Art program. The comic book "Friends 2.0" is an illustrative material for the analysis. The given research identifies the features of inclusive literature and clarifies its role in forming a tolerant society. The main evolutionary steps of comics are conveyed (Egyptian drawings in the burial chambers, "Ocelot's Claw", The Bayeux Tapestry, William Hogarth's caricatures, stories in drawings by Rodolphe Töpffer, "Max und Moritz" by Wilhelm Busch, "The Yellow kid" by Richard Outcault and others). The basic terms and concepts of comic book culture are explained, taking into account the specifics of their translation. The history of Ukrainian comics is written daily, undergoes great changes, forms the main slogans and ideas in which it operates and develops. Currently, Ukrainian comics are established as a separate literary and art genre. Inclusive "Friends 2.0" comics are five stories based on real events. Every story is a story of struggle and victory. These are the first inclusive stories in the Ukrainian cultural space. They proclaim that everyone in the world is important, that disability is not a sentence, the importance of adaptation and inclusion, faith and dreams that come true. The article highlights the structural and semantic components of the stories in the comic book "Friends 2.0", analyzes the role of the motto in the content of the stories of this book, the background of panels, characters, and more. The analysis of inclusive comic strips as achievements of comic book culture and as examples of graphic texts in which the inclusive component dominates is offered. It helps to identify a special type of superhero in "Friends 2.0". The educational potential of such comics and their influence on the context of inclusive culture are identified.

Keywords: inclusive literature, inclusive comics, comic book, diegesis, narrative, encapsulation, motto, superhero.

INTRODUCTION

Formulation of the problem. Inclusive education in the broadest sense means creating equal opportunities for all children. UNESCO defines inclusive learning as the process of addressing and responding to the diverse needs of pupils by ensuring their participation in learning, leisure activities, and community life, and reducing exclusion in education and learning (Inklyuzivne navchannia).

In Western Europe, the restructuring of special education began in the 70s of the twentieth century. Inclusive education of children with special needs was declared as the main form of education. It should be noted that children with disabilities have the opportunity to receive education in special educational institutions and in regular institutions. As for special and general education, democratic countries do not differentiate between forms and methods of education, promoting the values of civil society, which is based on the ideas of equality, tolerance, and inclusion.

In Ukraine, the restructuring of education began in the early 21-st century. In 2001–2007, the Ministry of Education and Science experimentally implemented the project "Social Adaptation and Integration into Society of Children with Special Needs of Psychophysical Development by Organizing Their Education in Secondary Schools". Then - the Ukrainian-Canadian project "Inclusive education for children with special needs in Ukraine" (2008-2012). At the same time, the Inclusion Support Network was established. School - for everyone"; in the Ukrainian educational space, there is a collection of practical materials "Index of Inclusion", translated into 32 languages and used in many countries (Inklyuzivne navchannia). On October 1, 2010, the Concept of Inclusive Education Development was approved in Ukraine. In December 2015, Ukraine ratified the main international instruments in the field of children's rights by world standards of education, social protection, and health, including Article 24 of the UN Convention on the Rights of Persons with Disabilities. On July 5, 2017, the President of Ukraine signed the law "On Amendments to the Law of Ukraine" On Education "Concerning Peculiarities of Access of Persons with Special Educational Needs to Educational Services" adopted on May 23 the same year. For the first time in 2017, the Ukrainian government allocated a subvention for inclusive education. As a result, children with special educational needs have the opportunity to socialize, develop their abilities and talents. The atmosphere of acceptance of differences is created.

According to Nina Golovchenko, there are many problems in the process of introducing inclusive education in Ukraine. This is not only the absence of basic amenities at many schools (ramps, etc.) but also the lack of skills in organizing the educational process for children with disabilities, lack of appropriate educational work (Holovchenko, N., 2020). "Educational and upbringing functions in creating an atmosphere of tolerance in Ukrainian society can be performed by modern Ukrainian inclusive literature, which in recent years has been enriched by works that raise the



curtain on the problems of one of the most marginalized social groups - people (children) with disabilities". Inclusive literature is literature on people with disabilities and for people with disabilities. This is the literature "focused on the implementation of the rights of persons with disabilities and the formation of a positive perception of disability and personal diversity" (Osmolovska, O., 2016).

Analysis of scientific research and publications. The number of inclusive literature is increasing on the Ukrainian book market: it is both translations and works of domestic writers. Literature for the little ones, teenagers, adults, fiction, and nonfiction. In 2019, the first inclusive comic book "Friends 2.0", published with the support of the Ukrainian Cultural Foundation under the "Inclusive Art" program, appeared in the Ukrainian cultural space.

Comic books (books, not individual drawings in children's magazines) are a relatively new phenomenon for Ukrainian readers, but in recent years, there have been many Ukrainian comics, not just translations of well-known foreign publications. Among them, for example, the series "Cyborgs", "Ukrmen. Beginning", "Will", "Daogopak". Accordingly, the number of supporters of comic strips is growing in Ukraine. The specifics of graphic literature are studied by the following Ukrainian researchers: Kolesnyk O., Kosmatska N., Pidopryhora S., Voronina R., Filonenko B., Pocheptsov G. Peculiarities of using comics as didactic materials are considered by Onkovych G., Danylenko E. works of foreign scholars such as McCloud S., Lee S., Eisner W., Eco U., and others.

According to the authors of the book "The Power of Comics", comics is "a special kind of sequential art, which for the most part (with some exceptions) has a narrative character, i.e. tells stories" (Makklud, S., 2019). Claude Bailey argued that comics and television should be on a par with the other seven arts, becoming the eighth and ninth, respectively. Thorough studies of the origin and structure of comics are presented in the books of Scott McCloud's "Understand Comics" (1993), Randy Duncan, Matthew Smith, Paul Lewis "The Power of Comics" (2015). In the first work, presented in the form of comics, the author tries to define comics and argues that it is not simple, as it may seem, reflecting on the symbolic nature of images, spatiotemporal features and possible evolution. The book "The Power of Comics" deals with the origin of comics, clarifying the formal and semantic features, the study of the meanings of images, a description of the culture of comics in the world.

Although comics seem to be modern, they have a long history: Egyptian drawings in the burial chambers (1500 BC), "Ocelot's Claw" (found in 1519, created about 500 years before the discovery), The Bayeux Tapestry (the first records dates back to 1476). In the 18th century, political caricatures by the British William Hogarth appeared (the series "The Rake's Progress", "A Harlot's Progress", "Marriage a la Mode"). In 1837, Rodolphe Tepffer, a Swiss writer, artist, and educator, published Mr. Vio Vioa's Love. In 1865, "Max and Moritz" appeared - a story about two brawlers in 7 parts by Wilhelm Busch. Richard Outcolt, the author of "The Yellow Kid" (1895), is considered to be the inventor of modern comics. Rudolf Dirks was the first to use "balloons" in which the text of the characters is inscribed ("Captain and Children", created in 1897, was published from 1914 to 1949). In 1938, comics with Superman appeared. And the well-known Marvels appeared in 1994. The fact that comics are not only funny and entertaining is evidenced by the fact that in 1992, Spiegelman's graphic novel The Mouse on the Holocaust also won the Pulitzer Prize for Literature. And many comics deal with important topics for society. For example, our "Cyborgs" or the same "Friends 2.0".

In Europe and the United States, comic strips came into circulation in their original form, practical Americans were the first to put it on a commercial footing. The first business comics were stories about the Yellow Boy - "The Yellow Kid". Olena Maksymenko claims that today the Asian tradition is rapidly spreading over Europe and America (Maksymenko, O., 2012). The Japanese school is called manga, in Korea it is manhwa, in Taiwan it is manhua. As in everything, the Japanese follow the traditions in creating comics. Manga is still presented in ink, it is black and white and the sequence of images is from back to front - similar to the canons of local spelling. By the way, the authors urge the same sequence to be followed when publishing - they say that the correctness of the perception of history depends on this.

Some scholars believe that the publication of comics in Ukraine is not developed, but there are certainly some prospects. In particular, the publishing house "Ridna Mova" received the rights to translate comics produced by DC Comics into Ukrainian, in the spring of 2017 such comics went on sale. Art critic Filonenko B. claims, "There are no comics in Ukraine." The researcher believes that graphic literature in our country has nothing with mass culture, and calls Ukrainian comics "separate experiments of individuals". In order to publish high-quality Ukrainian graphic literature, Filonenko B. emphasizes the need to create a comic culture that will be accessible to everyone (Filonenko, B., 2014). "We lack comic book culture. For me personally, this is an indicator of the development of society - when comics are in demand when there are people who do it professionally, there are people who read... It may seem that this is a childish, frivolous activity, not worth attention. However, abroad it is a whole layer of culture", - says Bezhluk I., creator of Euro-2012 brands - the author of "Yasya and Ivasya" (Maksymenko, O., 2012).

Let us disagree with Mr. Filonenko's opinion because in the history of fine arts of Ukraine there is a certain involvement in graphic literature. On the pages of socio-political newspapers in the Soviet years called "cartoons", stories flourished in pictures in the magazines "Krokodil" (Crocodyl) and "Perets" (Pepper), and in children's publications such as "Veselyie kartinky" (Funny Pictures), "Murzilka", "Barvinok" (Periwinkle) comics were published. However, in the Soviet Union, comics were not considered or promoted as an art form. Comics acquired a modern look at the beginning of the 20-th century and became the most colorful and fruitful in the 1960s and 1980s. We need to analyze the Ukrainian comics from the pages of children's magazines "Zernyatko" (Seed), "Vesela pererva" (Merry Break), "Professor Crade", etc., which are intended for children aged 6 to 12 years. So far, there is only one comic book magazine in Ukraine - K 9, which is known to connoisseurs of literary novelties in the comic book genre, the history of which continues: it is written, drawn, published in numerous editions. It is gratifying that today a scientific



view of the nature of comics is gaining ground - a path from ancient icons to an independent and full-fledged art form. Our society is developing a culture of reading comics.

With the advent of the Internet, geek culture spread, and fans and a community of amateur artists emerged to redraw superheroes and draw their own adventure comics. Approximately according to the version of the web archive in 2003-2004, the site comics.com.ua appeared. According to the Internet resource, "there may have been other local communities, as local networks were widespread in most Ukrainian cities at that time, but there is no information about this" (Ukrainski komiksy, 2020). The community had the opportunity to discuss comics, share books and publish their own. Later, authors and illustrators appeared, sharing experience, looking for like-minded people and colleagues to work with.

THE PURPOSE OF THE RESEARCH is to identify and substantiate the pedagogical and cultural potential of inclusive comics in literary and educational space, to determine the potential of inclusive comics in the formation of inclusive culture in Ukraine on the example of "Friends 2.0".

RESEARCH METHODS: theoretical analysis, systematization, comparison of different views on the analysis of comics, synthesis.

RESULTS OF THE RESEARCH

This book "Friends 2.0" contains five stories based on real events. It is about victory over circumstances, about faith, dreams that come true through hard work. The author of the idea of the book was Alla Zhorova. The authors of the stories are Alla Zhorova and Maria Sidorchuk, the author of the text and the screenwriter are Karina Savarina, the artist is Veronika Kolomiets, the volunteer artist is Anton Brynykh, the psychologist-consultant is Natalia Pyshenina. The peculiarity of the book, in our opinion, is not only inclusive issues but also the construction of the text. The epigraphs to each section highlight the strength and the thematic component.

First of all, it is necessary to clarify and agree on the conceptual apparatus: comics, comic books, images, graphic novels, and more. What is the difference between them? Is there none? In fact, in Ukrainian, all such products are called to be "comic" or "graphic novel", this term is now established for the longer and more novel-like coherent story. Comics has a synonymous name - a small funny story (malstoria). The comic book (malopys) is a bound collection of comic strips, usually in chronological sequence, typically telling a single story or a series of different stories, the comic strip (malostrichka) is a series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence.

Comics is a common concept including comic books, comic strips, graphic novels. "In its form, the comic book is a publication in which the diegesis is presented through drawn or textual images within consecutive panels and pages" (Dankan, R., Smit, M., & Levits, P., 2020). Sometimes small comics are called graphic novels. Although the latter may contain a self-sufficient story, in contrast to traditional comics, which provide sequels. In 1960, John Updike said in a public lecture: "I do not see any significant reasons why a talented artist could not create a real masterpiece in the form of comics" (Dankan, R., Smit, M., & Levits, P., 2020). Comic strips appeared in newspapers and magazines, they have few panels.

"Friends 2.0" is named by its creators as a comic book. The stories are unrelated according to either the content or the character system. Their names are as follows: "Maryna", "Friendship", "Dream", "In the rhythm of the heart", "Sun". What they have in common is an inclusive theme - in each story, there is a character with a disability. Each part (story) is accompanied by a motto. However, the epigraph is a broader, more constituent, and voluminous term. Thanks to this technique, before reading a story, you can guess what it will be like, and after reading to check whether you were right or not.

The authors of the first Ukrainian inclusive comic book "Friends 2.0" used paratextual elements tuning the reader to the appropriate perception of the text. The titles of the parts are taken from the heritage of folk and world art. Sometimes, the epigraph can more clearly convey the view of the authors than the basic textual categories that form the text. The writer's choice of epigraph depends on the level of education of the author, his/her literary preferences, type of art thinking, style, and the genre of the work.

The first story of the inclusive comic book "Friends 2.0" is "Maryna". It used the Ukrainian folk saying "Who has a strong shoulder, so the burden is nothing" (meaning: those who are emotionally and spiritually strong, can overcome everything). In fact, this saying can motivate a person to action. The heroine is an example of willpower and indomitable spirit. In this situation, the universal nature of small genres of folk art is a reflection of human interaction between people with special needs and the social environment.

The next saying, "Where there are friends, there are stronger ones" from "Friendship" is about norms and rules of behavior of people in an inclusive situation, which emphasizes the value of having friends.

Literary critics and linguists agree that by using the epigraph, the writer consciously expands the boundaries of the text, including it in dialogical interaction with already known works or even with the whole cultural tradition. The other three stories contain epigraphs (quotes) from the classics of world literature. This increases the interest in the author's work and the original source of the quote, emotionally adjusting to a certain tone. So, "Dream" - "As long as we do not believe in our dream, nothing is accidental" (Richard Bach "Nothing is accidental"). The boy Peter can realize his dream ("learn to play the guitar") only after meeting the blind Mark. It is not compassion that becomes the driving force in the hero's mind. It is the understanding of one's own capabilities and right time management. The epigraph used here serves as associative connections between the authors and the reader.

Another story "In the rhythm of the heart" focuses on the perception of a new text through the prism of the previously known. William Shakespeare's quote "Music Silences Sadness" is used to describe a person with a hearing problem. It symbolizes honesty, faithfulness in friendship, truthfulness, motivates the reader to understand the epigraph as a coded sign that helps to deepen the author's position. The latest story of the inclusive comic book "Sun" is framed by a quote



from Henry Fielding "Happy is he who considers himself happy." The ideological essence of the quote reaches the reader, affects his/her consciousness. The story forms a tolerant attitude towards people with Down syndrome.

These mottos offer valuable constructs that help to avoid unnecessary mistakes, develop optimal strategies for interaction in an inclusive environment.

The peculiarity of inclusive literature, and "Friends 2.0" is the lack of magical healing of the characters. However, other miracles happen in the following stories: Maryna ("Maryna") gets a victory in sports competitions and a medical prosthesis is not an obstacle. The friends of cancer patient Tanya ("Friendship") have their hair cut in order to support their classmate who is ashamed of the appearance. The blind musician Peter ("Dream") teaches his younger friend Mark to play the guitar and their band will later become popular. Max ("In the rhythm of the heart"), who has hearing problems, becomes a hip-hopper. The boy Bohdan with Down syndrome ("Sun") becomes an actor. The heroes of these good stories help each other and give faith in themselves to those who need it most. Characters go through changes, accept them and become better.

For example, after the amputation of the leg, Maryna lives with the realization that it will not be the way it was, but she learns to live on, returns to sports, trains people, and supports them when they hesitate and do not believe in themselves. When asked if she is afraid to fall on her prosthesis, she calmly answers: "If I fall, I will get up and run on". Bohdan's elder sister is ashamed of him because "he's weird", her parents say that we're all a little weird, but it doesn't mean we shouldn't love someone, because "The more people love us, the stronger we are". In the end, the sister's love wins: the girl dares to take Bohdan to rehearsal where he gets the role of the sun, which he plays brilliantly. The girl confesses to her brother: "I am proud of you. I'm sorry I didn't always do that. Thank you for changing everything in my life."

Thus, there is a rethinking of ourselves in the world, coexistence and understanding depends on ourselves, not on some external factors that all is best within us, and we should share it.

Since this is a comic book, it is worth talking about the plot and characters, but also about the graphic side of these inclusive stories.

"The basis of comic communication is narrative, that is, what is happening. The structure of a simple narrative is as follows: a conflict or a series of conflicts push the plot to a climax, during which conflicts are resolved. The story is not interrupted but supported by a solution that can show the consequences of resolving the conflict, clarify the topic or simply emphasize the tone and mood of the story" (Dankan, R., Smit, M., & Levits, P., 2020). However, most modern comics are dominated by complex narratives, in which the main plotline is supplemented by the side ones, the prehistory of the characters, and so on. In "Friends 2.0", there is a simple narrative that is separate for each story. The final resolution of the conflict is traditionally given in the end. Although for the comics the story is not complete and may continue, "while readers are ready to buy new issues" (Dankan, R., Smit, M., & Levits, P., 2020). "Friends 2.0" may have a sequel that will consist of other stories with inclusive themes. If we consider these comics as a whole story, a kind of comic in comic strips, we can consider the narrative to be intertwined (Marie-Laurie Ryan's term), i.e. where the fates of many characters are intertwined, and the story consists of different plots that can develop in parallel. But the stories in "Friends 2.0" are not united by specific characters, places, or time. They are united by a common idea of creation and the fact that in each episode there is a character with a disability for whom disability is not an obstacle to achieving a goal, realizing a dream, discovering the talents.

It is important in the analysis of comics to determine the features of their encapsulation. Encapsulation is "a collection of key moments of the story and the location of their images in the panels - clear areas of the comic page" (Dankan, R., Smit, M., & Levits, P., 2020). In fact, the story consists of these moments. We can operate with the following concepts: key moments of the story, scenes, and episodes. That is, the episodes grow from the scenes and those from the key moments. Each panel encapsulates a separate moment. In "Friends 2.0" on average 2-3 panels per page. In some cases - 4-5, but not more. Occasionally - 1. These are framed rectangles separated by white stripes.

Let us consider a few pages with panels on the story of "Maryna". There is Maryna's life before the accident and the accident itself on the first page. On the first page, there are three panels, on the second - two.





The peculiarity of the comics is that turning the page is a kind of pause, during which you can change the place, time, and characters.



The next page presents the scenes in hospital, and we learn that Maryna underwent many surgeries, that she was tired of everything that fell on her - "Amputate a leg and put a prosthesis." As a rule, a panel can encapsulate a series of events or even a moment, but often it shows a longer period of time. Both action and reaction are depicted on one panel" (Dankan, R., Smit, M., & Levits, P., 2020). This we can see in the girl's reaction to the words of the doctor and the understanding that she must learn to live on.

It is worth paying attention to the peculiarities of displaying time movement: "The method of encapsulating time regulates the duration of the reader's attention and the speed of reading the story. The more words in the panel, the slower the pace of reading is. Therefore, fast-paced scenes usually contain fewer words: the action accelerates, the pace increases, and the reader quickly moves from panel to panel" (Dankan, R., Smit, M., & Levits, P., 2020). There are virtually no words on the first pages of Maryna's story. Everything happens fast: training, accident. The episode of treatment and decision-making of the girl's future includes 5 panels. And here the pace of reading slows down.

The following panels are about Maryna's adaptation to the world that has become different for her and her return to her previous job as a coach in two years, participation in the competition, and victory.

"By the method of encapsulation, the author simplifies the whole story to individual points on the page, and the reader combines individual moments into a common narrative" (Dankan, R., Smit, M., & Levits, P., 2020). The most common means of simplification are synecdoche (transmission of the whole through the part) and metonymy (the use of associative details to convey the whole). Consider 3 panels from the story of "Maryna".

The second and third panels use metonymy to emphasize the drama that the main character is experiencing.

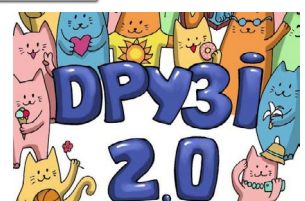
In any comic book, there are always figures that act as visual representatives of the characters, but the background details are no less important. They become markers of the place of action, the mood of the heroes. Thanks to them, we understand where the action takes place: gyms, at school, outside, at home, in the theater, at a concert.

For example, the background detail in "Dreams" includes the main character Mark sitting among the scattered things and dreams of music. He meets a blind musician who teaches the boy to play the guitar, inspires and motivates him. Mark is changing. These changes are conveyed through the background details on one of the following panels: his room is clean and tidy, and the bird that was still in the cage is free.

In addition to the background, art details play an important role as well. For example, in the story of "Maryna" an important detail is the cane Maryna walks with, and later we see the heroine without it. In the story "Friendship" such a role is played by hats. At first, there was only one heroine in the hat - Tanya. In the classroom, all her classmates are wearing hats. And here's an explanation:

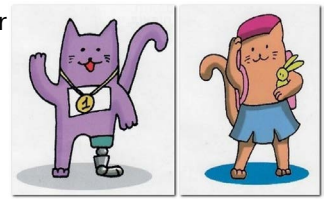


The same details are on the cover of the book:





So similar and so different, with different hobbies, with different destinies, but all together. What is more, a cat is depicted before each story in "Friends 2.0" it is a kind of embodiment of the character, which will be discussed below. For example, these characters precede the stories "Maryna" and "Friendship":



All things considered, reading comics is an interesting and exciting process. We move along with the sequence of all panels and make up a story, "directly connecting each subsequent panel with the previous one and fitting into the context of what has already been read" (Dankan, R., Smit, M., & Levits, P., 2020). Reading and working with inclusive comics should take place in two directions. One of them is traditional for the interpretation of comics: diegesis, narrative, encapsulation, the relationship of visual and textual components, the size and number of panels, the composition, background details, visualization of movements and sounds, and more. "Encapsulation, place, and composition are what comic book authors do. Style is how they do it" (Dankan, R., Smit, M., & Levits, P., 2020). All together it affects the reader.

Next way of working with inclusive comics is aimed at forming an inclusive culture of readers. In particular, it is worth paying attention to the superheroes of the stories. This superhero is different from the traditional one, where the main characters are Iron Man, Batman, or Superman. As you know, the markers of traditional heroes are social missions, strength, identity. In "Friends 2.0", these markers are also present, but in a different way. The social mission is to help and save others. For example, the blind self-taught musician Peter not only teaches Mark to play the guitar but also changes his world. Tanya unconsciously changes her classmates, and they instead make her life better. Sunny Bohdanchyk helps his elder sister to become kinder and better, and teaches, without knowing it, not to be ashamed to be with someone who is different from others. The strength of our superheroes is manifested in their victories, at first glance, impossible: victory in sports, participation in a dance competition, or theater production. "Superheroes are endowed with fantastic abilities or skills that far exceed the skills of ordinary people" (Dankan, R., Smit, M., & Levits, P., 2020). As for the identity, traditionally consisted of a code name and a costume, in the stories discussed above there are characteristics that give grounds to define the analyzed stories as inclusive ones.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Comic books are becoming increasingly popular with Ukrainian readers. It is gratifying that Ukrainian graphic novels can compete with the translated ones. They reflect relevant topics for our society, the authors create Ukrainian heroes, as well as appeal to our past, literary classics, reflect on the alternative history of Ukraine. The history of Ukrainian comics is written daily, undergoes great changes, forms the main slogans and ideas in which it operates and develops. Currently, Ukrainian comics are firmly established as a separate literary and art genre. Of course, over the years, certain traditions have emerged - including the author's drawing, historical figures, and the emphasis on Ukrainian issues. Ukrainian comics, no less than others, depend on the political situation in the country, people's moods as well as economic situation. The principles of the New Ukrainian School claim to use the latest methods of teaching to form the competencies of primary school pupils. The potential of comics can help a child become more aware and responsible; this is the essence of the modern world.

In our study, the analysis of comic strips was done. The information gained may be useful to those who are interested not only in reading comics, but also in how it all works, how a set of panels in our imagination turns into a story. Reading comics not only expands the range of readers' interests but can also be a part of, for example, civic, national-patriotic education or contribute to the formation of certain positive personality traits, such as tolerance of others, understanding of personal diversity. "Friends 2.0" is the first inclusive comic book in the Ukrainian cultural space. It proclaims the uniqueness and importance of everybody, the disability is not a sentence. It is about the importance of adaptation and inclusion, about faith and dreams that come true. Comics is one of the steps in developing a tolerant society and creating an open and friendly space where there is a place for everyone.

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**Наталія Кирста,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Nataliia Kyrsta,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

nataliia.kyrsta@pnu.edu.ua

ORCID 0000-0002-6777-4890

Ірина Скоморовська,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Iryna Skomorovska,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

iryna.skomorovska@pnu.edu.ua

ORCID 0000-0001-7617-9877

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ОРГАНІЗАЦІЙНО-МЕТОДИЧНІ АСПЕКТИ ДІЯЛЬНОСТІ ЦЕНТРІВ ОСОБИСТІСНОГО РОЗВИТКУ ДІТЕЙ В СИСТЕМІ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. Сучасний розвиток науки, техніки та інформаційних технологій розширює цілі дитячого розвитку, ініціює нові потреби і запити до інституцій навчання та виховання, зокрема дошкільної освіти. Необхідність інновацій, трансформацій задля вдосконалення у сфері освітніх послуг вимагає чітких теоретичних обґрунтувань процесів формування нових підходів, добору методів і прийомів педагогічного впливу, засобів їхньої практичної реалізації. Реагуванням на такі запити соціуму вважаємо створення великої кількості альтернативних та експериментальних закладів дошкільної, шкільної та позашкільної освіти. Сьогодні для дітей, їхніх батьків та педагогів представлено чималий обсяг варіантів щодо вибору найбільш оптимальних і комфортних способів набуття знань, забезпечення розвитку та виховання відповідно до індивідуальної освітньої траєкторії дитини.

Проаналізовано чинники, які сприяють поширенню та зумовлюють необхідність функціонування центрів дитячого розвитку, з-поміж них такі: виникнення нових освітніх потреб та формування альтернативних підходів до навчання і виховання; мобільність до трансформацій на ринку праці; Поглиблення розуміння психологічних особливостей дитячого віку, сенситивних періодів, новоутворень, особливостей когнітивної та емоційної сфер у певний період. Схарактеризовано такі види альтернативної освіти, як домашнє навчання, альтернативні школи, дистанційна освіта, дитячі центри розвитку. Розкрито переваги та недоліки кожного з них. Проаналізовано принципи діяльності центрів дитячого розвитку: особистісно орієнтований підхід у роботі з дітьми і сім'ями, опертя на дані соціально-педагогічної діагностики; принцип розвитку; принцип відкритої системи, можливостей регулювання і вибору в процесі педагогічної діяльності; принцип взаємодії з сім'єю та індивідуального підходу до потреб сім'ї; принцип професійної взаємодії (спільна робота з психологами, педагогами, дефектологами, лікарями).

Ключові слова: дошкільна освіта, освітнє середовище, центри особистісного розвитку дітей, діти дошкільного віку.

ORGANIZATIONAL AND METHODOLOGICAL ASPECTS OF THE CENTERS OF PERSONAL DEVELOPMENT OF CHILDREN IN THE SYSTEM OF PRESCHOOL EDUCATION

Abstract. Modern development of science, technology and information technology expands the goals of child development, determines new needs and demands to the institutions of education and upbringing, in particular, preschool education. The need for innovation, transformation for improvement in the field of educational services requires clear theoretical justifications for the formation of new approaches, selection of methods and techniques of pedagogical influence, ways of their practical implementation.

The factors that contribute to the spread and determine the need for the functioning of child development centers, among them, are: the emergence of new educational needs and the formation of alternative approaches to learning and education; mobility to transformations in the labor market; Deepening the understanding of the psychological features of childhood, sensitive periods, tumors, features of the cognitive and emotional spheres in a certain period. Such types of alternative education as home schooling, alternative schools, distance education, children's development centers are characterized.



The advantages and disadvantages of each of them are revealed. The principles of activity of child development centers are analyzed as follows: personality-oriented approach in working with children and families, relying on the data of socio-pedagogical diagnostics; principle of development; the principle of an open system, possibilities of regulation and choice in the process of pedagogical activity; the principle of interaction with the family and individual approach to the needs of the family; the principle of professional interaction (joint work with psychologists, teachers, speech pathologists, doctors).

Keywords: preschool education, educational environment, centers of personal development of children, preschool children.

INTRODUCTION

The problem formulation. The multidimensionality of the modern child's interaction with the world around him and by himself actualizes the need and expediency to build pedagogical activity in different ways, stimulates innovative processes in the educational space of Ukraine, forms a variety of modern pedagogical realities. This was most clearly manifested in the formation of innovative types of preschool education institutions, in the formation of its humanistic paradigm, as well as in the implementation of various types of personality-oriented models of child development (Bekh I. D., 2020, p.7-8).

We consider the creation of a large number of alternative and experimental institutions of preschool, school and out-of-school education to respond to such demands of society. Today, children, their parents and teachers are presented with a considerable amount of options for choosing the most optimal and comfortable ways to acquire knowledge, ensure the development and upbringing in accordance with the individual educational trajectory of the child.

Analysis of recent research and publications. The concept of alternative education has been attracting attention for a long time. The founders of progressive education are considered to be John Dewey and Francis Parker. A significant contribution to the development of author's pedagogy was made by S. Frenet, M. Montessori, R. Shtainer, as well as domestic teachers-innovators: M. Guzyk, O. Zakharenko, V. Sukhomlinsky, whose activities date back to the XIX-XX century and describes the experience of organizing education, which laid the foundation of modern author's schools.

Also, the possibility for preschoolers to receive education in accordance with their own needs, requests, inclinations is reflected in the Laws of Ukraine «On Education», «On Preschool Education», the Concept of Early and Preschool Education (2020), the Basic Component of Preschool Education (2020).

AIM AND TASKS RESEARCH – to carry out an aspect analysis of the work of centers for personal development of children in the system of preschool education as educational institutions that provide alternative educational services based on innovative technologies.

RESEARCH METHODS: study of scientific sources and modern approaches to solving the problem of functioning of personal development centers for preschool children; analysis, synthesis, generalization and systematization to highlight various requirements for the operation of such institutions in Ukraine; modeling and forecasting of strategic directions of development of modern preschool education.

RESULTS OF THE RESEARCH

The spread of alternative and author's educational institutions in Ukraine is becoming more active, respectively, we describe how the latest social phenomena and changes in the educational space contribute to the spread of child development centers.

Namely:

1. The crisis of general education institutions. On the way to democratization of society, the processes of parental dissatisfaction and their statements about the need to rethink the quality of educational services for children provided in formal institutions have become noticeable. Having received the freedom and the right to influence the content and form of organization of the educational process, parents actualize the imperfections of the established system of preschool education.

2. The emergence of new educational needs. The formation of alternative approaches to teaching and education requires the transformation of pedagogical influences and, above all, attention to the categories of children with special educational needs, however, the development of general giftedness (special abilities) is also important (Zabolotna O., 2009, p.32).

3. Mobility to transformations in the labor market. Such processes involve the identification of the individual potential of preschool children, determine the development of such personal qualities, to which secondary schools pay indirect attention. For example: architectural skills, business understanding, design, robotics, etc. So, there are institutions that respond quickly to such changes and offer ways to develop and learn new skills from an early age.

4. Deepening understanding of psychological features of childhood, sensitive periods, tumors, features of cognitive and emotional spheres in a certain period, the importance of providing an individual approach, understanding the need for purposeful development of interpersonal skills (Zabolotna O., 2009, p.32-33).

It is these processes that create a demand for the emergence of new proposals for the organization of education and upbringing of the younger generation, for the possibility of choice in the field of individual development of the child.

The results of the analysis of the state of the problem allowed us to identify a number of types of alternative education, such as: home schooling, alternative schools, distance education, children's development centers (Polozhennia pro indyvidual'nu formu zdobuttia povnoi zahal'noi seredn'oi osvity, 2021). Let's describe them in more detail.

Home school, from the English homeschool - is home schooling. Parents who choose this type of alternative education take full responsibility for their child's education and development. Most of the time, children are at home and study at home, and the system of classes is determined by the parents themselves. Depending on the purpose and interests, it can be a regular school program that the child simply learns in a comfortable and cozy home environment, or a self-developed program that covers the child's personal interests, needs, abilities and other factors (Polozhennia pro indyvidual'nu formu zdobuttia povnoi zahal'noi seredn'oi osvity, 2021).



Studying at home contributes to the fact that the child has a lot of time for extracurricular activities, develops closer and closer relationships with the family, improves self-education skills and the ability to manage their own time. Such children avoid the discomfort associated with the need to adapt to new conditions, possible negative processes in the group dynamics among peers and adults. During this form of education, there are more opportunities for freedom, choice and responsibility. At the choice of the parents, the child can study independently or invite teachers to study with him for a certain period of time. This approach to some extent resembles tutoring, but the teacher must meet much higher requirements: he must deal with the child not from the position of teacher and student, but from the position of a friend who shares his knowledge with her (Martynchuk I., 2017, p.64).

If such an approach to learning was not conscious and responsible, then in such a situation there is a risk of insufficient development of the child's skills of arbitrary behavior, skills to follow the requirements and rules and, most importantly - learning skills, because the child can learn that learning is a spontaneous activity. rather than a purposeful process. Thus, before school age, development and learning mostly take the form of games, and starting from middle school age, children need to understand that for learning and mastering the material requires conscious effort (Polozhennia pro indyvidual'nu formu zdobuttia povnoi zahal'noi seredn'oi osvity, 2021).

Another risk is when parents teach themselves: there is a confusion between the identity of the father or the mother and the identity of the teacher, which causes a certain level of dissociation in the child, contradictions and emotional imbalance.

The issue of socialization of children whose parents have chosen home education is ambiguous. On the one hand, studying at home does not require a permanent stay there: like all children, homeschoolers attend classes and extracurricular activities, have interest groups, meet with friends and develop as full members of society. Concerns about the lack or difficulty of socialization are associated with a period when home education was a feature only for special children who for various physical and psychological reasons could not attend general education (Zabolotna O., 2009, p.36).

An important issue when choosing and organizing home education is that, according to the law of Ukraine, full general secondary education is compulsory. Therefore, it is important to document this process, including all the necessary attestations of knowledge to obtain a document on general education (Bekh I. D., 2020).

The next type we consider alternative schools that operate in Ukraine and have different specifics, approaches, forms and their own vision of education. They are mostly created by parents for their children when all other educational options cannot meet the demands of learning. Sometimes, such schools are transformed into large centers of alternative education, for example, this happened with the school «Athens», which has been operating for many years in Kiev (Shkola «Afiny». Osvita nova). In other cases, schools operate in the format of small, semi-family schools, where their own children and the children of relatives are educated.

Most of these schools function as full-time schools. This specific activity is optimal not only to carry out training, but also to leave such an important and necessary time for games, sports, extracurricular activities, hobbies and other activities that are crucial for the full development of the child. Many alternative schools abandoned the national assessment system and introduced their own methodology. However, those who have a state license (for example, the school «European Collegium») leave the twelve-point system, as they issue their graduates full educational documents (Pro shkolu. Shkola Yevropejs'kyj kolehium).

Education systems in alternative schools are quite diverse, they are distinguished from classical schools by a focus on the child and his personality. Alternative school programs involve the use of a significant number of innovative generally accepted world methods. Traits such as forcing a child to study certain topics, interfering in his comfort zone, stimulating the teacher's power, building a social hierarchy, and other typical attributes of a classical school are completely unacceptable for such a school. All approaches to learning must be built taking into account the natural curiosity, clear mechanisms for communicating materials and acquiring useful skills, from language variability to modern technologies (Martynchuk I., 2017, p.65).

Distance education is the result of a synthesis of several approaches to learning, which allows you to learn the school program without being in an educational institution.

Distance schools offer a choice of general school courses or external studies and are aimed at children who for some physical reason cannot attend school. In particular, this is a war due to russian aggression in Ukraine. Also, an appropriate state of health that does not allow the child to attend an educational institution, or exceptional academic success that allows the child to officially study at home.

The educational process is as follows - participants of the distance program visit their own online office on the school portal, which contains the schedule, program, recommendations on the subject and other useful information needed to master the material. Children who study remotely, in contrast to students who attend alternative schools or study at home, without unnecessary problems and shadow schemes receive a state certificate, because distance and external education is provided by the legislation of Ukraine (Nerianova S., Shvachova O. 2021, p.3).

The student also has online lessons with the teacher during distance learning. This interaction allows you to build a closer relationship "teacher-student" and helps the child better master the material of the general program. The form of distance learning is optimal for families, which, in principle, are satisfied with the classic program, but due to the flexible schedule and learning at home, the child has more free time. At the same time, parents do not have to spend a lot of effort on self-compilation of the program and its preparation, as all educational materials are already available.

Initially, distance learning in the Ukrainian educational space was introduced in the Free Economic Zone. Due to the innovativeness and unusualness of this form of education, higher education students have faced a number of difficulties related to the need for self-organization of the educational process. Distance education at the present stage is experiencing its formation, although this type of education is in great demand in society. It is due to political processes (migration of a large number of families from the occupied territories), such education is necessary for children who, due to mental and



physical health problems, are unable to attend educational institutions. This request is made by families for whom the ideas of learning in periods favorable to the child are valuable (Kremen' V. H., 2005, p.256).

With this form of education and development, there is also a need for a high level of self-organization, self-control and motivation of the individual to be included in the full educational process.

The above types of alternative education cover, for the most part, school education. Regarding preschool - the following types of it function: family preschool education and development; traditional preschool institutions; invitation of persons with high moral qualities, relevant higher education, license for the right to provide educational services in the field of preschool education (Zabolotna O., 2009).

Children's development centers are an alternative at the present stage.

The concept of out-of-school training centers is not new, however, as educational institutions they reach a qualitatively new level. Their main goal is to ensure the comprehensive development, education and upbringing of the child, in accordance with his abilities, inclinations, individual psychological needs and characteristics (Bekh I. D., 2020, p.14).

Let's try to analyze the features of children's development centers as an alternative type of preschool and out-of-school education. The activities of the latter are aimed at the development of the child's cognitive sphere (perception, memory, thinking, imagination, attention), taking into account the sensitive periods of development and the most favorable forms of educational influences; sensory development - the assimilation of ideas about the various properties and relationships of objects and phenomena, the mastery of new actions of perception, which allow a fuller and more differentiated perception of the world; development of intellectual abilities; the child's ability to solve problems, process information, according to age and abilities; support and development of imagination, creativity, which promotes innovative activities and is a component of intellectual development; development of aesthetic feelings (Bekh I. D., 2020, p.15).

Assumes the formation of the ability to perceive and transform reality according to the laws of beauty in all spheres of human activity; development of the emotional sphere. Formation of stable moral qualities, needs, feelings, skills of behavior on the basis of assimilation of ideals, norms and principles of morality and practical activity; development of volitional processes, which involves the development of the ability to set goals, the desire to achieve goals, efforts to overcome obstacles, mobilize internal tensions, the ability to regulate motivation, the ability to make decisions and inhibit behavioral reactions; language and speech development. Teaching children to speak the language, correctly pronounce sounds, words, use intonation, expand and accumulate vocabulary; development of physical abilities and preservation of health.

Provides for the formation of motor skills and their successful use in various life situations, as well as achieving optimal development of motor (physical) qualities: speed, agility, flexibility, endurance and strength; active socialization of the child, development of skills of interaction, communication, cooperation with peers and adults; development of adaptive capabilities, the child's ability to adapt to changing environmental conditions, using internal and external resources; development of self-care skills ((Martynchuk I., 2017).

The development of these qualities is realized in the following forms: purposeful and spontaneous game activity, educational and developmental classes, walks and games in the fresh air, communication and interaction with adults and peers, sand therapy, LEGO-construction, eidetics (Nerianova S., Shvachova O. 2021).

Also suitable are methods of organizing children, in particular, in groups for short stays, full days, comprehensive preparation for school (including psychological readiness and adaptive abilities), attending certain classes for children in peer groups and extracurricular development activities, consultations of teachers, speech therapists, individual lessons with a speech therapist, developmental and correctional classes with a psychologist.

In general, for the effective operation of children's development centers, it is necessary for their organization to comply with a number of principles and requirements.

The main principles of the child development centers are as follows: personality-oriented approach in working with children and families, relying on the data of socio-pedagogical diagnostics; principle of development; the principle of an open system, possibilities of regulation and choice in the process of pedagogical activity; the principle of interaction with the family and individual approach to the needs of the family; the principle of professional interaction (joint work with psychologists, teachers, speech pathologists, doctors) (Zabolotna O., 2009, p.33).

Requirements are divided into six groups:

The first is staffing requirements. They include: the presence of specialists who meet the qualifications, as well as have the basic competencies to organize activities aimed at improving the health of students and their physical development; organization of various activities and communication of children; organization of educational activities; interaction with parents (legal representatives) of pupils; methodological support of the educational process, possession of information and communication technologies and skills to apply them; support by pedagogical staff and the institution of professional development and improvement, obtaining additional knowledge, skills and abilities.

The second is the requirements for logistics. They include: requirements for the building (premises) and area of the educational institution (group) in accordance with sanitary and epidemiological rules and regulations; to water supply and sewerage, heating and ventilation, the area of the educational premises, their processing and equipment; requirements for artificial and natural lighting of premises for children's education; fire safety requirements in accordance with the rules of fire safety, electrical safety, requirements for protection of life and health of pupils and employees of the institution; the presence of premises in which educational activities are carried out, various types of children's activities (play, communication, labor, cognitive-research, productive, musical-artistic), health equipment; availability of the necessary (based on the number of pupils) qualified staff of specialists providing health and correctional work with children (speech therapists, speech therapists, educators and physical education instructors, pedagogues-psychologists, medical workers, teachers of additional education, teachers-defectologists) (Kremen' V. H., 2005, p.218).



The third is the requirements for educational and material resources: comprehensive equipment of the educational process, which provides the following opportunities: organization as a joint activity of adults and pupils, and independent activities of children, and care for them, building an educational process using age-appropriate forms of work. The main form of work with preschoolers and the main activity for them is the game, so it is necessary to organize a variety of play activities, space for physical development of students, as well as materials and equipment for physical activity, compliance with games, toys, teaching materials, publishing products, the availability of equipment for art and design, the availability of materials for sensory development, equipment and equipment of offices (speech therapist, teacher, speech pathologist, psychologist, medical, methodical) and halls (music, sports) in accordance with the principle of necessity and sufficiency for correctional work, medical care for children, methodical equipment of the educational process, as well as providing a variety of physical activity and musical activities of preschool children; the possibility of using modern information and communication technologies in preschool educational institutions (Kremen' V. H., 2005, p.225).

Fourth - the requirements for medical and social security. They cover the requirements for medical care of pupils in the educational institution (group), because he must be responsible for the health and physical development of children, treatment and prevention measures, compliance with sanitary and hygienic standards, regime and quality of nutrition; occupancy of preschool groups. The number and ratio of age groups of children in an educational institution is determined by the founder in accordance with their maximum occupancy and hygienic standard area per child in accordance with the requirements of sanitary and epidemiological rules and regulations; requirements for preventive examinations of staff working in the educational institution (group); requirements for the organization of nutrition and rehabilitation of children in accordance with sanitary and epidemiological rules and regulations.

The fourth requirement is medical and social security. It includes: information support of the educational process, which allows the use of interactive didactic materials, educational resources; the ability to meet the informational, educational and methodological, educational needs of teachers of the institution.

Sixth is organizational requirements, namely: to the psychological and pedagogical support, which is aimed at the formation of professional interaction of teachers with preschool children. It is based on an individual approach, definition of the zone of the nearest development and benevolent attitude to the child; organization of educational processes in the institution, which should include both joint activities of an adult with children and free independent activities of children (Kremen' V. H., 2005)

The teacher must be able to organize different activities. As the leading activity of preschool children, play activity is defined, which puts forward certain requirements to teachers for the organization of story-role play of preschoolers in preschool educational institutions; preservation of mental health of preschoolers, monitoring of their development, organization of classes with children aimed at correction of certain disorders of their mental development. Providing psychological support to preschoolers of the institution; observance of unity of educational, educational and developing purposes and tasks of educational process; building interaction with the families of foster children in order to achieve the full development of each child. Educators and pedagogues-psychologist are in constant contact with parents (legal representatives) of children, explaining to them the strategy and tactics of the educational process, advise parents on all issues of development and life of the child, the division of children into age groups according to (from birth to 1 year), early (from 1 year to 3 years), junior (from 3 to 4 years), middle (from 4 to 5 years) and senior preschool (from 5 to 7 years).

Compliance with the development center of most organizational requirements is the basis for the implementation of a set of goals, creating a comfortable environment for children and teachers, ensuring high quality educational services.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

We believe that child development centers are a full-fledged institution of preschool education and upbringing, providing all the needs of a preschool child, carrying out full-fledged comprehensive development of personality, formation of a culture of behavior and moral feelings. For children's centers is characterized by variability educational programs, which releases the creative energy of teachers and at the same time contributes to the effective development and education of children. Differences in the conceptual provisions of different programs lead to a variety of methodological support, the latest approaches to the organization of the pedagogical process in development centers. Different philosophy of programs is due to different views of the authors on the child, the patterns of its development, and hence the creation of conditions conducive to the formation of personality, preserve its uniqueness and reveal the creative potential of each child.

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**Тетяна Кучай,**

доктор педагогічних наук, доцент кафедри психології і педагогіки, Закарпатський угорський інститут імені Ференца Ракоці II (м. Берегове, Україна)

Tetiana Kuchai,

Doctor of Pedagogical Sciences, Associate Professor, Department of Pedagogy and Psychology, Ferenc Rákóczi II Transcarpathian Hungarian Institute (Beregovo, Ukraine)

tetyanna@ukr.net

ORCID ID 0000-0003-3518-2767

Віталій Гончарук,

кандидат педагогічних наук, викладач кафедри хімії, екології та методики їх навчання, Уманський державний педагогічний університет імені Павла Тичини (м. Умань, Україна)

Vitaly Honcharuk,

Candidate of Pedagogical Sciences, teacher of the Department of Chemistry, Ecology and methods of their training, Uman State Pavlo Tychyna Pedagogical University (Uman, Ukraine)

goncharuk424@ukr.net

ORCID ID 0000-0002-3977-3612

Наталія Рокосовик,

кандидат педагогічних наук, доцент, доцент кафедри української мови та літератури іноземної філології та перекладу, Інститут філології та масових комунікацій Відкритого міжнародного університету розвитку людини «Україна» (м. Київ, Україна)

Natalia Rokosovyk,

Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of Ukrainian Language and Literature of Foreign Philology and Translation, Institute of Philology and Mass Communications of the Open International University of Human Development "Ukraine" (Kyiv, Ukraine)

rokosovyk.nataliya@gmail.com

ORCID0000-0002-5588-8655

Тетяна Зорочкіна,

доктор педагогічних наук, доцент,
Черкаський національний університет імені Богдана Хмельницького (м. Черкаси, Україна)

Tetiana Zorochkina,

doctor of pedagogical sciences, Associate Professor,
Bohdan Khmelnytsky National University at Cherkasy (Cherkasy, Ukraine)

zvezdochcina@gmail.com

ORCID 000-0002-6321-0852

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РОЗВИТОК НОВОГО ЕКОЛОГІЧНОГО МИСЛЕННЯ ЯК ШЛЯХ ДО ЗБЕРЕЖЕННЯ НАВКОЛИШНЬОГО СЕРЕДОВИЩА

Анотація. У статті розглядається актуальна глобальна проблема екологічного виховання та основні принципи збереження навколишнього природного середовища, розробка цілей і завдань екологічної підготовки фахівця, який має усвідомлювати важливість екологічної освіти, відповідно до сучасних підходів, визнаних у міжнародній педагогічній практиці. Підкреслено, що кваліфікація педагога будь-якої професії має гарантувати професійну готовність до реалізації завдань екологічного виховання. Особлива увага приділяється екологічній освіті, яка має забезпечити молоде покоління науковими знаннями про взаємозв'язок природи і суспільства. Це також має допомогти молоді зрозуміти



багатогранну цінність природи для суспільства загалом і кожного зокрема, навчити її вимог правильного ставлення до природи, спілкування з нею, норм правильної поведінки в процесі природокористування, розвивати прагнення та вміння брати активну участь у збереженні навколишнього середовища. Важливе місце в процесі екологічного виховання молодого покоління посідає формування екологічної свідомості. Процес формування екологічної свідомості особистості автори розглядають як важливу проблему сьогодення, як чинник формування професійної готовності майбутніх педагогів здійснювати природозбережувальне учнів у школі. Зроблено висновок, що розвиток нового екологічного мислення дітей та юнацтва – це шлях до збереження навколишнього середовища, умова сталого розвитку, раціонального природокористування; важливою й необхідною умовою сталого розвитку є таке співіснування людини з природою, де в пріоритеті екологічні принципи, які уможливають стійке невиснажливе використання природних ресурсів (це особливо актуально за сучасних умов України); поширення екологічної інформації, системи знань про природу, розвиток екологічної теорії, її популяризація, створення оптимальних соціально-економічних, культурно-освітніх умов, що є основою для формування нового екологічного мислення та культури особистості.

Ключові слова: екологічне виховання, підготовка вчителя, виховання молоді, професіоналізм, довкілля.

NEW ECOLOGICAL THINKING DEVELOPMENT AS A WAY TO ENVIRONMENTAL PRESERVATION

Abstract. The article focuses on the actual global problem of ecological education and the basic principles of preservation of natural environment. The development of aims and tasks of ecological training of a teacher, which has to understand the importance of ecological education in accordance with modern approaches, which are acknowledged in international pedagogical practice. It is highlighted that the qualification of a teacher of any occupation should guarantee the professional readiness to realizing the tasks of ecological education. Special attention is paid to ecological education which is to supply a young generation with scientific knowledge about intercommunication of nature and society. It also should help young people to understand the many-sided value of nature for the society on the whole and everybody in particular, and to make a requirement in socializing with nature, to teach them the standards of correct conduct in the process of co-operating with the nature, to develop aspiration and ability to actively participate in preserving the environment.

Keywords: ecological education, training of teacher, education of young people, professionalism, environment.

INTRODUCTION

The problem formulation. Under the conditions of present time ecological problems appeared to be an urgent question which is to be solved by humanity: contamination of soils, air, reservoirs of toxic substances, extinction of rare types of plants and animals, ozone holes, maintenance of gene pool and others. The main reason for all the nature confusions has always been man. Not realizing the place in a natural environment, man does the harm to the descendants. That is why presently the task of ecological education of young people is very acute for teachers and educators. Such education must begin from early schooldays, and it should take into account pupils psychological and moral specific features (Koreneva, 1999, p. 19).

Today teachers come across a very important problem which is to develop in students ecological knowledge, abilities and skills. Even on the early stages of professional training of teachers such concrete tasks of ecological education of children can be realized. On the higher levels of professionalism a teacher will try to develop ecological culture of a child, help him to realize the importance of intercommunication in life of man and nature. The factual side of ecological education, playing the proper role, all the same will give a place to other, major tasks. A teacher will start to pay special attention to the process of training, supplying students with the knowledge about nature to development the necessary attitude to it.

The ecological training of a teacher will have, besides failures, a number of advantages due to gnosiological functions. Foremost, it is a clear orientation of a teacher on the concrete applied character of natural and scientific knowledge. Very fruitful and structural is also an idea of outgrowing of educational theoretical aspects of ecological training of a teacher in the ramified system of nature protection work. Research work, participating in voluntary nature protection societies, organization of ecological expeditions, and creation of detachments of guards of nature – all these measures must be taken to preserve the nature. At the same time all these must have scientific and theoretical grounds. Such forms of ecological training of a teacher which is supplied with concrete skills of organization of nature protection among students (creation of green and blue patrols, growing of medical herbs; additional fertilizing of wild beasts and birds; inspection of separate territories and study of influence of anthropogenic factors on the nature; exposure and guard of sources, rare objects of nature; creation of the local Red books; guard of sights of nature of local value and others) (Tarasenko, 2006, p. 116).

Analysis of recent research and publications. The theoretical and methodological foundations of environmental education were formed under the influence of humanistic ideas of world thinkers of different eras - Platon, Ya. Comenskyi, I. Pestalozzi, Zh.-Zh. Rousseau as well as domestic scientists, V. Vernadskyi, O. Zakharenko, G. Skovoroda, V. Sukhomlynskyi, K. Ushinskyi, and others.

General pedagogical and psychological aspects of ecological education of young people are reflected in the works of Ukrainian scientists (S. Honcharenko, L. Lukyanova, N. Menchynska, N. Nychkalo, S. Sysoeva, I. Suravegina, L. Khomych and others).

AIM AND TASKS RESEARCH

The purpose of our research lies in ecological education of children, to provide a rising generation with scientific knowledge about intercommunication of nature and society.



RESEARCH METHODS

Theoretical – analysis of psychological, pedagogical, methodological literature on the topic raised, synthesis, comparison and the apposition, induction and deduction, analogy, which allowed us to characterize the state of working out the problem in scientific literature and draw our own conclusions.

RESULTS OF THE RESEARCH

The future of natural environment depends to a great extent on the successful realization of ecological education and the development of new ecological thinking. What are ecological studies and education? We consider it to be a psychological and pedagogical process, directed at mastering scientific bases of management of the nature, forming the proper practical skills, making certain orientations, and man's active position in industry of conservancy.

In the 90s great attention was paid to the problem of methodical organization of ecological education. There are two basic tendencies in this sphere. Some specialists consider it necessary to develop a separate object "ecology", which needs to be included in maintenance of education on different levels, as ecological education is not equivalent to biological, although they are closely connected. Others assert that more effective is an "ecologization" of all of educational objects, as ecological problems carry global, by-disciplinary character. We think that the second approach is more beneficial.

In the discussions focusing on the problems of ecological education, there is a question about that which must be highlighted: "nature environment" ("environment") or "world of nature". In the first case ecological education must be directed at firstly, forming the systems of pictures of the world of nature as aggregate of concrete natural objects (and their complexes), secondly, subjectively meaningful attitude toward natural objects that have unique value and, thirdly, strategies and technologies of non-pragmatic cooperation with them. The first orientation in ecological education (on "nature as environment") was the most developed in the world and was supported at an international level (Akhyarov, Petrova, Naumova, 2001, p. 16-17).

The basic principles of preserving natural environment are the following:

- priority of requirements of ecological safety, the necessity to inhibit ecological standards, norms and limits on the usage of natural resources during realization of economic, administrative and other activities;
- ecological guarantee of safety of the environment for life and health of people;
- preventive character of measures on the guard of natural environment;
- ecological character of financial production on the basis of complexity of decisions in the questions of guard of natural environment, use and recreation of refurbishable natural resources, wide introduction of the newest technologies;
- maintainance of spatial and specific variety and integrity of natural lenses and complexes;
- scientifically grounded concordance of ecological, economic and social interests of society on the basis of combination of by-disciplinary knowledge of ecological, social, natural and technical sciences and prognostication of the state of natural environment;
- necessity of ecological examination;
- publicity and democracy in making a decision, realization of which effects the state of natural environment, developing in people ecological view on the world;
- scientifically grounded setting the norms of influence on economic and other activities on natural environment;
- free general usage of natural resources and charged special usage of natural resources for economic activity;
- penalty for contamination of natural environment or worsening the quality of natural resources, indemnification of the harm, caused by legislation about the guard of natural environment;
- solving the questions of natural environment guard and use of natural resources taking into account the degree of anthropogenic changeableness of territories, combined actions of factors which negatively effect the ecology;
- combination of measures of stimulation and responsibility in matters of guard of natural environment;
- solving the problems of guard of natural environment on the basis of wide intergovernmental collaboration (Zakonodavstvo Ukrayiny pro okhoronu navkolyshn`oho pryrodnoho seredovyshcha, 2000, p. 4-5).

Among many aspects of conservancy of the nature an important value has the pedagogical aspect, which includes the system of education with the purpose to teach man the culture of conduct in socializing with nature, and also high civil responsibility for the maintenance of nature in the process of labour (Zakhlebnyy, 1987, p. 5)

The direct socializing with nature is the inexhaustible source of high moral senses. Forming the relation of man to nature is included in the general system of education, because all "spiritual life of man is directly related to nature" (Slobodyan, 1979, p. 3).

Considering the low level of ecological education and knowledge of population on questions of environmental preservation, for accelerating the process of "ecologization" of citizens' consciousness it is necessary:

- to provide legal, scientifically methodological, financial and economic development of educational establishments, directions of active children's and young people's ecological education must have the priority;
- to develop and assert a plan to carry out the edition of educational and methodological literature of ecological maintenance for general and out-of-school educational establishments (Radchenko, 2005, p. 13-17).

Professional training of a teacher presupposes his orientation on understanding difficult dialectics of an educational process. Ecologization of child's world is not the result of an educate "monoinfluence" – this is the system of the relative, balanced methods of correct perception and estimation of nature. There is not any single system of education, created during the development of pedagogical idea, declared the only one method of influence on the personality of a pupil as "panacea" of all the confusions and deformations of his attitude toward the surrounding world. On the contrary, the leading pedagogical ideas of the world value has always been against the phenomenon of the "synthetic" educational process, oriented at the global result of cosmos and earth value (Tarasenko, 2006, p. 110).



The development of aims and tasks of ecological training of a teacher must be against the determination of essence of ecological training in accordance with the approaches, acknowledged in international pedagogical practice. According to the accepted definition at the first international conference on pedagogical questions of ecology (The USA, 1970), ecological education is explained as a continuous process of mastering values and concepts, which provide the development of abilities and relations, necessary for an awareness and estimation of intercommunications between people, their culture and environment (Tarasenko, 2006, p. 117).

The combination of tasks of ecological and aesthetically education must materialize in the specific forms of co-operation of teacher with schoolchildren – these forms must provide the valued mastering of nature, ecologically justified on the basis of activation of culture activity of both the teacher and students. Activity on mastering the nature is possible if you count culture which contains the elements of creation and has the value.

Education as a component of professional training of a teacher in the system of institute of higher and post qualification education must not impose on the teacher the skills of usage permanent forms of the world, but form the necessity of permanent searching and updating the methods of adequate influence on the attitude of children to the nature with primary attention to the mechanisms of activation of cultural activity.

Thus, the actual tasks of training a teacher to realize the tasks of ecological and aesthetical education presuppose a conceptually theoretical comprehension by the teacher the features of cooperation of aesthetical and ecological world view in the system “society is a culture – nature”. These tasks also require the correction of the teacher’s approach to the outward things, knowing the mechanisms of transformation of a personality’s potentials in the professional activity. All these will considerably strengthen the authenticity of training a teacher, provide his knowing the object and supply him with the skills for successful organization of world education of students.

Qualifying description of a teacher of any profession presupposes his professional readiness to realize the tasks of ecological education. However, the integral conception which would form the social and ecological functions of a teacher regardless of the type of the subject has not been developed so far. The analysis of the modern theoretical and methodological science, concerning ecological training of a teacher testifies that in this aspect the system of training of a teacher has not got a common idea. Higher and post educational establishments still feel the shortage of the methodologically grounded conceptual positions in ecological training of teachers in relation to a specific purpose.

The increase of ecological culture of society and professional training of specialists is provided by education in a number of preschool establishments, and in the system of universal secondary, professional and higher education.

Ecological knowledge is an obligatory qualifying requirement for all public activity of which is CPLD with the use of natural resources and results in influence on the condition of natural environment. Special higher and professional educational establishments carry out training of specialists in industry of guard of natural environment and usage of natural resources taking into account public necessities (Zakonodavstvo Ukrayiny pro okhoronu navkolyshnogo pryrodnoho seredovyschcha, 2000, p. 6).

From the mentioned above follows, that ecological education is called to provide a rising generation scientific knowledge about intercommunication of nature and society, to help to understand the many-sided value of nature for the society on the whole and everybody in particular, to make a requirement in socializing with nature, to teach correct conduct in the process of cooperating with it, to develop aspiration and ability to actively participate in preserving the environment.

Successful realization of ecological education of students to a great extent depends on the observance of a number of pedagogical conditions. Research workers consider that the main condition of the effective making of ecological culture is the combination of educational material of the proper maintenance with practical activity of schoolchildren in a natural environment (Tkachuk, 1988, p. 5).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, ecological education needs to be carried out in family, preschool establishments, in schools, and universities. A great significance has a robot in junior classes; it forms the ecological culture of a student, and socializing with nature also plays a great role. Implanting in children love to nature, their ecological education provide a rising generation with scientific knowledge of intercommunication of nature and society.

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**Ірина Розман,**

доктор педагогічних наук, доцент кафедри англійської мови, літератури з методиками навчання, Мукачівський державний університет (м. Мукачево, Україна)

Iryna Rozman,

Doctor of pedagogical sciences, Associate Professor of English, Literature and Teaching Methods Mukachevo State University (Mukachevo, Ukraine)

rozmanii@ukr.net

ORCID 0000-0002-4951-0074

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ФОРМУВАННЯ ТВОРЧОЇ ОСОБИСТОСТІ: АКсіОМА ЖИТТЄВОГО УСПІХУ

Анотація. У статті розкрито сутність і значення формування творчої особистості в процесі навчання в закладах середньої освіти. Зазначено, що динамічні зміни в усіх сферах людської діяльності слугують потребі формування високого рівня інтелектуального розвитку особистості. Наголошено, що креативні можливості людини здатні до створення та засвоєння інновацій у будь-якій галузі. Сучасні тенденції розвитку суспільства мають усі можливості щодо виховання критично-мислячого покоління. Зауважено на тому, що сучасна молода людина – не тільки спостерігач, а творець свого щастя. Юнацтво спроможне генерувати оригінальні ідеї, брати на себе розв'язання сміливих завдань, нестандартних рішень та відповідати за них. Метою статті є аналіз вже досліджених форм роботи щодо розвитку творчої особистості та рекомендації щодо здійснення успішної власної життєвої позиції. Використано як загальні, так і спеціальні методи вивчення питання: порівняння та дослідження наукового матеріалу, абстрагування, сходження від абстрактного до особистого спостереження. Зосереджено увагу на результатах дослідження, які є підтвердженні власними висновками щодо значення формування гнучких якостей для розвитку творчої особистості. Зазначено, що для розв'язання цього питання необхідно враховувати перспективні освітні технології. Вони формують сутність методичної культури майбутнього фахівця. Формування творчої особистості повинно відбуватися в процесі професійної підготовки майбутніх учителів. Саме такий підхід визначає напрям професійно-педагогічної діяльності, що сприяє не тільки розвитку, а й подальшому саморозвитку педагога-професіонала. Акцентовано, що творча особистість – це такий тип особистості, для якої характерна стійка, високого рівня спрямованість на творчість, мотиваційно-творча активність. Ці якості проявляються в органічній єдності з високим рівнем творчих здібностей. Вказані здібності дають змогу особистості досягти прогресивних, соціально та особисто значущих результатів у одній або кількох видах діяльності. Учені виокремлюють такі риси творчої особистості: проблемне бачення ситуації, сміливість думки, гнучкість мислення, альтернативність, незалежність, діалектичність, здатність до перенесення та критичність. Аналізуючи думки та висновки знаних фахівців, доведено, що творчі здібності особистості – це поєднання особистих властивостей і рис характеру людини відповідно до вимог певного виду освітньо-творчої діяльності.

Ключові слова: критично-мисляче покоління, творча думка, рушійна сила, креативний підхід, людський капітал, інноваційний тип, методичне мислення, саморозвиток.

FORMATION OF CREATIVE PERSONALITY: AXIOM LIFE SUCCESS

Abstract. The article reveals the essence and importance of forming a creative personality since studying in secondary education. It is noted that dynamic changes in all spheres of human activity serve the need to form a high level of intellectual development of the individual. It is emphasized that human creativity is capable of creating and mastering innovations in any field. Modern trends in society have every opportunity to educate the critical generation. It is noted that the young man at the moment is not only an observer, but the creator of his own happiness. Young people are able to generate original ideas, take on solutions to bold ideas, non-standard solutions, be responsible for them. The aim of the article is to analyze the studied forms of work on the development of creative personality and to offer their own conclusions before the implementation of a successful own life position. The study of these issues was both general and special methods of studying issues: research and study of the material used, abstraction, coincidence from the abstract to the personal level. It is indicated on the results of research, which are confirmed by their own arguments about the importance of forming flexible qualities for development and creative personality.

To address this issue, it is necessary to take into account promising educational technologies. They form the essence of the methodological culture of the future specialist. The formation of a creative personality should take place in the process of professional training of future teachers. This approach determines the direction of professional and pedagogical activities, which contributes not only to the development but also to the further self-development of the professional teacher. It is emphasized that the creative personality is a type of personality, which is characterized by a stable, high level of creativity, motivational and creative activity. These qualities are manifested in organic unity with a high level of creativity. These abilities allow individuals to achieve progressive, socially and personally significant results in one or more activities. Scholars distinguish the following traits of creative personality: problematic vision of the situation, boldness of thought, flexibility of thinking, alternative, independence, dialectics, tolerability and critical thinking. Analyzing the opinions and conclusions of



well-known experts, it is proved that the creative abilities of the individual – a combination of personal qualities and character traits in accordance with the requirements of a particular type of educational and creative activities.

Keywords: critical-thinking generation, creative thought, driving force, creative approach, human capital, innovative type, methodical thinking, self-development.

INTRODUCTION

The problem formulation. Dynamic changes in all spheres of human activity serve the need for formation with a high level of intellectual development. Human creativity is able to create and master innovations in any field. Modern trends in society have every opportunity to educate the critical generation.

The modern young man is not only an observer, but also a creator of his own happiness. Young people are able to generate original ideas, to take decisions of bold ideas, non-standard decisions, to be responsible for them.

Human resources require constant creative work to improve the capabilities of the individual. Today the system of national education is focused on the development of higher education, which makes adjustments in the process of professional training of future professionals for the development of the state. Accordingly, the system of training future specialists in higher education institutions must meet the new requirements and ensure a high level of readiness. This applies, first of all, to teachers who will promote the professional activity and methodological readiness of specialists. It is necessary to develop methodical thinking in future teachers. This makes it possible to become a litmus test for determining the level of formation of the student. Helps to transform psychological, pedagogical and subject knowledge into methodological activities. Teachers need to focus on the concept of humanizing education.

Education of creative personality is one of the leading tasks of modern school, because now, in the period of formation of new social relations in Ukraine, more than ever, our country needs people who are able to make unusual decisions, able to think creatively.

THE AIM AND RESEARCH TASKS

The aim of the article is to analyze the already studied forms of work on the development of creative personality and offer their own conclusions to the implementation of a successful own life position.

RESULTS OF THE RESEARCH

To address this issue, it is necessary to take into account promising educational technologies. They are the essence of the methodological culture of the future specialist. The formation of a creative personality should take place in the process of professional training of future teachers. This approach determines the direction of professional and pedagogical activities, which contributes not only to the development but also to the further self-development of the professional teacher.

Such foreign scientists as M. Armstrong, D. Bell, N. Bontis, J. K. Galbraith, E. Darendorf, P. Drucker, E. Cannes, FW Taylor, K. Tominaghi and others. The works of scientists G. Becker, T. Schultz, L. Throw, M. Blaug, S. Bowle, W. Bowen, B. Kicker, E. Denison, J. Kendrick, F. Welch, J. Coleman. This issue was developed in the works of Ukrainian I. Antonyuk, S. Vovkanych, O. Hnybidenko, O. Gerasimenko, I. Grishnova. The importance of pedagogical conditions for the development of talent in their works highlighted: I. Aksarina, E. Ganin, O. Nazarova, N. Parkhomenko, R. Seryozhnikova, N. Tverezovskaya, L. Filippova, L. Yakovitskaya (pol. Marina Hrynova).

As Nella Nychkalo notes, «At the beginning of the 21st century, in the conditions of rapid development of globalization and integration processes, the theory of human capital acquires special significance. It was theoretically substantiated and introduced

into scientific circulation at the turn of the 50-60s of the twentieth century» (pol. Nella Nychkalo). Creative thought can be the driving force of progress.

According to T.V Schultz «Education, professional qualifications, developed talents, health, understood as the concept of human capital, have a specific economic value» (pol. Theodor Shultz). Theodor William Schultz, winner of the Nobel Prize (1961), proved that the set of knowledge, skills, abilities used to use the various needs of man and society as a whole, have a basis for creative man. Teacher creativity has great potential for educating creative personality.

Pedagogical conditions are considered a system of measures aimed at informatization of the educational space. First, a certain style of work of teachers should be developed, focused on the formation of the development of creative abilities of students. Second, there must be a motivation for the learner to use new information technologies. Third, it is necessary to pay attention to the development of educational content based on the integration of new information technologies. Subjects should be introduced in higher education institutions that will promote this goal. The most important thing is to implement practical forms of teaching and allocate a sufficient number of hours for laboratory classes. Soft skills education helps to develop communication skills, analytical and critical thinking. The ability to listen and work in a team is also a component of success.

Setting and achieving goals through an active life position is an important asset for a bright life position. Positive emotional attitude, ability to resolve conflicts and the ability to be inspired by new ideas will always help in creating a reliable business (pol. Svetlana Sysoieva).

It has long been believed that outstanding talent is first and foremost heredity. When it is said that Mozart gave his first concert at the age of three, or that John Stuart Mill read classical Latin literature at the same age, most of us react simply: "Of course, they are geniuses".



According to members of the Japanese Association for Early Development, which was founded more than 30 years ago, neither Mozart nor Mill were born geniuses, their talent began to develop due to the fact that from an early age they created favorable conditions and gave excellent education (pol. Irina Hryshchenko).

There is a whole science of acmeology - the science of ways to achieve the highest level of personal activity. Today this level is considered to be creative activity.

Creative personality is much better and easier to adapt to domestic, social and industrial conditions, uses them more effectively and changes according to their own preferences, beliefs and more. It is in the process of solving creative problems, finding non-standard ways to solve them that students develop the ability to be critical of the trivial, learn to discuss.

Creativity of students contributes to the formation of their moral, ethical and volitional qualities. Creative activity of schoolchildren has a beneficial effect on their physical and aesthetic development (Why and how to develop children's creative abilities, 2019).

In the system of creative learning, the value of the mistake made by the student is assessed differently. Much attention is paid to the didactic function of doubt in the process of creative search. Doubt is seen as a warning against error.

It is well known that the most effective method to develop creativity is a game, and especially developmental. Research by psychologists shows that productive creative thinking is facilitated by mastering special ways.

Such methods include: selection of opposite properties, search for analogies, associating concepts, asking questions, reformulating, generating ideas, combining and others (Why and how to develop children's creative abilities, 2019).

Coaches who can help set you up for collaboration. Optimists, positive people will not take away your creative energy of life affirmation.

Creating and managing a successful campaign is extremely difficult. I completely agree with A. Robertson: "The leader of such a team needs to learn to quickly recognize talent, respond to it and give the opportunity to grow.

He must be the person under whose leadership a talented person would like to be. This is hard work, but if you understand how to do it, the reward will be high (pol. Alan Robertson). The author emphasizes that talent provides an opportunity to create conditions for further development of creative personality and benefit from its ability to work. The development of his talent encourages a person to be happy and satisfied with his work, and helps a talented leader to keep it in his team.

N Kabus substantiates the expediency of applying the resource approach as a methodological basis for socio-pedagogical activities for the sustainable development of social groups, identifying the main resources, the activation of which will ensure the effectiveness of activities.

The scientist notes that the resource approach is an important basis for solving the problem of sustainable overall development. The most valuable resources of society, which ensure its ability to progressively develop on the basis of sustainable development, are social and human capital" (pol. Nataliya Kabus)

According to Korina LV it is necessary to develop the nonlinearity of students' thinking by finding and analyzing errors and reviewing. The moment of task analysis is very important: it is better to check it near the student. So he immediately sees the mistakes and comments of the teacher. High-level tasks that can be solved in different ways are also very important. Deliberately provoked error and tasks with uncertain answers force you to work creatively.

The purpose of such forms of work is to establish the probability of the solution condition only with the introduction of creativity and solid knowledge of a particular individual. Tasks are aimed at selecting and optimizing the solution process, non-standard and original solutions. Solving these types of problems (problems) develops the ability of the individual to reflective and evaluative actions and, along with creativity, criticality improves such intellectual personal qualities as independence, flexibility, anti-conformism of thinking (pol. Lyubov Korinna).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, you need qualified help and support in the formation of a talented person. Coaching is a great tool to help develop a creative personality. Ask the right questions, analyze the answers and re-encourage new questions to actively seek solutions. Being able to answer your own question helps the employee

take responsibility for the results obtained and feel your importance for the satisfaction and success of their work. Taking care of the development of creative abilities of students, involving them in creative work, we create the necessary conditions for the development of all, without exception, the mental qualities of students.

However, one of the most important problems in the field of education today is to rethink the importance of the role of teachers in the educational process. It is important to pay attention to the need to give priority to problem-based, research-based learning technologies.

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Вікторія Теличко,

аспірантка,

Мукачівський державний університет (м. Мукачево, Україна)

Victoria Telichko,

postgraduate student,

Mukachevo State University (Mukachevo, Ukraine)

victoria.pupena@gmail.com

ORCID 0000-0003-4274-6903

УДК: 378: 008: 17.022

РОЛЬ ІНОЗЕМНОЇ МОВИ В РОЗВИТКУ ГУМАНІТАРНОЇ КУЛЬТУРИ ОСОБИСТОСТІ

Анотація. Стаття присвячена розгляду процесу вивчення іноземної мови як ефективного засобу особистісного соціально-гуманітарного розвитку студентів. Обґрунтовано, що орієнтація української системи освіти на вихід у світовий освітній простір зумовлює тенденцію до оновлення іншомовної освіти. Ідеться про переосмислення цілей, змісту, принципів і методів навчання іноземної мови задля досягнення особистісних результатів навчання, які сприяють розвитку гуманітарної культури особистості.

Мета дослідження – на основі вивчення теорії і практики розвитку іншомовної освіти розглянути потенціал іноземної мови в розвитку гуманітарної культури особистості. У межах дослідження використано теоретичні методи: метод аналізу і синтезу, метод теоретичного аналізу наукової літератури з проблеми розвитку гуманітарної культури особистості та іншомовної освіти. На основі здійсненого аналізу наукової літератури розглянуто гуманітарну культуру як невід’ємну характеристику соціально зрілої особистості на основі збагачення її ціннісно-сенсової, когнітивної, комунікативної, морально-естетичної, рефлексивної сфер особистості процесі її соціального розвитку. Встановлено, що іноземна мова виконує комунікативно-прагматичну, пізнавальну, гуманістичну, кумулятивну та особистісно-формувальну функції. Це сприяє розвитку гуманітарної культури особистості в сукупності таких характеристик, як комунікативність, когнітивна самостійність, художньо-естетична сприйнятливність, емпатійність, соціальна суб’єктність на основі гуманістичних ціннісних орієнтацій, що забезпечують ефективне спілкування та позитивну самореалізацію особистості в усіх сферах діяльності. Узагальнено, що гуманітарна культура виконує соціалізуючу функцію, є основним елементом залучення особистості до умов і норм існування в суспільстві та найважливішим складником процесу гармонійного соціального розвитку особистості. Перспективи дослідження проблеми пов’язані зі створенням навчально-методичних комплексів з іноземної мови на широкій міждисциплінарній основі, розробкою наукових засад гуманітарної експертизи сучасних навчально-методичних комплексів з іноземної мови щодо їхнього гуманітарного потенціалу.

Ключові слова: гуманітарна культура, іноземна мова, іншомовна освіта, сфери особистості, соціально-цінні якості.

THE ROLE OF A FOREIGN LANGUAGE IN THE DEVELOPMENT OF THE HUMANITARIAN CULTURE OF PERSONALITY

Abstract. The article is devoted to the consideration of the process of learning a foreign language as an effective means of personal social and humanitarian development of students. It is substantiated that the orientation of the Ukrainian education system to enter the world educational space determines the tendency to update foreign language education. It is a question of rethinking the purposes, the maintenance, principles and methods of training of a foreign language for the purpose of achievement of personal results of training which promote development of humanitarian culture of the person.

The purpose of the study - based on the study of theory and practice of foreign language education to consider the potential of a foreign language in the development of humanitarian culture of the individual. Within the limits of research theoretical methods are used: a method of the analysis and synthesis, a method of the theoretical analysis of scientific literature on a problem of development of humanitarian culture of the person and foreign language education. Based on the analysis of the scientific literature, the humanities culture is considered as an integral characteristic of a socially mature personality based on the enrichment of its value-semantic, cognitive, communicative, moral-aesthetic, reflective spheres of personality in the process of its social development. It is established that a foreign language performs communicative-pragmatic, cognitive, humanistic and personal-formative functions. It contributes to the development of humanitarian culture of the individual in a set of characteristics such as communication, cognitive independence, artistic and aesthetic receptivity, empathy, social subjectivity based on humanistic values that ensure effective communication and positive self-realization in all spheres of activity. It is generalized that humanitarian culture performs a socializing function, is the main element of involvement of the individual in the conditions and norms of existence in society and the most important component of the process of harmonious social development of the individual. Prospects for the study of the problem are related to the creation of educational and methodological complexes in a foreign language on a broad interdisciplinary basis, the development of



scientific principles of humanitarian examination of modern educational and methodological complexes in a foreign language for their humanitarian potential.

Keywords: humanitarian culture, foreign language, foreign language education, spheres of personality, socially valuable qualities.

INTRODUCTION

The problem formulation. Achieving an integrative result of foreign language education in higher education, which is manifested in the mastery of foreign language communication and the development of the student's personality, is determined by a significant number of different systemic factors. Effective management of the process of social development of students to acquire socially significant characteristics of consciousness and behavior, necessitates the study and consideration of the mechanisms of social experience in all its fullness and natural relationship (Safonova, 2014). At the same time, the spiritual, value-semantic development of social life acquires special significance for the full social development of students and forces to address the problem of humanitarian culture of the individual in the process of learning a foreign language, emphasizing the enrichment of spiritual-moral and value-oriented spheres of personality. That is, the development of socially valuable skills and qualities of students that provide not only effective command of a foreign language, but also the ability to self-development, readiness for cultural activities.

Analysis of recent research and publications. Existing research (A. Arnoldov, V. Gorbunova, S. Fedorenko) reveals general aspects of humanitarian culture and reveals the crisis in modern education. I. Zvereva, M. Isaenko, A. Kapska, M. Kots, O. Kuleshova, A. Kurinna, V. Malakhov, N. Skotna, F. Khmil, G. emphasize the importance of forming the humanitarian culture of students in higher education institutions. Zuckerman, P. Shakhbanova, O. Shved, T. Shepelenko, O. Shmaylova. Numerous works reveal the interdisciplinary study of the problem of the development of the humanitarian culture of the individual (D. Alexandrov, G. Andreeva, A. Mishchenko, A. Orlov, V. Sokolova, etc.). However, common views on the nature of this phenomenon have not yet been developed. Consideration of the possibilities of foreign language education in the development of humanitarian culture of the individual is natural, because language plays a leading role in the processes of socialization of the individual (G. Hryniuk, O. Misechko, O. Maksymenko, L. Morska, S. Nikolaeva, N. Logutina, D. Brinton, H. Brown, G. Canning, P. Edelenbos, R. Ellis, H. Komorowska, S. Krashen, G. Trim, R. Wensel, H. Widdowson). At the same time, scholars have not considered language as a means of mastering the social experience of mankind, humanitarian culture as an integrative characteristic of a socially mature person, the possibility of the discipline "Foreign language" for the development of humanitarian culture of students.

AIM AND TASKS OF RESEARCH IS on the basis of studying the theory and practice of development of foreign language education to consider the potential of a foreign language in the development of humanitarian culture of the individual. To achieve the goal the task is defined:

1. To consider the humanitarian culture, to identify and clarify its content, to determine the place and role in the holistic process of social development of the individual.
2. To analyze the possibilities of a foreign language in the development of the process of development of humanitarian culture of the individual.

RESEARCH METHODS

The problem of teaching foreign languages and its educational potential in general are of considerable scientific and practical interest. Despite the significant amount of research on various approaches to learning a foreign language, modifying the content of foreign language education, the issue of developing a humanitarian culture of students based on the study of a foreign language in modern conditions is raised for the first time. The proposed methodological tools, designed for in-depth study of key aspects of the scientific goal, obtaining scientific results that contain elements of novelty, include the following approaches and appropriate methods. The use of a general scientific approach based on the methods of induction, deduction, analysis and synthesis, allows to comprehensively reflect all aspects of the objectives of the study. The study used theoretical methods: the method of analysis and synthesis, the method of theoretical analysis of the scientific literature on the development of humanitarian culture of the individual and foreign language education. The theoretical basis of the study is basic research in the field of humanization and humanization of higher foreign language education and research on the development of humanities education in the process of learning in higher education. The systematic approach allowed to study different approaches to the concepts of "humanitarian culture" and "potential of a foreign language" and to identify their characteristics.

RESULTS OF THE RESEARCH

The revision of the goals and content of higher education determines the importance of social and humanitarian aspects of education. The new competency model defines the most important results of higher education as the formation of socially valuable personality traits, education of responsible citizens capable of socialization in a civil society that respects individual rights and freedoms, has high morals and shows national and religious tolerance, respect for languages, traditions and culture. other nations (Kovtun, 2016). This highlights the need to consider the humanitarian culture of the individual and the potential of a foreign language in the development of the process under study. As rightly noted by K. Blanchet and co-authors (2017), humanitarian culture is an integral characteristic of a socially mature person. Therefore, we first turn to the basic for our article study of the concept of "culture". The term "culture" is a rather voluminous and ambiguous term with a wide variety of interpretations. The multifaceted nature of this concept means that in domestic and foreign science there are many approaches to the definition and understanding of culture and none of them is absolute or exhaustive.



The variety of definitions of culture, culturological theories, approaches, concepts indicates the complexity of the phenomenon of culture, its multidimensionality and multifaceted nature. Therefore, it is necessary to consider the definition of culture, reflecting the specifics of the article. Since we are interested in how in the process of foreign language education to create conditions for students to develop the appropriate level of humanitarian culture, which will further allow them to adequately carry out interpersonal, intercultural interaction based on universal values, within the article understanding culture is based on its inseparable relationship with language. The author's understanding of culture will reflect its social essence, emphasize its symbolic nature and take into account its reflection in the cognitive structures of the individual.

Thus, in the context of the article we consider culture as a set of values, norms, ideals, ways of social practice, enshrined in symbolic means in the "texts" of culture, reflected in the mental reality of cultural bearers and their interpretation of the world around them. her active life, in communication and interaction with other people.

Next, we define the components that are used to define the concept of "humanitarian culture":

- values, norms, ideals, ways of social practice, knowledge about oneself, people, society, the world, ways of knowing the world;
- attitude to oneself, people, society, world, knowledge, values;
- activities for the assignment of knowledge, values, ways of learning about the world, socio-cultural experience;
- communication, social interaction, during which the transfer of knowledge, values, ways of learning about the world, socio-cultural experience.

Humanitarian culture is the most important way of personality development, the basis of its self-improvement and self-creation (Bender, Clark, & Gahagan, 2014). It is an integral characteristic of the orientation of the worldview, humanistic activity, the nature of relationships with other people, social qualities of the individual and the integrating component of the holistic development of the individual (Pulekha, 2016).

Thus, humanitarian culture is an integral characteristic of socially mature personality, covering the system of humanistic value orientations and the most significant manifestations of personality (communicativeness, mastery of thinking culture, artistic receptivity, ability to reflect, social subjectivity), which determine the active attitude to personality the surrounding world, its key competencies of continuous self-education, self-regulation, self-improvement.

By mastering the humanitarian culture, the individual not only adapts to the ever-changing conditions of a multicultural society, but also develops the ability to identify with a certain system of values and distinguish elements of other cultures (Creativity Handbook, 2017). To clarify the content and features of the development of the humanitarian culture of the individual, consider the role of a foreign language in the development of this process.

Based on the understanding of language as a social phenomenon, consider the role of a foreign language in the development of humanitarian culture of the individual. Language is a socio-historical product, which reflects the culture, system of social relations, traditions, history of the people (Stern, 2009). The relationship between language and culture is also noted by D. Elmes (Elmes, 2013), who notes that language is a repository of the people's spirit, culture, united spiritual energy of the people, perfectly recorded in certain sounds. The language embodies the uniqueness of the people, the national vision of the world, the national culture.

Language, as a social phenomenon, has a number of specific features:

- the uniqueness of the individual as a biological species is determined by the presence of language and consciousness, as well as the social nature of its social activities;
- being the most important means of communication, language is involved in all forms of human existence (Fuller, & Wardhaugh, 2014);
- language is the most important integrator of society;
- language - a phenomenon of spiritual culture of people, one of the forms of social consciousness (along with everyday consciousness, morality, law, etc.). Language preserves the unity of the people and its history in spite of all kinds of social cataclysms (Ghafoori, & Saghar, 202.);
- language ensures the ethnic and cultural continuity of society during its existence through its independence from the social history of society (Rakhimova, Akasheva, Pavlova, & Pulekha, 2018).

Thus, language, performing an integrative function, is a reflection and a tool of culture. By mastering the language, the individual learns the worldview, value system, mentality, etc. embedded in it. This interpretation is very important, because the focus of the article is the problem of developing the humanitarian culture of the individual in the process of mastering a foreign language as a means of learning a foreign culture.

It is known that language performs the following important functions: the function of communication, semiotic function of representation of phenomena of different nature and cognitive function of thought formation (Stewart, 2019), as well as communicative-pragmatic, cognitive, cumulative, humanistic and personal-formative functions of a foreign language. It seems logical to turn to these functions and explore how the study of a foreign language, with its optimal organization, will contribute to the development of humanitarian culture of the individual in the holistic process of its development.

Consider the communicative and pragmatic aspect of foreign language learning. In learning a foreign language, students enter into social interaction with other participants in the educational process on the basis of a new means of communication. At the same time, they form a set of knowledge, skills and abilities, through which there is an involvement in ethnocultural, historical values of the country whose language is being studied and the ability to practically use a foreign language in situations of intercultural interaction. Students develop the ability and desire to interact with others, the ability to manage different social situations. Within the framework of foreign language communication, the student finds himself



in situations that require the manifestation of their own activity in solving creative cognitive and communicative tasks. Students also develop important communication skills (independence, creativity, ability to understand and interact with partners, empathy and tolerance, non-violent problem solving skills in socially determined situations).

The formation of the outlined skills determines the ability of the individual to show tolerance to another way of thinking, to another position of the communication partner, which avoids conflicts in any life situation, ie to acquire communicative readiness for communication, which is a significant indicator of humanitarian culture. mastering a foreign language.

The cognitive function of a foreign language is related to the cognitive aspects of personality development. As you know, language is a tool of communication and at the same time a tool of cognition, and knowledge is the result of the cognitive process. In the process of learning a foreign language, students go through the natural stages of the cognitive process, which involves analyzing or recalling previous knowledge in a particular problem area, observing new, identifying contradictions in the inadequacy of existing knowledge through strategies available to students, experimental use of new knowledge and a new round of its correction (Safonova, 2014).

Thus, in the process of mastering a foreign language, individuals form their own mental structures, which not only contribute to the successful mastery of foreign language communication, but also expand the cognitive sphere and cognitive abilities of students, improve the quality and effectiveness of their cognitive activity. By studying a foreign language, students learn in depth the ways of forming an opinion and thus better learn their native language. In other words, a foreign language enables students to realize that there are different ways of expressing opinions than other forms in the native language, other connections between form and meaning. In this cognitive process, by comparing native and foreign languages, the following components of a person's language ability (eg, analysis, comparison, synthesis, generalization, classification, transfer) are improved, which have a universal, meta-subject character and indicate cognitive development of personality. The cognitive function of a foreign language is related to the categories of knowledge, thinking, processes of understanding in the process of attracting students to a foreign language, other culture, humanities.

The humanitarian function of foreign language education is to create conditions for students to acquire spiritual, moral values, personal meaning of life in relation to their free development. Involvement in the spiritual values of another linguistic society stimulates comprehension, awareness and formation of an evaluative attitude to the new socio-cultural knowledge, socio-cultural experience, ie associated with the process of reflection.

By learning a new means of communication, students join the spiritual heritage of countries and peoples, their historical and cultural memory, which contributes to their awareness of their civic, ethnocultural and universal identity. Thus, knowledge about the world of another people, its culture, value system in the form of images of consciousness, which are understood as a set of perceptual and conceptual knowledge of the individual about the real world object (Creativity Handbook, 2017), is a turn to a holistic picture of the world.

In the process of mastering a foreign language, students learn to relate their own and others, to understand the commonality that unites their culture and the culture of the country of the language being studied, and to realize the differences and the origins of this difference. As a result of learning a foreign language, students form:

- 1) sensitivity and interest in the phenomena of another mentality and foreign culture;
- 2) the ability to perceive and understand these phenomena, to compare them with their own worldview and cultural experience, to find differences and commonalities between them;
- 3) the ability to navigate in the phenomena of another way of life, another way of consciousness and the system of feelings, a different hierarchy of values, to enter into dialogue with them;
- 4) the ability to critically comprehend and thus enrich their own picture of the world.

Thus, the humanitarian developmental influence of a foreign language is manifested in the formation of artistic and aesthetic receptivity of the individual.

The personal-formative function of a foreign language makes it possible to consider "non-linguistic" personality characteristics, which, on the one hand, allow the use of a foreign language as a means of intercultural interaction with native speakers, on the other - characterize students as subjects of activity, cognition, communication. social actors. It is about the emotional, affective, value development of students, the formation of personal qualities that allow them to be creatively, positively realized in various fields.

The personal-formative function of a foreign language is also manifested in the way students use language tools for the value-semantic development of reality according to their own needs, interests, motives. It is a question of formation of personal attitude of students to mastering of a foreign language. Knowledge is acquired when it acquires meaning, becomes one's own, personal. We assume that under the condition of optimal organization of foreign language learning the student becomes an active, independent subject of cognition, capable of building personal knowledge.

This is possible if students develop the ability to productive learning activities, which involves the formation of certain cognitive strategies invested in working with language materials. These strategies allow you to:

- correctly choose the necessary linguistic phenomena (using anticipation, proposing and testing hypotheses, disclosing the meanings of words in context, etc.);
- to optimize the processes of language acquisition (definition of keywords, underlining / highlighting of any words, sentences in the text, search for patterns, use of language patterns, etc.);
- to improve the work of memory (finding / selection of appropriate contexts for the use of a language phenomenon, the use of clarity, repetition, recombination, etc.).



Socio-communicative interaction in the process of learning a foreign language, organized on the basis of universal values, determines the development of social responsibility of the individual. Being in various problem-communicative situations that have a value-oriented nature, students have the opportunity to outline their own moral and ethical position, develop the ability to critically evaluate their own speech and nonverbal behavior in terms of compliance with universal ethical, moral norms, acquire skills of regulation and self-regulation.

Since communication is creative, the use of language in each communicative act is due to the characteristics of the student's personality: the choice of different language styles, the ability to choose different language traditions, individual worldview, etc., is important to develop changing situations of intercultural communication.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summarizing mentioned above, mastering a foreign language in constant dialogue with the native linguistic culture has a socializing effect on students. Foreign language, having communicative-pragmatic, cognitive, humanistic, cumulative and personal-formative functions contributes to the development of humanitarian culture of the individual in a set of characteristics such as communicativeness, cognitive independence, artistic and aesthetic receptivity, empathy, social subjectivity based on humanistic orientations. providing effective communication and positive self-realization of the individual in all spheres of activity. Thus, the humanitarian culture performs a socializing function, being the main element of the individual's involvement in the conditions and norms of existence in society and is the most important component of the process of harmonious social development of the individual.

Prospects for the study of the problem are related to the creation of educational and methodological complexes in a foreign language on a broad interdisciplinary basis, the development of scientific principles of humanitarian examination of modern educational and methodological complexes in a foreign language for their humanitarian potential.

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Ольга Царик,

доктор педагогічних наук, професор,
професор кафедри іноземних мов та інформаційно-комунікаційних технологій,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Olga Tsaryk,

Doctor of Pedagogical Sciences, Professor, Professor of the Department of Foreign Languages,
Information and Communication Technologies, West Ukrainian National University (Ternopil, Ukraine)
tsarykolga@gmail.com
ORCID ID 0000-0003-0169-7009
Web of Science ResearcherID H-3258-2017

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КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ ЯК ОСНОВА УСПІШНОЇ РЕАЛІЗАЦІЇ МІЖНАРОДНИХ ПРОЄКТІВ

Анотація. Стаття присвячена дослідженню комунікативної компетентності як основи успішної реалізації міжнародних проєктів. Розглянуто поняття «компетентність» та «комунікативна компетентність». Мета статті – проаналізувати основні методи та форми розвитку комунікативної компетентності, вивчення комунікативної компетентності як основи успішної реалізації міжнародних проєктів. Встановлено, що комунікативна компетентність визначається як інтегративний особистісний ресурс, що забезпечує успішність комунікативної діяльності. Розвиток комунікативної компетентності включає організацію комунікації, розвиток комунікативних здібностей і формування комунікативних умінь. Доведено, що комунікативну компетентність можна ефективно розвивати за допомогою міжнародних проєктів. Пріоритетним завданням університету є розробка та реалізація міжнародних проєктів та програм у сфері роботи з молоддю. Наголошено, що вдосконалення комунікативної компетентності не можна відокремлювати від розвитку особистості.

Ключові слова: компетентність, комунікативна компетентність, метод проєктів, міжнародний проєкт.

COMMUNICATIVE COMPETENCE AS A BASIS FOR SUCCESSFUL IMPLEMENTATION OF INTERNATIONAL PROJECTS

Abstract. The article is devoted to the study of communicative competence as a basis for the successful implementation of international projects. The concepts of "competence" and "communicative competence" are considered. The purpose of the article is to analyze the main methods and forms of development of communicative competence, the study of communicative competence as a basis for the successful implementation of international projects. It was established that communicative competence is defined as an integrative personal resource that ensures the success of communicative activity. The development of communicative competence includes the organization of communication, the development of communicative abilities and the formation of communicative skills. It has been proven that communicative competence can be effectively developed with the help of international projects. The priority task of the university is the development and implementation of international projects and programs in the field of youth work. It is emphasized that improvement of communicative competence cannot be separated from personality development.

Keywords: competence, communicative competence, project method, international project.

INTRODUCTION

The problem formulation. Modern society needs specialists of a new generation, capable of spontaneous discoveries and non-standard creative solutions that can influence the changes taking place in the global world. The processes taking place in modern society differ in their dynamism and intensity and require a person to be active, make efforts at self-development and self-improvement, and have a high degree of awareness. The ability to find, process and create information, the skills of productive and effective communication come to the fore, along with this, communicative competence acquires special significance. Communicative competence is perceived as a social necessity, there is a growing need for its correct and effective development in institutions of higher education.

Since the success of specialists on the international market directly depends on their ability to interact, in addition to a high level of professional competence, they must be able to communicate with foreign partners, based on international standards.

Communicative competence can be effectively developed with the help of international projects. Therefore, one of the priority tasks of the university is the development and implementation of projects and programs in the field of youth work. It is during participation in the implementation of such projects that students actively interact with each other, with representatives of various social groups of society, build communication with social partners. This type of activity contributes to the development of constructive communication skills, the ability to collect, process and



broadcast information, use different types of communication, techniques and technologies to influence other people. All of the above are constituent elements of communicative competence.

In the studies of modern linguists, communicative competence is defined as an integrative personal resource that ensures the success of communicative activity. It includes both linguistic components and other components that can be measured using tests. They can be detected at a personal level, higher than just language, they include intelligence, a general outlook, a system of interpersonal relations, special professional knowledge and opportunities for personal development in the process of mastering language and communicative activity. The relevance of the problem from a theoretical point of view is determined by its state, which is characterized by insufficient scientific development of the theoretical foundations of the formation of communicative competence.

Analysis of recent research and publications. Problems of communicative competence of future specialists in the process of studying at a higher educational institution have been studied by many scientists (Aristova, 2017; Petrukh, 2017; Pidruchna, 2008; Cherevko, 2001; Cherezova, 2014; Alonso, 2019; Bauer, & Tsaryk, 2020; Schaeper, & Briedis, 2004). Scientific works of scientists devoted to substantiating the content and structure of communicative competence, in particular (Vitiuk, 2002; Hodlevska, 2007; Malykhin, & Hrytsenko, 2015; Kiefer, 2011) were important for the conducted research. In view of the available theoretical and practical work of the mentioned scientists, which prove that the possession of communicative competence is one of the important conditions for their successful professional activity, there is a natural need to search for effective forms of organization, methods, techniques and means of training for its formation in the educational process of institutions higher education.

AIM AND TASKS RESEARCH

The purpose of the article: analysis of the main methods and forms of development of communicative competence, study of the state of research of communicative competence as a basis for the successful implementation of international projects.

RESULTS OF THE RESEARCH

Since the concept of "communicative competence" is based on the category "competence", we consider it necessary to turn to its consideration as a priority. Based on the analysis of the scientific works of Ukrainian and foreign scientists, it can be stated that most scientists consider "competence" as a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and public qualities, moral and ethical values, which determines the ability of a person to successfully implement professional and further educational activities and is the result of learning at a certain level of education (Zakon Ukrainy «Pro vyshchu osvitu»). In the modern world, the process of competence formation contributes to the development of personal qualities of future specialists, which are manifested in the ability to work independently, take responsibility, learn the necessary knowledge on one's own initiative, the readiness to identify problems and find ways to solve them, as well as the ability to work with others people (Aristova, 2017, p.9).

The concept of "communicative competence" means a system of knowledge, abilities and skills, values and value orientations, personal qualities, the degree of their readiness and ability to communicate in native and foreign languages depends on the level of formation of which depends on the specific situation. As well as the ability to organize professional communication with other participants in the communication process effectively, work in a team, resolve conflicts, adequately perceive oneself in communication during interaction, encourage communication partners to work together fruitfully to achieve the set goal, as well as quickly learn new and more effective forms of communicative behavior (Aristova, 2017, p.11).

The analysis of the requirements for professional education also reveals the need for the formation of a "communicative personality" for future specialists. Thus, general cultural competences include: fluency in a foreign language as a means of professional communication, as well as mastery of public business and scientific communication skills. General cultural competences and professional competences include: the ability to use one's native and foreign languages as a means of business communication freely, the ability to carry out one's professional activities in interaction with representatives of other state bodies, with the team, citizens, with mass media.

Communicative competence includes: 1) a set of knowledge, abilities and skills that ensure the successful course of the communicative process; 2) a certain system of internal resources that are necessary to build an effective communicative interaction based on the ability to understand oneself and others. Communicative knowledge is the experience of humanity, which allows one to reflect communicative situations in their cause-and-effect relationships in a person's mind. Communicative skills are a complex of actions, which is based on a person's high theoretical and practical training and allows him to correctly use communicative knowledge. Communicative skills are components of conscious actions that are fully automated and contribute to the accurate and rapid reflection of communicative situations. The basis of communicative competence is not only language and other communication codes, but also personal characteristics of a person, which are a unity of feelings, thoughts and actions unfolding in a specific social context. A person acquires communicative competence as a result of life experience, by means of art, with the help of general erudition and special scientific methods. Communicative experience is improved in the process of a person's awareness of his behavior in various situations and the use of all relevant personal resources. When a person optimizes his experience, he should concentrate on the advantages and not think about the disadvantages, because only the awareness of one's own advantages represents the only real power that helps to solve life problems (Kiefer, 2011).

Improvement of communicative competence cannot be separated from personality development. The regulation of communication skills is a part of human culture and their improvement occurs according to the same laws that increase the cultural heritage as a whole. The form and content of communicative competence directly depends on the social roles



performed by him. Communicative competence in general terms is the ability of a person to communicate with regard to one, several or all types of language activity; acquired in the process of natural communication or specially organized training; a special property of the linguistic person (Aristova, 2017; Balanaieva, & Dzevytska, 2021).

The development of communicative abilities should be improved through the formation of communicative skills, which are necessary for professional activity (Alonso, 2019; Cherevko, 2001). The spontaneous formation of communication skills often leads to an authoritarian style of behavior, the emergence of private conflict situations, tension in relations between subjects, reluctance to learn, mental injuries and irreparable losses in moral education, and often also to antisocial behavior of young people. Techniques for the formation of personal communicative competence should combine the most important conditions for improving communication competence, to be precise: ensure the development of non-verbal and verbal communication skills, form a system of skills and knowledge to effectively overcome communication barriers, rely on socionormative rules of folk culture. The listed conditions are implemented in the system of receptions, the selection and organization of which make the process of developing communicative competence effective. The development of students' communicative competence can be carried out using various forms and methods of work, let's consider the main ones.

Discussion is an exchange of opinions on a specific problem. During the discussion, students acquire new knowledge, form an adequate opinion about their abilities, assert themselves in their own opinion, acquire the ability to defend it.

Conversation is the main function of this form of motivation, but it also performs many other functions. The conversation method is used when solving complex tasks of assimilating new knowledge, consolidating material, for the development of creative abilities, the formation of universal skills, all this gives young people the opportunity to see a problem from different points of view.

Brain storm. Criticism is prohibited during brainstorming, but any idea is encouraged, including humorous or even silly ideas. All expressed ideas are recorded for further study by a group of experts. After the decision is made, the "idea generators" are divided into opponents and supporters of identifying weak points in order to correct them.

Seminars-conferences. Seminars are a form of activity organization in which the preparation stage is dominated by independent work with educational or special literature and other didactic tools on a series of questions, problems and tasks, and active discussion, discussions and presentations take place during the seminar. The implementation of the conditions for providing intensive language practice in a free creative atmosphere is facilitated by the use of a role-playing game. Role-playing communication has great opportunities for improving knowledge by forming and activating the abilities and skills of creative mental, cognitive and communicative activities in the participants.

Business games are specially created situations that simulate reality, in which participants are asked to find a way out. They assume the organization of language communication in artificially reproduced situations of various nature. Their goal is the formation of young people's professional communication skills and abilities, the development of creative independence and initiative and the desire for self-improvement based on joint collective activity.

A prominent place among the methods identified in the arsenal of pedagogical practice and aimed at the formation of communicative competence belongs today to the project method (Aristova, 2020; Balanaieva, & Dzevytska, 2021). The project is distinguished by the fact that each participant shows a real interest in the materialized product obtained during its implementation, but also in the process of its implementation, which is accompanied by the construction of a complex system of communication relations, behavioral aspects, the project activity itself, that is, through a holistic and at the same time multifaceted interaction with another person. Interaction in project activities is always an active process that involves improving communication skills. International projects play a special role in project activities, as they are aimed at analyzing and solving problems and tasks relevant to society. In this case, only a team or group is able to make positive changes to the existing problematic situation. Due to their age and psychological characteristics, young people are already ready for effective teamwork, and properly organized interaction and communication situations during the implementation of the project best contribute to the development of communicative competence. These techniques and forms are effective when using types of interaction adequate to the conditions of real communication – group and pair work, when participants perform joint activities to solve the assigned task.

The development of communicative competence is a step-by-step process (Kiefer, 2011). It includes the organization of communication, the development of communication skills and the formation of communication skills. The intended result is the formation of a certain level of communicative competence. At the communicative-diagnostic stage, diagnosis of the actual level of development of the necessary skills, achievement of internal motivation for understanding difficulties and contradictions in the implementation of communicative functions, planning of the future level of development of the necessary skills in communication is envisaged (Hodlevska, 2007; Petrukh, 2017).

The communicative-activity stage involves controlled changes in students' communicative competence. The development of communication skills can be carried out both in a group and individually. Three circles of problems can be distinguished in the group: theoretical problems of communication: the structure of communication, communication barriers, personal, socio-psychological, social, regularities of intragroup interaction; specific ways of behaving in difficult situations of interaction, conflict situations, overcoming criticism, speaking in public, contacts with strangers, the need to deal with hostile people, contacts with people in authority, etc.; self-awareness of one's personality in the process of communication: "how others perceive me", "how I influence others in communication", "what are the difficulties of my communication", etc.

The project methodology as a new pedagogical individually oriented technology reflects the main principles of the humanistic approach in education: special attention to the individuality of a person, his personality; clarity, focusing on the conscious development of critical thinking of young people. There are many approaches to the classification of projects,



but most take as a basis the classification of project types, which is based on the nature of the dominant activity in the project. Based on this classification, we can distinguish the following international projects.

A practically-oriented project, including a real work result. As a rule, the results of such projects have an applied nature and are focused on the interests of the participants themselves (newspaper, document, video, sound recording, performance, action program, draft law, reference materials, etc.). A practical-oriented project requires a well-thought-out action plan of all participants. Of great importance is good coordination during joint discussions, adjustment of joint and individual efforts, presentation of results and possible ways of their implementation in practice, as well as organization of external evaluation of the project.

Research project. Projects of this type involve the study of a current problem while observing all the rules of academic research. For such projects, it is important to correctly define the object, subject and research methods. Projects of this type require a carefully thought-out structure, developed goals, determining the relevance of the project for all participants, clear social significance, well-thought-out research methods, in particular experimental work, as well as methods for processing results. It can be said that such a project roughly coincides with scientific research, its implementation includes a mandatory justification of the topic, statement of the problem and research goal, hypothesis, search for sources of information and ways to solve the problem, development and discussion of the results.

Information project. At the heart of this type of project is the activity of collecting and processing information on any chosen problem. The practical result of the information project is the publication of materials, for example, the placement of an information review on websites or publication in mass media. The peculiarity of working on such projects is the need to justify the significance of the activity and a certain problem, the development of the structure and design of the final result. The final result can be presented in various forms: a written report, a public appearance in front of an audience, a lecture, publication in the mass media, etc.

Creative project. The implementation of a creative project includes innovations in problem solving, a free creative approach. A creative project, unlike other types of projects, can best meet the interests of participants, contribute to the development of their abilities, etc. In this regard, the results of project activities can be different: performances, magazines, albums, works of decorative and applied art, etc.

Role project. In practice, it is rarely used, and, as a rule, is of great interest to participants. Role-playing projects are primarily various role-playing games based on historical events, literary works, events, etc. Usually, the outcome of such projects is not planned, their possible outcome remains open. The use of role-playing projects requires significant time and material costs. At the same time, it should be noted that role-playing projects contribute to a better understanding of the character, logic of actions and features of the era of historical events and literature.

A telecommunications project is a special type of project. Such projects occupy an important place in project activity, and, as a rule, are regional and international. International projects on the study of literature, foreign language and cultural studies are of great interest, because with their help you can create a natural language environment and form the need for participants to communicate in a foreign language. On the other hand, real conditions for intercultural communication are created. As a role, telecommunications projects are limited in scope, since their implementation requires a set of technical means and the ability to work with them.

Socially significant projects. These projects are aimed at solving specific social problems of the existing reality. This type of project is aimed at the self-realization of the participants of the selected form of socially significant events. Thanks to the implementation of such projects, students can participate in solving socially significant problems of their educational organization, city, village, district of homeland. During the implementation of this project, participants get a unique opportunity to improve communication skills, as it is usually related to the organization of social interaction and interpersonal communication. Today, a socially significant project stands out as a separate category of projects for a reason. Socially significant activity in a socially approved situation is the most promising field of design. Here, the richest opportunities are created for a young person to realize himself as a person. This is due to the fact that the basic skills and abilities of young people are the basic conditions (not so much the goal as the conditions) for productive work on social projects: consideration of the problem, its importance and relevance for oneself and for society; search for the best ways to solve it, which do not contradict the existing social norms; development of positive ways of communication and mutual assistance; objective assessment of one's personal contribution to collective work; understanding the importance and complementarity of each project participant; awareness of the importance of the project, its final product for society.

Foreign language communicative competence of future specialists is an integral component of professional training and is a complex personal resource that provides opportunities for effective interaction in the process of using a foreign language as a means of solving professional tasks.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Communicative competence in general terms is the ability of a person to communicate with regard to one, several or all types of language activity; acquired in the process of natural communication or specially organized training; a special property of a linguistic personality. The development of communicative competence occurs in all spheres of activity: everyday, professional, household, business. Such development is a synthesis of universal, general professional and special communicative competences. A prominent place among the methods found in the arsenal of global and domestic pedagogical practice and aimed at the formation of communicative competence belongs today to the project method. International projects play a special role in project activities, as they are aimed at analyzing and solving problems and tasks relevant to society. Properly organized interaction and communication situations during the implementation of an international project best contribute to the development of communicative competence.



Prospects for further investigations consist in the study of the teacher's tasks regarding the correct choice and combination of methods for the development of students' communicative competence.

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Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

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Марія Багрій,

доктор педагогічних наук, викладач вищої категорії,
Івано-Франківський фаховий коледж Прикарпатського національного університету
імені Василя Стефаника (м. Івано-Франківськ, Україна)

Maria Bagriy,

Doctor of Pedagogical Sciences, Teacher of the Highest Category,
Ivano-Frankivsk Vocational College Carpathian national Vasyl Stefanyk University (Ivano-Frankivsk, Ukraine)
myskiv.bagriy@gmail.com
ORCID 0000-0002-3506-9900

УДК 37.035

УПРОВАДЖЕННЯ ТЕНДЕНЦІЙ РОЗВИТКУ ПЕДАГОГІЧНИХ ІДЕЙ І ПРОСВІТНИЦЬКОЇ ДІЯЛЬНОСТІ УКРАЇНСЬКИХ ПИСЬМЕННИКІВ ЗАХІДНОЇ УКРАЇНИ В ОСВІТНЬО-ПЕДАГОГІЧНУ ПРАКТИКУ СЬОГОДЕННЯ

Анотація. Науковий аналіз проблеми розвитку педагогічних ідей і просвітницької діяльності українських письменників Західної України (кінець XVIII – 30-ті роки XX ст.) є не лише актуальним, а й продуктивним напрямом сучасних історико-педагогічних досліджень та творчих пошуків освітян-практиків.

У сучасному освітньо-педагогічному просторі України здійснюється активний пошук і апробація ефективних засобів удосконалення навчання й виховання дітей та юнацтва задля випрацювання оптимальних моделей самореалізації особистості. Цілеспрямована діяльність у цій ділянці шкільництва сприяє також задоволенню творчих потреб і запитів учителів та вивченню, систематизації і популяризації передового педагогічного досвіду.

З метою здобуття студентами – майбутніми вчителями – знань про тенденції розвитку педагогічних ідей і просвітницької діяльності українських письменників Західної України кінця XVIII – 30-х рр. XX ст. варто виокремити головні завдання - об'єктивний аналіз ретродосвіду тенденцій розвитку педагогічних ідей і просвітницької діяльності українських письменників Західної України досліджуваного періоду, висвітлення практики реалізації цього процесу в освітній системі, у позашкільній системі громадського просвітництва. Педагогічна реальність диктує зміну поглядів на зміст і особливості освіти та компетенції, якими повинен оволодіти майбутній учитель з урахуванням завдань школи в площині осмислення змістових характеристик навчання-виховання-розвитку школярів, а також систематизування педагогічних ідей та узагальнення досвіду просвітницької діяльності українських письменників Західної України кінця XVIII ст. – першої третини XX століття задля виокремлення освітньо-виховного потенціалу їхньої творчої спадщини в контексті реформування української системи освіти.

Ключові слова: компетентність, педагогіка, тенденції, система освіти, Західна Україна, навчання, виховання, шкільництво.

INTRODUCTION OF TRENDS IN THE DEVELOPMENT OF PEDAGOGICAL IDEAS AND EDUCATIONAL ACTIVITIES OF UKRAINIAN WRITERS OF WESTERN UKRAINE IN EDUCATIONAL EDUCATION

Abstract. Scientific analysis of the problem of development of pedagogical ideas and educational activities of Ukrainian writers in Western Ukraine (late XVIII - 30s of the XX century) is not only relevant but also a productive area of modern historical and pedagogical research and creative pursuits of educators-practitioners.

In the modern educational and pedagogical space of Ukraine there is an active search and testing of effective means of improving the education and upbringing of children and youth in order to develop optimal models of self-realization of the individual. Purposeful activities in this area of schooling also contribute to meeting the creative needs and requests of teachers and the study, systematization and promotion of best pedagogical experience.

In order to gain students - future teachers - knowledge of trends in pedagogical ideas and educational activities of Ukrainian writers in Western Ukraine in the late XVIII - 30's of the twentieth century. The main tasks should be singled out - an objective analysis of the retro-experience of trends in pedagogical ideas and educational activities of Ukrainian writers of Western Ukraine in the period under study, coverage of the practice of this process in education, extracurricular, public education. Pedagogical reality dictates a change in views on the content and features of education and competencies that must be mastered by future teachers, taking into account the tasks of the school in understanding the content characteristics of education, upbringing and development of students, as well as systematizing pedagogical ideas and generalizing the experience of Ukrainian writers. - the first third of the twentieth century to highlight the educational potential of their creative heritage in the context of reforming the Ukrainian education system.

Keywords: competence, pedagogy, tendencies, education system, Western Ukraine, education, upbringing, schooling.



INTRODUCTION

The problem formulation. In the process of solving certain tasks: a) based on the analysis of scientific literature to characterize the state of development of the problem of research of pedagogical ideas and educational activities of Ukrainian writers of the late eighteenth century. - the first third of the twentieth century; b) to find out the significance of the educational activity of Ukrainian writers of Western Ukraine of the studied period; c) to reveal the essence and content of pedagogical views of Ukrainian writers of the late eighteenth century. - 1939; d) to analyze the development of educational activities of Ukrainian writers of Western Ukraine in the period under study; e) outline the possibilities of using pedagogical ideas and experience of educational activities of Ukrainian writers of Western Ukraine in the late eighteenth century. - the first third of the twentieth century in the domestic education system; f) expand the professional worldview, enrich the spiritual culture of future teachers, etc., students must acquire knowledge about the nature and content of pedagogical ideas of Ukrainian writers of this period in the context of their educational work, public education, research. Future teachers should join the fundamental values, Ukrainian culture through fiction, expand cultural and cognitive interests; comprehensively enriched spiritually, etc. (Bagriy, 2020, P. 234)

Study of the creative heritage of Ukrainian writers of Western Ukraine in the late eighteenth century. - the first third of the twentieth century will promote the active formation and self-realization of the individual in the modern world; education of a nationally conscious citizen of Ukraine; formation and affirmation of the humanistic worldview of the individual, national and universal values; interest in the work of art as a phenomenon of the art of the word, a specific instrument of cognition of the world and oneself in it; raising the level of general education, acquainting Ukrainian students, apprentices, educators with the work of little-known figures of writers-teachers, whose works can take a worthy place in modern reading books, primers, textbooks and other educational and reference books; the formation of reading culture, the development of aesthetic taste, the ability to distinguish between the phenomena of true classical and mass culture; the formation of a lasting interest in the Ukrainian literature of the Western region as a significant spiritual heritage of the people, full-fledged original art, as an important factor in the formation of nationally conscious personality, citizen-statesman; formation of a humanistic worldview, spiritually rich personality, with high universal moral and ethical guidelines; study of Ukrainian literature in national and world cultural contexts, in interdisciplinary relations; development of creative and communicative abilities, independent and critical thinking, ability to prove one's own opinion; development of self-education skills, desire and ability to learn throughout life.

Clarifying the general directions and possibilities of implementing trends in the development of pedagogical ideas and educational activities of Ukrainian writers in Western Ukraine (late XVIII - 30s of the twentieth century.) In the process of modern reform of education and development of historical and pedagogical science, it is necessary to note one important debatable aspect. problems that we see in their creative, critical and constructive application, given the set of factors, prospects for the overall development of educational and pedagogical processes, and the needs and potential of each individual educational institution, including its head, teacher, students. (Gritsenko, 1973, p. 98).

Important for today, in particular for the professional training of future teachers, are the retro-experience of educational, cultural, scientific, public work of writers-teachers, who can serve as a good example of a teacher, citizen and patriot, highly spiritual, educated, harmoniously developed, creative personality, which is constantly self-improving, capable of mastering pedagogical technologies, creative work, professional growth, is socially active. It is the latest educational documents, the realities of the development of Ukrainian schooling dictate the need for such a teacher. Therefore, scientific solutions to educational problems in the context of the Concept of the "New Ukrainian School" are impossible without knowledge of the history of pedagogical thought in the past. (Bagriy, 2020, p. 345).

Such a source of information, among other things, is the property of Ukrainian teachers, educators, writers, scientists of the late XVIII - 30's of the XX century, whose work during the Soviet totalitarianism was silenced or covered biased. In this regard, the scientific research of current students-future teachers should be directed to the original sources of Ukrainian pedagogy, to unknown or little-known texts, to rethink the heritage of individual writers, teachers, thinkers.

The analysis of recent research. In this context, there is a need to promote works for children and youth of Yuri Shkrumeliak, Antin Lototsky, Bohdan Lepky, Andriy Tchaikovsky, Volodymyr Radzykevych, Sidor Vorobkevych, Modest Levitsky, Oleksandr Markush, Vasyl Pachovsky, Vasyl Hrenytsia Bonynta, Ivanka Maryyka Pidhryanka, Olena Tsehelska, Volodymyra Zhukovetska, Ulyana Kravchenko, Yuliana Opilsky, Katry Hrynevychyeva, Mykola Bozhuk and dozens of others. The literary heritage of these writers raises current pedagogical issues, such as: the formation of the character of the young Ukrainian; education of a growing personality as a citizen-patriot; formation of a child reader; education of the child's personality on Christian values, etc. We will highlight only some of them.

Thus, in the conditions of Russian aggression, annexation of Crimea, military actions on the whole territory of Ukraine, where Ukrainians defend the integrity of the borders of their state, the establishment of the national idea does not lose its relevance. First of all, the poetic works of Sich shooters have great potential here, in particular, their songwriting, which for a hundred years has been an important factor in the education of children, youth and adults on a state basis.

It will be important for students to learn that the active creators of this heroic epic were young people from high school, teachers' seminaries, platoon members, Sich soldiers, falcons, students of Lviv universities, teachers who volunteered for the USS Legion, because for them Ukraine was above all. Ussus writers were very young, almost their peers: the average physical age was 20-22 years (1914, when the USS Legion began to form, Vasyl Bobynsky was sixteen, Oles Babi was 17, Yuri Shkrumeliak was 19, Mykhailo Kurakh - 19 years old, Roman Kupchynsky was 20 years old, Yulian Nazarak was 21 years old, Mykhailo Haivoronsky was 22 years old, Mykola Holubets was 23 years old, Levko Lepko was 26 years old), which had an imprint on his character and subject matter, ideology, lyricism of works created in the trenches. Almost all the lyrical works of the brothers Bohdan and Levko Lepkykh, Roman Kupchynsky, Stepan Charnetsky, Mykhailo Haivoronsky and other authors became folk songs. Such bright patriots-statesmen became the representatives of a new type of Ukrainian of the national



renaissance of the twentieth century, who, among other things, is an intellectual, exceptionally gifted, talented, hardworking, extremely multifaceted, spiritually rich, morally beautiful. (Bagriy, 2020, p. 420).

Such high heroism, tragedy, subtle lyricism, which touch the soul and heart of everyone, awaken the national spirit, call for self-denial in the name of a free independent Ukrainian state ("Leave your old mother, leave your love, because there is a great need"), the poetry written by today's defenders of its independence in the East. However, in our opinion, today there is a certain lack of such works that would form a fighting patriotic spirit, called for the struggle for independence of Ukraine.

From this point of view, it is appropriate to study the retro-experience of propaganda and propaganda activities of the USSR Press Apartment (in 1916 departments of historical chronicle, applied arts, publishing, music, singing were established to "present evidence of the Ukrainian people's active participation in the war before the court of history"). Activists include Roman Kupchynsky, Levko Lepky, Stepan Charnetsky, Mykhailo Haivoronsky and other artists who, by their own example, not only contributed to the poetic boom among Ukrainian archery, but also encouraged peaceful Ukrainians. to creativity.

RESEARCH METHODS. Modern scientific and methodological approaches (hermeneutic, synergetic, phenomenological, etc.) have designed the basic strategy, logic of the analysis of the research base and the key characteristics of its individual components. This work is organically complemented by developments on operational general scientific, disciplinary and interdisciplinary research methods and technologies, which were also developed by specialists in various fields of knowledge (O. Adamenko, S. Arkhipova, V. Ivanov, O. Manaev and others). They determine the tactics of implementation of the methodological program of research, approaches to solving specific research problems, provide reliable knowledge, formulation of objectively determined characteristics and balanced evaluation characteristics.

RESEARCH RESULTS

Today we emphasize to students the image of the literary hero Ivan Mazepa. It was Bohdan Lepky who most contributed to the rehabilitation of the historical figure of the Ukrainian hetman who fought against the yoke of Moscow, to the establishment of the cult of Mazepa as a national hero of Ukraine, statesman, independent, wise ruler, moral authority, which was a revolutionary step and literary sensation at the time. artistic space, and today is extremely relevant. (Bilavych, 2015, p. 244).

This educational ideal - the formation of children and youth as nationally conscious and spiritually rich individuals, active patriots, with Christian virtues, high moral values, for which the good and independence of the future state of Ukraine weighs above all - actualized in the works of Ulyana Kravchenko, Katry Hrynevychycheva, whose works, dedicated to the Galician-Volyn state of the second half of the XII - early XIII centuries, the reign of Roman Mstislavich, establish the cult of the national hero - prince-warrior, prince-ruler, prince-statesman, head of state, who directs all efforts to its ob ' unity and strengthening, prince-wise politician, prince-skilled diplomat, prince-man of great knightly honor, dignity, kindness and justice. (Bagriy, 2020, p. 402).

Such thematic works should now take their rightful place in school curricula in Ukrainian literature, because, among other things, they serve to form the national consciousness of youth, reflect how the Ukrainian nation fought for the right to its own state and its future, built its statehood, defended it from enemies attacks and internal strife. (Bilavych, 2015, p. 148)

For example, conducting classes with younger students and adolescents can update works on hygiene and health issues on the heritage of Yuri Shkrumelyak, Ivanna Blazhkevych, Mariya Pidhiryanka, Konstantina Malyska, Ulyana Kravchenko, Modest Levitsky, etc .; to acquaint teenage girls with "school stories" by Irina Wilde, Elena Tsegelskaya, as modern Ukrainian literature lacks "girl's / women's prose"; read and discuss with the boys some stories by Ivan Filipchak, Antin Lototsky, Antin Krushelnytsky, which serve as a kind of "educational novels"; creatively use "stage images" of Volodymyr Radzikevych, Maryyka Pidhiryanka, Kostiantyna Malyska, Antina Lototsky, Volodymyr Zhukovetska, Yevhenia Bokhenska, etc., which are aimed at educating love for the native land, formation of Christian virtues (kindness and mercy, love, respect for parents, elders, peers), the establishment of family values, adherence to folk traditions, education of love for work and values, etc.

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Thus, the problem of development of pedagogical ideas and educational activities of Ukrainian writers in Western Ukraine (late XVIII - 30s of the XX century) is relevant and significant for modern education and upbringing. This is evidenced by the preservation of traditions on the basis of which there are secondary schools that have changed their status, and various forms of studying pedagogical concepts and honoring the memory of artists (scientific conferences, research projects, book publishing, personal awards, etc.). Creative use of pedagogical ideas of Ukrainian writers of Western Ukraine in the period under study will contribute to the effective reform of the modern education system in Ukraine and the improvement of pedagogical technologies for teaching pedagogical and literary disciplines.

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Лариса Сливка,

кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Larysa Slyvka,

PhD in Education, Associate Professor, Associate Professor of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

loroczka@ukr.net

ORCID ID 0000-0003-1865-6326

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ХАРАКТЕРИСТИКА ЗАСОБІВ І ПЕДАГОГІЧНИХ УМОВ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОГО ВИХОВАННЯ УЧНІВ (НА ОСНОВІ ПРАЦЬ УКРАЇНСЬКИХ ТА ПОЛЬСЬКИХ УЧЕНИХ)

Анотація. У статті констатовано, що наявні в українському науковому педагогічному просторі визначення поняття «здоров'язбережувальне виховання» є нечіткими і дещо розмитими. Виокремлено функціональні та структурні засоби і педагогічні умови здоров'язбережувального виховання. Засобами практичного втілення здоров'язбережувального виховання розглянуто в дослідженні зміст і форми та методи означеного педагогічного процесу. До педагогічних умов віднесено сукупність заходів, які створюються свідомо задля забезпечення найбільшої ефективності здоров'язбережувального виховання, а саме: теоретичну та методичну підготовку педагогічних працівників до здійснення відповідного виховного впливу; взаємодію і співпрацю різних суб'єктів виховання.

Функціональні та структурні засоби і педагогічні умови здоров'язбережувального виховання (ЗЗВ) об'єднано в чотири групи: змістовий вимір ЗЗВ; технологічний вимір (методи і форми) ЗЗВ; суб'єктно-інституційний вимір ЗЗВ; професійно-компетентнісний вимір ЗЗВ. Коротко схарактеризовано кожен з вимірів.

Визначено, що зміст виховання – це сукупність знань, умінь і навичок, які повинні бути засвоєні в процесі вивчення основ наук. Відображенням змісту виховання є навчальні плани, програми навчальних дисциплін, виховні програми, спеціальні навчально-методичні матеріали. Зміст здоров'язбережувального виховання є доволі об'ємним: він охоплює всі виміри здоров'я – фізичний, соціальний, психічний, духовний. Технологічний вимір (форми і методи) ЗЗВ пов'язаний із потребою формування у вихованців відповідних поглядів і переконань, які можуть стати стрижнем поведінки задля збереження здоров'я. Визначальною умовою ефективності здоров'язбережувального виховання є наявність кваліфікованих фахівців. Найважливішим тереном реалізації здоров'язбережувального виховання є школа, але успішність виховних впливів для здоров'я напряду пов'язана із широким залученням у виховний процес різноманітних державних і громадських структур.

Ключові слова: здоров'язбережувальне виховання, педагогічні умови, засоби виховання, праці українських і польських вчених.

CHARACTERISTICS OF MEANS AND PEDAGOGICAL CONDITIONS OF HEALTH CARE EDUCATION OF STUDENTS (ON THE BASIS OF THE WORKS OF UKRAINIAN AND POLISH SCIENTISTS)

Abstract. The article states that the definitions of the term «health education» in the Ukrainian scientific pedagogical space are vague and somewhat vague. The functional and structural means and pedagogical conditions of health education are singled out. The content and forms and methods of the specified pedagogical process are considered in the research by means of practical implementation of health education. The pedagogical conditions include a set of measures that are created consciously to ensure the greatest effectiveness of health education, namely: theoretical and methodological training of teachers to implement the appropriate educational impact; interaction and cooperation of different subjects of education.

Functional and structural means and pedagogical conditions of health education (HE) are united into four groups: semantic dimension of HE; technological dimension (methods and forms) HE; subject-institutional dimension of HE; professional and competence dimension of HE. Each of the measurements is briefly described.

It is determined that the content of education is a set of knowledge, skills and abilities that must be acquired in the process of studying the basics of science. Reflections of educational content are curricula, programs of academic disciplines, educational programs, special educational and methodical materials. The content of health education is quite extensive: it covers all dimensions of health physical, social, mental, spiritual. The technological dimension (forms and methods) of health care is related to the need to form in students the appropriate views and beliefs that can become the core of behavior to maintain health. The determining factor in the effectiveness of health education is the availability of qualified professionals. The most important area for the implementation of health education is the school, but the success of educational effects on health is directly related to the broad involvement in the educational process of various state and public structures.

Keywords: health education, pedagogical conditions, means of education, works of Ukrainian and Polish scientists.



INTRODUCTION

The problem formulation. The definitions of the concept of «health education» in the Ukrainian scientific pedagogical space (O. Vashchenko,

N. Kozak, S. Kondratiuk, M. Lukianchenko, I. Mordvinova, S. Svyrydenko, etc.) are vague and somewhat vague, they have a varied nature of the reflection of the value motivational component of the studied pedagogical phenomenon, its information-knowledge attribute, in addition, the idea of forming health friendly skills and abilities is formally viewed, and so on. Therefore, the concept of «health education» requires additional understanding of its essence in scientific discourse.

PURPOSE AND OBJECTIVES OF THE RESEARCH

The purpose of the article is to single out the functional and structural means and pedagogical conditions of health education on the basis of critical and constructive analysis of theoretical and educational works of Ukrainian and Polish scientists.

RESULTS OF THE RESEARCH

Under the means of education in its broad interpretation we understand a certain component of the pedagogical process, the implementation of which contributes to the formation of values of students in the process of learning, mastering skills, acquiring appropriate traits and properties of their personality to form a high level of culture (Boichuk Y., 2008, pp. 206). The means of practical implementation of health education include the content and forms and methods of this educational influence. In turn, «pedagogical conditions» are defined as a set of measures that are created consciously to ensure the greatest effectiveness of a particular educational process (summarized by:

(Zhabokrytska O., 2004)). Among the pedagogical conditions of health education of secondary school students in our study we focus on the organization of theoretical and methodological training of teachers to implement health education, as well as optimizing the interaction and cooperation of different subjects of education.

We have grouped the means and pedagogical conditions of health education (HE) into the following groups: the semantic dimension of HE; technological dimension (methods and forms) HE; subject-institutional dimension of HE; professional and competence dimension of HE. Briefly describe each of them.

1. Semantic dimension of HE. By the content of upbringing (education) we mean a set of knowledge, skills and abilities that must be acquired in the process of studying the basics of science; purposefully selected and structured in some way the amount of information that during the educational process must be transformed into knowledge, skills and abilities of learners, their moral principles and beliefs, worldviews in accordance with previously established goals of education (education). The content of education / upbringing is reflected in curricula, programs of academic disciplines, educational programs, special educational and methodical materials. Curricula are considered a «strategy», and educational programs – «tactics» of the educational process (Boichuk Y., 2008, pp. 206-208).

The content of health education is quite extensive: it covers all dimensions of health – physical, social, mental, spiritual. An attempt at a complete and thorough representation of this content would require, as B. Voinarovska notes, a multi volume publication (Voinarovska B., 2008, p. 269). In addition, according to Z. Yavorskyi, in connection with the development of science there is a systematic replenishment, updating and improvement of knowledge about health, which leads to permanent addition and modification of the content of the relevant educational impact (Yavorskyi Z., 2013, p. 22).

Among the important didactic conditions for the effective implementation of the content of health education are the presence of appropriate and high quality reflection of this content in educational (for students) and methodological (for teachers) literature (Dudko S., 2015, p. 7) and mandatory adaptation the content of the proposed information to the age characteristics of the individual to whom the educational influences are directed (Demel M., 1980, p. 129).

2. Technological dimension (forms and methods) HE. Careful study of the content of health education offered in educational and upbringing programs shows that it represents not only the cognitive component, but also the system of skills (expected learning outcomes), which express motivational-value, operational-activity and reflexive assessing the ability of the individual to the health of their own and others. This trend is logical, because the acquisition of knowledge about health and the means of its cultivation does not mean that he will immediately act in accordance with the information received, because the formation of beliefs that motivate him to beneficial health activities or activities does not occur based on simple causal interdependence (new knowledge – desired behavior). The problem is that a person may know how to live «healthy», but at the same time not convinced, not ready or unwilling to change or correct their own unhealthy behavior. From the pedagogical point of view, it is very important to form in students the appropriate views and beliefs (that is intellectual and emotional attitude of the object of education to knowledge of the value of health as «true»), which can be the basis for potential readiness of the student to act, motive its activities and the core of behavior in the context of their own health (Demel M., 1980, p. 114).

Thus, the design of technologies for health education should be associated with the need to identify the feelings of students, that is their stable emotional attitude to the phenomena of reality, which contribute to the transformation of certain actions from mental perception to emotional experiences and can motivate (motivate). «Educate» to actions favorable to their own health and health.

O. Zhabokrytska notes that, for example, the formation of a personal value system of a young person in the context of health is not built «through moralizing», but in line with «voluntary» acceptance of these values through awareness of the real benefits of a healthy lifestyle for their own well being. This, according to the scientist, highlights the need to select the content, methods and forms of health education, which include positive emotions and experiences of the pupil, which strengthens his desire to lead a healthy lifestyle, and volitional sphere that will encourage him to organize, discipline, self-knowledge and self-activity in one's own health (Zhabokrytska O., 2004, p. 6).



S. Kondratiuk represents a rather successful classification of methods of health education in the measurement of the above requirements. To form strong beliefs and, accordingly, motivate students to maintain health, the scientist offers methods that implement the dialogical aspect of education – conversations, stories, educational situations, role playing games, etc. Various activities and practical activities of students to preserve and strengthen their own Health scientist advises to implement on the basis of the use of methods that provide personal and activity aspect of education, among them – rationally organized aerobic exercise regime, hardening procedures, breathing exercises, physical exercises, movement and role playing games, entertainment, health and sports holidays, competitions, etc. (Kondratiuk S., 2003, p. 11).

3. Professional competence dimension of HE. The determining condition for the effectiveness of the functioning of any education system has always been and remains the presence of qualified professionals. The main mission in this area is the teacher.

Summarizing all that has been written about the role of teachers in health education, M. Demel noted that only a teacher represents a compact and comprehensive pedagogical program for the younger generation and only he can link issues related to student health with a set of educational influences schools (Demel M., 1980, pp. 150-151). Assessing the importance of the quality of information offered in the process of health education, M. Demel stressed that it is about knowledge that is trusted, according to which they live, and most importantly, disseminated «with full conviction». Therefore, a «good» school has always made sure that «competent people inform» about health at every stage (Demel M., 1980, p. 114).

4. Subject institutional dimension of HE. The school is the most important area for the implementation of health education. According to

M. Fitsula, the importance of school in the area of involving children and youth in the principles of a healthy lifestyle is due primarily to the fact that only in school can the child's imagination and mind be «planned» for several years, and therefore there is an opportunity to conservation education systematically and continuously (Fitsula M., 2005, p. 131).

The success of educational effects on health is directly related to the broad involvement of various state and public structures in this educational process.

S. Omelchenko notes that a systematic approach in this area of work is provided by subject institutional partnership, that is appropriate interaction of as many subjects of education (teachers, psychologists, health professionals, parents) and social institutions, educational and out of school educational institutions, family environment, cultural and educational institutions, children's and youth associations, public organizations, etc.). Each of these actors and social institutions has a specific role to play, and the school is «a coordinating and regulating factor in health promotion, where the potential of the educational process is used to increase the level of components of a healthy lifestyle». The main principle of effective functioning of such a system is the consolidation of forces to solve the goal (Omelchenko S., 2008, pp. 16-19).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The perspectives used to analyze the pedagogical process called «health education» led to the division of functional and structural means and pedagogical conditions of this educational process into four groups dimensions: content, technology (methods and forms), subject institutional dimension and professional competence.

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**Вікторія Стинська,**

докторка педагогічних наук, професорка, професорка кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Viktoriia Stynska,

Doctor of Pedagogical Sciences, Professor, Professor at the Department of Pedagogy and Educational Management named after Bohdan Stuparyk,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
viktoriia.stynska@pnu.edu.ua
ORCID <https://orcid.org/0000-0003-0555-3205>
Researcher ID: E-2310-2019

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ПРАКТИЧНІ ЗАСАДИ ПІДГОТОВКИ ФАХІВЦІВ СОЦІАЛЬНОЇ СФЕРИ ДО СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ ПІДТРИМКИ МАТЕРИНСТВА Й ДИТИНСТВА В УКРАЇНІ

Анотація. Статтю присвячено особливостям практичної підготовки фахівців соціальної сфери до соціально-педагогічної підтримки материнства й дитинства в Україні.

Аналіз теоретико-практичних засад соціально-педагогічної підтримки материнства й дитинства в Україні у ХХ ст. засвідчив необхідність проведення дослідження на предмет готовності майбутніх соціальних працівників/соціальних педагогів до соціально-педагогічної підтримки материнства й дитинства в Україні. Цю готовність розглядаємо як прагнення соціального працівника/соціального педагога до реалізації соціальних послуг на макро-, мезо, мікрорівні, а також до особистісної мотивації та професійного зростання (удосконалення професійно-орієнтованих знань і вмінь) у сфері соціально-педагогічної підтримки материнства й дитинства. Представлено характеристику критеріїв, показників готовності соціальних працівників/соціальних педагогів до соціально-педагогічної підтримки материнства й дитинства в Україні. В основу дослідження покладено розроблений авторський курс за вибором «Соціально-педагогічна підтримка материнства й дитинства: теорія і практика», на основі якого схарактеризовано критерії оцінки результативності підготовки соціальних працівників/соціальних педагогів до соціально-педагогічної підтримки материнства й дитинства в Україні (мотиваційний, змістовий, операційний), що адаптовані для вивчення досліджуваного явища. На основі виділених критеріїв та показників виокремлено три рівні готовності соціальних працівників/соціальних педагогів до соціально-педагогічної підтримки материнства й дитинства в Україні (високий, середній, низький).

Результати перевірки доцільності використання в підготовці майбутніх соціальних працівників/соціальних педагогів до соціально-педагогічної підтримки материнства й дитинства в Україні авторського курсу засвідчили, що на завершальному етапі усереднені кількісні показники високого рівня за трьома критеріями зросли в ЕГ до 26,92% (проти 12,73% на початку дослідження) і в КГ – до 13,32% (проти 12,81% на початку дослідження); середнього – до 53,74% (проти 39,11% на початку дослідження) в ЕГ та до 39,54% (проти 38,95% на початку дослідження) в КГ. Показники низького рівня в ЕГ становлять 19,34% (проти 48,16% на початку дослідження) та 47,13% (проти 48,25% на початку дослідження) в КГ. Обробка одержаних результатів засвідчила статистичну позитивну динаміку. Зроблено висновок, що розроблений і запроваджений авторський курс має практичне значення та перспективи доцільності використання в практичній підготовці майбутніх соціальних працівників/соціальних педагогів до соціально-педагогічної підтримки материнства й дитинства в Україні.

Ключові слова: підготовка, готовність, соціально-педагогічна підтримка материнства, дитинства, соціальний працівник, соціальний педагог, фахівець соціальної сфери.

PRACTICAL PRINCIPLES OF SOCIAL SPHERE EXPERTS PREPARATION FOR SOCIAL AND PEDAGOGICAL SUPPORT OF MATERNITY AND CHILDHOOD IN UKRAINE

Abstract. The article is devoted to the specifics of practical preparation of social sphere experts for socio-pedagogical support of motherhood and childhood in Ukraine.

Analysis of theoretical and practical foundations of socio-pedagogical support of motherhood and childhood in Ukraine in the 20th century proved the readiness research need of future social workers/social pedagogues for socio-pedagogical support of motherhood and childhood in Ukraine. We consider this readiness as the desire of a social worker/social pedagogue to implement social services at the macro, meso, and micro levels, as well as personal motivation and professional growth (improvement of professionally oriented knowledge and skills) in the field of socio-pedagogical support of motherhood and childhood. The article presents the characteristics of criteria, indicators of readiness of social workers/social pedagogues



for socio-pedagogical support of motherhood and childhood in Ukraine. The basis of the research is the author's course of choice «Social-pedagogical support of motherhood and childhood: theory and practice», on the basis of which the criteria for evaluating the effectiveness of social workers/social pedagogues preparation for social-pedagogical support of motherhood and childhood in Ukraine were characterized (motivational, substantive, operational), adapted to study the phenomenon under study. On the basis of selected criteria and indicators, three levels of social workers/social pedagogues readiness for socio-pedagogical support of motherhood and childhood in Ukraine are distinguished (high, medium, low).

The results of the verification of the feasibility of using the author's course in the preparation of future social workers/social pedagogues for socio-pedagogical support of motherhood and childhood in Ukraine showed that at the final stage, the averaged quantitative indicators of a high level according to three criteria increased in EG to 26.92% (against 12, 73% at the beginning of the research) and in CG - up to 13.32% (against 12.81% at the beginning of the research); average - up to 53.74% (against 39.11% at the beginning of the research) in EG and up to 39.54% (against 38.95% at the beginning of the research) in CG. Low-level indicators in EG are 19.34% (versus 48.16% at the beginning of the research) and 47.13% (versus 48.25% at the beginning of the research) in CG. The processing of the obtained results confirmed the statistical positive dynamics. It was concluded that developed and implemented author's course has practical significance and prospects of feasibility of use in the practical preparation of future social workers/social pedagogues for socio-pedagogical support of motherhood and childhood in Ukraine.

Keywords: preparation, readiness, socio-pedagogical support, motherhood, childhood, social worker, social pedagogue, social sphere experts.

INTRODUCTION

The problem formulation. The full-scale armed aggression of the Russian Federation against Ukraine, which gave rise to the emergence of an economic crisis, a large number of internally displaced persons and refugees, led to changes in the social sphere, social policy, and the activities of various social institutions. In any confrontation, the most vulnerable categories of the population suffer the most - children, pregnant women, mothers with small children. That is why the support of motherhood and childhood should be the subject of special attention from the state, because care for the health and well-being of women and children contributes to the growth of the country's population and the improvement of the reproductive health of citizens, which, in turn, makes it possible to resist the demographic crisis and the threat of depopulation, which are more timely than ever for Ukraine. Socio-pedagogical support of motherhood and childhood is one of the main forms of social support of the population in most countries of the world and is a system of various measures aimed at protecting the health of the mother and child, motivation for motherhood, protecting the rights of mothers, forming attitudes of conscious parenthood, creating the most favorable conditions for raising children, their harmonious development.

Accordingly, the future social workers/social pedagogues preparation for socio-pedagogical support of motherhood and childhood involves the formation of competence in the field of studying the individuality and social nature of the mother and child, the characteristics of the defined social group; the use of methods of emotional influence, modeling, projecting, coaching, etc. in specific life situations; socio-pedagogical services providing in solving their problems, etc.

A review of the scientific and methodological literature showed that at the current stage, the following researches are devoted to the issue of general professional preparation of pedagogical workers: A. Boyko, O. Budnyk, A. Kapskaia, N. Kychuk, V. Kovalchuk, V. Kuzya, V. Lugovoi, E. Luzik, N. Nichkalo, O. Oleksyuk, T. Osadchenko, O. Savchenko, R. Khmelyuk, V. Frytskyuk, and others. A number of scientific investigations are devoted to issues of social and pedagogical support for children and youth, namely: children with developmental disabilities (V. Teslenko); children of the risk group (I. Dementieva, L. Oliferenko, T. Shulga); gifted children (I. Babenko, O. Bocharova); parents of children with special needs (I. Makarenko); children's public associations (L. Romanovska); students (I. Odnogulova); motherhood and childhood (V. Stynska) and others. At the same time, there is no research that would comprehensively reveal the problem of specialists preparation for socio-pedagogical support of motherhood and childhood in Ukraine.

AIM AND TASKS OF THE RESEARCH – to analyze the peculiarities of practical training of social sphere experts for socio-pedagogical support of motherhood and childhood.

RESULTS OF THE RESEARCH

Practical preparation problem review of social sphere experts for socio-pedagogical support of motherhood and childhood at the current stage causes the need of analysis of two categories – preparation and readiness, which are actualized in socio-pedagogical research.

Thus, in Ukrainian language dictionary, the term «preparation» is considered as: 1) an action meaning to prepare; 2) stock of knowledge, skills, experience, etc., acquired in the process of learning, practical activity (Dictionary of the Ukrainian language, p. 417); «readiness» – 1) ready state; 2) desire to do something (Dictionary of the Ukrainian language, p. 148).

Despite the fact that categories are close in meaning, majority of scientists believe that readiness is the ultimate outcome of preparation. The basis of such a statement is the provision that the effectiveness of any activity is determined by psychological and practical readiness for it (M. Dyachenko, O. Moroz, etc.). This makes it necessary to consider readiness for socio-pedagogical support of motherhood and childhood as the basic position of the researched problem and outline the content of its structural components.

Our scientific search proved the presence of two approaches in the scientific world for the category «readiness» understanding, namely: functional (B. Ananiev, M. Dyachenko, L. Kandybovich, A. Lynenko, etc.) and personal (V. Krutetskyi, K. Platonov, V. Slastyonin, etc.) (V. Stynska, 2019, p. 382).



Within the scope of our research, it is appropriate to outline the concept of readiness by combining both approaches, because a feature of the preparation of a social worker/social pedagogue for socio-pedagogical support of motherhood and childhood is the certain preparatory stage presence, which is focused on establishing certain signs, qualities and states.

Under such conditions, the readiness of the social worker/social pedagogue for socio-pedagogical support of motherhood and childhood will be considered as the desire of the social worker/social pedagogue to implement social services at the macro, meso, and micro levels, as well as personal motivation and professional growth (professional improvement -oriented knowledge and skills) in the field of socio-pedagogical support of motherhood and childhood (V. Stynska, 2019, p. 382).

For the purpose of the features of a social worker/social pedagogue for socio-pedagogical support of motherhood and childhood preparation outline, we will conduct a component-structural analysis of the «readiness» category. In socio-pedagogical sources, the category «readiness», as interpreted by A. Kapska (A. Kapska, 1998, p. 5–12), has the following structure: personal (motives for activity, pedagogical selfconsciousness, interest in activity, need for it) and procedural (professionally significant qualities, pedagogical abilities, knowledge of the subject and activity methods, skills and abilities) components that encourage personality for professional growth and actualize the issue of work readiness in the social sphere.

Conducted scientific analysis made it possible to generalize that the main components of readiness, according to the reasoning of I. Havrysh (I. Havrysh, 2007, p. 33–38), are informational, motivational and operational. Relying on the research of O. Pehota, I. Shakhov distinguishes the following components in the readiness structure: motivational-targeted, contentual, operational, integrational (Shakhov I., 2007, pp. 302–308). Taking the above into account, while clarifying the structure of future social workers/social pedagogues readiness for socio-pedagogical support of motherhood and childhood, we distinguish three components in it: motivational (desire to carry out a certain activity), content (knowledge, that are necessary to carry out the activity), operational (practical use of skills) components.

Let us dwell in more detail on the characteristics of each component of a social worker/social pedagogue readiness for socio-pedagogical support of motherhood and childhood. In general, the motivational component is a set of subjective activity indicators, which include needs, motives, interests, attitudes, valuable orientations, personality orientation, ideals, etc. O. Topol singles out the motivational component as a necessary element of successful professionalization of a specialist in the social sphere, noting that it determines professional suitability for practical work (O. Topol, 2011).

The motivational component in the context of the investigated problem characterizes the ability of future social workers/social pedagogues to motivate themselves to acquire the necessary knowledge, abilities and skills in matters of socio-pedagogical support of motherhood and childhood.

The content component, according to T. Solovei and M. Tchaikovsky statement, ensures the knowledge systematicity about socio-pedagogical activity, activates cognitive activity, promotes development and enrichment of cognitive experience, which is the basis for the formation of judgments, conclusions, assessments, professional expectations and requirements (Solovei T., M. Chaikovsky M., 2013, pp. 220–224). In general, a social worker/social educator should use five levels of knowledge in the process of providing assistance, namely: 1. General knowledge in the field of social work. 2. Knowledge of certain fields of social work (for example, in the field of socio-pedagogical support of motherhood and childhood). 3. Agency specific knowledge. 4. Knowledge of client types who the agency works with. 5. Knowledge of the typical features of establishing contact (Kadushin A., 1959, pp. 39–79).

In the context of the investigated problem, the content component of the future social workers readiness for socio-pedagogical support of motherhood and childhood includes a system of general professional knowledge regarding the essence, purpose, principles, tasks, methods and technologies of socio-pedagogical support of motherhood and childhood; socio-legal knowledge about the main directions of social policy development and social support of mother and child; integrated subject knowledge about the specifics of social work with this category of clients; methodical knowledge about the socio-pedagogical support of motherhood and childhood technology usage.

The operational component, as defined by T. Solovei and M. Tchaikovsky, is the ability to perform specific professional tasks of socio-pedagogical activity, to solve socio-pedagogical situations, to perform search and research activities (Solovei T., M. Tchaikovsky M., 2013, p 220–224). The operational component of the readiness of future social workers/social pedagogues for socio-pedagogical support of motherhood and childhood characterizes students' ability to use methods and technologies in practice in the field of socio-pedagogical support of motherhood and childhood in the process of professional activity in social institutions.

We consider it necessary to note that the research involves a clear study of criteria set and indicators, which are used to study the dynamics of the phenomenon under research. In this regard, the work presents its own criteria characteristics, indicators and levels of readiness of social workers/social pedagogues for socio-pedagogical support of motherhood and childhood.

Our scientific research proved that it is impossible to study all the criteria of such a complex phenomenon as the preparation of a social worker/social pedagogue for socio-pedagogical support of motherhood and childhood within the limits of a separate research.

Moreover, the preparation for socio-pedagogical support of motherhood and childhood within the framework of diagnostic work is aimed at author's course implementation «Social-pedagogical support of motherhood and childhood in Ukraine: theory and practice» into the educational process of higher education institutions. Thus, the main criteria for assessing the readiness of a future social worker/social pedagogue for socio-pedagogical support of motherhood and



childhood became: motivational, contentual, operational, adapted for the researched phenomenon study. Let's outline the main indicators of the criteria defined by us.

The main indicators of the motivational criteria of the readiness of a social worker/social pedagogue for socio-pedagogical support of motherhood and childhood are:

- the need to master the skills and abilities of applying forms, methods, technologies of socio-pedagogical support of motherhood and childhood;
- creative potential realization need in the field of socio-pedagogical support of motherhood and childhood;
- professional abilities, knowledge and skills improvement need in the field of socio-pedagogical support of motherhood and childhood;
- professional assistance provision need to target categories in the field of socio-pedagogical support of motherhood and childhood.

The main indicators of the content criteria of the readiness of a social worker/social pedagogue for socio-pedagogical support of motherhood and childhood are:

- completeness of knowledge from the cycle of general preparation (history of Ukrainian culture, philosophy, religious studies, etc.);
- knowledge fullness from the cycle of professional preparation (social-pedagogical, historical-pedagogical, psychological, etc.);
- completeness of special knowledge from the cycle of professional preparation (history of socio-pedagogical support of motherhood and childhood in Ukraine and abroad;
- theoretical and practical principles of socio-pedagogical support of motherhood and childhood; main implementation mechanisms (forms, methods, means, innovative technologies) of social-pedagogical support of motherhood and childhood, etc.).

Note that despite the fact that the first and second groups are part of the general professional knowledge system of social workers/social pedagogues, they do not have an obvious interdependence with the researched problem. Therefore, in the process of further research, we will dwell in detail on special knowledge.

The scientific expediency of the operational criteria research is confirmed by the works of A. Derkach, N. Kuzmina, and others. Scientists who identify five main groups of skills that are fundamental in the structure of socio-pedagogical activity: gnostic, projective, constructive, communicative and organizational. Let's analyze the essential characteristics of skills from each of the named groups in the context of our research. Indicators of the operational criteria are the ability to:

gnostic:

- carry out a holistic analysis of the sphere of socio-pedagogical support of motherhood and childhood;
- to highlight essential connections between phenomena, objects in the sphere of socio-pedagogical support of motherhood and childhood;
- to independently analyze the course of one's own socio-pedagogical activity and its results; proectual:
- outline prospective goals and objectives of the sphere of socio-pedagogical support of motherhood and childhood;
- predict the content, forms, methods, means that ensure the readiness of the social worker/social pedagogue for socio-pedagogical support of motherhood and childhood;

constructive:

- to develop a program of socio-pedagogical support for motherhood and childhood in accordance with the client's situation and needs;
- specify tasks, forms, methods of socio-pedagogical support of motherhood and childhood;
- use innovative technologies of socio-pedagogical support of motherhood and childhood; communicative:
- effectively use the means of verbal and non-verbal communication in the field of socio-pedagogical support of motherhood and childhood;
- teach future social workers/social pedagogues forms, methods, means of communicative interaction in the field of socio-pedagogical support of motherhood and childhood; organizational:
- step-by-step implementation of the program of socio-pedagogical support for motherhood and childhood in accordance with the client's situation and needs;
- to organize search activities to update problematic educational information of socio-pedagogical support of motherhood and childhood;
- to implement forms, methods, means of socio-pedagogical support of motherhood and childhood.

So, we defined and characterized the criteria and indicators of the readiness of a social worker/social pedagogue for socio-pedagogical support of motherhood and childhood: motivational, contentual and operational, which are consistent with each other and provide a basis for levels of readiness determination of a social worker/social pedagogue for socio-pedagogical support support for motherhood and childhood: high, medium, low. A high level of readiness of a social worker/social pedagogue for social-pedagogical support of motherhood and childhood is characterized by the following features: positive motivation for social-pedagogical activity in the field of social-pedagogical support of motherhood and childhood; perseverance in tasks solving in the field of socio-pedagogical support of motherhood and childhood; persistent interest in socio-pedagogical activity in the field of social-pedagogical support of motherhood and childhood; excellent knowledge of socio-pedagogical, psychological and historical-pedagogical disciplines; desire for



self-improvement, self-expression, self-actualization in the profession; conscious understanding of the importance of the future profession; readiness to overcome difficulties and perform tasks in standard and non-standard situations in the field of socio-pedagogical support of motherhood and childhood; the ability to independently evaluate the results of personal actions.

The average level is characterized by the following indicators: narrowly focused motivation for socio-pedagogical activity in the field of socio-pedagogical support of motherhood and childhood; the unstable character of perseverance in task solving in the field of socio-pedagogical support of motherhood and childhood; mediocre interest in the sphere of social and pedagogical support of motherhood and childhood; fragmentary knowledge of socio-pedagogical, psychological and historical-pedagogical disciplines; sufficient awareness of the importance of the future profession; the ability to independently evaluate the results of personal actions.

A low level is determined by the following indicators: lack of motivation for socio-pedagogical activity in the field of socio-pedagogical support of motherhood and childhood; episodic interest in socio-pedagogical activity in the field of social-pedagogical support of motherhood and childhood; low level of knowledge in socio-pedagogical, psychological and historical-pedagogical disciplines; superficial awareness of the importance of the future profession; lack of desire for self-improvement, self-expression, self-actualization in the profession and the ability to independently evaluate the results of personal actions. On the basis of the defined criteria corresponding to the structural components of the readiness of a social worker/social pedagogue (motivational, contextual, operational), a qualitative and quantitative analysis of the researched phenomenon was conducted. The determined criteria and indicators became the basis for the development and implementation of the author's course for future social workers/social pedagogues «Social-pedagogical support of motherhood and childhood: theory and practice».

Verification of the feasibility of author's course using in the preparation of future social workers/social pedagogues for socio-pedagogical support of motherhood and childhood in Ukraine was carried out at the control stage of the experiment by comparing and analyzing the obtained data of EG and CG (Table 1, Fig. 1).

Table 1

Readiness Dynamics of social sphere experts for socio-pedagogical support of motherhood and childhood in Ukraine (results of the final stage of the research, in %)

Criteria	Levels											
	High				Medium				Low			
	CG		EG		CG		EG		CG		EG	
	before	after	to	after	to	after	to	after	to	after	to	after
Motivational	12,43	12,82	12,44	26,36	36,32	36,66	36,34	53,15	51,25	50,52	51,22	20,49
Contextual	14,42	14,85	14,45	27,98	44,31	44,82	44,36	56,96	41,27	40,33	41,19	15,06
Operational	11,57	12,30	11,31	6,42	36,21	37,15	36,63	51,1	52,22	50,55	52,06	22,48

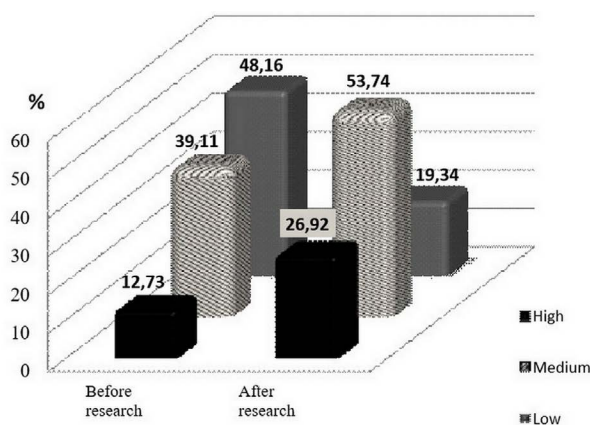


Fig. 1. Dynamics of the distribution of EG students according to the indicator of readiness for socio-pedagogical support of motherhood and childhood in Ukraine (average indicator).

So, the final stage of the study proved the superiority of the relevant indicators of EG over CG.



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the work presents the characteristics of criteria, indicators of readiness of social sphere experts for socio-pedagogical support of motherhood and childhood in Ukraine. Based on the selected criteria and indicators, three levels of readiness of social workers/social pedagogues for socio-pedagogical support of motherhood and childhood in Ukraine are distinguished (high, medium, low). The results of the work became the basis for the development and implementation of the author's elective course «Social-pedagogical support of motherhood and childhood: theory and practice», which has practical significance and perspective for the feasibility of use in future social workers/social pedagogues preparation for socio-pedagogical support of motherhood and childhood in Ukraine. The results of the research showed that at the final stage, the averaged quantitative indicators of a high level according to three criteria increased in EG to 26.92% (against 12.73% at the beginning of the diagnostic work) and in CG - to 13.32% (against 12.81% at the beginning of diagnostic work); average - up to 53.74% (against 39.11% at the beginning of diagnostic work) in EG and up to 39.54% (against 38.95% at the beginning of diagnostic work) in KG. Low-level indicators in EG are 19.34% (versus 48.16% at the beginning of diagnostic work) and 47.13% (versus 48.25% at the beginning of diagnostic work) in KG. The processing of the obtained results confirmed the statistical positive dynamics. The author's course developed and implemented has practical significance and perspective for the feasibility of use in preparation future social workers/social pedagogues for socio-pedagogical support of motherhood and childhood in Ukraine.

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**Оксана Трухан,**

асистент кафедри англійської філології,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Trukhan,

Assistant Professor at English Philology Department,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

oksana.trykhan@pnu.edu.ua

ORCID 0000-0002-6024-4758

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**СВІТОВА ЛІТЕРАТУРА КІНЦЯ ХХ – ПОЧАТКУ ХХІ СТОРІЧЧЯ
ЯК ЧИННИК ФОРМУВАННЯ ІСТОРИЧНОЇ ПАМ'ЯТІ МАЙБУТНІХ УЧИТЕЛІВ**

Анотація. Зазначено, що художня література в силу різних причин втрачає свою виховну роль з-поміж майбутніх учителів, а певний виховний потенціал сучасної зарубіжної літератури практично невідомий студентству. Доведено, що ефективним засобом виховання духовності, національно-патріотичних почуттів, історичної пам'яті в майбутніх учителів може стати сучасна зарубіжна література, у якій актуалізовано українську проблематику. Зацікавлення зарубіжних авторів Україною, її історичним минулим, порушення важливих проблем національної ідентичності, історичної пам'яті українців є стимулом для студентів ознайомитися із цими творами, глибоко прочитати їх. Об'єктом вивчення може стати роман "Чорнобильська молитва: хроніка майбутнього" письменниці-нобеліантки Світлани Алексієвич, що має українське коріння, а також Таїси Бондар (роман "В ім'я Отця і Сина"), Івана Шамякіна (роман "Зла зірка"), американської письменниці Айрін Забитко ("Невміте небо"), що репрезентує діаспорну літературу, роман ірландського письменника Дарра МакКеона «Все тверде розчиняється в повітрі», твір французького ілюстратора Еммануеля Лепаж "Одна весна в Чорнобилі", публіцистика американсько-англійського науковця Сергія Плохія ("Чорнобиль. Історія ядерної катастрофи") та ін. Цих авторів тематично об'єднує аварія на Чорнобильській АЕС, яку вони зображують як катастрофу, що має світовий масштаб, як національну трагедію українців, величезну психологічну травму для людей. Письменники підкреслюють: вибух на ЧАЕС трапився не лише через нехтування правилами безпеки й проблемами з конструкцією реактора, помилки персоналу, а й великою мірою через тодішню суспільно-політичну систему, авторитарний режим. Сьогодні, як ніколи, ці проблеми актуальні, насамперед з огляду на події, які відбувалися на Чорнобильській АЕС унаслідок вторгнення туди російських військ, є велика загроза повторення цієї катастрофи. Тому художні, мистецькі та публіцистичні твори «чорнобильського дискурсу» повинні бути уважно й по-новому прочитані сучасним читачем, щоб не допустити повторення чорнобильського лиха. Ці уроки Чорнобиля не можна забувати й у жодному випадку не допустити до таких подій сьогодні. Така проблематика чи не найбільше здатна формувати національну пам'ять юнацтва, формувати національну свідомість та високі духовні цінності.

Ключові слова: сучасна зарубіжна література, майбутні вчителі, історична пам'ять, виховання, чорнобильська тема, письменники.

**THE LATE XXTH AND EARLY XXIST CENTURY WORLD LITERATURE AS A
FACTOR IN SHAPING THE HISTORICAL MEMORY OF FUTURE TEACHERS**

Abstract. It is noted that fiction for various reasons loses its educational role among future teachers, and a certain educational potential of modern world literature is virtually unfamiliar to students. It has been proved that modern foreign literature, which actualizes Ukrainian issues, can become an effective means of educating spirituality, national-patriotic feelings and historical memory in future teachers. The interest of foreign authors in Ukraine, its historical past, raising of important issues of national identity, historical memory of Ukrainians is a stimulus for students to get acquainted with these literary works and to read them deeply. The object of study may be the novel "Chernobyl Prayer: A Chronicle of the Future" by the Nobel Prize-winning writer Svetlana Alexievich, as well as Taisa Bondar (the novel "In the Name of the Father and the Son"), Ivan Shamyakin (the novel "The Evil Star"), the American writer Irene Zabytko ("The Sky Unwashed"), representing diaspora literature, the novel by the Irish writer Darragh McKeon "All That is Solid Melts into Air", the literary work of the French illustrator Emmanuel Lepage "Springtime in Chernobyl", journalism of the American-English scholar Serhii Plokyh ("Chernobyl: The History of a Nuclear Catastrophe") and others. These authors are thematically united by the Chernobyl accident, which they portray as a global catastrophe, as a national tragedy of Ukrainians, a huge psychological trauma for people. The writers emphasize that the Chernobyl explosion happened not only due to neglect of safety rules, problems with the construction of the reactor or staff errors, but also largely due to the socio-political system and the authoritarian regime of those times. Today, more than ever, these problems are urgent, especially taking into consideration the events that took place at the Chernobyl nuclear power plant as a result of the invasion of Russian troops. Unfortunately, there is a great threat of a repeat of this catastrophe. Therefore, the artistic and journalistic works of the "Chernobyl discourse" must be read carefully and in a new way, in order to prevent a recurrence of the Chernobyl disaster. The lessons of Chernobyl must not be



forgotten and should never be allowed to happen today. Such issues are perhaps the most capable of shaping the national memory of youth, national consciousness and high spiritual values.

Keywords: modern world literature, future teachers, historical memory, education, Chernobyl discourse, writers.

INTRODUCTION

The problem formulation. With the beginning of the era of digitalization, intensive development of informatization of society, students' interest in reading fiction has sharply decreased. It has affected the appropriate level of existing linguistic and literary competencies of future professionals in the field of education. We consider reading culture not only as an integral part of the professional profile of the future teacher, but also as a factor in the development of his spiritual world. The book in any form (traditional or electronic) remains a source of culture and has an educational function. Today, educators need to look for new methods and forms of actualization of reading by children and youth, as the decline of literary development of the individual may be one of the factors of humanitarian catastrophe, the signs of which are already quite clear. These realities should be alarming; teachers should accept them as those that seriously correct the established pedagogical ideas. In addition, common mistakes in educational practice are that there are still widespread conversations about the love of reading and books, calls to read fiction instead of organizing systematic reading activities of students, including their acquaintance with a wide and diverse range of modern books, promotion of reading in the process of extracurricular work. Finally, the creation of a rich reading environment within the institution of higher education, where everyone: both teachers and students read books and actively promote them, where the need for books is constant. It is now scientifically proven that the first guarantor of the love of reading is the knowledge of a wide range of books, including pedagogical content (Bilavych, & Rozman, 2016).

In our opinion, the leading role can be played by modern popular works by foreign authors, dedicated to Ukraine. They are characterized by thematic and genre diversity, pedagogical relevance (reflection of important socio-political, socio-economic, cultural, educational or historical events, human relations, relations of parents and children, images of antisocial phenomena, the formation of the inner world of the individual, the formation of spiritual, moral and Christian qualities, education of patriotism, national consciousness, historical memory, etc.), deep folk wisdom and morality, great artistic and aesthetic value, artistic excellence and more. Thus, such works can be called artistic textbooks on pedagogy, where there is everything: a deep meaning, described methods and means of education, including folk pedagogy, and so on.

One of the effective means of forming the spiritual world of students can be modern world literature, which actualizes Ukrainian issues. We are convinced that the interest of foreign authors in our state, its historical past, raising of important issues of national identity, historical memory of Ukrainians is a stimulus for students to get acquainted with these works, to read them deeply. Under such conditions, fiction becomes a factor that can expand students' knowledge of Ukraine, its past, cultivate a sense of patriotism, national dignity, and, finally, expand readers' horizon, form the literary competence of future teachers and more. Under such conditions, fiction becomes the initial stage that will encourage students to further deeper knowledge of literature as an art form.

Analysis of recent research and publications. Despite the fact that scholars (Belarusian writers, 1994; Bilavych, & Rozman, 2016; Chambers, & Gregory, 2006; Collie, & Slater, 2001) are actively studying the impact of fiction on personality development, the formation of literary competence of future professionals, improving literary education. However, researchers did not study the scientific problem raised in the title of the article separately.

THE AIM AND RESEARCH TASKS

The purpose of the article – to analyze the educational potential of literary works of modern world literature as a factor in the formation of spiritual values and historical memory in future teachers.

RESEARCH METHODS

Using empirical methods (questionnaires, interviews, observations), we studied the position of fiction in the system of student inquiries, its role in the spiritual development of the individual, as well as future teachers' knowledge of modern foreign fiction and reflecting of modern pedagogical problems in it. General scientific methods (analysis, synthesis, generalization), as well as comparative analysis, the method of historical retrospective made it possible to study the problem of reflecting historical events in Ukraine in the late twentieth century in modern world literature and to highlight the educational problems that are raised by writers in their literary works, including historical memory, national self-identification, human dignity, patriotism, high moral values, the cult of motherhood, spirituality, etc.

RESULTS OF THE RESEARCH

A number of conclusions are made after conducting a study in 2021 at Vasyl Stefanyk Precarpathian National University. The research had the task to analyze the place and role of fiction in the system of student inquiries and spiritual development of personality, as well as to determine the knowledge of future teachers about modern foreign fiction with reflection of modern pedagogical problems in it. Thus, answering the question "How do you spend your free time?", only 57% of students said they were willing to read fiction. On the one hand, all respondents believe that fiction has "great educational value", and fully agree that the book is a means of education, on the other hand, most of them (70%) could not give examples of modern works of art, which raised the issues of education. Students are also unfamiliar with modern foreign writers who write about Ukraine. Therefore, fiction for various reasons loses its educational role among future teachers, and a certain educational potential of modern world literature is virtually unknown to students.

In view of this, it is necessary to acquaint future teachers with some literary works of modern world literature, in which the Ukrainian issue is actualized. For example, the object of study may be the work of the Belarusian Nobel laureate



Svetlana Aleksievich (the novel "Chernobyl Prayer: A Chronicle of the Future") (Alexievich, 1998). The writer has Ukrainian roots (born in 1948 in Stanislav (now Ivano-Frankivsk)) in a family of teachers: her Belarusian father taught history and a Ukrainian mother - German (Everything you need to know about Svetlana Alexievich), the American writer Irene Zabytko (the novel "The Sky Unwashed") (Zabytko, 2000), representing diaspora literature, the graphic novel by the French illustrator Emmanuel Lepage "Springtime in Chernobyl" (Lepazh, 2020), the American-English scholar Serhii Plokyh (journalistic work "Chernobyl: The History of a Nuclear Catastrophe") (Plokyh, 2019) and other authors. In this regard, it is appropriate to focus students' attention on these and other writers in the course of studying world literature.

It is important to convey the information that foreign writers of the twentieth century often paid their attention to Ukraine. An important place in the world literary process is occupied by Ukrainian writers of the diaspora, who, as a result of long residence abroad, were bilingual and wrote literary works not only in Ukrainian but also in the language of the country of residence. For example, Roman Baboval, who wrote in Ukrainian and French, Yuriy Tarnawsky (officially George Orest Tarnawsky), who wrote in English. The children of Ukrainian emigrants often integrated into the new society and adopted the language of their new homeland, some of which gained considerable recognition. These are, for example, the writers Andreas Okopenko and George Shcherbanenko (Giorgio Scerbanenko). Ukrainian themes are present in the works of Askold Melnychuk, Oleksandr Motyl and Janice Kulyk Keefer, who write in English. Maryna Levytska's English-language satirical novel "A Short History of Tractors in Ukrainian", dedicated to the lives of Ukrainian emigrants, has gained international recognition and has been translated into many languages, including Ukrainian. In 2013 a German-speaking writer from Kyiv Katya Petrovska won the Ingeborg Bachmann Prize for the novel "Maybe Esther". Thanks to their good command of other languages, the Ukrainians of diaspora also translated Ukrainian literary works and popularized them abroad. The translators were: Vira Vovk (she translated from Portuguese into Ukrainian), Marco Carynyk into English, Constantin-Henry Andrusyshen into German, and others. (Emigration literature, 2007). The new generation of English-speaking writers from the Ukrainian diaspora in Canada and the United States is represented by Askold Melnychuk and Irene Zabytko. The Ukrainian motives are used by such American writers as Jonathan Safran Foer ("Everything is illuminated") and by Claire Messud ("A Simple Tale"). The information about these writers, acquaintance with their works - is an important means of enriching modern students with such qualities as patriotism and national pride.

Despite the fact that Irene Zabytko represents modern US literature, and Svitlana Alexievich - Belarusian literature, the works of these writers have much in common. First of all, they are thematically united by the Chernobyl theme: it is a novel by S. Alexievich "Chernobyl Prayer: A Chronicle of the Future" (Alexievich, 1998) and the work "The Sky Unwashed" by I. Zabytko (Zabytko, 2000), which was included in the New York Times bestseller lists (Irene Zabytko: There are many biographies of Hohol), is written in English and not yet translated in Ukraine, the book has become a notable event in English literature. Both novels are important in terms of the issues raised and the functions they perform in the development of the world community: humanity must know about the Chernobyl disaster, remember it to prevent this; humanity must take care of spirituality, the absolute values on which human civilization is based. We consider these books to be of a strong spiritual and educational value. Here are some arguments (this is discussed in more detail in our publication (Trukhan, 2012)).

First of all, it should be noted that the "Chernobyl discourse" is well developed in Belarusian literature (Belarusian writers, 1994). The backbone of such literature is represented by well-known names: Taisa Bondar's novel "In the Name of the Father and the Son" (Bondar, 2000), which depicts the last days of life of an elderly woman Paraskeva, living alone in a village in the exclusion zone, Ivan Shamyakin's novel "The Evil Star" (Shamyakin, 1993), where the stories of human destinies related to the war in Afghanistan and the Chernobyl accident are intertwined. The characters are victims of the war and the accident that arose from the sins of their parents. In our opinion, this problem is most deeply reflected in the work of S. Alexievich "Chernobyl Prayer: A Chronicle of the Future", written in 1997. According to the author, "this is not a book about Chernobyl, but about the world of Chernobyl: reconstruction of feelings, not events" (Alexievich, 1998, p. 24). The text of the work consists of stories of people ("voices"), who witnessed the explosion of the fourth reactor at the NPP, participants of the rescue operation, the consequences of the explosion and those who lived in Prypiat. This chorus of "voices", which is the cry of the human soul, recreates a large-scale tragic picture of the event itself, and its impact on the future of people, especially the fate of the mother. She appears in the literary work as a woman - rescuer: a mother who snatches a hopelessly ill child from the web of death, a wife who selflessly fights for the survival of her husband - liquidator, a nurse whose desperation overcomes the fear of being hit by incompatible doses of radiation, etc. (Trukhan, 2012). The novel "The Sky Unwashed" by A. Zabytko highlights this issue by portraying female characters in traditional areas: family and home life, love, maternal love, the search for harmony in relationships, high marital feelings, etc. (Trukhan, 2012). Unrestrained desire for motherhood is a characteristic of the women interviewed by S. Alexievich. They ignore the warnings of doctors and still dare to give birth, are fighting for the opportunity to live in seemingly utopian circumstances. The theme of boundless maternal love sounds especially powerful in both works. In Irene Zabytko's novel "The Sky Unwashed" Maria Petrenko's suffering near the deathbed of her son Yurko is likened to the mental anguish of Saint Mary, walking through Golgotha with her Son.

Students should also pay attention to the archetype of the house, which is presented in the novels, as an important means of educating love for the native land, the formation of historical memory. In Irene Zabytko's novel the return of five women to their native village of Opachychi, which is now in the "exclusion zone", is symbolic. Self-settled women, not finding themselves in Kyiv, adjust their way of life on their own - cultivate the land, overcome bureaucratic obstacles, serve the liturgy, cure each other's diseases, bury one another. The theme of self-settlers is also present in the work "Chernobyl Prayer: A Chronicle of the Future" by S. Alexievich. In depicting women who are full of inner suffering, the authors focus



on rethinking many philosophical questions: the meaning of human existence, death, reappraisal of eternal and temporal values, the heroines argue on social issues, revealing an active social position.

In the course of studying foreign literature by future teachers, we emphasize: the novel "Chernobyl Prayer" by S. Alexievich became so famous and popular in the world literary process that a number of authors, representatives of the "Chernobyl discourse" actively use numerous quotes from the book of the Belarusian author, build their stories on the testimonies of her heroes and depict the temper of their characters. It helps them to depict realistic atmosphere of Soviet era. These include the Irish writer Darragh McKeon "All That Is Solid Melts into Air" (McKeon, 2014), a graphic novel (comic book) by French artist Emmanuel Lepage "Springtime in Chernobyl" (Lepage, 2020).

In order to better understand the issues raised in the works that were taken for analysis, it is worth introducing the book "Chernobyl. The History of the Nuclear Catastrophe" by renowned scientist Serhii Plokyh (Plokyh 2019) to the students. This literary work is the first journalistic chronicle of the history of the Chernobyl disaster from the explosion on April 26, 1986 to the closure of Chernobyl in December 2000. The book does not belong to fiction, but we mention this book because the author, a well-known American and English scientist, a director of the Harvard Ukrainian Research Institute, talks in detail about the versions that caused one of the greatest man-made disasters in human history and in the history of nuclear energy, highlighting some little-known facts. The research will continue to be the subject not only of scientific but also of literary and artistic understanding. Serhii Plokyh claims that Chernobyl is not only a global catastrophe, it is first of all a national tragedy of Ukrainians, a huge psychological trauma for people, a heavy burden for the Ukrainian economy. The explosion at the nuclear power plant happened not only due to neglect of safety rules and problems with the construction of the reactor, staff errors, but also largely due to the socio-political system, authoritarian regime, which shielded nuclear energy with a veil of secrecy. Therefore, these problems are urgent, especially taking into consideration the events that took place at the Chernobyl nuclear power plant as a result of the invasion of Russian troops. Thus, the artistic and journalistic works of the "Chernobyl discourse" must be carefully and deeply read and analyzed to prevent a recurrence of the Chernobyl disaster. These lessons of Chernobyl must not be forgotten and should never be allowed to happen today.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Modern world literature, which actualizes Ukrainian issues, can become an effective means of educating spirituality, national-patriotic feelings, and historical memory of future teachers. The interest of foreign authors in Ukraine, its historical past, raising of important problems of national identity, historical memory of Ukrainians is an incentive for students to get acquainted with these works, to read them deeply. The object of study may be the literary work of the Belarusian Nobel Prize-winning writer Svetlana Alexievich, who has Ukrainian roots (a novel "Chernobyl Prayer: A Chronicle of the Future"), an American writer Irene Zabytko ("The Sky Unwashed"), representing diaspora literature, a novel by the Irish writer Darragh McKeon "All That Is Solid Melts into Air", a graphic novel (comic book) by French artist Emmanuel Lepage "Springtime in Chernobyl", the journalism of an American-English scientist Serhii Plokyh ("Chernobyl. The History of the Nuclear Catastrophe") and others. These authors are thematically united by the Chernobyl accident, which they portray as a global catastrophe, as a national tragedy of Ukrainians, a huge psychological trauma for people. The artistic and journalistic works of the Chernobyl discourse must be carefully read by young people to prevent a recurrence of the Chernobyl disaster. Such issues are perhaps the most capable of shaping the national memory of students.

The formation of readers' interests of future teachers by means of modern literature needs further research.

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Chapter III. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Галина Борин,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Galyna Boryn,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

boryngv@ukr.net

ORCID 0000-0002-7274-3896

УДК 377:37.011.3

КУЛЬТУРОЛОГІЧНИЙ ПІДХІД У ФОРМУВАННІ ГОТОВНОСТІ МАЙБУТНІХ ВИХОВАТЕЛІВ ДО ТВОРЧОЇ ХУДОЖНЬО-КОНСТРУКТИВНОЇ ДІЯЛЬНОСТІ З ДОШКІЛЬНИКАМИ

Анотація. Статтю присвячено аналізу етноестетичному складнику культурологічного підходу в процесі підготовки майбутніх вихователів до керівництва творчою художньо-конструктивною діяльністю дітей дошкільного віку. Особливу увагу зосереджено на тому, що вдосконалення підготовки майбутніх вихователів до виховання дітей дошкільного віку пов'язано з відродженням культурно-освітньої місії закладу вищої освіти, налагодженням тих освітніх взаємовідносин, які передбачають єдність форм, методів і засобів духовного та творчого розвитку майбутніх педагогів. Наголошено, що в основу культурологічного підходу покладено систему ціннісного відношення до соціального оточення, до самого себе. У сучасній педагогічній науці культурологічний підхід є методологією, в основу якого – педагогіка гуманізму, він передбачає формування майбутньої особистості у відповідних історико-культурних умовах життя, розвитку, освіти.

З'ясовано, що підготовка майбутніх вихователів закладів дошкільної освіти є перманентним едукативним процесом, зміст якої узгоджується українським суспільством. В основі означеного процесу – звичаї та традиції українського народу, орієнтування на національні взірці народного мистецтва. Уточнено, що естетизацію освітнього процесу в закладі вищої освіти зорієнтовано на використання тих форм і методів, які сприяють становленню педагогічної культури здобувача освіти засобами мистецтва. Українське народне мистецтво, проникаючи у зміст навчання студентів, забезпечує можливості задля всебічного гармонійного розвитку майбутнього вихователя, сприяє реалізації його творчого потенціалу. Розглянуто процедури реалізації етноестетичного компоненту культурологічного підходу під час художньо-конструктивної діяльності здобувачів освіти у закладі вищої освіти з активізацією таких характеристик: цілісність і субсенсорність (надчутливість) сприйняття світу, синергія, образність, асоціативність, чутливість мислення, здатність до анімізму.

Ключові слова: культурологічний підхід, художньо-конструктивна діяльність, освітній процес, заклад дошкільної освіти, етноестетичний компонент, професійна підготовка, заклад вищої освіти, здобувачі освіти, діти дошкільного віку.

CULTURAL APPROACH IN SHAPING THE READINESS OF FUTURE EDUCATORS FOR CREATIVE ARTISTIC AND CONSTRUCTIVE ACTIVITY WITH PRESCHOOLERS

Abstract. The article is devoted to the analysis of the ethno-aesthetic component of the cultural approach in the process of preparation of future educators for the management of creative artistic and constructive activity of preschool children. Particular attention is paid to the fact that improving the training of future educators for the upbringing of preschool children is related to the revival of the cultural and educational mission of a higher education institution, establishing those educational relationships that provide for the unity of forms, methods and means of spiritual and creative development of future teachers. It is emphasized that the basis of the cultural approach is the system of value attitude to the social environment, to itself. In modern pedagogical science, the cultural approach is a methodology, which is based on the pedagogy of humanism, it involves the formation of a future personality in the relevant historical and cultural conditions of life, development, education.

It has been found that the preparation of future educators of preschool education institutions is a permanent edging process, the content of which is agreed by ukrainian society. At the heart of this process - customs and traditions of the Ukrainian people, orientation on national models of folk art. It is clarified that the aesthetization of the educational process in the higher education institution is focused on the use of those forms and methods that contribute to the formation of pedagogical culture of the applicant with the means of art. Ukrainian folk art, penetrating the content of students' learning, provides opportunities for the comprehensive harmonious development of the future tutor, promotes the realization of his creative potential. The procedures for the implementation of the ethno-aesthetic component of the cultural approach during the artistic and constructive activity of education applicants in higher education with the activation of the following



characteristics are considered: integrity and sub-sensory (hypersensitivity) of the perception of the world, synergy, imagery, association, sensitivity.

Keywords: cultural approach, artistic and constructive activity, educational process, preschool education institution, ethnoesthetic component, professional training, higher education institution, education applicants, preschool children.

INTRODUCTION

The problem formulation. In a difficult period of complicated historical events, characterized by the struggle for independence, national-cultural and legal assertion of statehood, the task of restructuring society, the strengthening of the foundations of its spiritual culture. Improvement of the training of future educators for the upbringing of preschool children is associated with the revival of the cultural and educational mission of the institution of higher education, the establishment of those educational relationships that provide the unity of forms, methods and means of spiritual and creative development of future teachers. The basis of these processes is based on the formation of the basic professional culture of the applicant of education, the education of its ability to perceive works of art, the formation of high aesthetic ideals, cultural needs, the development of cultural self-knowledge.

Improvement of methodological bases of pedagogical activity, professional mobility and creative activity require students' ability to perceive and introduce innovative pedagogical experience. The cultural approach involves mastering the future teacher of general and professional-pedagogical culture, assimilation of relevant pedagogical theories, technologies, values, because in its future professional practice it will implement the cultural functions of the national education system.

Analysis of recent research and publications. In modern pedagogical science, the cultural approach is a methodology, which is based on the pedagogy of humanism. This approach involves the formation of a future personality in the relevant historical and cultural conditions of life, development, education. The basis of the cultural approach is the system of value attitude to the social environment, to itself. The peculiarities of the formation of the methodological culture of the future teacher are covered in the studies of O. Abdulina, I. Beha, V. Bondar, G. Valeyev, I. Ziazun, O. Moroz, V. Slastionina, N. Khmel. The issue of improving the aesthetic and cultural education of preschool children is covered in the scientific achievements of scientists M. Dubovik, M. Kardashov, N. Kirichenko, V. Kotlyar, I. Likkova, O. Sukhorukova, L. Sirchenko. The peculiarities of the influence of decorative and crafts on the formation of the future personality of preschoolers are devoted to research by scientists O. Botyuk, L. Kaluska, M. Kirichenko, T. Yeskova, S. Lavrynenko, L. Sirchenko, L. Dikidanova. The problems of using the means of science in working with children of preschool age are covered in the studies of L. Artemova, G. Belyynko, A. Bogush, N. Lysenko, E. Lozynskaya. Scientists substantiate the theoretical foundations of national science, methodological aspects of familiarization of children with Ukrainian folklore, national culture, art, state and national symbols, life, holidays, customs, rituals, games, toys, folk crafts and arts.

Scientific intelligence indicates that the ethnoesthetic component of the cultural approach in the preparation of future teachers for the leadership of creative artistic and constructive activity of preschool children has not been sufficiently investigated and requires further scientific developments.

THE AIM AND RESEARCH TASKS - analysis of the ethno-aesthetic component of the cultural approach in the process of preparation of future educators for the leadership of creative artistic and constructive activity of preschool children.

RESEARCH METHODS

Elaboration of scientific sources and modern approaches to the problem of applying a cultural approach in higher education institution; Analysis, generalization, synthesis and systematization of scientists in order to distinguish the ethnoesthetic aspect of a cultural approach in the professional training of future educators for creative artistic and constructive activity with preschool children.

RESEARCH RESULTS

The essence of the methodology of the cultural approach is in the study of the spiritual world of the individual in the context of its socio-cultural existence. As a specific scientific methodology of cognition, the cultural approach is based on the value paradigm and is conditioned by the objective connection of the applicant with the culture and system of values of society and contains the ethnic part of the culture of the native land. The preparation of future educators of preschool education institutions is a permanent ecclesiastical process, the content of which is consistent with ukrainian society. At the heart of this process - customs and traditions of the ukrainian people, orientation on national models of folk art. The aesthetization of the educational process in the institution of higher education is focused on the use of those forms and methods that contribute to the formation of pedagogical culture of the applicant with the means of art. Ukrainian folk art, penetrating the content of students' learning, provides opportunities for the comprehensive harmonious development of the future tutor, promotes the realization of his creative potential. Education of personality on the centuries-old experience of their people, traditions of applied art, imbued with centuries-old educational folk wisdom. Therefore, future educators should master pedagogical skills in the guidance of artistic and constructive activity of children using the traditions of ukrainian folk arts and crafts.

Future educators should aim that teaching children to produce useful, affordable (taking into account their age characteristics) use, contribute to the enrichment of the spiritual world of the child, nurture a desire to work creatively. The use of these ethno-aesthetic means contributes to the formation of ideas about culture, life, traditions, customs, rituals of the native people; familiarity with the spiritual and material values of the family and the people, with the



connection of man with past and future generations as the basics of national consciousness, which is the foundation of national-patriotic education.

Educators should form a willingness to familiarize children (in an accessible form) with aesthetic value, history, traditions, symbols of works of different types of arts and crafts, which conveys aesthetic ideals, features national manifestations. Particular attention is paid to this aspect of the selective discipline «Decorative arts and fundamentals of design». Her students master in the sixth semester: they get acquainted with different types of decorative art of Ukraine, master practical skills in the production. They paint products in the techniques of Petrikov, Opishnansky, Yavoriv and other paintings. According to T. Yeskova, the peculiarities of the professional training of future educators in the specified line «should be considered in the psychological-pedagogical and art aspects of creativity» (Yeskova T., 2018, pp. 5). In particular, the scientist advises during the teaching of the discipline «Decorative arts and fundamentals of design» to use cross-curricular connections.

It is well known that the personality develops on the basis of the system of cultural values acquired by it and, at the same time, brings new ones, creating its own elements of culture. The cultural approach is important for the development of humanistic pedagogical foundations, since it is based on the idea of human-centrism, which is based on its object, the value of a person as a person, is based on the recognition of personality rights, his free creative development in accordance with natural abilities. Of great importance in the professional training of future educators in the designated aspect should be given to a folk toy, which is an integral part of the organization of educational process in the institution lifestyle in general. Due to its naturalness, elegance of forms, variety of possibilities of natural materials, symbolism and perfection of aesthetic properties, Ukrainian folk toys develop the inner world of the child, aesthetic taste, evoke a sense of belonging to their people, its history, form national consciousness.

The acquisition of future educators of ethnoaesthetic experience is carried out by means of folk pedagogy, ethno-pedagogy, ethnoaesthetics. Artistic and constructive training of future teachers, despite significant achievements in this field, should be directed to the readiness of education applicants to familiarize children with folk crafts and crafts: Easter eggs, embroidery, pottery, weaving; formation of ability to demonstrate the peculiarities of the implementation of unique folk paintings in the variety of their patterns; mastering the stages of manufacturing products, displaying the uniqueness of each product. It is also important to develop the ability of future educators to aim preschoolers to create their own compositions, to develop creative abilities, to cultivate observation, attentiveness, respect and a caring attitude to the traditions, customs and rituals of their people.

Works of folk art are used in the design of the interior and exterior of the preschool education institution, they are introduced to the classes, used for the independent visual activity of children. It is important that familiarization with works of art is accompanied by stories about their origin, purpose, accents on the brightness, colorfulness and originality of paintings and images. This will contribute to the desire of children to create and decorate household items. It should be borne in mind that the aesthetics of life, as an ethno-aesthetic tool, contributes to an awareness of the child of the beauty of the surrounding reality, the education of it the desire to create and protect it. The aesthetic design of the group room of the institution of preschool education is determined by the requirements for the protection of life and promotion of health of children, the content of educational work, the tasks of artistic and aesthetic development. It is important that the design of the premises is stylistic, facilitated with the life of their people. Therefore, the interior of the preschool education institution should contain beautiful embroideries, wrapping, woven carpets, carved items of daily use, folk ceramics, folk toys. This contributes to the development of aesthetic preferences, patriotism, diligence.

We believe that the preparation of students for the organization of artistic and constructive activity with children of preschool age should be based on the support of ethno-pedagogy. Such work should be organized on the basis of the interconnections of folk-pedagogical experience with the manifestations of artistic and aesthetic activity of the students themselves, the level of their awareness in the field of folk art, the attachment for creative self-realization. Involvement of preschool children in folk crafts, decorative and crafts, promotes the education of worthy citizens of their country, who are able to respect representatives of different cultures, be aware goodwill, compassion, courage and more.

We agree with the ideas of N. Shevchenko on the need to take into account the set of interrelated pedagogical conditions by the tutor in order to efficiency of use of ethnoaesthetic means in the practice of preschool education institution, in particular:

- adherence to the criteria of accessibility, multifunctionality, aesthetics, emotional saturation and personal significance of ethno-aesthetic means for the child in the process of their choice;
- systematicity, consistency, purposefulness of using ethnoaesthetic material;
- the study of elements of science should be supported by the family, be diverse and multidimensional (Shevchenko N., 2015);
- satisfaction with the relationship with the teacher and children, the results of joint activity, which is ensured by the caregiver's attention to each child, a demonstration of respect for her and a friendly attitude to her activity; belief in the ability of the child, creating a situation of success;
- use in the design of the premises of the institution of preschool education and in various activities of elements of folk life and art;
- motivation of children by the teacher for creative activity, their support, encouragement.

It is well known that the involvement of preschoolers in the works of Ukrainian folk decorative art forms an artistic taste, a sense of beautiful, contains an ethno-aesthetic component, because it fosters a love for the traditions of their native land, encourages children to create on the example of folk craftsmen. Traditional folk stylized motifs of artistic products are quite affordable and interesting for the reproduction of preschoolers with decorative drawing, applique, sculpting, decoration of children by their own.



In order to activate students' mental activity and involve them in the perception of the best examples of folk craftsmen, it is necessary to use a special form of training, which is based on practical actions of display and demonstration, creative solution of a certain cognitive and problematic pedagogical problem-master class. Thus, on the eve of Easter holidays, students have the opportunity to learn to produce different types of easter eggs while participating in a creative master class that takes place in the art museum; get acquainted with the peculiarities of egg decoration with different materials; master the most famous practical techniques for the production of easter eggs; they create easter souvenirs on their own, which during the holidays will be able to give relatives. Participation in such workshops is a very useful process for future preschool specialists, because it gives them the opportunity to join the spiritual treasury of the ukrainian people, to combine their theoretical knowledge of the courses «Fundamentals of fine arts with the method of management of imagery of children», «Decorative and applied art», «Art work and basics of design» with practical activities. Children of products they make on their own.

The organization of artistic and constructive activity of education applicants during practical classes occurs with the activation of the following characteristics: integrity and sub-sensory (hypersensitivity) of the perception of the world, synergy, imagery, associative, sensitivity of thinking, ability to animism. It is also important to consider traditional and innovative (including the integration of humanities and neuro sciences) technology of creative development of children. It should be borne in mind that the development of individual creative abilities of preschool children occurs against the background of general development in the process of specially organized classes, characterized not only by artistic and aesthetic skills, but also by depth and force of interest, conscious attitude to the quality-constructive activity. This is facilitated by the creation of an appropriate environment, a successful selection of tools and methods of working with children that would contribute to the aesthetic development of the surrounding reality, its reflection in their own creative activity. The development of the tasks will help students to reveal their creative abilities necessary in working with children, will promote the improvement of artistic and constructive skills. It is also necessary to direct the future caregivers to the conclusion that in folk pedagogy of great importance the ethno -aesthetic essence of labor education was given through the involvement of children in different types of crafts: wooden and earthenware, carved products, embroidery, weaving, etc. It should be borne in mind that the nervous system of older preschool children is characterized by the plasticity of the nervous system. Therefore, the sensitivity to the beauty of art is deeply rooted, which creates at the same time favorable conditions for the aesthetic development of the future personality, taking into account the ethnic environment in which he resides.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The institution of higher education becomes the educational environment in which the permanent cultural development of the student is carried out, the experience of cultural behavior is improved, cultural self-identification is expressed and personal creative potential is realized. The use of a cultural approach in the process of preparing future educators for the leadership of creative artistic and constructive activity of preschool children will contribute to the involvement of students in pedagogical reflection of their own artistic and aesthetic potentials on the basis of the latest ideas of psychological and pedagogical sciences. We believe that it is on the ethnoesthetic foundations that the latest technologies of artistic and constructive activity of children become deeper. The artistic and constructive development of preschoolers on the basis of ethnoesthetics necessitates the formation of a student's ethno-pedagogical culture, immersion in the element of folk crafts, decorative and crafts (embroidery, weaving, carpet, cutting, wilting, vicetting). Education applicant should learn the forms and methods of formation of ethnoesthetic culture of preschool children, to understand the essential characteristics of the national culture of the Ukrainian people, to learn to use the latest educational technologies for the sake of artistic and aesthetic development of children in symbiosis with folk-pedagogical means.

Our further scientific intelligence is planned to devote to the characteristics of pedagogical conditions for the preparation of future educators for the management of creative artistic and constructive activity of preschool children by means of pedagogical practice.

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Уляна Борис,

кандидат педагогічних наук, викладач,

Коломийський педагогічний фаховий коледж Івано-Франківської обласної ради (м. Коломия, Україна)

Uliana Borys,

Candidate of Pedagogical Sciences, Lecturer,

Kolomyia Pedagogical Professional College of the Ivano-Frankivsk Region (Kolomyia, Ukraine)

ulaborus333@gmail.com

ORCID ID 0000-0002-2670-8061

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ФОРМУВАННЯ ПРИРОДОЗНАВЧОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ ЗА УМОВ ПЕДАГОГІЧНОГО ФАХОВОГО КОЛЕДЖУ

Анотація. У статті розкрито особливості формування природознавчої компетентності майбутніх учителів початкової школи як основу професійної підготовки. У системі фахової підготовки майбутніх учителів початкових класів чільне місце відводиться природничо-науковій освіті. Зазначено, що впровадження Державного стандарту початкової загальної освіти в Україні, зокрема виокремлення в ньому освітньої галузі «Природознавство», ставить перед закладами вищої освіти нові завдання щодо вдосконалення та підвищення якості професійної підготовки майбутніх учителів початкової школи. Саме вчителі-початківці закладають основи природознавчої компетентності учнів і забезпечують формування тих понять і уявлень, які в процесі подальшого навчання слугуватимуть базою для вивчення предметів природничо-наукової підготовки (біологія, хімія, географія, фізика, астрономія). Формування природознавчої компетентності майбутнього вчителя здійснюється в процесі вивчення природничих дисциплін, зокрема «Основ природознавства», «Методики навчання природничої освітньої галузі» та інших предметів. Зроблено висновок, що з-поміж ключових завдань професійної підготовки студентів – забезпечення належного рівня теоретичних знань із методики викладання освітньої галузі «Природознавство»; розвиток практично-методичних умінь; оволодіння вміннями правильно добирати методи, прийоми та засоби навчання в процесі розробки планів-конспектів уроків природознавства; формування педагогічних навичок до організації та керування процесом навчання на уроках природознавства та ін. Під час вивчення цих курсів підготовка майбутніх учителів початкових класів здійснюється через три етапи: теоретичний, лабораторно-практичний, навчально-дослідницький. Проаналізовано види практик (навчально-польова, педагогічна). Схарактеризовано навчально-дослідницьку роботу в системі професійної підготовки майбутніх учителів початкових класів. Наведено приклади формування природознавчої компетентності майбутніх учителів початкової школи в Коломийському педагогічному фаховому коледжі Івано-Франківської обласної ради.

Ключові слова: компетентність, природознавча компетентність, педагогічні умови, навчальні тренінги, інтегрований курс «Я досліджую світ», професійна підготовка.

FORMATION OF THE FUTURE PRIMARY SCHOOLTEACHERS' SCIENCE COMPETENCE UNDER THE CONDITIONS OF THE PEDAGOGICAL PROFESSIONAL COLLEGE

Abstract. The article reveals the peculiarities of the formation of future primary school teachers' science competence as a basis for professional training. In the system of future primary school teachers' professional training, a prominent place is given to natural science education. It is noted that the implementation of the State Standard of Primary General Education in Ukraine, in particular the separation of the educational field "Natural Science", poses new tasks for higher education institutions to improve the quality of future primary school teachers' professional training. It is novice teachers who lay the foundations of students' natural science competence and ensure the formation of those concepts and ideas, which in the process of further education will serve as a basis for studying the subjects of science training (biology, chemistry, geography, physics, astronomy). The formation of the future teachers' science competence is carried out in the process of studying natural sciences, in particular "Basics of Natural Science", "Methods of Teaching of Natural Science" and other subjects. It is concluded that among the key tasks of students' professional training is ensuring the appropriate level of theoretical knowledge in the teaching methodology of "Natural Science"; development of practical and methodical skills; mastering the skills to correctly select methods, techniques and means of learning in the process of developing plans-summaries of natural science lessons; formation of pedagogical skills for organizing and managing the learning process in natural science lessons, etc. During these courses, future primary school teachers' training is carried out through three stages: theoretical, laboratory-practical, educational-research. Types of practices (educational field, pedagogical) are analyzed. The educational and research work in the system of future primary school teachers' professional training is characterized. Examples of the formation of future primary school teachers' natural science competence in the Kolomyia Pedagogical College of the Ivano-Frankivsk Regional Council are given.

Keywords: competence, scientific competence, pedagogical conditions, educational trainings, integrated course "I Explore the World", professional training.



INTRODUCTION

The problem formulation. One of the priority tasks of education reform in Ukraine is the development of personnel potential, the training of specialists who are ready to competently perform professional tasks, to implement new educational strategies in practice. Considering the priorities of modern education, there is a need to train educated, intellectual, moral, constructive and practical people capable of cooperation. Completing this important task increases the responsibility of pedagogical educational institutions for the quality of future teacher training. The problem of the formation of professional competences and the formation of the creative personality of the future primary school teacher is not new in itself, but its relevance under the modern conditions of secondary education reform is growing significantly.

The implementation of the State standard of primary education in Ukraine (State Standard of Primary Education, 2018) and the separation of the educational field "Natural Science" sets new tasks for higher education institutions to improve the quality of future primary school teachers' professional training, who lay the foundations of natural science competence students and ensure the formation of concepts and ideas that serve as a basis for studying the subjects of natural science training (Biology, Chemistry, Geography, Physics, Astronomy) in basic and senior (high) specialized schools. Therefore, the future primary school teacher needs to acquire a thorough science education, which contributes to deep knowledge and understanding of the surrounding world, ensures the formation of key life positions and the vision of a person's place in nature, the need for self-education and professional growth (Volohata, 2018).

Analysis of recent research and publications. The professional training of the future primary school teacher for the formation of science competence in students is considered in the scientific publications of researchers: T. Baibara, A. Balokha, N. Bibik, O. Bida, K. Volokhata, T. Hilberg, L. Horobets, L. Koval, N. Kononenko, N. Lutsan, L. Narochna, T. Oleksenko, I. Sichko, T. Filimonova, G. Chernenko and others.

Thus, A. Balokha (Balokha, 2017), K. Volohata (Volohata, 2018), T. Filimonova (Filimonova, 2022), researching the problem of science competence as a component of the professional training of future primary school teachers, emphasize that under the science competence of a primary school teacher school is understood as an integrated personality quality, which is manifested in the ability to carry out activities based on knowledge, abilities, skills, values and experience acquired by future specialists in the process of studying natural science disciplines, and also show the importance of the natural science competence of the future primary school teacher as an important component of the teacher's professional training.

THE AIM AND RESEARCH TASKS

The purpose of the article is to reveal the peculiarities of the formation of future primary school teachers' natural science competence as the basis of professional training under the conditions of a pedagogical college.

RESEARCH METHODS

To achieve this goal, theoretical research methods are used, including analysis and synthesis of research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research.

RESULTS OF THE RESEARCH

The task of higher education institutions is to prepare the future primary school teacher in accordance with the competence approach, which will enable him/her in his /her further professional activity to form natural science educational competencies in younger schoolchildren, thus, will ensure the process of becoming a competitive specialist.

The formation of the natural science competence of the future teacher in the pedagogical professional college is carried out in the process of studying natural sciences, in particular "Fundamentals of Natural Science" and "Teaching Methodology in the Field of Natural Science Education". The main tasks of the course are: to ensure the appropriate level of students' theoretical knowledge in teaching methods of the educational field "Natural Science"; develop practical and methodical skills; to master the skills of choosing the right methods, techniques and means of learning in the process of developing plans-summaries of natural science lessons; to form pedagogical skills of the future teacher to organize and manage the learning process in natural science lessons. During this course, the training of future primary school teachers is carried out through three stages: theoretical, laboratory-practical, educational-research. Scientist H. Chernenko singles out and substantiates three stages of future primary school teachers training for the formation of natural science competence in younger schoolchildren: theoretical, laboratory-practical and independent-creative (Chernenko, 2012).

At the first stage, students are formed, generalized and systematized natural knowledge in the course "Fundamentals of Natural Science", which affects the theoretical component of natural science competence and future teachers' training for teaching the natural component in the integrated course "I Explore the World" in the primary school. It is worth noting that the field of natural science education integrates the theoretical foundations of the following subjects: Physical Geography, Local History, Botany, Zoology, Geography of Ukraine, ecology. Each of the named disciplines provides targeted theoretical preparation of the future teacher for teaching natural science to younger schoolchildren and, at the same time, contributes to the formation of natural science competence in them, which enables the future specialist to implement the educational branch of "Natural Science" in the primary school, in accordance with the State Standard of Primary General Education.

Studying the course "Fundamentals of Natural Science", students learn basic physical and geographical concepts, they develop a clear idea of the relationship between geographical objects, natural and territorial complexes of Ukraine, processes, and natural phenomena. In addition, students acquire practical skills to navigate the terrain, sum up observations of nature, investigate the properties of rocks and soil, describe the flora and fauna of their area, perform practical work with geographic maps, a globe, and tellurium. Studying Botany, students get acquainted with the variety of plant forms, their relationships in nature, plant protection, seasonal phenomena in the life of plants. In the process of studying Zoology, special attention is paid to the ecological direction of the educational material, as well as to the peculiarities of life, diversity and environment of animals in nature.



By mastering the subject "Teaching Methodology in the Field of Natural Science Education", students acquire theoretical knowledge. During the study of the methodology of teaching natural science, future teachers develop holistic ideas about the content, methods, techniques, forms and means of teaching natural science in the elementary school. Among the methods of activating the educational and cognitive activity of future teachers, the most effective are interactive, partially research-based, problem-based, research methods and project-based learning technologies. An important task for students is not only to know the essence and methods of applying these teaching methods, but also to implement them in practice in primary school.

Under the conditions of wide use of interactive tools in the educational process of natural science, the requirements for the professional training of the teacher are growing significantly. In addition to the basic knowledge required for the implementation of pedagogical activities, the teacher must master the basics of working with a modern computer, be able to use information and telecommunication technologies and the capabilities of the Internet network to achieve defined educational goals, and master new organizational forms of educational activities. During lectures, we consider the use of interactive technologies as one of the ways to activate students' cognitive activity. It is they who play an important role in the learning process, as they stimulate the cognitive activity of students and enable its development at all levels (knowledge, understanding, application, rating). Students get acquainted with the method of using interactive technologies during educational trainings for the professional training of future primary school teachers. The Pedagogical College has developed a system of training classes that provide students with familiarization with the Concept of the New Ukrainian School, the principles of the State Standard of Primary Education, the formation of skills in the application of the activity approach during the study of the integrated course "I Explore the World", familiarization with innovative technologies in the process of forming naturalistic competence in younger schoolchildren.

Conducting educational trainings as a group form of organizing students' active learning makes it possible to maximally involve them in analytical work, connecting theory and practice, helps to increase their interest and motivation, and activate their mental activity.

The laboratory-practical stage is characterized by the formation of the readiness of future primary school teachers to organize and conduct lessons "I Explore the World". The topic of practical classes allows students to improve, expand, consolidate and learn to creatively reproduce the acquired theoretical knowledge regarding the formation of natural concepts in younger schoolchildren. In laboratory classes, students carry out scientific substantiation of the educational program in the educational field "Natural Science" and the textbooks "I Explore the World"; develop the calendar planning of the lessons "I Explore the World"; learn to choose effective methods and means of learning, taking into account the topic and purpose of the lessons; develop detailed notes on natural science lessons; acquire knowledge about innovative approaches to teaching in primary school (personally oriented, game, project technologies, information and communication tools, individual and collective forms of activity, interactive exercises, research workshops, mini-projects, creative projects, demonstration experiments, problem-based approach).

Practice is one of the most important components of the professional training system of the future specialist. It is a connecting link between a student's theoretical education and his future independent activity. An appropriate role in the formation of natural science competences in future elementary school teachers is played by educational field practice in the educational discipline "Fundamentals of Natural Science", which contributes to the practical consolidation of theoretical knowledge acquired during the study of the course, implements the combination of studying nature with practical activities, and forms a careful attitude to the environment. The purpose of educational and field practice in natural history and local history is: deepening and expanding students' knowledge acquired by students in the process of studying the theoretical course and creative use of this knowledge in practice; equipping with the skills and abilities of conducting observations in nature, collecting and processing natural material; training of future specialists to organize and conduct excursions into nature; instilling in students a careful attitude to the nature of their native land and familiarizing them with the techniques and methods of nature conservation activities.

Educational field practice in natural history and local history is a mandatory link of the educational process in the system of higher education in the natural science field. Its key tasks are the development of holistic scientific thinking, according to the modern natural concept, about the interrelationships of the organization of all components of nature, about the dependence of human economic activity on the surrounding natural environment, and about anthropogenic influence on the environment; consolidation of theoretical knowledge acquired by students during classroom classes on "Fundamentals of Natural Science"; study and recognition of natural biodiversity, taking into account the influence of local conditions; development of observational skills of natural processes and phenomena; mastering the methods of conducting field research; mastering the skills and abilities necessary for conducting independent research work with natural objects.

Pedagogical practice is an integral component of the educational process in the "Teaching Methodology in the Field of Natural Science Education". It provides a combination of theoretical training of future teachers with their practical activities in educational institutions, contributes to the formation of a creative attitude of the future specialist to pedagogical activity and determines the degree of his professional suitability and the level of pedagogical orientation. The activity of students during the period of pedagogical practice is an analogue of the professional activity of a teacher, which is carried out under the real conditions of work of educational institutions. Students have the opportunity to feel themselves in the future workplace of a teacher, consolidate the theoretical knowledge acquired in college in the form of practical skills, gain some experience working in a teaching team and show their level of theoretical training, apply knowledge of school programs and textbooks to organize and implement the educational process schoolchildren, the ability to use innovative and informational and communicative learning technologies, to master modern pedagogical learning technologies and the advanced pedagogical experience of secondary school teachers in the city and region. The task of this practice is to acquaint students with the



specifics future profession, acquisition of primary professional skills and skills in professional disciplines ("Fundamentals of Natural Science", "Teaching Methodology in the Field of Natural Science Education", etc.). Students master the practical skills of working with methodical and scientific literature, form the ability to prepare and conduct lessons of various types from the integrated course "I Explore the World" in elementary school, under the guidance of a methodist teacher, learn to optimally select, combine and coordinate methods, means and forms of education with natural sciences, to select educational material in accordance with the tasks of the lesson and the psychological and pedagogical characteristics of younger students. The formation of professional competence of students in the process of pedagogical practice depends on the creation of a system of practical training and the organization of pedagogical practice in accordance with the content and tasks of training future teachers of the educational field "Natural Science".

Educational and research work in the system of professional training of future primary school teachers is of great importance as a factor in the formation of the future teacher's personality, since the cognitive activity of college students is based on independent, close to research activity. Educational and research work in the educational process of natural science is carried out in order to stimulate and interest students in learning outcomes and objective assessment of knowledge in natural science methods; self-control and verification of own knowledge is carried out. Students independently compile a methodical folder that contains educational and methodical material for the "I Explore the World" lessons, prepare their own portfolio.

Traditionally, for many years, the Kolomyia Pedagogical College of the Ivano-Frankivsk Regional Council has held a competition of pedagogical excellence in the teaching methodology of science education, in which third-year students participate. Preparation for it is the creativity of students, all that they have acquired in the process of theoretical training, during practical and laboratory classes, they have the opportunity to implement precisely during this action. Usually, competitive lessons differ in methodical and pedagogical literacy, artistry, and creativity. For students, this is a school of pedagogical excellence. The final of the competition is a real celebration that leaves an unforgettable mark in the memory of future primary school teachers. The organic interweaving of students' research work into the educational process contributes to their deep mastery of the program material, improvement of their professional training, ensures involvement in scientific creativity, and significantly increases the level of student scientific works. So, for example, college students participate in annual scientific conferences that take place at the institution of higher education, as well as in all-Ukrainian scientific forums, where they present meaningful and relevant reports ("The use of indoor plants in the lessons of "I Explore the World" in elementary school", "Formation of elementary meteorological ideas and concepts" at the lessons "I Explore the World" in primary schools", "Formation of elementary astronomical ideas and concepts" at the lessons "I Explore the World" in elementary schools", "Project education of younger schoolchildren" at the lessons "I Explore the World", etc.). These and other forms of education ensure the success of professional training of future primary school teachers.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Today, the problem of the formation of professional competences and the formation of a creative personality of the future primary school teacher is becoming actualized. It is novice teachers who lay the foundations of students' natural science competence and ensure the formation of those concepts and ideas, which in the process of further education will serve as a basis for studying the subjects of natural science training (biology, chemistry, geography, physics, astronomy). An important area of primary school teacher training under the conditions of a professional pedagogical college is the theoretical and methodological foundations of pedagogical education. The formation of the future teachers' natural science competence is carried out in the process of studying natural sciences, in particular "Basics of Natural Science", "Methods of Teaching in the Field of Natural Science Education" and other subjects. Among the key tasks of students professional training is ensuring the appropriate level of theoretical knowledge in teaching methods of the educational field "Natural Science"; development of practical and methodical skills; mastering the skills to correctly select methods, techniques and means of learning in the process of developing plans-summaries of natural science lessons; formation of pedagogical skills for organizing and managing the learning process in natural science lessons, etc. During the study of these courses, the training of future primary school teachers is carried out through three stages: theoretical, laboratory-practical, educational-research. Therefore, the future primary school teacher must have theoretical knowledge and practical skills; know the contents of programs and textbooks "I Explore the World" (grades 1-4); have innovative approaches; to know the essence and methodology of using new technologies in the educational process during the formation of natural concepts in younger schoolchildren, etc.

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**Любомира Ілійчук,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Liubomyra Iliichuk,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

liubomyra.iliichuk@pnu.edu.ua

ORCID 0000-0003-4274-6903

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СТУДЕНТОЦЕНТРОВАНИЙ ПІДХІД У СИСТЕМІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

Анотація. У сучасних умовах розбудови вищої освіти в Україні актуалізується питання реалізації ідеї студентоцентризму як необхідного складника системи забезпечення якості професійної підготовки майбутніх фахівців. У статті розглянуто особливості реалізації студентоцентрованого підходу як системоутворювального принципу організації освітнього середовища закладу вищої освіти в умовах сучасних освітніх реалій. Проаналізовано та систематизовано основні ідеї студентоцентризму як підходу до організації освітнього процесу відповідно до його складових, визначених Законом України «Про вищу освіту». Розглянуто процедури реалізації студентоцентрованого підходу відповідно до вимог Стандартів та рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти. Здійснено контекстний аналіз студентоцентризму як характерної ознаки вищої освіти, на основі якого виокремлено суспільний (цивілізаційний), філософський, соціальний, психологічний, педагогічний, управлінський та особистісний аспекти означеного феномену. З'ясовано необхідність створення освітнього середовища, орієнтованого на задоволення потреб та інтересів здобувачів вищої освіти. Розкрито роль ідеї студентоцентризму у проектуванні освітнього середовища закладу вищої освіти. З'ясовано, що студентоцентроване освітнє середовище являє собою сукупність взаємопов'язаних різнобічних умов реалізації освітніх потреб та інтересів студентів, до яких належить система інтелектуально-комунікативних, організаційних, навчально-методичних, інформаційних, технологічних, матеріально-технічних ресурсів ЗВО. Наголошено, що реалізація студентоцентрованого підходу окреслює шляхи проектування освітнього середовища сучасного університету, орієнтованого на постійний розвиток і самовдосконалення майбутнього фахівця, що є необхідною умовою забезпечення якості вищої освіти в Україні.

Ключові слова: студентоцентризм, студентоцентрований підхід, освітній процес, освітнє середовище, професійна підготовка, якість вищої освіти.

STUDENT-CENTERED APPROACH IN THE SYSTEM OF QUALITY ASSURANCE OF PROFESSIONAL TRAINING OF FUTURE PROFESSIONALS

Abstract. In the current conditions of development of higher education in Ukraine the question of realization of the idea of student-centeredness as a necessary component of the system of quality assurance of professional training of future specialists is actualized. The article considers the peculiarities of the student-centered approach as a system-forming principle of the organization of the educational environment of a higher education institution in the conditions of modern educational realities. The main ideas of student-centeredness as an approach to the organization of the educational process in accordance with its components, defined by the Law of Ukraine «On Higher Education» are analyzed and systematized. Procedures for implementing a student-centered approach in accordance with the requirements of Standards and Recommendations for Quality Assurance in the European Higher Education Area are considered. A contextual analysis of student-centeredness as a characteristic feature of higher education is carried out, on the basis of which the social (civilizational), philosophical, social, psychological, pedagogical, managerial and personal aspects of this phenomenon are distinguished. The need to create an educational environment focused on meeting the needs and interests of higher education students has been identified. The role of the idea of student-centeredness in designing the educational environment of a higher education institution is revealed. It was found that the student-centered educational environment is a set of interrelated diverse conditions for the realization of educational needs and interests of students, which includes a system of intellectual and communicative, organizational, educational, informational, technological, material and technical resources. It is emphasized that the implementation of student-centered approach outlines ways to design the educational environment of a modern university, focused on continuous development and self-improvement of future professionals, which is a necessary condition for ensuring the quality of higher education in Ukraine.

Keywords: student-centeredness, student-centered approach, educational process, educational environment, professional training, quality of higher education.



INTRODUCTION

The problem formulation. Ensuring the quality of higher education is a key condition for the formation of the intellectual potential of society, socio-economic and innovative development of the state. This raises the issue of compliance of the level of development of higher education in Ukraine with world standards, improving the quality of education and teaching in higher education institutions, improving the training of competitive professionals in the labor market. Today the development of higher education in the country is carried out through integration into the European Higher Education Area, which provides for harmonization of national and international legislation in the field of functioning and interaction of higher education systems, modernization of educational activities of modern universities (Ilichuk L., 2022, p. 125).

One of the important trends in the development of the European Higher Education Area is the introduction of a student-centered approach, which plays a crucial role in shaping the professional and personal qualities of applicants necessary for further successful life. Student-centeredness, as a modern philosophy of educational activity, requires a new perception and interpretation of values that should dominate in modern European HEIs, as well as changes in the existing concept of educational environment to a student-centered model focused on students, their special academic needs, previous experience and vision career path in the labor market. Therefore, the implementation of the ideas of student-centeredness is a necessary condition for ensuring the quality of training of competitive professionals capable of self-development and self-realization in professional activities and personal life.

Analysis of recent research and publications. The issue of introducing the idea of student-centeredness in the educational environment of higher education institutions has recently been widely discussed by the academic community. Understanding the philosophical aspect of this problem through the prism of human-centeredness is represented by the scientific works of V. Andrushchenko, I. Ziaziun, V. Kremen, S. Klepko, V. Lutai, O. Kulyk, Yu. Rashkevych. Theoretical and methodological principles of the student-centered approach are studied by I. Babyn, V. Zakharchenko, T. Kuprii, V. Luhovyi, O. Martynchuk, A. Melnychenko, A. Stavytskyi, S. Stepanenko, Zh. Talanova, O. Sharov, A. Shudlota etc.

In modern scientific research the peculiarities of realization of student-centered approach in the system of quality management of professional training of future specialists (M. Boiko, S. Hlikman, N. Sosnytska) are revealed; the analysis of the phenomenon of the student-centered educational environment and its resources in the institution of higher education is carried out (O. Zablotska, I. Nikolaieva); student centrism is considered as a factor in improving the quality of educational services (A. Kolot, M. Chumak); the peculiarities of the organization of the educational process on the basis of partnership and respect, based on the subject-subject relations of teachers and students (T. Ravchyna, H. Shemeliuk) are determined; methods of student-centered teaching and learning are characterized (O. Palamarchuk); the aspect analysis of student-centeredness as a characteristic feature of modern university education is carried out and the conditions of efficiency of its realization are revealed (I. Kliuchkovska, I. Kozlovskaya, M. Opachko). At the same time, further attention needs to be paid to the implementation of the student-centered approach in freelance education, the creation and design of a student-centered educational environment as an important condition for ensuring the quality of professional training of higher education seekers.

AIM AND TASKS RESEARCH – to carry out an aspect analysis of student-centeredness as a characteristic feature of modern university education and to reveal the features of the student-centered approach in higher education institutions as a necessary condition for ensuring the quality of professional training of future professionals.

RESEARCH METHODS: study of normative documents, scientific sources and modern approaches to solving the problem of student-centered approach in higher education institutions; analysis, synthesis, generalization and systematization to highlight various aspects of the idea of student-centeredness; modeling and forecasting of strategic directions of development of modern university and ensuring the quality of training of future specialists in the design of student-centered educational environment.

RESULTS OF THE RESEARCH

In the context of increasing competition in the provision of educational services, the need to improve the system of internal quality assurance in higher education is outlined. In this context, it is advisable to focus on modern institutional tools and innovative approaches that can provide quality training for highly qualified professionals in demand in the labor market. One of such tools is student-centeredness, which involves expanding the rights and opportunities of higher education, developing new approaches to teaching and learning, improving educational programs in the context of implementing a competency-based approach in higher education, designing a student-centered educational environment.

The relevance of implementing a student-centered approach is outlined in the European Union's Higher Education Agenda (Paris Communiqué, 2018), Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015). These strategic documents emphasize the need to involve students in decision-making in the management of a modern higher education institution, in particular to improve the educational process, create a developing educational environment, develop procedures for evaluating and monitoring the quality of higher education. Implementation of the idea of student-centeredness increases the opportunities of higher education students in choosing educational programs, forming individual educational trajectories, providing quality and easily accessible educational resources and student support, creating conditions for the formation of competencies necessary for successful life.

The signing of the Bologna Declaration by Ukraine contributed to the study and understanding of European trends in higher education and the intensification of scientific research to develop ways to reform it in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Important in this context



is the TUNING project (Tuning educational structures in Europe), initiated by European universities with the support of the European Commission (Tuning Educational Structures in Europe, 2000). The project aims to form a common methodology for comparability and compatibility of levels and content of educational programs in different subject areas of higher education. Its main goal is to develop fundamentally new approaches to the creation, improvement, implementation, evaluation and improvement of educational programs. One of such approaches is the student-centered approach as a new paradigm of higher education, which should be taken into account in the process of ensuring the quality of professional training of future professionals.

The introduction of world standards for the quality and functioning of higher education is one of the main trends in its transformation. Implementation of ESG standards and the TUNING project contributes to improving the quality of higher education in the European Education Area, ensures compliance with common approaches to the quality assurance system of teaching and learning at European, national and institutional levels, recognition of mobility within national borders and beyond, quality assurance mechanisms and procedures in the European Higher Education Area. The main requirements for building a quality management system are outlined in the international standards ISO 9001 and ISO 21001, which define quality indicators aimed at developing, implementing and ensuring the functioning of effective quality management systems (Vorobyova O., Horokhova M., Ilichuk L., Tverezovska N., Drachuk O., Artemchuk L., 2022).

Formally and legally, student-centeredness in Ukraine is defined by the Law of Ukraine «On Higher Education», which proclaims its implementation mainly through the development of internal systems for ensuring the quality of higher education in the HEI. The document characterizes student-centeredness as an approach to the organization of the educational process, which involves encouraging applicants for higher education to the role of autonomous and responsible actors in the educational process; creating an educational environment focused on meeting the needs and interests of students, in particular providing opportunities for the formation of individual educational trajectory; building the educational process on the basis of mutual respect and partnership between participants in the educational process (Law of Ukraine «On Higher Education», 2014). Approval at the legislative level of the idea of student-centeredness in higher education is a natural embodiment of the declarations proclaimed and adopted by Ukraine in the context of the Bologna Process.

A systematic approach to the implementation of student-centeredness as a phenomenon that takes place in the environment of higher education, involves its consideration in various aspects: social (civilization), philosophical, social, psychological, pedagogical, managerial and personal (Opachko M., Kozlovskaya I., Kliuchkovskaya I., 2021, pp. 130-131).

The social aspect of student-centeredness determines the basis on which educational processes are carried out in higher education. It characterizes the vector of development, the dynamics of combining the individual components of the educational space into integrated structures. Without directly affecting the problem of student-centeredness, this aspect determines the financial and economic, managerial and innovative mechanisms for its solution.

The philosophical aspect encourages the analysis of the possibilities of philosophical concepts in revealing the nature of student-centeredness as a philosophical phenomenon that is part of the philosophical paradigm of human-centeredness. In the formation of the philosophy of student-centrism plays a crucial role in anthropology – the philosophical doctrine of human nature, and axiology, in particular, axiologization of education (education as a personal, social and state value, as evidenced by the statutory right to education; human self-esteem object of the pedagogical process).

The social aspect of the problem of student-centeredness is determined by the ability of society to ensure the implementation of its cross-cutting ideas. It is a question of the organization of social and human rights support of life of applicants, satisfaction of their social needs, civil rights, financial and economic and legal and legal inquiries. It provides for ensuring the rights and freedoms of student youth, equal access to education and educational programs, information resources, academic mobility, as well as medical, legal, health, leisure, information services that accompany the educational activities of the HEI. This aspect of student-centeredness consists in the development of civic, national and spiritual forces of the individual on the basis of democratic and pluralistic values, the establishment in the educational environment of the ideals of tolerance and political correctness.

The psychological aspect of student-centeredness covers situations related to both the «inner» world of the individual (the system of basic values of the individual and their correlation with universal and national) and the «external» (system of individual attitudes, environment, work and study, politics and public life). In this context, student-centeredness focuses on the harmonization of personal connections that accompany the processes of learning, adaptation and becoming a future specialist. The focus is on the development of intellectual, personal and professional qualities that ensure the self-realization of students in the educational environment of HEI, the ability to predict and design an individual trajectory of personal and professional development and self-improvement. The psychological aspect of student-centeredness is to mobilize the internal potential resources of the individual to establish effective interaction with the participants of the educational process, stakeholders, employers, representatives of youth and public organizations, etc. in various areas: classroom and extracurricular activities, research and creative centers, volunteer actions and other spiritual and moral events.

The pedagogical aspect of student-centeredness lies in the features of the organization of student-centered approach to learning as the implementation of values that help to establish human-centeredness in education, develop innovative thinking, creativity and initiative of applicants. The potential of humanistic pedagogical values becomes the basis for changing the thinking and system of teachers' attitudes towards students as carriers of a new worldview



and worldview. This aspect outlines the student-centered approach to the development and creation of educational programs, their content; determination of criteria for assessing the academic achievements of applicants and their consistency with methods, forms and means of learning, program results and competencies; introduction of innovative educational technologies and use of the potential of individual educational trajectories for personal and professional development of students; using the opportunities of pedagogical practices for the development of creativity and self-realization of students; study and implementation of advanced pedagogical experience, increasing the index of skills of teachers, etc. The pedagogical context adjusts to the establishment of the pedagogy of cooperation, partnership, co-creation with the use of the potential for dialogue and respect for the individual.

The managerial aspect in the context of student-centeredness serves as a link between students and other participants in the educational environment. Management at the administrative level involves the participation of student representatives in the councils of faculties and universities, the creation of the student council as the highest collegial governing body, the student union and student societies. The individual level of management involves the use of teachers to manage the development of student personality by means of discipline by stimulating activity, differentiated approach and individualization of tasks, involving applicants in project activities, participation in competitions and creative contests, consulting and partner support in research activities. control over issues of academic integrity, etc.

The personal aspect of student-centeredness reflects the personal history of growing up, including the transformation of values, development of cognitive abilities, gaining experience of emotional and value attitudes to the world and behavior in different situations. The nature of this aspect of student-centeredness in the involvement of figures (primarily teachers, mentors, representatives of scientific and pedagogical and socio-spiritual centers) who inspire, guide, serve as a positive example and example for reproduction; to the process (acquisition of knowledge, improvement of skills and abilities, development of research skills, ways of reproducing samples and producing creative ideas); to oneself (the desire to understand oneself, to preserve one's individuality and uniqueness, awareness of one's place and purpose in the system of existing and future connections, personal responsibility for one's own actions and deeds).

The student-centered approach in higher education is based on the idea of providing future professionals with a «chance to get first place in the labor market», increase their «value» in employers, thus meeting the current needs of the latter (Rashkevych Yu., 2014, p. 17). Its implementation is carried out primarily through the development of educational programs focused on the formation of competencies and learning outcomes, taking into account the needs and interests of higher education, giving them greater opportunities in choosing the content, pace, method and place of study (National Education Glossary, 2014, p. 61). In addition, the concept of student-centeredness is realized through student-centered learning, which involves active cognitive activity of applicants, increasing responsibility for their own learning. Student-centered learning is based on a competency-based model of educational activities, which involves creating a favorable educational environment that can ensure the formation of professional and personal qualities of future professionals needed for further life, on the basis of equality and mutual respect.

Student-centered educational environment from the standpoint of a systematic approach is seen as a system created in the world (global level), country (regional level), higher education institution (local level) interconnected diverse conditions for meeting the educational needs of students, quality higher education and competitiveness in the labor market. At the local level of the student-centered educational environment, such conditions include a system of HEI focused on meeting the educational and other needs and interests of higher education seekers, including:

- intellectual and communicative (the presence of a high scientific, cultural and professional level of scientific and pedagogical workers; the predominance of dialogical style of interpersonal communication; the functioning of socio-psychological services);
- organizational (students can choose an individual educational trajectory, including educational programs, electives, research topics, bases of practice; availability of a convenient schedule; regulation of the content and quality of education through participation of applicants in the work of academic councils, educational and methodological commissions development and updating of educational programs, procedures for ensuring the quality of higher education; systematic monitoring of the quality of educational services);
- educational and methodical (development and use of modern educational programs, curricula, varied programs of disciplines, syllabi, textbooks, manuals, workshops, glossaries, etc.);
- information (availability of information systems of higher education institutions, websites of structural units and departments, information base of the Internet, repositories, paper and electronic media of libraries, etc.);
- technological (use of various technologies of teaching and learning, control and evaluation of the results of educational achievements of applicants);
- material and technical (availability of modern material and technical base of higher education institution taking into account various needs of students, including persons with special educational needs) (Zablotska O., Nikolaieva I., 2021, pp. 30-31).

The generalization of modern scientific achievements and experience of domestic HEI makes it possible to identify some areas of improvement of the quality assurance system of higher education on the basis of student-centeredness. Among them: shifting the approach to the development of educational programs to the level of consultations with all stakeholders, including those seeking higher education; conducting constant monitoring of the quality of higher education and educational activities of higher education institutions; creation of a student-centered educational environment; providing conditions for personal and professional self-development of students; attracting applicants to participate in academic mobility programs;



creating conditions for the formation of individual educational trajectory of students; involvement of practitioners in the organization of the educational process; working with stakeholders and tracking graduates' careers; professional training of future specialists on the basis of partnership pedagogy, etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The student-centered approach is a key tool for achieving the goals of the Bologna Process. The implementation of the student-centered approach is impossible without understanding the essence, basic ideas and tools of student-centered learning as an innovative approach to the organization of the educational process in higher education institutions. The need to implement a student-centered approach in a modern university necessitates a contextual analysis of this problem, which allowed to distinguish social (civilizational), philosophical, social, psychological, pedagogical, managerial and personal aspects of student-centeredness.

The ideas of student-centeredness are the basis for designing an educational environment that provides conditions for self-development, self-organization and self-realization of student youth in professional activities. Student-centered educational environment is a set of interrelated diverse conditions for the realization of educational needs and interests of applicants, which includes a system of intellectual and communicative, organizational, educational, informational, technological, material and technical resources of the HEI.

We see prospects for further research in the implementation of a comparative analysis of the implementation of the ideas of student-centeredness in foreign and domestic higher education institutions.

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**Олена Кохановська,**

доктор педагогічних наук, доцент,
Комунальний вищий навчальний заклад «Херсонська академія неперервної освіти»
Херсонської обласної ради (м. Херсон, Україна)

Olena Kokhanovska,

Doctor of Pedagogic Sciences, Associate Professor,
Communal Higher Educational Establishment "Kherson Academy of Continuing Education"
of Kherson Regional Council (Kherson, Ukraine)
aninamama.ks@gmail.com
ORCID 0000-0001-7294-173X

Олег Довгий,

кандидат фізико-математичних наук, доцент,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oleg Dovgij,

Candidate of Physical and Mathematical Sciences, Associate Professor,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
aninamama.ks@gmail.com
ORCID 0000-0002-9718-3442

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СТУДЕНТОЦЕНТРОВАНИЙ ПІДХІД У СИСТЕМІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

Анотація. У сучасних умовах розбудови вищої освіти в Україні актуалізується питання реалізації ідеї студентоцентризму як необхідного складника системи забезпечення якості професійної підготовки майбутніх фахівців. У статті розглянуто особливості реалізації студентоцентрованого підходу як системоутворювального принципу організації освітнього середовища закладу вищої освіти в умовах сучасних освітніх реалій. Проаналізовано та систематизовано основні ідеї студентоцентризму як підходу до організації освітнього процесу відповідно до його складових, визначених Законом України «Про вищу освіту». Розглянуто процедури реалізації студентоцентрованого підходу відповідно до вимог Стандартів та рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти. Здійснено контекстний аналіз студентоцентризму як характерної ознаки вищої освіти, на основі якого виокремлено суспільний (цивілізаційний), філософський, соціальний, психологічний, педагогічний, управлінський та особистісний аспекти означеного феномену. З'ясовано необхідність створення освітнього середовища, орієнтованого на задоволення потреб та інтересів здобувачів вищої освіти. Розкрито роль ідеї студентоцентризму у проектуванні освітнього середовища закладу вищої освіти. З'ясовано, що студентоцентроване освітнє середовище являє собою сукупність взаємопов'язаних різнобічних умов реалізації освітніх потреб та інтересів студентів, до яких належить система інтелектуально-комунікативних, організаційних, навчально-методичних, інформаційних, технологічних, матеріально-технічних ресурсів ЗВО. Наголошено, що реалізація студентоцентрованого підходу окреслює шляхи проектування освітнього середовища сучасного університету, орієнтованого на постійний розвиток і самовдосконалення майбутнього фахівця, що є необхідною умовою забезпечення якості вищої освіти в Україні.

Ключові слова: студентоцентризм, студентоцентрований підхід, освітній процес, освітнє середовище, професійна підготовка, якість вищої освіти.

ORGANIZATION OF EDUCATIONAL COOPERATION IN A DIGITAL EDUCATIONAL ENVIRONMENT IN MATHEMATICS LESSONS IN PRIMARY SCHOOL

Abstract. For students to successfully master mathematics in the conditions of a digital educational environment, it is important to create conditions that would promote an increase in the interest in learning of students of primary education and ensure the development of their abilities and key competencies in the learning process.

The article examines the essence, content and forms of educational cooperation in remote mathematics lessons in elementary school with the help of digital applications. It is emphasized the need to use digital technologies both in the process of developing digital literacy of teachers and in the context of organizing digital cooperation between teachers and younger students in the context of using ICT tools and creating conditions for their integration into the educational process.



The requirements of the Concept of the New Ukrainian School regarding the mathematical competence of lower grade students were considered. The essence of the key concepts of the research is analyzed. The principles of cooperative learning are highlighted. It was noted that the main idea of cooperative learning is to learn together, and not just to perform together. The technology of preparing and conducting a mathematics lesson using the remote form of learning in cooperation based on small groups is described. Some forms of organizing collaborative learning in remote mathematics lessons based on small groups and digital means of their implementation are outlined. Special mathematical websites and applications are presented that can significantly motivate students to solve mathematical problems, visualize content and develop key competencies of students.

It was concluded that the organization of educational cooperation in a digital educational environment in mathematics lessons in elementary school involves such interaction between the teacher and students, students among themselves in the educational situation, during which the children's established methods of action are restructured, the components of educational activity are formed (that is, formed learning ability).

Keywords: cooperation, educational cooperation, digital educational environment, digital applications, students of lower grades, mathematics.

INTRODUCTION

The problem formulation. Today, in the context of the implementation of the New Ukrainian School Concept, the educational process should be aimed not at the accumulation of knowledge, but at the development and development of students' ability to act, to apply their own practical experience in problematic circumstances.

One of the key competences that must be formed in primary school students according to the State Standard of Primary Education, approved by Resolution No. 87 of the Cabinet of Ministers of Ukraine on February 21, 2018, is mathematical, which includes the ability of children to identify simple mathematical dependencies in the surrounding world, model processes and situations with the application of mathematical relations and measurements, to realize the role of mathematical knowledge and skills in a person's personal and social life (State standard of primary education, 2018).

Mathematics is a fundamental science that combines abstract and general knowledge, is used in all fields of knowledge and is a unique means of forming the intellectual potential of an individual, developing his logical thinking (Kateryniuk Kh., 2021).

For students to successfully master mathematics in the conditions of a digital educational environment, it is important to create conditions that would promote an increase in the interest in learning of students of primary education and ensure the development of their abilities and key competencies.

The COVID19 pandemic has actualized the need for the development of the digital educational environment of educational institutions and the organization of distance learning in the e-environment. This applies in particular to elementary school. One of the ways to motivate students during distance learning is the use of digital applications for organizing cooperation. They are a powerful tool for conducting mathematics lessons and improving the quality of learning for younger students.

Analysis of recent research and publications. The issue of organizing educational cooperation in the digital environment of institutions of general secondary education has gained considerable popularity among the academic community of Ukraine and the world in recent years. The problems of the use of information and communication technologies and the peculiarities of the use of the Internet in the educational process are devoted to the research of scientists: V. Bykov, M. Zhaldak, M. Kademiia, H. Kedrovych, M. Koziar, N. Morze, N. Opushko, O. Spivakovskyyi, and others. The works of scientists L. Karamushka, O. Komar, L. Pyrozhenko, O. Pometun, G. Syrotenko, S. Sysoieva and others are devoted to research related to the organization and methodology of interactive learning. The works of Ukrainian Scientists L. Koval, O. Komar, S. Lohachevska, T. Lohachevska, O. Onopriienko, S. Skvortsova and others are devoted to the issue of the methodology of teaching mathematics in elementary school. The works of V. Andrievska, N. Kovalova, N. Olefirenko, T. Pushkarova, O. Rybalko, N. Rudenko and others are devoted to the study of the use of ICT in mathematics lessons in elementary school.

AIM AND TASKS RESEARCH – to reveal the essence, content and forms of educational cooperation in remote mathematics lessons in elementary school with the help of digital applications.

RESEARCH METHODS: theoretical: analysis of philosophical, psychological, pedagogical and educational-methodical scientific literature, dissertation studies, legislative framework of education to determine the state of the problem of organizing digital cooperation in the conditions of primary school; synthesis, induction and deduction - for conducting a theoretical analysis of the problem of using ICT in mathematics lessons; classification and generalization - to identify digital applications and sites aimed at organizing digital cooperation of junior high school students in mathematics lessons; empirical: methods of observation, questionnaires - to identify the level of application of methods of group cooperation in mathematics lessons in elementary school.

RESULTS OF THE RESEARCH

Today, in Ukraine and throughout the world, we are observing the process of global digitalization. Therefore, digital literacy, digital skills and competencies of all participants in the educational process are the goal of educational policy and an important factor in the full and successful development of society and the economy of the state (Kuklina O.M., 2018).

In Ukraine, in the context of the implementation of the New Ukrainian School reform and distance learning technologies, it is especially important to use information and digital technologies both in the process of developing



digital literacy of teachers and in the context of organizing e-collaboration between teachers and students of younger grades (Ostapenko A.A., 2005).

Note that during individual work, students strive to achieve their own goals, without taking into account the experience of other peers, and focus on their own efforts and success. At the same time, they do not pay attention to others.

At the same time, cooperation is the joint work of several people aimed at achieving common goals. Working in a team, a person is forced to think not only about himself, but also about others. Thus, cooperative learning creates conditions for positive interaction between students in the process of achieving a common goal: everyone understands that they can succeed (that is, master certain knowledge) only if other members of the group achieve the set goals (Pedagogy of cooperation, 2021).

The main idea of cooperative learning is to learn together, not just to perform together.

The main principles of cooperative learning are the following:

- interdependence of group members (common goal that can be achieved only together; distribution of intra-group roles and functions; uniform educational material; common resources; common reward);
- individual responsibility of everyone (everyone is responsible for himself and his team members);
- equal share of participation of each member of the group (division of a joint task into subtasks);
- reflection - group discussion of the quality of work and effectiveness of cooperation with the aim of further improvement (Vasyleva Y.V., 2010).

During cooperative learning, special attention is paid to group goals and the success of the entire team, which can be achieved only as a result of the independent work of each member of the group in constant interaction with other members while working on a topic (problem, question). The task of each student is not only to do it together, but also to learn something together, so that each student of the team acquires the necessary knowledge, develops the necessary skills and competencies. At the same time, it is important that the whole team knows what each student has achieved, that is, the whole group should be interested in the assimilation of educational information by each of its members.

Learning mathematics is an important factor in primary education.

Mathematical development of a junior high school student is the development of his abilities for intellectual activity, logical thinking, perception and spatial orientation.

In elementary school, the child acquires elementary mathematical knowledge, which forms the basis of mathematical science. Further learning of science and more complex sections is based on them (Metodychni rekomendatsii, 2021).

The teacher's task, especially at the initial stages of school education, includes the development of students' orientation towards mastering mathematical laws and the skills of their practical application. Mathematics is necessary in everyday activities of every person. It is this idea that the teacher needs to convey to every child.

The global pandemic of COVID19 actualized distance learning as the only possible way of carrying out the educational process. The transition of educational institutions to a distance form required teachers to increase the level of digital competence, in particular, in terms of finding digital tools to ensure effective educational cooperation in lessons.

Communication and cooperation of students in class is one of the main principles of personality formation in the system of developmental education.

Based on the features of distance learning, educational cooperation in the digital educational environment is an integral component of modern lessons. This is an activity-oriented process within one group, the goal of which is to solve the set didactic task. The teacher, planning educational activities, creates an educational situation in the lesson, focusing on the selected digital tools (Vasylieva M.M., 1988).

The technology of preparing and conducting a mathematics lesson using the remote form of learning in cooperation on the basis of small groups involves the following actions on the part of the teacher: choosing the topic, goal and tasks of the lesson; determination of the amount of educational material to be studied in class; preparation of tasks for group work, didactic material; determination of the format of cooperation, the number of groups, the necessary digital tools of the organization and support; distribution of intragroup roles; selection of stages of the lesson at which the organization of group work is planned, consideration of the issue of integration of group work into the general structure of the lesson, determination of the duration of group work; development of rules for individual and group assessment in the lesson ().

Let's outline some options for organizing cooperative learning in remote mathematics lessons based on small groups.

1. Learning in small groups. In order to divide students into groups, you can in particular use the ZOOM platform. This platform provides many opportunities for group interaction (in particular, division into groups using the "Session Halls" tool, which must first be activated on the website <https://zoom.us> in the advanced settings section.

The optimal number of students in the group is 4-6, who either work on a joint task or perform their individual role (certain actions).

For example, during a 3rd grade math lesson on the topic "The order of performing arithmetic operations in expressions", you can divide the children into groups and give each group 4 examples. For example, one of the groups may receive the following examples (Skvortsova S.O., 2021):



$$46 - 8 \cdot 4 + 56 : 7 = \dots \quad (\text{key: } 22); \quad 27 + 5 \cdot 9 - 8 \cdot 3 = \dots \quad (\text{key: } 48);$$

$$55 - 35 : 7 + 32 : 8 = \dots \quad (\text{key: } 54); \quad 56 : 7 : 4 \cdot 9 : 6 = \dots \quad (\text{key: } 3).$$

Task for students: determine the order of actions, solve examples. Based on the received answer, find a letter and make a word from the 4 letters received.

So, to the previous example: 3 – s, 22 – p, 48 – l, 54 – u. And the correct answer is a plus.

It is worth noting that children can solve the examples together, or they can share the examples among themselves and solve them separately from each other. In this case, it is important that the teacher correctly sets the time for completing the task, which should be sufficient for its completion (Vasyleva Y.V., 2010).

Note that the duration of the students' stay in the session halls can be set when dividing into groups. Also, during the work of the session halls, the teacher can enter the halls to the students, monitor and direct the process of completing tasks.

The results of joint activities can be organized using the interactive Google Jamboard, which allows the teacher to demonstrate key information during the lesson, as well as simultaneously interact with the whole class or a separate group of students in real time.

A similar task can be performed using the Padlet interactive whiteboard. This is one of the most popular services for creating online collaboration and interaction spaces. On online boards you can post tasks and perform them together, share educational information, collect ideas for projects and discussions. With the help of Padlet, they organize brainstorming, summarize and systematize knowledge, leave individual posts, notes, files, links here, as well as comment and evaluate them. On the boards, you can not only post information, but also interact with the content by rating, liking or leaving comments.

You can divide children into groups in this resource using a specific board format – "Shelf". One of the columns can contain tasks, and students can work in groups, placing data in other columns. In addition, among the data that can be attached to the "stickers" on the board, there is a drawing sheet that allows children to write on it, solve examples, problems, add answers, etc. The interactive online board is also useful for project work in mathematics lessons, posting the results of STEM projects.

2. Tournament-based team training.

One of the most used applications that allow you to organize both individual and team competitions in lessons is Kahoot. This resource allows you to conduct an online quiz using a question slide, the student's phone number as an "answer form", as well as a point system for evaluating the answer. The Kahoot service allows you to choose one of two forms of the task – a question with the number from 1 to 4 correct answers or a question with two "True/False" answer options. It can also be used to organize team competitions.

At the end of the test, you can see the rating and the points received by the participants, which will demonstrate the level of preparation of each student and the teams.

3. Individual work in a team. It can be successfully used in mathematics lessons starting from the 3rd grade. In this case, the class is divided into teams, each of which performs an individual task, and the captain chosen in the team can indicate the fate of each team member's participation in the joint result. This technology is the basis of the Scrum approach in education, the basics of which students can familiarize themselves with in junior high school.

A Trello board can be used to record the results of the team, as well as the contribution of each participant.

Trello is a web application that allows you to create planning boards. The task on the board can be marked with a certain marker and commented on. Tasks can be divided into subtasks and the process of their execution can be monitored [4]. Using the application in elementary school requires the participation of parents and the class teacher. However, already in the 4th grade, provided that the application is used in the younger grades, students can successfully use it in their educational activities.

4. Saw. It is used when the educational material can be broken into fragments in a natural way. Moreover, their number should match the number of group members. Each of the children is appointed to be responsible for his part of the educational content. His task is to study himself and help others understand the material. After the children return, the teacher discusses the results with the class. This method can also be used by giving different topics not within one group, but one specific topic per group. Then, after work, the children choose a speaker who will explain this part of the material to others (Pedahohika spivrobotnytstva, 2021).

This technique can be implemented by dividing children into groups on the Zoom platform.

You can also involve children in solving tasks together by giving students the right to control the mouse during the on-screen demonstration of the solution to the exercises on the LearningApps or H5P platform. This will give students a sense of "presence" despite the distance format. Let's emphasize the advantages of the first resource, since its functionality includes many already developed exercises from the elementary course of mathematics (numbering of non-negative integers, arithmetic operations of addition, subtraction, multiplication, division, ordinary proper fractions, etc.); availability of a sufficient number of platforms for the diversification of interactive exercises; the possibility of attractive design of interactive exercises with the help of drawings, graphs, diagrams, audio and video materials, etc.; presence of animations, dynamism and special effects in interactive exercises; the possibility of developing differentiated exercises according to levels of difficulty; the possibility of submitting a series of interactive exercises by levels of advancement; clear and simple algorithm for performing interactive exercises (Rudenko N.M., 2020).



It is also worth noting special mathematical sites and applications that can significantly motivate students to solve mathematical problems, visualize content and develop key competencies of students. They can also be used when organizing cooperation in mathematics lessons in elementary school.

These resources include:

1. Mathdisk (<http://www.mathdisk.com/>) – mathematical interactive designer.
2. Matifik (<https://www.matific.com/ua/uk/home/>) – a digital math platform developed by education experts.
3. Mozaik Education (<https://ua.mozaweb.com/>) – a platform that contains digital textbooks with 3D animations, educational videos and exercises.
4. Pustunchik (<https://pustunchik.ua/ua/>) – children's interactive portal.
5. Vchy.ua (<https://vchy.com.ua/>) – children's educational gamified portal for interactive learning of mathematics for children (grades 1-6) with the help of interesting game tasks and tasks.
6. Geogebra (<http://www.geogebra.org/>) – site of the system of dynamic computer mathematics for the study of models of spatial figures.

It should be noted that the given list is not exhaustive, because applications aimed at studying school subjects are constantly appearing.

In general, such initiatives of the teacher in remote lessons have a very positive effect on the general level of preparation of children for real life, and allow them to be educated at an early age in their natural environment - information and digital technologies, which over time can determine their future profession, but definitely will not become redundant in adulthood. Today, this concept includes digital hygiene, personal data protection, moral behavior in the digital environment, the basics of handling computer equipment, etc. (Kateryniuk Kh., 2021).

The growing role of ICT in education and the everyday life of teachers and primary school students requires the formation of digital literacy. This process is entrusted to the teacher as the main agent of action and engine of modern reforms. This implies a clear understanding not only of the components and features of this category, but also of forms, methods and tools that contribute to the acquisition and further development of digital competence of all participants in the educational process.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the organization of educational cooperation in a digital educational environment in mathematics lessons in elementary school involves such interaction between the teacher and students, students among themselves in an educational situation, during which there is a restructuring of children's established methods of action, the formation of components of educational activity (that is, the ability to learn). The organization of such activities requires a high level of digital competence of teachers, which includes both knowledge of the didactic basics of the lesson in the distance form of learning, and the ability to use various software tools and applications. By offering work with digital educational resources, the teacher builds information literacy in students, introduces them to useful services, motivates students to work in lessons. One of the advantages of using digital technologies in teaching mathematics is due to their potential for actively involving students in the learning process and managing it.

The author sees the prospects for further scientific research in the study of international experience in the practical use of digital tools in elementary school classes. Today, joint approaches and the creation of favorable conditions for the use of digital tools by teachers in order to improve their qualifications require special scientific support.

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**Тамара Марчій-Дмитраш,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tamara Marchii-Dmytrash,

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

tamara.marchii@pnu.edu.ua

ORCID 0000-0001-8438-9735

Наталія Кирста,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Nataliia Kyrsta,

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

nataliia.kyrsta@pnu.edu.ua

ORCID 0000-0002-6777-4890

Маріанна Матішак,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Marianna Matishak,

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

marianna.mathishak@pnu.edu.ua

ORCID 0000-0001-9235-9835

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**ПСИХОЛОГО-ПЕДАГОГІЧНІ ОСНОВИ ФОРМУВАННЯ
КОМУНІКАТИВНОЇ КУЛЬТУРИ МАЙБУТНІХ ВИХОВАТЕЛІВ ЗДО:
МІЖДИСЦИПЛІНАРНИЙ ПІДХІД**

Анотація. У статті акцентовано увагу на тому, що в процесі професійної підготовки необхідно забезпечити належний рівень формування комунікативної культури майбутніх вихователів закладів дошкільної освіти (ЗДО), а також обґрунтовано її психолого-педагогічні основи в контексті міждисциплінарного підходу. Проаналізовано різні підходи до трактування понять «культура спілкування», «етика спілкування», «комунікативна культура», «комунікативна компетентність». З метою формування комунікативної культури майбутніх вихователів ЗДО важливо реалізувати гуманістичну парадигму освіти, яка передбачає партнерську взаємодію учасників освітнього процесу, студентоцентризм у широкому розумінні, різноманітність видів діяльності здобувачів освіти, особистісно орієнтований стиль спілкування, взаємодію і доброзичливу вимогливість.

Міждисциплінарний підхід у контексті досліджуваної проблеми забезпечує системність, цілісність та інтеграцію наукових знань для ефективного формування комунікативної культури майбутніх вихователів. Визначено психологічні основи означеного процесу під час вивчення дисциплін психолого-педагогічного циклу та методик викладання окремих дисциплін із урахуванням міждисциплінарного підходу, зокрема, збагачення змісту освітніх компонентів відповідними науковими знаннями про сутність понять «комунікація», «спілкування», «комунікативна культура», вивчення вікових та індивідуально-психологічних особливостей спілкування з дітьми дошкільного віку, з їхніми батьками та іншими особами освітнього процесу ЗДО, засвоєння правил та етичних норм спілкування; використання інтерактивних форм і методів навчання під час засвоєння програмного змісту дисциплін; взаємодія учасників освітнього процесу на засадах партнерської педагогіки. Провідною ідеєю статті є те, що в дітей дошкільного віку активно формується культура мовлення (фонетично і орфоепічно правильна і чиста вимова звуків, слів і фраз, володіння культурною нормою



мови тощо), тому важливо, щоб вихователь ЗДО був взірцем для наслідування і досконало володів комунікативною культурою.

Ключові слова: комунікативна культура, комунікація, майбутній вихователь, заклад дошкільної освіти (ЗДО), професійна підготовка, міждисциплінарний підхід, заклад вищої освіти, освітній компонент, освітній процес.

PSYCHOLOGICAL AND PEDAGOGICAL BASICS OF FORMING THE COMMUNICATIVE CULTURE OF FUTURE EDUCATORS OF IPE: AN INTERDISCIPLINARY APPROACH

Abstract. The article focuses on the fact that in the process of professional training, it is necessary to ensure the proper level of forming of the communicative culture of future educators of institutions of preschool education (IPE), and also substantiates its psychological and pedagogical foundations in the context of an interdisciplinary approach. Various approaches to the interpretation of the concepts "culture of communication", "communication ethics", "communicative culture", "communicative competence" have been analyzed. In order to form the communicative culture of future teachers of IPE, it is important to implement a humanistic paradigm of education, which involves partnership interaction of participants in the educational process, student-centeredness in the broad sense, a variety of activities of education seekers, a personally oriented style of communication, interaction and benevolent demandingness.

An interdisciplinary approach in the context of the researched problem ensures systematicity, integrity and integration of scientific knowledge for the effective forming of the communicative culture of future educators. The psychological foundations of the specified process during the study of the disciplines of the psychological-pedagogical cycle and the teaching methods of individual disciplines, taking into account the interdisciplinary approach, are determined, in particular, the enrichment of the content of educational components with relevant scientific knowledge about the essence of the concepts of "communication", "communicative culture", the study of age and individual-psychological features of communication with preschool age children, their parents and other persons of the educational process in the IPE, assimilation of rules and ethical norms of communication; the usage of interactive forms and methods of learning during mastering the program content of the disciplines; interaction of participants in the educational process on the basis of partner pedagogics. The main idea of the article is that the culture of speech is actively formed in preschool age children (phonetically and orthographically correct and clean pronunciation of sounds, words and phrases, mastering the cultural norm of language, etc.), accordingly, it is important that the teacher of IPE was a role model and perfectly possessed communicative culture.

Keywords: communicative culture, communication, future educator, institution of preschool education (IPE), professional training, interdisciplinary approach, institution of higher education, educational component, educational process.

INTRODUCTION

The problem formulation. Improvement and reform of the modern educational system in Ukraine increases the requirements for the training of specialists in institutions of higher education. There is a need to update the content, forms, methods and techniques of teaching in order to form a competitive specialist – highly moral, competent, creative, active, successful, ready to perform professional tasks in modern conditions. At the same time, the teacher's ability to interact with other participants in the educational process, communicate, and solve various issues that ensure the effectiveness of children's development, education, and upbringing is becoming more important. Therefore, in the process of professional training, it is necessary to ensure the proper level of forming of future teachers' of preschool educational institutions communicative culture.

The regulatory documents highlight the key tasks of institutions of higher education to ensure effective training of future teachers. The Laws of Ukraine "About Education", "About Higher Education", "About Preschool Education" contain general provisions on the organizing of the educational process at various levels and requirements for its quality. Instead, the State Standards of Higher Education single out general and special (specialist) competencies that a future teacher of institution of preschool education should master. Analyzing general competencies, the Standard of Higher Education at the first (bachelor) level states that a future teacher must be able to "communicate in the state language both orally and in writing; ...be ready for interpersonal interaction" (Standard of higher education of Ukraine, 2019, p.8). In line with the raised problem, among the special competencies we single out "the ability to communicate with children, parents, colleagues" (Standard of higher education of Ukraine, 2019, p.8). The success of the forming of other professional competencies also depends on the future teacher's communicative skills and abilities, the ability to communicate with other participants on the educational process.

Analysis of recent research and publications. The analysis of scientific researches and modern publications proved that the raised problem has repeatedly become the subject of scientific investigations, psychological-pedagogical and methodical studies. Basic aspects of the professional training of future preschool education specialists are presented in the works of L. Artemova, N. Gavrysh, L. Zdanevych, K. Krutii, N. Lysenko, O. Mysyk, M. Oliinyk, T. Ponimanska, T. Tanko, and others. Theoretical and methodical features of the personality forming of the future educators and, in particular, their communicative training were studied in the works of G. Bielienska, L. Zagorodnia, A. Klieba, L. Moroz-Rekotova, S. Titarenko, A. Kharkivska, and others. Despite the significant achievements of home scientists, the issue of improving the process of developing the future educators' communicative culture need additional attention, taking into account the psychological regularities of teaching in the context of an interdisciplinary approach, based on the principles of partnership interaction of all participants in the educational process.



RESEARCH AIM AND TASKS – theoretically substantiate the psychological and pedagogical basics of the forming of future educators' communicative culture in the process of their professional training; to single out the conditions for the implementation of an interdisciplinary approach for the effective forming of the communicative culture of future teachers of institutions of preschool education.

RESEARCH METHODS: analysis, synthesis and generalization of normative and legal documents, psychological-pedagogical and methodical literature and interdisciplinary studies of the problem of forming the communicative culture of students, the essence of key concepts; identification of psychological foundations and modeling of ways of successful forming of communicative culture of future teachers of preschool educational institutions in the context of an interdisciplinary approach in the educational environment of modern institutions of higher education.

RESULTS OF THE RESEARCH

In the scientific literature, a number of concepts related to the raised problem are used, namely: "communication culture", "ethics of communication", "communicative culture", "communicative competence", etc. The characteristics of the content of the listed concepts are given in the studies of A. Kolomiets, A. Lytvyn, A. Mudryk, V. Safianova, A. Kharkivska, T. Chmut, and others. The generalization of the results of scientific investigations confirms that the "culture of communication" integrates values, qualities, norms, behavioral stereotypes, mentality in its content and is determined by general norms of etiquette, culture of behavior, language, emotions and feelings, non-verbal means, psychological culture of communication subjects, etc. Instead, the "ethics of communication" defines the ethical dimension of the listed characteristics, limited to the behavioral level. Accordingly, the components of communication culture are communicative settings, knowledge of ethics and psychology of communication, the ability to apply this knowledge in communicative situations (Rudenko L., 2015, pp. 34-35). The category "communicative culture" in scientific intelligence is also understood as a component of general culture, as a component of the professional culture of an individual or a teaching team, as a personal phenomenon that contains a number of knowledge, abilities and skills, motives and interests aimed at communicative interaction with other people.

A comprehensive study of the raised problem is given in the scientific investigations of A. Kharkivska. The researcher interprets the concept of "culture" as "a set of spiritual and material values of an individual; a certain level of personality development, individual possession of knowledge, skills, views, beliefs, norms related to a certain field" (Kharkivska A., 2021, p. 46). A. Kharkivska defines communicative culture of the future preschool educator as "a set of personal communicative qualities and skills, characterized by the presence of appropriate abilities, a system of knowledge of the basics of both native and foreign languages, age and individual psychological features of the preschooler's development, norms, rules and principles of communicative culture adopted in society, standards of communicative behavior in children's and pedagogical multicultural teams for successful interaction and mutual understanding with different categories of preschool age children, parents of children, colleagues, administration, partners of institution of preschool education, management and self-government bodies with the help of verbal and non-verbal means of communication" (Kharkivska A., 2021, pp. 56-57). The given definition presents the multifaceted nature of the studied concept, covers the directions of its usage for the performance of professional tasks, communication with the participants of the educational process in the institution of preschool education, emphasizes the importance of the problem and the need for the forming of a communicative culture during the professional training of future educators.

A number of scientific studies presents the components of the communicative culture of future educators. In A. Klieba's dissertation, the components of the informative-communicative culture of future preschool teachers are established. These are: motivational, cognitive, activity, self-regulatory (Klieba A., 2018). A. Kharkivska in the structure of communicative culture of future educators singles out communicative-reflexive orientation, communicative literacy, ethics of communication, cross-cultural interaction, communicative and organizational readiness (Kharkivska A., 2021, p. 60). The above mentioned approaches to determining the components of communicative culture testify to the need for the forming of a defined quality in various dimensions, during the mastery by students of educational components of general and professional training, passing various types of pedagogical practice, in situations of direct communication on the basis of subject-subject interaction, etc.

The successful forming of the communicative culture of future teachers is ensured by the implementation of the humanistic paradigm of education in institutions of higher education. In the context of the specified paradigm, partner interaction of participants in the educational process, student-centeredness in the broad sense, variety of activities of education seekers, personally oriented communication style, interaction and benevolent demandingness are ensured.

The humanistic paradigm determines the choice of appropriate methodological approaches, principles of learning. M. Oliinyk focuses attention on the principles of professional training of future preschool education specialists and singles out a number of methodological approaches, namely: competence-based, humanistic, person-oriented, technological, contextual, axiological, reflective, etc. (Oliinyk M., 2016, p. 15). A. Kharkivska focuses on child-centered, systemic, andragogical, activity-based, linguo-didactic and cultural approaches to the forming of communicative culture of future preschool teachers in the conditions of the master's degree (Kharkivska A., 2021, p. 100).

The listed methodological approaches determine the basic principles of forming and development of the communicative culture of future educators. As evidenced by the analysis of the theory and practice of higher education, the forming of the communicative culture of future educators should be based on general didactic and special principles of learning (Rudenko L., Kharkivska A., Klieba A.). We appropriately refer to the general didactic ones principles of scientificity, cultural relevance, humanization, problem solving, continuity, consistency, variability, systematicity and integrity, student subjectivity, etc. Special principles are focused on the direct process of forming the communicative culture of future



teachers in institutions of higher education. These include the following principles: unity of general and communicative culture, communicative partnership, reflexivity of communicative activity (Kharkivska A.); self-development of personality in communicative activity, unity of consciousness and activity in communicative interaction; integrity of communicative functions of the future specialist (Rudenko L.). The principles of the second group are directly oriented to the method of forming the communicative culture of future teachers and take into account the psychological aspects of forming the communicative environment of a higher educational institution, and they ensure personal readiness for professional communication and interaction.

An interdisciplinary approach in the context of the researched problem ensures systematicity, integrity and integration of scientific knowledge for the effective forming of the communicative culture of future teachers. Let's consider the features of this approach in the context of modern scientific research.

According to S. Sysoieva, "research in the modern field of education cannot be carried out solely on the basis of the methodology of pedagogy. Increasingly, when studying the functioning of the education sphere, educational phenomena and processes, the need to involve the methods and cognitive field of other branches of science is felt" (Sysoieva S., 2017, p. 28). On this occasion, O. Krasovska notes that "interdisciplinary connections in the pedagogical process are connections between educational disciplines of different fields of knowledge. For example, connections between the disciplines of the humanitarian cycle: cultural studies, philosophy, pedagogics, history, sociology, or connections between the educational disciplines of the subject block: theoretical foundations of speech, physical, musical, ecological, mathematical, artistic development of children are the connections, that lead to the forming of a holistic vision of the pedagogical process and the personality of the child" (Krasovska O., 2015, p. 27).

In the scientific researches of A. Kolot, two main formats of implementation of the interdisciplinary approach in the modern educational process are presented. The first format informally unites academic disciplines without violating their independence, uniqueness, originality. At the same time, the differentiation of sciences is preserved, and their unification is carried out at the methodological and instrumental levels. According to the second format, interdisciplinarity appears as a real tool for the unification of sciences (disciplines), the emergence of integrated products, projects, interdisciplinary research objects, the further mastery of which is fundamentally important for both science and education (Kolot A.). The results of the analysis of scientific research (Kolot A., Krasovska O., Sysoieva S.), theory and practice of professional training of future educators confirm that interdisciplinarity is implemented in such directions: implementation of innovative models of professional training of future educators; modernization of the content, forms and methods of educational activity in the process of professional training of future teachers; modeling of the educational environment of an institution of higher education on the basis of integration, interconnection and interpenetration of various fields of knowledge, etc.; creation of new methodological structures for solving complex tasks of pedagogical training of future preschool specialists.

In the context of the forming of the future educators' communicative culture, it is necessary to take into account the psychological foundations of this process when studying the educational components of the psychological-pedagogical cycle and teaching methods of separate disciplines, and at the same time rely on an interdisciplinary approach.

The content of professional training for getters of the first (bachelor) level of higher education (specialty 012 Preschool education) at Vasyl Stefanyk Precarpathian National University covers a number of educational components of the psychological-pedagogical cycle (general psychology, children's psychology, pedagogical psychology, ethnopsychology, etc.), as well as methodical educational components. Each of them has significant potential for forming the foundations of communicative culture, enriching students' knowledge about the peculiarities of professional communication and interaction, and developing the ability to effectively use communicative potential for solving professional tasks.

The results of the analysis of the syllabuses and work programs content of the psychological-pedagogical cycle disciplines of future educators' professional training testify that the problem of communicative training of students is presented in a thorough and versatile manner. For example, in the syllabus of the educational components "General Psychology" and "Children's Psychology" during the forming of general and special competencies of getters, among others, the following types are provided: the ability for interpersonal interaction, the ability for communicative interaction with children, parents, colleagues; in the syllabuses "Familiarization of children with the social environment" and "Methodology of conducting classes in Ethnography", in addition to the above, we highlight the ability to develop speech in children of early and preschool age as a means of communication and interaction with peers and adults. One of the components of the listed competencies is communicative culture, the mastery of which by a young teacher ensures an understanding of the individual, psychological and age-specific features of the development of preschool age children, involves the assimilation of norms, rules and principles of communication and interpersonal interaction, standards of communicative behavior, literacy, communication ethics, intercultural interaction. Accordingly, it is stated in the program learning results that future bachelors will have the ability to carry out subject-subject interaction and developmental interpersonal pedagogical communication with preschool age children, personally oriented and socially oriented communication with parents, as well as to possess the technologies of organizing a developmental subject-game, natural-ecological, cognitive, speech environment in various groups of early and preschool age (Standard of higher education of Ukraine, 2019).

Due to the fact that children of preschool age are actively developing the sound culture of speech (phonetically and orthographically correct and clean pronunciation of sounds, words and phrases), mastering of the cultural norm of speech, etc.), it is very important that the teacher of IPE was a role model and perfectly possessed communicative culture. In the process of studying the educational component "Methodology of conducting classes in Ethnography" with the help of works of Ukrainian folklore (lullabies, nursery rhymes, proverbs, sayings, fun games, fairy tales), students study the peculiarities of the development of children's speech, which gradually forms in pupils the ability to use various means of



reproduction and transmission of speech information, select the right words, master the figurative system of speech, its expressiveness. The availability of small genres of Ukrainian folklore, a high level of interest in them is often associated with positive emotions of children, which has a good effect on the development of their communicative culture. For this purpose, it is important that folklore becomes an integral part of children's communication in the conditions of a suitable developmental environment (Marchii-Dmytrash T., 2022, pp. 111-112).

The specificity of the interdisciplinary approach in this case, in particular, is that the future educator, armed with knowledge about the psychophysiological and individual characteristics of preschool age children, who knows how to choose the necessary methods, techniques and means in accordance with the form of work, possesses folklore material, can emotionally and expressively present it, quickly achieves contact with children, more successfully instills in them skills related to routine moments, more interestingly organizes game activities and becomes an active participant in the child's speech development. Students should also strive to master artistic means (declaring, singing, dancing, playing folk instruments), which will increase children's interest in oral folk art and activate their communicative culture.

The variety of classes and emotional saturation of educational events both in content and form enriches children's active vocabulary, cultivates a sense of national dignity, instills love and respect for their land, national culture, native language, folk traditions, Ukrainian people, it is important in the process of forming a personal communicative culture (Marchii-Dmytrash T., 2022, p. 117).

The relevance and practical significance of the above mentioned is confirmed by the fact that every educator should "focus on the positive qualities of other people, treat everyone carefully as an individual, be able to understand the emotional state of the interlocutor, be able to motivate the communication partner to achieve the set goal, etc." (Krul L., Matisyak M., 2022, p. 87). An important prerequisite for this is the forming of the communicative culture of future educators in the process of their professional training. During mastering of disciplines, this process is carried out in different ways. Let's outline them.

1. Enrichment of the content of educational components with relevant scientific knowledge about the essence of the concepts "communication", "communicative culture", their varieties and peculiarities; study of age and individual psychological characteristics of communication with preschool age children, their parents and other persons involved in the educational process of the institution of preschool education; development of modern researches in the fields of pedagogics and psychology regarding effective subject-subject interaction of participants in the educational process, assimilation of rules and ethical norms of communication. For example, the content of the discipline "General Psychology" provides for the study of individual psychological characteristics of the personality, familiarization with the essence of the concepts "temperament", "character", the peculiarities of their manifestation in activities and communication with other people. Instead, the content of the educational component "Children's psychology" focuses on study of temperament and character in terms of age and individual manifestations in preschool childhood. In this way, future teachers develop the ability to take into account certain peculiarities in situations of pedagogical communication, to understand manifestations of one or another type of temperament and to take them into account in the educational process in IPE.

2. The usage of interactive learning forms and methods in the process of assimilation the program content of educational components. Since interactive methods are focused on cooperation and active communication of participants in the educational process, it is appropriate to use them in classroom work, to combine different forms of learning organization (frontal, group, pair, and individual). The implementation of interactive teaching methods helps students to form the experience of productive cooperation, the ability to negotiate, to choose a common solution, to communicate in compliance with the relevant ethical and social norms. In this aspect, the interdisciplinary approach is implemented in an instrumental format, since interactive methods are quite universal, it is advisable to use them during the study of different disciplines, for different age categories of education seekers.

3. Interaction of participants in the educational process on the basis of partner pedagogics; communication between teachers and students taking into account equality, voluntary interaction, responsibility, empathy, mutual respect, tolerant attitude towards each other, mutual understanding. It is partnership interaction that provides a positive atmosphere in the educational process, contributes to the achievement of the goals and tasks of the educational process, and also enriches the experience of students and develops their communicative culture in the general sense.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, the communicative culture of the future educators is manifested in their need to interact with other members of the educational process in order to develop their personal characteristics, creative potential, partnership relations, which is gradually forming in the process of professional training in IHE during studying various disciplines.

We note that the proposed article does not cover all aspects of the investigated problem. In particular, the peculiarities of the interdisciplinary approach in the training of future educators of early (preschool) age children require further analysis.

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Ірина Мельничук,

доктор педагогічних наук, професор,
Тернопільський національний медичний університет
імені І. Я. Горбачевського (м. Тернопіль, Україна)

Iryna Melnychuk,

Doctor of Pedagogical Sciences, Professor,
I. Horbachevsky Ternopil National Medical University (Ternopil, Ukraine)
ir.melnychuk@gmail.com
ORCID 0000-0001-5527-0655

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ПІДГОТОВКА МАЙБУТНІХ МАГІСТРІВ ДО ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ ЗАСОБАМИ НАВЧАЛЬНИХ ТРЕНІНГІВ

Анотація. У статті розглянуто проблему підготовки майбутніх магістрів медицини, які не мають педагогічної освіти, до педагогічної діяльності. Узагальнено, що оптимальними умовами в означеному процесі є використання сучасних педагогічних інновацій, які уможливають інтеграцію професійної (зокрема, медичної) підготовки та педагогічної освіти, дають змогу майбутнім магістрам медицини апробувати власні фахові знання, вміння і навички у педагогічних ситуаціях, що моделюють професійно-педагогічну, медично-професійну діяльність. Такими технологіями можуть бути навчальні тренінги. Аналіз наукової літератури дав змогу узагальнити, що дослідники висвітлюють теорію та практику, змістовні і методичні аспекти проведення тренінгів, розкривають основні етапи технології проведення тренінгів, пропонують методику організації та проведення тренінгу особистісного зростання, що дає змогу визначити сутність тренінгів загалом. Метою і завданням дослідження визначено розкриття сутності навчальних тренінгів, які доцільно використовувати у професійній підготовці майбутніх магістрів медицини до педагогічної діяльності у закладах вищої медичної освіти. Узагальнено, що в процесі участі майбутніх магістрів медицини в навчальних тренінгах, учасники мають змогу визначити основні переваги такої роботи для використання тренінгових форм і методів навчання у педагогічній діяльності на посаді викладача медичного закладу вищої освіти:

Вказано, що з метою підготовки майбутніх магістрів медицини до участі й самостійного проведення навчальних тренінгів у педагогічній діяльності викладачі повинні ознайомити учасників з основною моделлю підготовки до тренінгу, що можна розглядати як основу для написання відповідної програми, яка поєднує такі етапи: визначення теми і мети тренінгу як образу майбутнього результату; визначення складу тренінгової групи; визначення часових ресурсів; формулювання проблем; формулювання завдань; підбір відповідних вправ, ситуативних завдань професійного спрямування; виділення блоків тренінгової програми і занять для кожного блоку; складання сценарного плану тренінгу; написання короткого сценарію тренінгу з вказаними метою кожного заняття і всіх необхідних матеріалів.

Ключові слова: магістри, професійна підготовка, педагогічна діяльність, навчальні тренінги, вимоги до проведення тренінгів.

TRAINING OF FUTURE MASTERS FOR PEDAGOGICAL ACTIVITIES IN THE INSTITUTIONS OF HIGHER EDUCATION BY MEANS OF EDUCATIONAL TRAININGS

Abstract. The article deals with the problem of training of future masters of medicine, who did not have received a pedagogical education, for pedagogical activities. It has been generalized that optimal conditions in the described process is using modern pedagogical innovations, which make possible an integration of vocational (in particular, medical) training and pedagogical education, give an opportunity for future masters of medicine testing own professional knowledge, abilities and skills in pedagogical situations that simulate professional-pedagogical, medical-professional activities. Educational trainings may become such technologies. Analysis of scientific literature gave a possibility to generalize that scholars describe theory and practice, contextual and methodical aspects of conducting trainings, reveal the main stages of training technologies, propose methods of organization and conducting training of personal development, which gives an opportunity to identify the essence of trainings in general. The purpose and task of the research is to describe the essence of educational trainings, which appropriate to apply in the vocational training of future masters of medicine for pedagogical activities in the institutions of higher medical education. It has been generalized that in the process of participating the future masters of medicine in educational trainings, participants have ability to identify the main advantages of such work for the use of training forms and methods of teaching in pedagogical activity as a lecturer of medical institution of higher education.

It has been stated that the purpose of training of future masters for participating and individual conducting educational trainings in pedagogical activities of lecturers must inform the participants with the main model of preparing for training, which is seen as the basis for making appropriate syllabus that combine the following stages: determining the topic and purpose of training as an image of the future result; determining the composition of the training group; identifying the time



resources; formulating the problem; formulating the tasks; selecting appropriate exercises, situational tasks of professional purposes; emphasizing the blocks of the training syllabus and classes for each block; drawing up a scenario of training plan; writing a short training scenario with the purpose of each class and all the necessary materials.

Keywords: masters, vocational training, pedagogical activity, educational trainings, training requirements.

INTRODUCTION

The role of pedagogue in society is considered within his activities. Professional pedagogical activity is carried out not only by graduates of pedagogical institutions of higher education (IHE), who are called to work in schools. Thus, the lecturers of medical IHE are doctors, stomatologists, pharmacists, nurses, etc., who received pedagogical training at the master's, postgraduate, doctoral levels. The first degree of the formation of readiness of specialists in medicine for pedagogical activities becomes study for a master's degree. Optimal conditions in the described process is using modern pedagogical innovations that makes possible integration of professional (in particular, medical) training and pedagogical education, give the possibility for future masters of medicine to test own professional knowledge, abilities and skills in pedagogical situations that simulate professional-pedagogical, medical-professional activities. Educational trainings may become such technologies.

The problem formulation. Training of future masters for pedagogical activities, have not got special pedagogical education (for example, in the institutions of higher medical education), needs acquaintance of master's students with specifics in general and modern effective technologies of learning, in particular with trainings.

Analysis of recent research and publications. Analysis of scientific literature, in which researchers outline the content and methodical aspects of conducting trainings (Vachkov, 2007), theory and practice of psychological training (Miliutina, 2004), reveal the main stages of the technologies of trainings (Puzikov, 2007), propose the methods of organizing and providing trainings of personal development (Fedorchuk, 2014), gives an opportunity to determine the essence of trainings in general. Scholars generalize that training is one of the ways of practical work with psychological characteristics of certain people; that is a mechanical process directed to the production of monotonous and predictable patterns of behavior with standard instructions and multiple repetition and training skills; a special form of study, which relies not on declarative but on real knowledge, gives the opportunity to get from personal experience what is said in the theoretical material; it is a multifunctional method of purposeful changes of psychological phenomena of a person, group or organization in order to harmonize the professional and personal being of a person. Competently conducted training allows a person quickly to gain specific knowledge, skills and attitudes necessary to perform a particular job.

AIM AND TASKS RESEARCH

The purpose and task of the research is to describe the essence of educational trainings, which appropriate to apply in the vocational training of future masters of medicine for pedagogical activities in the institutions of higher medical education.

RESEARCH METHODS

The main methods of research are: the analysis of scientific psychological and pedagogical literature on the peculiarities of training work; generalization of own pedagogical experience on use of educational trainings in training of masters of medicine for determining the advantages of educational trainings in preparation of graduates of medical IHE for pedagogical activities.

RESULTS OF THE RESEARCH

Educational trainings refer to interactive methods. In contrast to traditional forms of learning, active «including» of behavioural models and interchange of experience between the participants of group takes place in training. During the vocational training of future masters of medicine for pedagogical activities in medical institutions of higher education by means of educational trainings, the primary task for lecturers is to acquaint participants with the characteristics of the training group. Future masters of medicine record the following main features of training:

- effectiveness of work in educational training needs a clear identified group of participants (usually 10–15 persons);
- educational trainings are characterized by the unity of time, place and action: everything happens and is discussed here and now, on the personal experience of participants and trainer, without homework or prior training;
- in the process of group work activity of participants of group and their personal experience, not the received from trainer information predominates;
- classes aim not only the formation of knowledge, but also widening practical experience of participants and the group in general.

During the participation of future masters of medicine in educational trainings participants have ability to determine the main advantages of such work for the use of training forms and methods of learning in pedagogical activity as a lecturer of medical institution of higher education:

- activity of each participant from training group;
- combination of educational information and emotional attitude for it;
- increasing the level of motivation for applying pedagogical innovations;
- capability of group for collective thinking decision-making;
- practical verification and consolidation of the acquired knowledge.

Given that in pedagogical activities lecturers use a comprehensive system of forms, methods, teaching means, so future masters are called not only to know the advantages of using training, but also certain disadvantages:

- educational trainings are not suitable for presenting a large amount of purely theoretical material (formulas, historical information, etc.);
- the work of training group should cover a relatively small group of participants, which does not always correspond to the number of students;
- theoretical training of group participants must be the same;



- proper pedagogical skills of the lecturer are required, as the participants of the training can be differently aware of the essence, purpose, tasks and expected results from the implementation of training exercises.

An important aspect of lecturer's work in organization and conduction of educational training is accentuation of attention on the purpose of participants' work in training groups: team cohesion; resolving intragroup conflicts; removal of psycho-emotional stress in the group; facilitation of processes of adaptation to new conditions of activity; mastering social and professional roles, etc. Participation in educational trainings allows future masters of medicine to carry out corrective and developmental work aimed at the development of professionally significant qualities and mental processes; development of communicative competence, self-confidence, emotional stability, self-regulation skills.

In order to prepare future masters of medicine for participation and individual conducting the educational trainings in pedagogical activities lecturers acquaint participants with the basic model of preparation for training, which can be considered as a basis for writing a syllabus.

1. *Determination of topic and purpose of training as an image of future result.* To this end, it is appropriate to answer the question: What do future members of the group want? What can the group and each of its members really be able to and should achieve? What can and should I do? What will be the end result of our work?

2. *Determination of composition of the training group.*

3. *Identification of time resources.* Since classes in medical IHE can last 2 and 6 academic hours, then the educational training syllabus is developed taking into account the above factors: How many training classes will be held? How long will each class last? Is it possible to conduct training for several classes? You should decide on the pace of training sessions and choose the one that is optimal: «marathon» style or short meetings over a long period of time.

4. *Formulation of the problem.* It is necessary to clearly state the problems that need to be addressed in the training process – a question to which there is currently no clear answer. Formulation of the problem must be in interrogative form, however, more than five problems should not be presented. It is possible to concentrate on any one and to direct training on its decision, hoping that change in that one will automatically entail everything else.

5. *Formulation of tasks.* Task – is the aim of activity presented in certain conditions. Tasks must be formed not in interrogative, but in affirmative form. For example, to work in the system of representations of participants, it is possible to formulate tasks: to help participants understand the essence of pedagogical activity of a medical worker; in the system of relations – to give participants the opportunity to gain experience of pedagogical interaction; in the system of skills – to offer a model of constructive interaction with patients at the level of pedagogical communication, etc.

6. *Selection of appropriate exercises, situational tasks for professional purposes.* Ideally, when creating an author's training, games and exercises should be author's creations. But a novice trainer usually has to turn to professional literature and use already known exercises. To select each of the following exercises, you need to determine: What do you want to work with (group characteristics as an object or individual characteristics of the participants). What changes do you want to make? Using what exercises can you make these changes? How can you prepare a group to perform this exercise? What result can be achieved?

7. *Emphasizing the blocks of the training syllabus and classes for each block.* It is worth to identify blocks (modules), which must be presented in training. Block system of training may look the next: preparation, awareness of the problem, reassessment, action, reflection. This is a fairly traditional scheme in which the boundaries of the stages of development of the group are indicated conditionally. It should be borne in mind that the full implementation of all blocks will significantly increase the duration of training. Each block can be converted into a separate training, i.e. this program is modular in nature. At the same time, in each module the group will go through the same stages as in the holistic training program.

8. *Drawing up a scenario of training plan.* Implementation of that step is related to the distribution of selected or developed techniques. It is necessary to take into account the following points: the purpose of technology; time that must be spent on equipment; compatibility of different techniques; stage of group dynamics, when it is best to conduct the technique; type and degree of activity of participants initiated by technology (physical, intellectual, etc.); expediency of application of psychotechnics at present (readiness of participants for it). It is necessary to prepare in advance additional exercises – other in form, but aimed at solving the same tasks.

9. *Writing a short training scenario with the purpose of each class and all the necessary materials.* It is advisable to write a training scenario maximum in details, taking into account all the details in exercise description. It will be appropriate to plan each class on a separate card with the names of the exercises – this will be a cheat sheet that will help in training. It is not recommended to take the whole detailed scenario for classes: a pack of paper in your hands will severely constrain the activity of the lecturer. When compiling a syllabus, it is important to know that most trainings should include: exercises to get acquainted with the problem; communicative and analytical exercises; exercises that motivate group dynamics; specialized exercises aimed at the formation or development of the necessary skills, abilities or qualities; exercises focused on the development of empathy and reflection skills; corrective and developmental exercises.

Lecturers who intend to conduct classes in the form of educational training, it is advisable to follow the phased training.

An important stage of any training, regardless of its goals and tasks, is to acquaint participants with the problem, when each of them makes a unique presentation for other participants. This is an introductory procedure that arouses interest, introduces participants to the work, sets the general rhythm of work. At the same time, the facilitator needs a developed ability to patiently listen to a variety of statements of the participants. Not only to listen without interruption, but also to constantly monitor the course of thought, to try to understand the content, rejecting their judgments and assessments.

An important element identifying the effectiveness of training is the work expectations. At the same time it is necessary to pay attention that expectations and results were defined in positive terms. Adequately positive attitude to work with certain goals and expectations (perceived by each participant) increases the effectiveness of the group. It is useful to learn about the goals they set for themselves, what they expect from working in a group, what everyone wants to get in the training process, and what should happen for the participant to say to himself: «For me, this training became useful».



Any group has certain norms and rules of existence. Starting from the procedure of acquaintance in the group the rules of work are set and intragroup norms are formed. The rules are introduced in stages and first set by the presenter. It is possible for the presenters to make them public, but even in this case a discussion procedure should be organized, inviting each participant to speak. In any case, the rules must be defined, understood and accepted by the participants. Norms are set by the work itself, although it is partly a reflection of existing rules. These are consistency, confidentiality, activity, sincerity in communication and the right to say «no», addressing the name, trusting style of communication, personalization of statements (participants are invited to say more of themselves: «I believe that ...», «I think ...»), discussion of procedures on the principle of «here and now». The final agreed and adopted rules are the basis for the work of the group.

The success and effectiveness of the exercises largely depends on the correctness of the instructions. The instructions must be accurate, clear and concise. Demonstration is possible in some exercises.

The effectiveness of training procedures is affected not only by the adequacy of their inclusion, the correctness of the instructions, but also how they are completed. Some exercises have a logical conclusion. For example, the end of the procedure of the exercise conducted in a circle can be considered the completion of its implementation by the last participant. In other cases, the condition of finish may be stipulated in advance, for example: the exercise will be completed when each participant says something or takes some action. In the third category of tasks, the condition for completion of the procedure may be the expiration of a predetermined period of time. But the end of the procedural part of the task and its completion are not the same thing. Even in those exercises that have their own logical conclusion, certain instructions and procedures, the discussion should not be neglected.

Reflections and discussions after the exercise are its most important components. It is necessary to leave enough time for this. Discussion should be given at least twice as much time as the exercise itself. It is important to give participants the opportunity to report what happened to them during the exercise, to analyze and make sense of personal experience. Discussions can be built according to the scheme:

- 1) description of the performed actions with their further interpretation;
- 2) description of feelings during the performance of exercise with the interpretation of what they related to;
- 3) feedback of group and presenter.

The less structured discussion, starting with more or less vague open-ended questions, such as, «What do you think about this exercise?», can be used. It is necessary to give participants time so that they can think about the questions and answer them.

Some exercises, especially role-playing games, require conducting of specially organized procedure to exit the role and comprehend own actions. This is more than just a discussion. During the exercise or role-playing, the participant often invests certain emotions in their actions. Therefore, at the end of such emotional procedures or classes, it is necessary to bring participants to discuss what they felt. This stage can be called «debriefing». It must be conducted to remove the roles and «return» the participants to real life. In this case, the trainer, especially after the role play, where each participant was assigned a role, should ensure that other participants ask questions about the real situation, and not from the role they play during the game.

Organization of group survey can be organized in different ways:

1. The survey in a certain sequence. The advantage of this method is that the participant can better prepare for the answer. The disadvantage is that participants who are focused on waiting for their question may pay less attention to what is happening in the group.

2. Participants receive questions from the leader without any notice. The advantage of this method is that it allows you to mobilize participants and focus their attention. The disadvantage is that in some cases, the unpredictability of who will be asked next can lead to excitement of participants and increase the overall tension in the group.

3. Asking question to the whole group. In this case, participants answer the question only when they feel ready to answer. The advantage of this method is that it allows participants to prepare for the answer and does not cause anxiety. The disadvantage is that individual participants may «drop out» of the overall work, and this requires more flexibility on the part of the trainer.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summing up, we note that the training of future masters for pedagogical activities involves testing of their own knowledge, abilities and skills in safe conditions of direct participation in educational trainings. For effective work of all participants of educational trainings lecturers need to consider the basic requirements to the organization of the specified pedagogical forms and methods of classes.

Prospects for further studies we see in the development of special methodical materials that will ensure the optimal work of participants of educational training – future masters of medicine for pedagogical activities.

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**Марія Оліяр,**

доктор педагогічних наук, професор, завідувач кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Mariia Oliiar,

Doctor of Pedagogical Sciences, Professor, Head of Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

oliyar27@gmail.com

ORCID ID 0000-0002-1592-1780

Катерина Фомін,

кандидат педагогічних наук, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Kateryna Fomin,

Ph.D, Associate Professor, Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

kateryna.fomin@pnu.edu.ua

ORCID ID 0000-0001-6005-7357

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ЗМІШАНЕ НАВЧАННЯ ЯК ЗАСІБ ФОРМУВАННЯ ПРОФЕСІОНАЛІЗМУ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ

Анотація. У статті зазначено, що сучасна система освіти покликана реагувати на цивілізаційні й соціально-технологічні виклики XXI століття. Новий зміст освіти заснований на формуванні компетентностей, потрібних для успішної самореалізації особистості в суспільстві. Пандемія COVID-19 та війна в Україні стали додатковими стимулами для створення нових освітніх продуктів, зокрема для розвитку цифровізації освіти, розбудови практик змішаного навчання. У наукових дослідженнях вітчизняних та зарубіжних учених чітко простежується потреба у впровадженні гнучких інноваційних моделей вищої освіти, пріоритетність використання цифрових інструментів викладання, зростаючий запит на формування сучасних фахівців у цифровому середовищі. Відповідно нові, більш складні вимоги ставляться до професійної підготовки майбутніх педагогів, зокрема вчителів початкових класів. Об'єктивно виникла необхідність осмислення сучасної цифрової дидактики, розробки заходів підтримки студента і викладача, нових моделей освіти тощо. Одним із інструментів такої трансформації виступає змішане навчання, що активно розвивається в останні десятиліття і забезпечує орієнтацію навчального процесу на формування нової моделі випускника з урахуванням сучасних стандартів. У статті на основі дослідження педагогічних можливостей технології змішаного навчання проаналізовано переваги та недоліки цієї технології в процесі професійної підготовки майбутніх учителів початкових класів. Автор зазначає, що визначальними в організації змішаного навчання є такі чинники, як: 1) запити студентів; 2) специфіка дисципліни; 3) педагогічні теорії та підходи; 4) співвідношення між викладанням і самостійною роботою студентів. Ефективність упровадження змішаного навчання залежить від гармонійного поєднання цифрових технологій і майстерності їх використання. Змішане навчання – це якісно новий підхід, що трансформує структуру і зміст навчання, змінюючи традиційні ролі викладача та здобувача освіти, а також навчальне середовище. Однією із складових змішаного навчання є технологія «перевернутого класу» – сучасний тренд та інноваційний спосіб організації освітнього процесу. Основною перевагою «перевернутого класу» є здобуття студентами низки компетентностей XXI століття, таких, як здатність самостійно вирішувати проблеми, креативність, навички співробітництва, грамотність у галузі ІКТ. Різні моделі «перевернутого класу» дозволяють використовувати більш широкий арсенал форм контролю знань студентів залежно від завдань, що стоять перед ними. Дослідження, присвячене технології змішаного навчання, показало, що ця технологія сприяє формуванню умінь студентів учитися, підвищує задоволеність і мотивацію майбутніх педагогів. Аналіз даних дослідження засвідчив, що технологія високо оцінюється викладачами за умов наявності відповідного рівня технічної та педагогічної підготовки і належної розробки методичних матеріалів.

Ключові слова: заклад вищої освіти, майбутній учитель початкових класів, професійна підготовка, інформаційно-комунікаційні технології, цифрове освітнє середовище, онлайн навчання, змішане навчання, моделі змішаного навчання, технологія «перевернутого класу».



BLENDED LEARNING AS A MEANS OF FUTURE PRIMARY SCHOOL TEACHER PROFESSIONAL DEVELOPMENT

Abstract. The research aims to prove that the modern education system is designed to respond to the civilizational and socio-technological challenges of the 21st century. The new content of education is based on the formation of competencies necessary for the individual's successful self-realization in society. The COVID-19 pandemic and the war in Ukraine have become additional stimulus for the creation of new educational products, in particular for the development of the digitalization of education, and blended learning practices. In scientific studies of domestic and foreign scientists, the necessity to implement flexible innovative models of higher education, the priority of using digital teaching tools, and the growing demand for the training of modern specialists in a digital environment can be found. Accordingly, new, more complex requirements apply to future teachers' professional training, in particular primary school teachers. Objectively, the necessity to understand modern digital didactics, develop measures to support students and teachers, and new models of education are in great demand. One of the tools of such a transformation is blended learning, which has been actively developing in recent decades and ensures the orientation of the educational process to the formation of a new model of a graduate taking into account modern standards. The article, based on the study of the pedagogical possibilities of blended learning technology, analyzes the advantages and disadvantages of this technology in the process of future primary school teachers' professional training. The authors highlight the following factors: 1) students' requests are decisive in the organization of blended learning; 2) specificity of the discipline; 3) pedagogical theories and approaches; 4) the relationship between teaching and students' independent work. The effectiveness of the implementation of blended learning depends on the harmonious combination of digital technologies and the skill of their use. Blended learning is a qualitatively new approach that transforms the structure and content of teaching, changing the traditional roles of teachers and learners, as well as the learning environment. One of the components of blended learning is the "flipped classroom technology" - a modern trend and an innovative way of organizing the educational process. The main advantage of the "flipped classroom" is that students acquire a number of competencies of the 21st century, such as the ability to solve problems independently, creativity, cooperation skills, and ICT literacy. Different models of the "flipped classroom" makes it possible to use a wider arsenal of forms of monitoring students' knowledge depending on the given tasks. A study on the technology of blended learning proved that this method contributes to the formation of students' learning abilities, and increases future teachers' satisfaction and motivation. The analysis of research data proved that the technology is highly appreciated by teachers, provided there is an appropriate level of technical and pedagogical training and proper methodical materials.

Keywords: higher education institution, future primary school teacher, professional training, information and communication technologies, digital educational environment, online learning, blended learning, blended learning models, "flipped classroom" technology.

INTRODUCTION

Formulation of the research problem. According to the Law of Ukraine "On Education" and the Concept of the New Ukrainian School, the modern education system is designed to respond to the civilizational and socio-technological challenges of the 21st century. The new content of education is based on the formation of competencies necessary for the successful self-realization of an individual in society (Law of Ukraine "On Education", 2017; Concepts of the New Ukrainian School, 2016). The most important challenge is the transition from the pedagogy of knowledge deficit to the pedagogy of excess knowledge. The COVID-19 pandemic and the war in Ukraine have become additional incentives for the creation of new educational products, in particular for the development of the digitalization of education, the development of blended learning practices. Consequently, new, more complex requirements apply to the professional training of future teachers, in particular primary school teachers. Modern teachers face the task of designing an educational process for students immersed in the world of mobile devices, have many opportunities to get information from various sources and have their own point of view on various problems. A decade ago, the ability to create educational content, discuss scientific and methodical ideas was the prerogative of professionals and scientists, now thanks to powerful, convenient and inexpensive mobile technologies, every student has this opportunity. Students' ability to form and improve educational content together with the teacher, activates learning and changes future teachers' attitude to knowledge, transforming learning into a joint activity in the educational community.

Thus, objectively, it is necessary to understand modern digital didactics, develop measures to support students and teachers, new models of education, etc. Learning and teaching in the digital age is undergoing a fundamental transformation, although cognitive processes of learning in general remain the same, the idea of how to teach, who to teach and what to teach has changed significantly.

Blended learning, which has been actively developing in recent decades, is one of the tools of such a transformation. Blended learning as an educational model appeared naturally when independent study of educational material was combined with classroom or online classes under teachers' supervision.

At the current stage of ICT development, distance learning, e-learning, m-learning, based on the use of modern educational platforms, cloud services, online services, and multimedia digital content, have emerged.

Due to the development of e-learning, blended learning has appeared, which combines various models of the educational process, theory and practice of pedagogy, teaching methods, approaches to assessment using digital tools and relying on student-centeredness, collaboration and the construction of educational experience (Garrison, R., & Anderson, T., & Archer, W., 2010).

Analysis of scientific research and publications. In the scientific studies of domestic and foreign scientists, the necessity to implement flexible innovative models of higher education, the priority of using digital teaching tools, and the growing demand for the formation of modern specialists in a digital environment can be clearly seen.



The methodological basis for the study of blended learning is the works of such Ukrainian and foreign scientists as P. Aliatan, S. Berezenska, K. Bugaichuk, N. Vaughan, R. Garrison, S. Zorg, N. Oliynyk, T. Oliynyk, O. Rybalko, N. Syrotenko, A. Stolyarevska, V. Kukharenko, S. Laster, B. Loki, M. Lyubomyrska, L. Lutsevych, F. Maidos, K. Mentile, M. Maurice, L. Rizdvyana, G. Sing, H. Staker, M. Horn, O. Chugai, B. Yarmak and others.

PURPOSE AND OBJECTIVES OF THE RESEARCH

The research purpose is to analyze the advantages and disadvantages of this technology in the process of professional training of future primary school teachers, based on the study of pedagogical possibilities of the blended learning technology.

RESEARCH METHODS: theoretical analysis of psychological and pedagogical literature; analysis of the practical experience of using blended learning technology in the process of professional training of future primary school teachers.

RESULTS OF THE RESEARCH

Recently, the educational results of future teachers' training increasingly demand to develop digital competences: digital literacy, data analysis, operating digital media, etc. Today, digital tools have a significant impact on educational activities, making them more effective. Phones, laptops, computers, as well as presentations in digital media, software are actively used in the process of training. At the same time, the following factors are important: 1) students' requests are decisive; 2) discipline specificity; 3) pedagogical theories and approaches; 4) the relationship between teaching and students' independent work. As modern student-centered education is focused on the individual student's achievement, when developing it, it is necessary to take into account specific students' individual differences, such as background knowledge of the subject, available media resources, digital literacy level, socio-demographic characteristics, etc.

Students' needs include cognitive (educational progress), activity (creating conditions for active learning) and humanistic (considering the student as an individual, taking into account his/her preferences, interests, culture, life situations) aspects. The success of modern professional training of future primary school teachers is determined by the orientation of the educational process to the formation of a new model of the graduate taking into account the existing lists of competencies in accordance with the new state standards (Professional Standard, 2020; Standard of Higher Education of Ukraine, 2021), and therefore the educational process is completely redesigned to meet the requirements of the new model. Under these conditions, the determination of the system of learning outcomes under the educational and professional program requires teachers' ability to overcome the stereotypes formed in the teaching of some disciplines, purposeful identification and consideration of student curriculum expectations. Taking into consideration these conditions, educational cases are formed on the basis of the implementation of educational innovations, regular revision of educational programs, accentuation of educational results on universal competencies.

Blended learning is an educational concept that combines traditional learning with distance and online methods. A student acquires knowledge in different ways: face-to-face (by communicating directly with teachers and students) as well as independently (using various modern digital technologies). At the same time, it is not an ordinary lesson in the classroom, as the student acquires a part of the educational material using modern gadgets (in a place convenient for him/her, at a time convenient for him/her and at his/her own pace): it is not distance learning, when the student receives little help from the teacher attending an educational institution only to take exams (Technology of blended learning, 2019, p. 11). Foreign scientists define such models of blended learning as the rotational model (Rotation); flexible model (Flex); personally oriented model (A La Carte); model of enriched virtual environment (Enriched Virtual) (Blended Learning Model Definitions, 2022).

Nowadays engagement of students in various types of educational activities is a priority in comparison with direct instruction, active learning prevails over passive. With the transition to blended learning, the idea of designing a logical, well-planned integrated teaching using educational platforms Moodle, LMS and other tools aimed at improving the quality of university education arose. However, students are not always ready for new pedagogical techniques, they can restrain innovations and promote conservative teaching. Therefore, it is necessary to use technologies that contribute to the gradual students' engagement in new formats of education, and require a radical transformation of professional education. These technologies ensure the orientation of the educational process to the preparation of a new model of a graduate taking into account modern standards. These include technologies of active blended learning.

Blended learning is characterized by a wide range of educational environments: classrooms with interactive whiteboards, flipcharts, etc., the Internet (social networks, websites, widgets, etc.), various technical means (tablets, laptops, mobile phones) that make it possible to implement principles of flexibility and mobility of such training. Blended learning as an educational innovation, which has become a school and university reality today, is associated with the integration of the best traditional and innovative electronic and mobile forms of learning, which give students the opportunity to choose the time, place, and pace of independent learning. This is a new pedagogical worldview that testifies to the growing influence of information technologies in education. The constant development of digital competences of participants in the educational process in the field of using ICT, electronic and mobile resources, as well as the development of their professional abilities and skills in the field of blended learning design, indicates that Ukrainian education has reached serious qualitative changes.

Blended learning implies that the emphasis is placed on the learner and his/her educational activities, and not on the technologies used for this. The resources and technologies used in the educational process are determined exclusively in connection with the needs of a certain student or a group of students, taking into account the age, the level of previous training, the necessary content of the study, the available printed or digital resources, etc., the purpose of the study. They do not form educational content, but are only a means for its assimilation. Different degrees of "mixing" can be used according to the audience of learners and their needs. The effectiveness of the implementation of blended learning depends on the harmonious combination of digital technologies and the skill of their use, taking advantage of colleagues' experience and



other specialists in this field, conducting experiments. Blended learning involves the teacher's new role, transferring into a tutor, mentor, facilitator, because one of his/her main goals is to facilitate the learning process, to create a psychologically comfortable learning environment. A facilitator is a guide who supports and accompanies the learner in the process of achieving educational goals, encourages, stimulates, helps in solving educational problems, directs the educational trajectory of the student, provides advisory assistance, etc. (The Flipped Class Learning Model, 2018) Thus, blended learning is not just the use of technical means of learning, that is, the mechanical addition of modern interactive technologies to traditional ones, but a qualitatively new approach that transforms the structure and content of learning, changing the traditional roles of the teacher and the learner, as well as the learning environment (Technology of blended learning training, p. 17).

One of the components of blended learning is the "flipped class" technology - a modern trend and an innovative way of organizing the educational process. "Flipped learning" is an educational model in which the traditional presentation of a lecture is transformed into its discussion, in which debatable issues are revealed, projects are presented, practical work is performed, etc., and the video lecture is a key technology component with this approach (M. Yu. Kademia, 2011, p. 112).

As is known, the "flipped class" differs from traditional education in that the theoretical material is studied by the students independently before the training sessions with the help of materials prepared by the teacher, which give the opportunity to work autonomously, and modern information and communication technologies (interactive materials, audio and video lectures, etc.), and in the classroom, students get an active learning experience in interaction with their classmates and the teacher. During the lesson, the teacher uses the time to answer students' questions, discuss educational problems, work individually with students, organize group work, during which students actively communicate, exchange their knowledge, help each other, create a new educational product, apply the knowledge gained in various educational situations, in activities (laboratory work, experiments, creative tasks, joint research projects, etc). Consequently, the classroom is transformed from a place where learners are passive observers to a space where they are actively involved in dynamic learning collaboration.

The main advantage of the "flipped classroom" is that students acquire a number of competencies of the 21st century, such as the ability to independently solve problems, creativity, cooperation skills, literacy in the field of ICT, etc. Thus, not only the approaches to the organization of the educational process, but also the functions of the teacher and students are radically changing. The teacher ceases to be the central figure of the educational process, the only source and translator of knowledge, who motivates the student to study, as a rule, by one or another means of control.

A student, on the contrary, from a passive listener, poorly motivated to study, takes an active position of a person responsible for his/her education, interested in obtaining professional knowledge and skills, as the work is at a more complex cognitive level (all unclear questions that arise in the process of acquiring new educational material, problems of practical application of knowledge in the future profession, etc.) is done during the lesson. Therefore, the teacher's attention is focused on getting ready for such work in class. At the same time, an equally important task, in addition to the assimilation of professional knowledge and skills, is the organization of the student's educational and cognitive activities in pairs and groups, active work with information, that is, the formation of the ability to lifelong learning. Thus, the information provided to the student is not only used to answer teachers' questions in order to get the highest possible grade. The student uses information for future professional activity, he/she analyzes it, applies it practically, develops cognitive skills based on it, that is, learns how to learn. Every modern specialist, and especially a teacher, must possess such an ability. And it is the "flipped classroom" technology that makes it possible to achieve this goal. Having the opportunity to acquire knowledge at a comfortable pace at a convenient time, students achieve the maximum level of development of cognitive abilities and thinking skills.

The technology of the "flipped classroom" significantly changes the process of traditional assessment, based on the reproduction of knowledge and its application in a well-defined academic situation. Different models of the "flipped class" makes it possible to use a wider arsenal of forms of monitoring students' knowledge depending on the tasks they face. In case the information was not provided by the teacher, but students' task was to find it, the methods used to search for information and the quality of the information itself are evaluated. If the student gets the task of informing the group of the received information starting a discussion, the quality of communication within the group, the contribution of everyone to collective knowledge, and the effectiveness of mutual learning are evaluated. Peer evaluation and self-evaluation are also important.

The "flipped classroom" method as a way of organizing teaching gives students a number of advantages. Observations show that students show great interest in learning the material, they like this learning format, they appreciate the opportunity to learn at their own pace and differentiated approaches. Among the key advantages of the new method, we can also mention the increase in the accessibility of education, it improves the assimilation of new knowledge by students. Among the key advantages of the new method, we can also mention the increase of the accessibility of education, it improves the assimilation of new knowledge by students. When interviewing future teachers about the advantages of this method, they noted that they liked to define their own learning goals, to work out materials on new topics independently, especially additional materials and resources, they were impressed by their own initiative, the ability to build their learning trajectory independently, taking into account the recommendations provided by the teacher, to learn at their own pace, using enough time for it, track their progress and evaluate achievements, monitor the learning process, like to express their own opinion about what they have read, heard, seen, participate in discussions during training sessions. As a result, the students state an increase in the feeling of satisfaction from learning, i.e. positive motivation of the educational process.

The results of the study of the experience of self-study at home indicate that such work is comfortable for students and improves the quality of learning the material in the classroom. Before starting work with the teacher, students get acquainted with the topic that will be discussed in the class, as a result, they feel more prepared and confident in the class. This reduces



the factor of excitement and stress, sets the mood for active participation in the discussion during the class. Some students additionally search for materials related to the topic. They have the opportunity to study at their own pace, in a comfortable place and at a convenient time for them, without feeling stressed, and can return to the material as many times as necessary.

As the survey revealed, the difficulties in teaching students with the help of the "flipped classroom" technology often lie in the fact that some of them are not going to connect their future life with the profession of a teacher and are not motivated to study, therefore, as a rule, they are passive, prefer traditional education, complain about lack of time, technical support, proper workplace, etc. to perform independent tasks. The results of the teachers' survey showed that 27.3% of them already used the flipped classroom technology in their practice. 50% did not have such experience, but had a desire to implement the technology. Thus, 77.3% of teachers were ready to work using the "flipped classroom" method. 22.7% of respondents have heard about this technology, but do not know how to use it. However, the transition to online teaching is often not easy for teachers either, as it is necessary to build new principles of network interaction, new rules of conduct, and roles. The main problems in this case are the feeling of overload (longer working day, constant request for feedback from students, new tools that need to be learned and applied), psychological discomfort associated with placing in a space using educational resources and critical feedback on them, doubts about meeting the expectations of colleagues and students, etc.

Despite certain difficulties (insufficient knowledge of ICT, "labor-intensive" development of educational courses, difficulties with insufficiently prepared students for classes, etc.), the teachers noted that the flipped classroom "gives an opportunity to use the time in the classroom productively", "contributes to an individual approach to students", as well as active participation of weaker students in education." Thus, auditorium work becomes more effective and purposeful.

At the same time, criticism of excessive attention to digital tools can be found in the scientific works of individual authors. Some researchers believe that technologically mediated learning with the use of various educational services is often of a commercial nature and does not contribute to the holistic growth of the individual.

There are calls to be more critical of modern technologies and to pay attention to whether they are really paving the way to the desired future of education (Teräs M., Suoranta J., Teräs H., Curcher M., 2020).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, blended learning is an educational technology that combines teacher-directed learning, online learning, and experiential learning. At the same time, the online environment implements the tasks of motivation, personalization and must meet certain requirements (adaptability, autonomy, instant feedback), and the teacher's role is transforming significantly, they become tutors, mentors, facilitators.

A study devoted to the technology of blended learning showed that this technology contributes to the formation of students' learning abilities, and increases future teachers' satisfaction and motivation.

The analysis of research data proved that this technology is highly appreciated by teachers, provided there is an appropriate level of technical and pedagogical training and proper development of methodical materials.

A comprehensive study and evaluation of the long-term advantages and disadvantages of these methods is necessary for the successful implementation of "flipped classroom technology" and other blended learning technologies in the practice of future elementary school teachers' professional training.

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**Борис Савчук,**

доктор історичних наук, професор, професор кафедри педагогіки та освітнього менеджменту ім. Б. Ступарика, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Borys Savchuk,

Doctor of Historical Sciences, Professor, Professor of the Department of Pedagogy and Educational Technologies named after B. Stuparyk, Precarpathian National University named after Vasyl Stefanyk (Ivano-Frankivsk, Ukraine)
borys.savchuk@pnu.edu.ua
ORCID 0000-0003-2256-0845

Марія Копчук-Кашецька,

кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Maria Kopchuk-Kashetska,

candidate of pedagogical sciences, associate professor of Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
mariia.kopchuk-kashetska@pnu.edu.ua
ORCID 0000-0003-1671-3710

Світлана Мальона,

кандидат наук з фізичного виховання та спорту, доцент кафедри теорії та методики фізичної культури та спорту, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Svitlana Malona,

Candidate of Sciences in Physical Education and Sports, Associate Professor of the Department of Theory and Methods of Physical Culture and Sports, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
Malona888@gmail.com
ORCID 0000-0001-5509-9771

Ігор Бай,

кандидат педагогічних наук, доцент, доцент кафедри фахових методик і технологій початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ihor Bai,

Candidate of pedagogical sciences, docent, docent of the Department of Professional Methods and Technologies of Primary Education, Precarpathian National University named after Vasyl Stefanyk (Ivano-Frankivsk, Ukraine)
igor.bai@pnu.edu.ua
ORCID 0000-0002-5680-0694



ВИКОРИСТАННЯ МЕТОДІВ БІОГРАФІЧНОГО АНАЛІЗУ В ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ: НАУКОВО-ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ ПРОБЛЕМИ

Анотація. У статті актуалізовано проблему використання методів біографістики в підготовці майбутніх педагогів. Мета дослідження полягає в теоретико-методологічному обґрунтуванні можливостей використання методів біографічного аналізу в професійно-педагогічній підготовці майбутніх учителів для підвищення їхньої методичної компетентності. Її розв'язання передбачало всебічний аналіз зарубіжного та вітчизняного досвіду наукового осмислення порушеної проблеми. У процесі підготовки дослідження використано методи аналізу і синтезу, історіографічного аналізу, монографічний, вибіркового аналізу, контент-аналізу.

За результатами аналізу репрезентативної зарубіжної та української психолого-педагогічної літератури виявлено консолідовану позицію, згідно з якою методи біографічного аналізу мають фокусувати на вивченні психічних станів людини, що є результатом і наслідком її життєвого шляху та увиразнюють особливості її суспільного досвіду. З позицій біографістики психічні стани розглядаються як особливий зріз психологічної характеристики особистості, що відображає відносно статичні та перманентні вияви її душевних переживань на різних етапах життєвого шляху. Це дає підстави стверджувати, що методи біографічного аналізу мають значний потенціал як інструмент вивчення психічних станів здобувачів освіти та з'ясування того, як від їхніх змін залежить поведінка і життєдіяльність учнів шкіл, студентів університетів. Зроблено висновок, що проведене дослідження обґрунтовує ефективність використання інструментальних можливостей методів біографічного аналізу в підготовці майбутніх педагогів до професійно-педагогічної діяльності. Вони дають важливий ключ для самопізнання і впорядкування її внутрішнього світу. Тому завдання педагога-біографа полягає в тому, щоб допомогти здобувачеві освіти розібратися у власному житті, відкорегувати свою самооцінку й зробити своє життя цілісним і щасливим. Визначено перспективу проведення експериментальних досліджень, які мають перевірити та підтвердити доцільність і ефективність використання методів біографічного аналізу в організації освітнього процесу.

Ключові слова: методи біографічного аналізу, майбутні вчителі, здобувачі освіти, психічний стан, професійно-педагогічна підготовка.

USE OF BIOGRAPHICAL ANALYSIS METHODS IN THE TRAINING OF FUTURE TEACHERS: SCIENTIFIC AND THEORETICAL JUSTIFICATION OF THE PROBLEM

Abstract. The article updates the problem of using biographical methods in the training of future teachers. The purpose of the research is the theoretical and methodological substantiation of the possibilities of using methods of biographical analysis in the professional and pedagogical training of future teachers to increase their methodological competence. Its solution involved a comprehensive analysis of foreign and domestic experience in the scientific understanding of the problem. The methods of analysis and synthesis, historiographical analysis, monographic analysis, selective analysis, and content analysis were used in the preparation of the research.

Based on the results of the analysis of representative foreign and Ukrainian psychological and pedagogical literature, a consolidated position was revealed, according to which biographical analysis methods should focus on the study of a person's mental states, which are the result and consequence of his life path and highlight the features of his social experience. From the point of view of biographical studies, mental states are considered as a special section of the psychological characteristics of an individual, which reflects relatively static and permanent manifestations of his mental experiences at various stages of his life path. This allows us to assert that the methods of biographical analysis have significant potential as a tool for studying the mental states of education seekers and finding out how the behavior and life activities of school students and university students depend on their changes. It was concluded that the conducted research substantiates the effectiveness of using the instrumental capabilities of the methods of biographical analysis in the preparation of future teachers for professional and pedagogical activities. They provide an important key for self-discovery and ordering of her inner world. Therefore, the task of the teacher-biographer is to help the student understand his own life, correct his self-esteem and make his life whole and happy. The prospect of conducting experimental studies, which should verify and confirm the expediency and effectiveness of using methods of biographical analysis in the organization of the educational process, is determined.

Keywords: methods of biographical analysis, future teachers, education seekers, mental state, professional and pedagogical training.

INTRODUCTION

The problem formulation. The origins of the biographical method date back to antiquity. Its essence and tasks in the late nineteenth century formulated by the German philosopher W. Dilthey, and in the 1920's of the 20th century Representatives of the Chicago School of Sociology developed the first scientific and theoretical concept of the biographical method as a universal tool for studying the "life history" of various social groups and subcultures. In the second half of the 20th – early 21st century biographical method became an interdisciplinary phenomenon, consisting of a set of methods for studying philosophy, psychology, sociology, pedagogy and other fields of knowledge (Menzhulin V.I., 2010).

The methodology of teaching foreign literature as a pedagogical science is a subject that directs the social process of educational training of schoolchildren in the classroom. The social significance of methods of teaching literature is due to the fact that they are considered an integral part of the educational process in the school as a whole, so the method is closely related to didactics, which develops a general theory and general principles of teaching.



Analysis of recent research and publications. Psychologists have made a fundamental contribution to the development of theoretical and methodological foundations of the biographical method and found significant opportunities for its use in the study and correction of various aspects of the psyche and mental activity (G. Allport, Y. Joynes, V. Klimchuk, Ya. Moisienko, I. Rozman, V. Stewart, etc.).

The study of this literature shows that the methods of biographical analysis have a significant potential for improving the methodical culture and professional competence of future teachers. However, in such a way, the specified problem remains understudied in Ukrainian pedagogical science. This actualizes the need for its substantive scientific and theoretical understanding as a basis for further practical work.

THE AIM AND RESEARCH TASKS

The purpose of the research is the theoretical and methodological substantiation of the possibilities of using methods of biographical analysis in the professional and pedagogical training of future teachers to increase their methodological competence. Its solution involves a comprehensive analysis of foreign and domestic literature on the problem.

RESULTS OF THE RESEARCH

We have noted the conceptual developments of scientists who define and substantiate methods and means of biographical analysis of human life (Rybnikov N. A., 1929); theory and practice of using personal documents in socio-psychological research (Allport, 1942); experience of psychobiographical research and psychoanalysis of events and experiences of early childhood (Frojd Z., 2015); ideographic approach to the analysis of human life from the standpoint of humanistic psychology (Buhler Ch., 1971); possibilities of using psychobiographical methods in the study and psychocorrection of personality (Joynes Y., Stewart V.; Klimchuk V., Moisienko Ya., 2007; Korzhova E., 1994; Rozman, I., 2020); tools of psychographic analysis of the student's personality (Klimchuk V., Moisienko Ya., 2007; Manokha, I. P., 1999; Rozman, I., 2020).

We supposed to be of considerable value the substantiation of experimental possibilities of using the biographical method in the study of personality. As a tool for collecting and analyzing data about the way of life of a person as an individual and a subject of activity, the biographical method opens significant opportunities to study personal character, self-awareness, life values, abilities, interests and psychophysiological features (Ananiev, A. B., 1969).

From the perspective of constructive psychology, effective methods of developing "positive biographical way of thinking" in the form of "correction of life schedule", "stimulating memories of the best moments of life", "stories about lineage", "stimulating to plan future behavior", etc. (Golovaha, E.I., Kronik, A.A., 1984). In the course of American practical psychology "Life Spring" developed original ideas and practical methods of helping people who have difficulty in self-regulation and self-realization in their lives (Hanley, J., 1989).

The indicated scientific studies reflect a consolidated position, according to the methods of biographical analysis should focus on the study of the mental states of a person as the results and consequences of his life path and social experience. From the point of view of biographical studies, we consider mental states as a special section of the psychological characteristics of an individual, which reflects static and permanent manifestations of his mental experiences at various stages of life. This allows us to claim that biographical methods have significant potential as a tool for studying the mental states of education seekers.

The methodology of pedagogical biography projects the comprehension of mental states through the prism of a retrospective of the way of life in the situations of modern life; as a form of response that reflects a person's attitude to their own mental phenomena and properties under certain conditions and at a certain stage of life; as a "state of mind", which reflects the complex feelings, experiences, ideas of a person, i.e. a pupil, a student and a teacher.

The use of the biographical method in the study of mental states of students identified four of their features. They relate to 1) the integrity of mental states, which, although related to a particular area of the psyche (cognitive, emotional, volitional), characterize mental activity in general at a certain period of life; 2) mobility, variability, relative stability of mental states, which have their own dynamics, beginning and end; 3) the place of mental states in the structure of the psyche (as a result of brain activity, they affect mental processes and thus determine the selectivity of feelings, productivity of thinking, the nature of perception, etc.); 4) a wide range of typical and individually peculiarities, as a rule, ambivalent external manifestations of mental states i.e. confusion and concentration, hope and hopelessness, tension and calmness, determination and uncertainty, despair and indomitability, surprise and indifference, and others.

The basis of the formation of methodological knowledge and skills among student teachers is the use of biographical methods to study the mental states of students, it is appropriate to put the procedure of monographic research. It focuses on the individual, purposeful, comprehensive study of the student as a whole person with his own life path (experience). As follows from the scientific and methodological experience of scientists (Golovaha, E. I., Kronik, A. A., 1984; Hanley J., 1989; Joynes Y., Stewart V.; Klimchuk V., Moisienko Ya., 2007; Korzhova E., 1994; Rozman, I., 2020) for this it is appropriate to use the following tools:

1. The method "Personal file" involves the study of students' official personal (biographical) documents, which create a basis for further study of their mental states. In our interpretation, these formal biographical data form the basis of the biographical interview.

2. Implementation of the method "Biographical interview" ("biographical conversation") based on a simulated role-playing game. This leads to thorough preparation in the form of preliminary acquaintance with the personal file of the respondent; study of methods and techniques of "active listening", entering into trust with the interlocutor, directing the conversation in the right direction (according to Sypacevskaya, 2011); developing an interview plan, mastering the rules of questioning and encouraging the interviewer to answer honestly. The information obtained as a result of the methods of



“Personal Case” and “Biographical Interview” was systematized in such a way that significant events in a person's life were combined with his/her subjective experiences and mental states, reflected in self-characteristics and self-assessments. Such information can be structured in the “Chronological tables of mental states”.

3. The “Circle of Communication” technique is very significant, because about 44% of events in a person's life are related to communication relations. Its essence and tasks are to determine the circle of communication according to the following criteria: a) friendly relations (leisure and discussion of various matters, regular correspondence via the Internet and messengers, asking for help, etc.); b) hostile relations (communication is unpleasant, but forced due to various circumstances); c) the nature and intensity of interpersonal relationships. Analysis of these connections and relationships provides the teacher with important information to identify causal deviations in students' behavior, learning, and attitudes. This is the basis for determining their mental states.

4. The method of “Events” in our interpretation can be implemented not only in writing but also orally through a combination with the method of “Biographical interview”. They proceeded from the understanding of the event as an indicator of a person's individuality, so its perception, description, interpretation provide an important basis for determining his/her mental states and creating a holistic mental portrait. The events that the person reflected were divided into three categories: environmental events; behavioral events; events-impressions. According to their number, ratio and interpretation, indicators of a person's individuality were diagnosed: character types, will, social activity, openness or isolation, etc.

5. The method of “Impressions” outlines the scope of “inner experiences of the person”. This is manifested in vivid memories of past and present life, associated with the images and fears of childhood and subsequent victories and defeats, achievements and mistakes. This method allows you to look into the most secret “corners” of the inner “I” and determine the sources, causes and consequences of various mental states.

6. The method of “Testimony of a third party” involves working with individuals (parents, teachers, etc.) who had the opportunity to observe the behavior of students in different life circumstances.

7. Method of praximetry – shapes the experience gained by students in analyzing the products of student life on the basis of acquaintance with abstracts, individual projects, other results of educational activities of their peers. In our interpretation, it was combined with the technique of graphological analysis, which determined the character traits of a person by his handwriting.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The conducted research substantiates the effectiveness of using methods of biographical analysis in the preparation of future teachers for professional and pedagogical activities. They provide an important key for self-discovery and ordering of a person's inner world, therefore the task of the teacher-biographer is to help the learner to understand his own life, correct his self-esteem and make his life self-valuable, integral. From this follows the perspective of conducting experimental studies, which should check the expediency and effectiveness of scientific and theoretical concepts of using methods of biographical analysis in the organization of the educational process.

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**Інна Ткачівська,**

кандидат педагогічних наук, доцент, доцент кафедри теорії та методики фізичної культури, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Inna Tkachivska,

Ph.D. in Education, Associate Professor, Associate Professor of the department of theory and methods of physical culture, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
inna.tkachivska@pnu.edu.ua
ORCID 0000-0002-8995-2483

Тарас Серман,

кандидат педагогічних наук, доцент кафедри фізичного виховання, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Taras Serman,

Ph.D. in Education, Associate professor of the department of physical education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
mrtaras79@gmail.com
ORCID 0000-0002-7836-3085

Ганна Презліята,

кандидат педагогічних наук, доцент, доцент кафедри теорії та методики фізичної культури, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Hanna Prezliata,

Ph.D. in Education, Associate Professor, Associate Professor of the department of theory and methods of physical culture, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
hanna.prezliata@pnu.edu.ua
ORCID 0000-0001-9981-8205

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ФОРМУВАННЯ ДИДАКТИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ

Анотація. У статті розглянуто особливості формування дидактичної компетентності майбутніх учителів фізичної культури за умов сучасних освітніх реалій. Дидактична компетентність майбутнього вчителя фізичної культури є важливим складником його професійної готовності, що забезпечує на особистісному рівні його самоорганізацію відповідно до професійних вимог і дає можливість фахово здійснювати педагогічну діяльність у системі фізичної культури освітнього закладу. Проаналізовано та систематизовано основні ідеї компетентнісного підходу, на основі чого розроблено модель дидактичної компетентності майбутнього вчителя фізичної культури, що складається з трьох компонентів: мотиваційно-інформаційного, пізнавально-змістового та технологічного. Мотиваційно-інформаційний компонент спрямовувався на формування в студентів стійкої мотивації до ґрунтовного вивчення педагогічної дидактики як чинника реалізації набутих у ЗВО професійно орієнтованих знань й умінь у педагогічній діяльності майбутнього учителя фізичної культури. Цьому сприяє залучення студентів до активних форм занять: презентації, евристичні бесіди, пізнавальні ігри, диспути, симпозиуми. Пізнавально-змістовий компонент спрямовується на формування повноти теоретичних знань та особливостей практичного застосування різних форм роботи. Вивчення навчальних тем передбачає широке використання активних форм роботи: моделювання, презентації, «мозковий штурм», відверті розмови, симпозиуми, диспути, захисти розроблених студентами дидактичних моделей. Технологічний компонент передбачав ознайомлення студентів з різними методами й особливостями розвивального навчання. Розроблена модель дидактичної компетентності з її змістовим наповненням реалізується під час викладання навчальної дисципліни «Педагогіка фізичної культури з основами дидактики». Досліджено, що формування дидактичної діяльності студентів спеціальності 014 Середня освіта (Фізична культура) можливе за умови реалізації структурних змістових компонентів на засадах міжпредметної інтеграції з професійно-зорієнтованими дисциплінами та широким використанням інноваційних методів навчання, що створюють сприятливе інформаційно-діяльнісне педагогічне середовище, у якому пробуджується інтерес до педагогічної дидактики та розвиваються рефлексивні здібності.

Ключові слова: дидактична компетентність, майбутні вчителі фізичної культури, педагогіка фізичної культури.



FORMATION OF DIDACTIC COMPETENCE OF FUTURE PHYSICAL EDUCATION TEACHERS

Abstract. The article deals with the peculiarities of the formation of didactic competence of future physical education teachers in the conditions of modern educational realities. The didactic competence of the future physical education teacher is an important component of his professional readiness, which provides at the personal level his self-organization in accordance with professional requirements and enables to professionally carry out pedagogical activity in the system of physical culture of the educational institution. The basic ideas of the competence approach are analyzed and systematized, on the basis of which the model of didactic competence of the future physical culture teacher, consisting of three components: motivational-information, cognitive-content and technological. The motivational and information component was aimed at the formation of stable motivation for students to thoroughly study pedagogical didactics as a factor of realization of acquired knowledge and skills in the pedagogical activity of the future teacher of physical culture. This is facilitated by the involvement of students in active forms of classes: presentations, heuristic conversations, cognitive games, debates, symposia. The cognitive-content component is directed to the formation of completeness of theoretical knowledge and features of practical application of different forms of work. The study of educational topics involves the widespread use of active forms of work: modeling, presentations, "brainstorming", candid conversations, symposia, debates, protection of didactic models developed by students. The technological component involved acquaintance of students with different methods and features of developmental learning. The developed model of didactic competence with its content filling is implemented during the teaching of the discipline "Pedagogy of physical culture with the basics of didactics". It is investigated that the formation of didactic activity of students of specialty 014 Secondary education (physical culture) is possible with the implementation of structural content components on the basis of cross-curricular integration with professional-oriented disciplines and the widespread use Interest in pedagogical didactics and develop reflexive abilities.

Keywords: didactic competence, future physical culture teachers, physical culture pedagogy.

INTRODUCTION

The problem formulation. In the conditions of the formation of a new Ukrainian school (NUS), the main regulatory and legal documents put on the agenda of higher education institutions (HEIs) of Ukraine the problem of ensuring the improvement of the quality of training of pedagogical personnel, including future teachers of physical education.

Didactics and physical culture are important components of pedagogical science, which is currently in constant development: they are updated with original conceptual ideas and the content of educational programs; methods and technologies, new approaches to teaching the school course "Physical Education", developed by creative practicing teachers, innovative teachers. All this, according to the research of scientists, requires raising the educational process to a qualitatively new level in educational institutions of various accreditation levels in accordance with the social order and requirements of modern society (N.M. Bilyk, 2004; O.M. Snigur, 2005; S.I. Yakymenko, 2011; N. O. Zemska, 2012; Y. F. Ostafichuk, 2014).

In addition to the above, in these conditions, the competence approach in the professional training of future specialists is becoming increasingly important, which, according to generally accepted scientific opinion, should be carried out through updating the content of education on the basis of intersubject integration and ensure the formation of theoretical knowledge in connection with the instillation of practical professional skills based on didactic principles (Bibik N. M., 2004, p. 47-52, Bondar V.I., 1999, Huzii N. V., 2004, Yurieva K., 2004, p. 10-11).

After all, a professional teacher is not just a certified specialist whose educational document confirms the acquisition of the relevant profession. According to scientists, he or she should have good professional knowledge of specialized disciplines, as well as didactic principles of pedagogical education, which will give him the opportunity to ensure the educational process at the proper level in the conditions of a modern school (Bondar V.I., 1999, Vyshynska V. H., 2006, p. 30-38, Karpov L.H., 2004). At the same time, the formation of didactic competence on the basis of integration, in our opinion, will create a favorable reflective environment, and in which the student will have the opportunity to correlate his ideas about the profession of a physical education teacher with the requirements that apply to it and reorient the personal educational process to achieve the appropriate goal coordinating his own professional development.

All of the above obligates higher education teachers to search for optimization of didactic models, updating educational programs, developing educational and methodological materials capable of ensuring proper training of pedagogical personnel in accordance with today's requirements. All this testifies to the relevance and practical significance of the raised problem.

Analysis of recent research and publications. In the context of the mentioned problem, the materials of scientific research in the field of pedagogy are of interest (V. A. Adolf, 1998; V. I. Bondar, 1999; V. M. Vvedenskyi, 2003; V. G. Vyshynska, 2006; S. I. Yakymenko, 2011), as well as physical culture (B.M. Shiyan, V.G. Papusha, 2005; S.I. Prysiachniuk, V.V. Krasnov, 2007; O.M. Khudoliy, 2007; V.I. Arefyev, 2011), which actualize the need for the formation of stable didactic competence in students, as a prerequisite for the implementation of acquired theoretical knowledge, skills in the professionally oriented disciplines in practical activity and serve as a good motivating factor for future professional activity.

THE AIM AND RESEARCH TASKS

The purpose of the research consists in clarifying the essence of the concept of "didactic competence", developing its schematic model, content provision and ways of their implementation in the professional training of future physical education teachers.



RESEARCH METHODS. The methods used for the research are the analysis of literary sources, survey, observation, modeling and the method of generalization and conclusions.

RESULTS OF THE RESEARCH

The study and analysis of relevant scientific sources, our observations of the professional activity of physical education teachers, as well as students during educational pedagogical practice, convincingly prove that in both categories there is an insufficient level of mastery of didactic tools, namely:

- limited awareness of the requirements of the main conceptual provisions of the regulatory and directive documents on physical education and the ways of their implementation in the practice of the school course "Physical Education" (the purpose, tasks, means, forms, ways of persuading students about the need for a careful attitude both to their own health and to other people's health, establishing priorities for a healthy lifestyle) (Hura O.I., 2006, *Zakon Ukrainy pro vyshchu osvitu*, 2002, p. 2-8, Zemska N.O., 2012];
- in teaching students theoretical knowledge, practical skills in the main educational modules and the development on this basis of cognitive interest, a conscious desire for physical self-improvement (communication of new material, learning, consolidation and use of motor activity by students in everyday life, control and self-control of the quality of knowledge and skills, didactic testing) (Arefyev V. H., 2011, Bibik N. M., 2004, p. 47-52, Prysiazhniuk S. I., V.P. Krasnov et al., 2007);
- students and practicing teachers fail to form in schoolchildren skills and the ability to consciously and skillfully perform physical exercises (brought to the point of automatism) and use them in everyday life as a factor in strengthening health, establishing the priorities of a healthy lifestyle (Zemska N.O., 2012, Shyian B. M., Papusha V.H., 2005);
- there is insufficient awareness of students regarding the practical implementation of didactic principles in the process of physical education of schoolchildren: scientificity, consciousness and activity; systematicity and consistency; availability; strength of knowledge acquisition; differentiated and individual approach; emotionality and unconventionality of education, as well as implementation of the national idea (Prezliata H.V. Tkachivska I.M. Vypasniak I.P., 2014, Prysiazhniuk S. I., V.P. Krasnov et al., 2007, Furman A. V., 2001);
- it is desired that both physical education teachers and students be better aware of the variety of methods, which according to our observations are mainly reduced to two heuristics - the conversation and the achromatic method (explanation, narration, instruction, giving commands) and far from the perfection is the use of practical methods (learning exercises in parts, as a whole, where mistakes are rarely corrected); insufficient attention is paid to the game competitive method (creates favorable conditions for the formation of students' sense of collectivism, initiative, conscious discipline); the use of interactive learning methods as well (Bondar V.I., 1999, Huzii N. V., 2004, Kichuk N. V., 1993);
- students do not know how to use during pedagogical practice methods of stimulating cognitive activity, control and self-control, as well as methods of forming motives that encourage schoolchildren to active motor activity (Vyshynska V. H., 2006, p. 30-38, Karpov L.H., 2004);
- there is no clear understanding of the essence of the concept of "forms of classes", they are poorly oriented in their features and varieties (health-improving forms in the mode of the school day; educational forms, forms of extracurricular activities), and they also want to be better acquainted with the means of learning. Frequent substitution of these concepts is observed, although in didactics they have a specific definition and fulfill different purposes (Bibik N. M., 2004, p. 47-52, Vyshynska V. H., 2006, p. 30-38, Omelianenko V. L., Kuzminskyi A. I., Vovk L.P., 2003, p.60-127).

All of the above, in our opinion, is caused by the lack of an effective mechanism for the formation of the phenomenon of didactic competence of future physical education teachers. At the same time, we fully agree with the position of a significant part of scientists that pedagogical training should be fundamental in pedagogical higher education, able to ensure the formation of the professional culture of the future teacher, taking into account the specifics of future professional activity. At the same time, the need for interdisciplinary integration with professional disciplines acting as means of pedagogical activity, which a graduate student must skillfully use (Arefyev V. H., 2011, Kichuk N. V., 1993, Omelianenko V. L., Kuzminskyi A. I., Vovk L.P., 2003, p.60-127), is becoming more relevant.

Based on the above, we will try to find out what the content of the educational discipline "Pedagogy" is filled with, and to reveal students' interest in it. For this purpose, a thorough analysis and making sense of the materials of scientific research by N.V. Volkova (2001), N.M. Bilyk (2004), N.V. Guzyi (2004) are made. They gave the opportunity to agree with the opinion of V. I. Bondar (1999), V. A. Bolotova (2001) that the knowledge from the pedagogical course that students acquire in modern higher education institutions carries information content, enriches theoretical awareness and expands their cognitive horizons. However, this awareness does not reveal the ways of its implementation in practice, and therefore it is not suitable for use in professional activities, and in our case, during the teaching of the school course "Physical Education".

This version is confirmed in the testimony of students. It follows from their words that the content of the modern educational discipline of pedagogy is traditionally dominated by the theoretical component, which is taught in a boring, uninteresting way. At the same time, a verbose style is often used, there is an oversaturation of the conceptual apparatus, as well as the authoritarianism of "it is necessary", "it is necessary". At the same time, according to the students, it is not explained under what conditions the provided information can be used. Students openly admit that they do not like pedagogy, because they do not see the possibility of using it in their professional activities. In their opinion, it would be much more useful if this educational discipline were taught on an integrative basis, that is, taking into account the specifics of professional activity.



According to a large part of scientists, the main reason for the decline in interest in the educational discipline "Pedagogy" is that today there are deficiencies in the content and nature of teaching the main pedagogical provisions, where two extremes are observed.

Thus, in some cases, teachers strive to use a purely scientific and theoretical presentation of basic pedagogical principles to students, in other cases, they reduce pedagogical principles to a recommendation nature, depriving them of theoretical justification (Yurieva K., 2004, p. 10-11).

In our opinion, the reason for this state of, a well as the neglect of paradigmatic changes characterising modern pedagogy, which are accompanied by the emergence of new forms of education: learning by action, learning in situations, based on theater, activity-game technologies.

Unfortunately, at present, they have not entered into the practice of pedagogical training of future physical education teachers. It is not uncommon to observe a paradoxical situation where teachers, being the most knowledgeable in the field of various didactic theories and technologies, in practice use the most primitive forms and methods of teaching activity, which is confirmed in their research by L.G. Karpov (2004) and N. Kichuk (1993). At the same time, this is evidenced by the data of a survey conducted by us among students of the Faculty of Physical Education and Sports, who said that the most popular in the work of pedagogy teachers are traditional lectures (65.3%), less often heuristic conversations (22.3%), business or simulation games, interactive methods (8.3%), as well as information technologies with computer support (4.7%) did not become popular in use.

Based on the above and the analysis of scientific works by K. Yuryeva (2004), V.G. Vishnevskaya (2006), Usymbaeva (2006), S.I. Yakymenko (2011) and others, where competence is considered as the readiness to implement the acquired professionally oriented knowledge, skills in professional activity, a model of didactic competence of the future teacher of physical education was developed, which consists of three components: motivational and informational, cognitive and content, technological (Fig. 1).

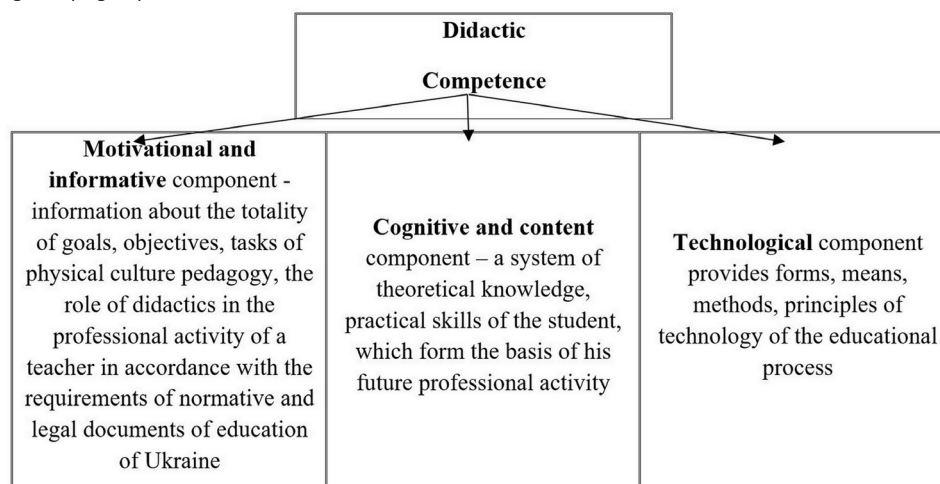


Fig. 1 Model of the teacher's didactic competence

The developed model of didactic competence with its content is implemented during the teaching of the educational discipline "Pedagogy of physical education with the basics of didactics".

The motivational and informational component was aimed at forming in students a stable motivation for a thorough study of pedagogical didactics as a factor in the implementation of professionally oriented knowledge and skills acquired at the HEIs in the pedagogical activity of the future physical education teacher. In our opinion, this is facilitated by the involvement of students in active forms of classes: presentations, heuristic conversations, educational games, debates, symposia.

At the same time, the cognitive and content component is aimed at forming the completeness of theoretical knowledge and features of the practical application of various forms of work: educational activity - the lesson (its varieties, forms of work in the lesson, conducting non-standard lessons); independent educational work at home; forms of extracurricular recreational work during the school day, a physical education lesson that involves the participation of a large number of people and ways of involving the teaching staff, student self-government bodies in the implementation of organizational and methodological support for sports and recreational work at school.

The technological component involved familiarizing students with various methods and features of developmental education. During the seminar classes, indicative methodological recommendations were developed regarding the possibilities of their use in the process of physical education classes.

In order to increase students' interest in pedagogical didactics, as the main foundation in the professional training of the future teacher, the component provides for conducting competitions of didactic models developed by students, debates, "round tables", "frank conversations", discussions, presentations, self-diagnostics of upbringing, which creates a favorable professionally oriented environment.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The didactic competence of the future physical education teacher is an important component of his professional readiness, which ensures his self-organization at the personal level in accordance with professional requirements



and gives the opportunity to professionally carry out pedagogical activities in the physical education system of an educational institution.

The formation of didactic activity is possible under the condition of the implementation of structural content components (emotional and informational, cognitive and content, technological) on the basis of subject integration with professionally oriented disciplines and the wide use of innovative teaching methods that create a favorable informational and active pedagogical environment in which the interest in pedagogical didactics is stimulated and reflective abilities are developed.

In our opinion, a perspective on the researched issue is the future development of didactic materials in the context of the content and structure of the didactic competence of the future physical education teacher and modern corrective and educational methods of influencing him/her.

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**Інна Червінська,**

доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Inna Chervinska,

Doctor of Pedagogical Sciences, Professor, Professor of Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

inna.chervinska@pnu.edu.ua

ORCID ID 0000-0003-0745-1413

Оксана Притуляк,

кандидат медичних наук, асистент кафедри внутрішньої медицини,
Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Oksana Prytuliak,

Candidate of of Medical Sciences (Ph D), Assistant of Department of Internal Medicine,
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

dr.oprytuliak@gmail.com

ORSID ID - 0000-0001-5159-5209

Надія Мельник ,

кандидат медичних наук, доцент кафедри терапевтичної стоматології,
Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Nadiya Melnyk,

Candidate of Medical Sciences (Ph.D.), Assistant Professor of Department of Therapeutic Dentistry,
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

melnykmns73@gmail.com

ORCID ID 0000-0002-7593-7100

Марина Василик,

кандидат педагогічних наук, доцент, доцент кафедри іноземних мов
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Maryna Vasylyk,

Ph. D (Pedagogy), Associate Professor of the Department of Foreign Languages,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

maryna.vasylyk@pnu.edu.ua

ORCID ID: 0000-0002-0515-9251

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ПРОФЕСІЙНА МОБІЛЬНІСТЬ ПЕДАГОГА ЯК ІННОВАЦІЙНИЙ ТРЕНД ТА ВИМОГА СЬОГОДЕННЯ

Анотація. Стаття присвячена теоретичним та практичним аспектам проблеми професійної мобільності педагога, яка розглядається авторами як інноваційний тренд та нагальна вимога сучасної системи вищої освіти. Автори наголошують, що професійну мобільність можна розглядати як одну з найсуттєвіших фахових рис педагога, науковця, дослідника. Зазначається, що професійна мобільність педагога базується на педагогічній культурі й майстерності та професійній компетентності. Дослідниками виокремлюються такі типи мобільності: соціальна, професійна, академічна, інтелектуальна, соціокультурна, культурна, виховна та особистісна. Вказується, що рушійними силами та спонукальними чинниками професійної мобільності зазвичай виступають освітні реформи, соціальні нововведення, прийняття нової нормативно-правової бази, освітніх концепцій, революції, війни, стрімкий розвиток науково-технічного прогресу,



цифровізація освітнього процесу, структурні та інституційні зміни в системі освіти країни, регіону. Зазначається, що мобільність у педагогічній сфері – це особлива якість особистості, що формується в процесі навчання і виховання та має найважливіший вплив на професіоналізм майбутнього фахівця. Автори вказують, що під професійною мобільністю розуміють переміщення індивіда або професійної групи в соціально-професійній сфері суспільства, зі зміною чи без зміни соціального статусу. Також акцентується увага на те, що на активність проявів професійної мобільності впливає безпосередня професійна підготовка та показники її якості, рівень отриманої кваліфікації. Високий рівень професійної мобільності сприяє оптимізації освітнього процесу в умовах швидкого старіння знань, динамічного розвитку та змін на ринку професій, посилення залежності професійної кар'єри особистості від рівня та якості здобутої освіти, від умінь перебудовуватися та адаптуватися відповідно до суспільних трансформацій.

Ключові слова: мобільність, професійна мобільність, професіоналізм, система освіти, інновації.

TEACHER PROFESSIONAL MOBILITY AS AN INNOVATIVE TREND AND TODAY'S REQUIREMENT

Abstract. The article is devoted to the theoretical and practical aspects of the problem of professional mobility of the teacher, which is considered by the authors as an innovative trend and an urgent requirement of the modern system of higher education. The authors emphasize that professional mobility can be considered as one of the most essential professional features of a teacher, scientist, and researcher. It is noted that the professional mobility of a teacher is based on pedagogical culture and skills and professional competence. Researchers distinguish the following types of mobility: social, professional, academic, intellectual, socio-cultural, cultural, educational and personal. It is pointed out that the driving forces and motivating factors of professional mobility are usually educational reforms, social innovations, the adoption of a new legal framework, educational concepts, revolutions, wars, rapid development of scientific and technical progress, digitalization of the educational process, structural and institutional changes in the education system of the country, region. It is noted that mobility in the pedagogical field is a special quality of personality that is formed in the process of education and upbringing and has a major impact on the professionalism of a future specialist. The authors indicate that professional mobility means the movement of an individual or a professional group in the socio-professional sphere of society, with or without a change in social status. It is also emphasized that the activity of manifestations of professional mobility is influenced by direct professional training and indicators of its quality, the level of qualification obtained. A high level of professional mobility contributes to the optimization of the educational process in the conditions of rapid aging of knowledge, dynamic development and changes in the market of professions, increasing the dependence of an individual's professional career on the level and quality of the obtained education, on the ability to rebuild and adapt according to social transformations.

Keywords: mobility, professional mobility, professionalism, education system, innovations.

INTRODUCTION

The problem formulation. The success of the modern education system of Ukraine is determined by the ability to respond flexibly to changes, reforms and innovations that accompany the professional activity of teachers. After all, the state needs a specialist who is ready to reorganise the content of his activity in connection with changing requirements of the educational services market. The understanding of transformational shifts in the modern educational space is based on the dialectical unity and interdependence of the ideas of global and regional development.

Accordingly, when analyzing the possibilities and potential of professional mobility of teachers, it is necessary to take into account a number of current macro-, meso-, and microcharacteristics. This made it possible to distinguish regional and national features, in relation to which we consider the problem of professional mobility of the teacher. These include: historical and ethno-cultural, which include regional traditions, customs, language of communication, cultural-historical ties, life values and priorities; natural and geographical, which determine the climate, landscape, minerals, natural conditions; socio-geographical features that reflect population density, the nature of occupations, peculiarities of settlement, distance from the center; demographic, which express the national composition, gender and age structure, migration processes, types of families, the nature of population reproduction.

Analysis of recent research and publications. The basis for the study of such a phenomenon as professional mobility were the works of E. Diurkheim and M. Weber. The fundamental basis of their research is a functional approach aimed at analyzing professional mobility as a social phenomenon.

The analysis of scientific sources (L. Goriunova, Yu. Dvoretzka, O. Dementieva, E. Ivanchenko, N. Kozhemiakina, etc.) confirms that the problem of mobility is considered in different aspects, one of which is the formation of professional mobility of specialists in various fields of activity: economic, pedagogical, managerial, etc. From the pedagogical standpoint, socio-professional mobility was studied by O. Bezpalko, R. Prima, and M. Paziukova, educational mobility is considered by N. Talanchuk, mobility in education by G. Shchukina, psychological discourse of professional mobility is investigated by L. Piletska.

Researchers distinguish the following types of mobility: social, professional, academic, intellectual, cognitive, communicative, socio-cultural, cultural, educational and personal.

Professional, social and cultural mobility are the most relevant in the context of considering the problem of formation of teacher's professionalism. Professional mobility of a modern teacher is based on pedagogical culture and skills and professional competence.

The problem of professional mobility is not new, but until recently it was a traditional subject of research exclusively in sociology. The work of P. Sorokin "Social and cultural dynamics" (Sorokin, 1992) laid the foundations of this area



of research and reveals a system of basic concepts and a scheme of theoretical analysis that are fundamental and generally accepted by researchers of professional mobility.

Modern researchers of the identified problem (M. Yevtukh, R. Prima, L. Piletska) pay great attention to the problem of competence formation as a basis for the formation of professional mobility, which provides the teacher with productive professional functioning, offering various models of its implementation.

THE AIMS AND TASKS OF THE RESEARCH

On the basis of processed scientific and pedagogical sources, the study of the practical experience of higher education institutions, to reveal the essence of innovative approaches to the organization of professional mobility of teachers in accordance with the requirements of the modern market of educational services.

RESEARCH METHODS

In the provided paper theoretical research methods were used, including analysis and synthesis research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research.

RESULTS OF THE RESEARCH

With the emergence of the labor market, the concept of "mobility" as a phenomenon has become widespread and is investigated by various sciences, in particular such as philosophy, sociology, economics, psychology, and pedagogy.

Mobility "in a broad sense (from the Latin mobilis - moving, mobile) - mobility, the ability to move quickly, to act, to perform tasks" (Philosophical Dictionary, 1987).

The content of the concept of "professional mobility" is ambiguous and contains a number of structural components. According to the dictionary, it is defined as "the ability and readiness of an individual to quickly and successfully master new techniques and technology, to acquire missing knowledge and skills that ensure the effectiveness of new professional activity" (Philosophical Dictionary, 1987).

Professional mobility is the movement of an individual or a professional group in the socio-professional structure of society with or without changes in social status. Regarding the new phenomenon - "professional mobility", it is worth highlighting the following essential characteristics: socio-cultural, status, interprofessional, educational. Each of mentioned above type of professional mobility gives a rather diverse characteristic of it.

Professional mobility is quite often understood as a type of social mobility, which, according to P. Sorokin, is interpreted as "the movement of an individual or a group of people on the steps of the social ladder" (Sorokin, 1992). Professional mobility is usually conditionally divided into vertical, such that leads the way up, or vice versa - down. And horizontal professional mobility, which involves advanced training, retraining, and up to a change of profession. This enables to expand the professional and personal capabilities of an individual without changing his social status. In other words, the professional mobility of a modern teacher is a "career elevator" that moves up and down, depending on the professionalism of the teacher and the demand for his professional skills, knowledge, and competencies by the educational institution. This opens up many opportunities for professional self-realization for a highly qualified specialist.

We are impressed by opinion of Yu. Dvoretzka, who defines professional mobility as "a set of personal characteristics and special forms of behavior (inclination to creativity, constant self-improvement and self-actualization, the ability to take risks, show initiative, entrepreneurship in society, at the workplace, etc.) that are manifested in the situation of profession changing" (Dvoretzka, 2007, p. 35).

The driving forces and motivating factors of professional mobility are usually educational reforms, social innovations, the adoption of a new regulatory and legal framework, educational concepts, revolutions, wars, the rapid development of scientific and technical progress, digitalization of the educational process, structural and institutional changes in the education system of the country and region.

The modern realities of education system development determine the intensity of professional mobility, its individual orientation is intensified.

The leading ways of developing professional mobility are:

- quality professional education;
- advanced training, self-education and self-development;
- effective use of innovative methods and technologies of educational process organization;
- study and implementation of the results of advanced pedagogical experience of both domestic and foreign higher education institutions;
- analysis of own experience of pedagogical activity;
- development of personal creative potential;
- favorable family microclimate;
- personal professional relationships and communication.

In this context, it should be noted that the formation of the professional mobility of a modern teacher is influenced by the formation of his personality, the level of development of his abilities, social qualities and existing moral and spiritual values. We also emphasize that the activity of manifestations of professional mobility is influenced by direct professional training and indicators of its quality, the level of qualifications obtained. These characteristics are



extremely necessary for the educational activity of a modern teacher and his successful promotion in society in the field of professional activity.

The ability of a teacher (professional mobility of a teacher as a specialist) to learn throughout life and change types of activities is determined by a number of reasons that can be conditionally divided into external and internal.

The internal reasons of professional mobility are personality qualities, education and the influence of the professional environment on a person's consciousness, which determines the appropriate movement of a person within one society (professional activity), or the transition to another, more attractive professional environment, according to the chosen conditions and opportunities. External factors are determined by changes in the environment of its vital activity.

Mobility in the pedagogical field is a special quality of personality that is formed in the process of education and upbringing and has the major impact on the professionalism of the future specialist.

The content of the concept of "professional mobility" is characterized by: choice of a profession, advanced training, determination of a conditional change jobs or profession, staff turnover, etc. Therefore, we agree with the opinion of R. Prima that "professional mobility involves the readiness of a qualified worker to change professional tasks, the ability to quickly master new types of work, new specialties" (Prima, 2009, p. 158).

Mobility can be considered as one of the most essential professional features of an educator. The socio-cultural principles of pedagogical mobility, which were formed on the basis of the authentic culture and history of the country, combined with quality education and the influence of a unique environment, will contribute to the development of critical thinking, liveliness of thought and clarity of speech, the development of effective mechanisms for solving the outlined tasks.

It is not entirely legitimate that regional factors and cultural and historical changes in society, professional transformations and global changes in ecology and environment are not always taken into account in the process of professional growth and career development of a teacher. One of the defined requirements for the activity of a teacher who implements his professional functions in the context of educational reforms and social transformations is the experience gained of professional activity. After all, a high level of professional mobility contributes to the optimization of the educational process in the conditions of rapid aging of knowledge, dynamic development and changes in the market of professions, increasing the dependence of the professional career of the individual on the level and quality of the education obtained, on the ability to rebuild and adapt in accordance with social transformations.

Modern society puts forward new requirements to the specialist in the field of education, reflected in various types of concepts, regulations, professional standards, educational programs, etc.; qualitative changes in the structure, content and organizational forms of the teacher training and retraining system, including continuous pedagogical education, professional development and certification, are necessary for the successful implementation of the demands of contemporary society.

Professional mobility can be considered as the ability and readiness of an individual to constant change his professional position, status, growth in the career based on certain value orientations and professional qualities of a person.

The concept of "professional mobility" characterizes a set of processes and movements in time and space that perform relatively independent functions.

As for the professional mobility of teachers, it covers a variety of changes in the content, nature and working conditions that affect the renewal of their professional (intra-professional, categorical, competence) and broader socio-cultural (level of basic personality culture, life experience) characteristics. Usually they are expressed in changing the profession (specialty, specialization), qualification, place of work, position. Under such conditions, the subject of mobility can be both an individual teacher and the teaching staff of an educational institution as a whole.

The education applicant, as the main customer of educational services, is interested in a specialist who possesses such qualities as: independence, critical thinking, the ability to quickly solve professional problems, the application of acquired knowledge and professional competences in non-standard situations.

For teachers, research and teaching staff working in modern institutions of higher education, professional mobility confirms readiness to change social position, the ability to quickly adapt to new conditions, interest in expanding applied skills in obtaining additional profession, qualification or specialty, which in the complex contributes to the expansion of the field of educational activity of the teacher, will help to optimize of the educational process and increase the efficiency of the innovative activity of higher education institution.

In modern society, the intensity of professional mobility is increasing, and the process of its individualization is increasing. Therefore, the main indicators of the development of individual professional mobility include:

- level of education, training/retraining, participation in the system of advanced training, various types of scientific training, self-education and self-development;
- the effectiveness of using the results and achievements of the education system and relevant specialized fields in their own professional activity;
- gained professional experience in the field of higher education;
- personal educational, scientific, creative potential of the teacher;
- family, professional contacts, etc.



The professional mobility of a teacher is influenced by the level of formation of his personality, the development of his abilities and socio-cultural qualities that are necessary for different types of pedagogical activity (teaching, research, creative), the level of professional qualification, educational training, practical work experience (Chervinska & Evtukh, 2015, p. 40). In certain circumstances, it is worth focusing on the personal potential of an individual, his ability to implement knowledge, skills, and abilities in different situations and types of professional activity, to master new professional competencies in the educational space of a higher education institution.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the concept of professional mobility means the movement of an individual or a professional group in the socio-professional sphere of society, with or without changing the social status. Professional mobility is also called a kind of "career elevator that moves both from the bottom to the top and from the top to the bottom, providing a potential applicant with many options for successful self-realization." Usually, the most intensive professional movement is promoted by a variety of factors, which include social and educational reforms, social transformations, revolutions, wars, the development of scientific and technical progress and information and digital technologies, institutional changes in the education system, etc. Further scientific researches are related to the problem of professional mobility in the context of an interdisciplinary approach.

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Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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Галина Білавич,

доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Halyna Bilavych,

Doctor of Pedagogical Sciences, Professor of Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

ifosuhcvas@gmail.com

ORCID 0000-0002-1555-0932

Вероніка Озарко,

студентка,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Veronika Ozarko,

student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

ozarkoveronika15@gmail.com

ORCID 0000-0001-8436-0609

Олександра Ханас,

студентка,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oleksandra Khanas,

student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

sashakhanas@gmail.com

ORCID 0000-0003-2392-1788

Юлія Літвін,

студентка,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Yulia Litvin,

student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

mamalal898@gmail.com

ORCID 0000-0001-5598-9483

УДК 504:811.161.2

ЕТИКО-ЕКОЛОГІЧНЕ ВИХОВАННЯ ОСОБИСТОСТІ ЗАСОБАМИ ХУДОЖНЬОГО СЛОВА КРИЗЬ ПРИЗМУ АВТОРСЬКОЇ КОНЦЕПЦІЇ ВАСИЛЯ СУХОМЛИНСЬКОГО

Анотація. Мета статті – проаналізувати авторську систему морального виховання особистості Василя Сухомлинського, виокремити літературні твори для дітей морально-екологічного змісту. Творчість видатного педагога (48 книг, 500 наукових статей, понад 1500 казок та оповідань) є важливим складником його великої педагогічної



спадщини: протягом останніх 30 років у різних видавництвах вийшли у світ його збірки казок та оповідань; художні твори для дітей видатного педагога-новатора є також компонентом навчальної літератури для дошкільних закладів, початкової школи; твори педагога-гуманіста активно перевидаються не тільки в Україні (тільки на початку XXI с. вийшло 65 творів В. Сухомлинського загальним накладом понад 15 млн примірників), а й у світі, вони перекладені 59 мовами світу. Доведено, що провідною в педагогічній спадщині, зокрема й літературному доробку, В. Сухомлинського є проблема морального виховання, що являла собою авторську педагогічну систему та знайшла практичне втілення в Павлівській середній школі, яку педагог-новатор очолював майже тридцять років. Наголошено, що важливими для сьогодення є концептуальні положення авторської системи морального виховання В. Сухомлинського про єдність морального виховання та природозбереження, по-новому звучить ця проблематика за умов вторгнення Росії на територію України 24 лютого 2022 року. Тому актуалізується проблема екологічного виховання дітей та юнацтва, вони повинні стати активними екологами – рятувальниками рідної природи, довкілля, відповідно педагоги повинні розробити комплекс екологічних заходів природозбережувального змісту, розробити нову філософію формування екологічної культури особистості впродовж усього життя, надати екологічному вихованню особистості нового звучання, зокрема практико орієнтованого напрямку. Зроблено висновок, що в цьому процесі можна використати творчі здобутки В. Сухомлинського, чії літературні твори для дітей є ефективним засобом формування етикоекоекологічного виховання дітей та дорослих, оскільки ці твори – це кодекс моралі, настільна книга, яку читати потрібно щодня, щоб правильно будувати свої стосунки з природою, щоб дбати про неї, охороняти її, піклуватися про все живе, це своєрідні педагогічні заповіді того, як бути Людиною і за сьогоdnішніх умов зрости дієвим екологом, щоб зберегти не тільки природу, а й Україну.

Ключові слова: В. Сухомлинський, авторська система, педагог-новатор, морально-екологічне виховання, літературні твори для дітей, екологічна культура, Нова українська школа.

ETHICAL AND ECOLOGICAL PERSONAL UP-BRINGING BY MEANS OF LITERARY WORDS THROUGH THE AUTHOR'S CONCEPT OF VASYL SUKHOMLYNSKYI

Abstract. The aim of the study is to analyze the author's system of ethical and ecological education of the personality of Vasyl Sukhomlynskyi, to characterize the creative heritage of the scientist, to single out literary works for children with a moral and ecological content.

Leading in the pedagogical legacy, in particular the literary work, of the outstanding Ukrainian scientist V. Sukhomlynskyi is the problem of moral education, which was the author's pedagogical system and found a practical embodiment in the Pavlysh secondary school, which the innovative teacher headed for almost thirty years. The conceptual provisions of the author's system of moral education of V. Sukhomlynskyi about the unity of moral education and nature conservation are important, especially nowadays, when the preservation of the Carpathian Mountains is gaining national importance, and the problems of ecological education of the individual are becoming an important condition for sustainable development in its global dimension. This problem sounds in a new way under the conditions of Russia's invasion of the territory of Ukraine on February 24, 2022, which caused the destruction of ecosystems, natural resources, chemical pollution of territories, waters, etc. Therefore, the problem of ecological education of children and youth is becoming actualized, they should become active ecologists-saviors of native nature and the environment, accordingly, teachers should develop a set of environmental measures of nature conservation content, develop a new philosophy of the formation of ecological culture of the individual throughout life, give ecological education of the individual a new sound, in particular practice oriented direction. It is proven that in this process it is possible to use the creative achievements of V. Sukhomlynskyi, whose literary works for children are an effective means of forming ethical and ecological education of children and adults. Each fairy tale or story with an environmental content offers the reader an invaluable moral lesson. These works are a moral code, a table book that you need to read every day in order to build your relationship with nature properly, to protect it, to take care of all living things, they are a kind of pedagogical commandments on how to be a person and, under today's conditions, to grow into an effective environmentalist in order to preserve not only nature, but also Ukraine.

Keywords: V. Sukhomlynskyi, author's system, teacher-innovator, ethical and ecological education, literary works for children, ecological education, New Ukrainian school.

INTRODUCTION

Formulation of the problem. Nowadays, all of humanity is united around the idea of sustainable development: it is seen as an ideology for the survival of human civilization. This problem was especially aggravated under the conditions of the Russian-Ukrainian war, when the Russian invaders staged a terrible genocide of Ukrainians and destroyed the infrastructure of Ukraine. Thus, according to the Ministry of Environmental Protection and Natural Resources of Ukraine (the final data on the loss of national natural resources will be made public after the war), as of March 1, 2022, Russia was conducting military operations on the territory of 900 objects of the nature reserve fund, the area of which reached 12,406, 6 square meters km, and this is almost a third of the area of the entire nature reserve fund of our state. About 200 territories of the Emerald Network (these are the habitats of flora and fauna, located on an area of 2.9 million hectares) are currently under threat of destruction, and these are thousands of species of plants and animals in the South and East of Ukraine, which have a particularly important role for protection of rare plants and animals and preservation of the Earth's climate. They are now in the field of active hostilities, which threatens their existence. The forestry industry of Ukraine has suffered great losses, the Russian invaders cut down and destroy forests, the hostilities cause a great threat to the breeding of offspring of many mammals (especially moose, which is a rare species in Ukraine and listed in the Red Book, and other animals), birds that need peace for breeding offspring



(Nature and War, 2022). Particularly dangerous not only for Ukraine, but also for the whole of Europe is chemical and nuclear pollution as a result of shelling by Russian troops of military facilities, industrial infrastructure, chemical enterprises, storage facilities for ammunition, petroleum products, airports, civilian facilities, thermal, electric, and nuclear power plants, including the Chernobyl NPP, fires at them, etc. (in just 20 days of the war, Russia launched about 900 missiles of various types and calibers). Pollution of soils, the Black Sea and the Sea of Azov by the Russian military fleet has enormous damage to the natural territories of Ukraine (Nature and War, 2022). All these problems caused the destruction of ecosystems, natural resources, chemical pollution of soils and waters, the reduction of biological species of plants and animals, etc. Therefore, after the end of the war, it is important to take care of the restoration of the environment, the revival of ecosystems. In this complex process, a great role is assigned to children and youth, who must become active ecologists on their native land, as well as teachers, who must develop a set of environmental measures aimed at restoring nature. It is necessary to provide environmental education of students with a practically oriented direction, which will include environmental initiatives aimed at restoring the environment. In other words, it is necessary to raise the level of environmental awareness of schoolchildren and students. In this process, we assign an important role to the author's system of an outstanding teacher of the 20th century Vasyl Sukhomlynskyi and his works for children.

Basic educational documents of Ukraine (State standard of primary education, 2019; Law of Ukraine on environmental protection, 1991; Concept of environmental education of Ukraine, 2002; Law of Ukraine "On the Basic principles (strategy) of the state environmental policy of Ukraine for the period up to 2030", 2019; etc.) emphasize the importance of environmental education of the growing generation. For example, the "Concept of Environmental Education" (2001) (Concept of environmental education of Ukraine, 2002) is based on the Law of Ukraine "On Environmental Protection" (in particular, Article 7 "Education and upbringing in the field of environmental protection") (Law of Ukraine on environmental protection, 1991). In the "Concept of Ecological Education" it is emphasized that ecological education is a holistic and complex cultural phenomenon, it includes the processes of learning, upbringing, and personality development, aimed at the formation of ecological culture, and envisages the "greening" of educational disciplines and training programs (Concept of environmental education of Ukraine, 2002). Therefore, it is appropriate to turn to the works of Vasyl Sukhomlynskyi of ethical and ecological content, which are an important means of forming the environmental consciousness of education seekers.

Analysis of recent research and publications. Ukrainian and foreign researchers are actively studying the problems of ecological personality education. For example, the works of national scientists (H. Bilavych, L. Vysochan, V. Bondar', S. Honcharenko, S. Deryabo, O. Zakharenko, I. Zyazyun, O. Zakhlebny, I. Zverev, T. Kucher, N. Kurylenko, L. Lukyanova, V. Medina, N. Menchynska, L. Nemets, N. Oliynyk, N. Pustovit, G. Pustovit, O. Savchenko, S. Sysoeva, S. Sovgir, I. Suravegina, N. Fedchyshyn, L. Khomych, T. Yaprinets, etc.) analyzed general pedagogical and psychological aspects of ecological education of children and youth; Ukrainian scientists studied the foreign experience of environmental education (N. Bidiuk, I. Zadorozhna, T. Kuchai, G. Marchenko, Ya. Polyakova (Great Britain), D. Kvasnychkova (Czech Republic), O. Romanova (Belarus), I. Rudkovska (Germany), D. Tsyh (Poland), etc.). Ukrainian pedagogical studies attach great importance to the analysis of the creative heritage of V. Sukhomlynskyi, a whole direction was started by so-called "sukhomlynistics" (M. Antonets, L. Berezivska, L. Bodnar, V. Davilova, N. Dichek, L. Zalitok, G. Tkachenko, O. Petrenko, O. Savchenko, O. Sukhomlynska, M. Yarmachenko, etc.), where the legacy of V. Sukhomlynskyi is explored in the context of various scientific problems. However, Ukrainian scientists have not deeply studied the problem that we are considering in this article.

AIM AND TASKS RESEARCH

The aim of the study is to analyze the author's system of ethical and ecological education of the personality of Vasyl Sukhomlynskyi, to characterize the creative heritage of the scientist, to single out literary works for children with a moral and ecological content.

RESEARCH METHODS

Research methods: theoretical analysis of scientific literature; historical-pedagogical, systematic analysis of pedagogical ideas, practical experience of V. Sukhomlynskyi and the problem of moral personality education in his work; system-structural analysis of the creative heritage for children of V. Sukhomlynskyi and its evaluation; content analysis of textbooks on the Ukrainian language, literary reading, textbooks, collections for extracurricular reading, etc. for elementary school; observations, surveys of schoolchildren, teachers and parents regarding the attitude to the literary works of V. Sukhomlynskyi, the method of expert evaluations, generalization and systematization of research materials, etc.

RESEARCH RESULTS

Vasyl Sukhomlynskyi's creativity is an important component of his great pedagogical heritage. In Ukraine, children and adults know him as a teacher as well as a children's writer. During the last 30 years, his collections of fairy tales and short stories have been published by various publishing houses; the works of art for children of the outstanding teacher-innovator are also a component of educational literature for preschool institutions, primary school. The creative heritage of V. Sukhomlynskyi consists of 48 books, 500 scientific articles, and more than 1,500 fairy tales and stories. The works of the humanistic teacher are actively republished not only in Ukraine (only at the beginning of the 21st century, 65 works of



V. Sukhomlynskyi were published with a total circulation of over 15 million copies), but also all over the world, as they have been translated into 59 languages.

There are some works that are really important for our research. They are "Spiritual World of a Schoolboy", "Moral Ideal of the Young Generation", "One Hundred Tips for a Teacher", "Work and Moral Education", "Parental Pedagogy", "Letters to a Son", "Problems of Raising a Comprehensively Developed Personality", "Book about love", "How we raised a courageous generation", "Pavlysh secondary school", "I give my heart to children" (published in 1969, published in 32 world languages, has 55 editions) and others. Let us emphasize that in China in 1998 V. Sukhomlynskyi's "Textbook of Ethics" was published (Sukhomlynskyi, 1998); in 2003 in the USA in the textbook "Thinking Trees and Laughing Cats: "Thinking Curriculum for Pre-School", which is part of the integrated course "Philosophy for Children" (authored by scientist-philosopher Matthew Lipman), it was published two stories of the Ukrainian teacher "What's better?" and "I want to say my word" (Thinking Trees and Laughing Cats); in Australia, a researcher Alan Cockerill actively popularizes in the English-speaking world through the Internet network the literary works for children of V. Sukhomlynskyi, in 2013, with his assistance, an English-language edition for children was published i.e. a collection of 19 stories and fairy tales of V. Sukhomlynskyi "World of Beauty. Tales from Pavlysh" (Starykova, 2017, 123-124), the Australian scientist prepared and published this work not only in English, but also in Chinese, Ukrainian and Russian, and he also prepares the monthly newsletter "Sukhomlynsky News" that is an online publication covering more than 25 issues, each of which must necessarily contains 3-4 works of art for children by V. Sukhomlynskyi with illustrations (Stories for Children) (Sukhomlynsky News). Therefore, foreign researchers and popularizers of Vasyl Sukhomlynskyi's work are actively paying attention to the moral component of the literary heritage of the innovative teacher.

In our opinion, literary works for children by V. Sukhomlynskyi (his mini-stories, fairy tales) are an important factor in ethical and ecological education. They provide an answer to any question related to the education of a moral personality. The humanist teacher created a peculiar alphabet of morality, which can serve as a basis for the education of real people. He successfully tested this author's system for thirty years at the Pavlysh School, the leading pedagogical ideas of his innovative pedagogical concept should be updated under today's conditions.

This is evidenced by the results of our survey conducted among schoolchildren, parents, and teachers in Ivano-Frankivsk. Our respondents note that V. Sukhomlynskyi's stories and fairy tales are "easy to read", "concisely reflect the current problems of today", "are written in an accessible, understandable way", "are not outdated", "the texts are very moving", "individual stories evoke mental pain", "you read the works of V. Sukhomlynskyi and you become purer, kinder", "they are like a secular bible of morality", "they should be read to children from a young age", "they are very interesting, they cling to the living", "they bring up humanity, which is so lacking today", "they teach to treat parents respectfully", "they teach to be attentive to other people's pain", "they teach a sensitive attitude towards lonely elderly people", "they teach how to raise children correctly", "they emphasize that children should be encouraged to work, "they teach not just to love nature, but also to protect it", "raise love for plants, animals, all living things" etc.

To the question of the questionnaire "Is it necessary to study works of art for children of V. Sukhomlynskyi?", all respondents answered "yes" without exception. Therefore, we recommend them for study in primary school, for use in the educational process (both academic and educational). This is the great practical significance of V. Sukhomlynskyi's creative heritage for today. Therefore, the children's works of V. Sukhomlynskyi should be widely popularized in the new Ukrainian school. This conclusion is prompted by the results of the content analysis of individual Ukrainian language and reading textbooks used by younger schoolchildren. Thus, in the textbook for the 3rd grade of the new Ukrainian school (NUS) "Ukrainian language and reading" (Part 1) (authors K. I. Ponomaryev, L. A. Hayov) there is not a single work of V. Sukhomlynskyi. The works on moral and ethical topics occupy an insignificant place (Ponomaryova, & Gayova, 2020). And in O. Ya. Savchenko's textbook "Ukrainian Language and Reading" (Part 2) (Savchenko, 2020) there are 4 works of V. Sukhomlynskyi: in the section "Without words there is no language, and without language - books..." the mini-work "Sleeping Book" (p. 34) dedicated to the education of love for reading, books; in the section "Everything will come true" - "Sunny day in winter" (p. 61) about the beauty and richness of nature; in the section "Accept all that is good, and correct what is not good..." of the story "Beautiful words and a beautiful deed" (p. 133) - the only work that violates moral issues, it talks about the education of a child's moral behavior; in the section "Sparks of creativity" - "Singing feather" (p. 155), this work actualizes spiritual and aesthetic problems related to the philosophy of creativity, the uniqueness of creativity. In our opinion, this work by V. Sukhomlynskyi is inappropriate to study in the 3rd grade, since such a deep philosophical content is difficult for a child of primary school age to grasp.

As for the textbook "Children's Textbook 3rd - 4th grade" (by Tetiana Stus) (Textbook of modern Ukrainian children's literature in the 3rd and 4th grades of the "School Library" series, 2016), which is used by 3rd grade students, the situation regarding studying the works of V. Sukhomlynskyi is very unfavorable: not a single work of the teacher is included. In such a situation, it is advisable to use O. Savchenko's textbook "Literary reading. Ukrainian Language" (2013) (Savchenko, 2013). In contrast to modern textbooks for NUS, the educational aspect is presented in this book much deeper and wider. For example, the proposed textbook by O. Savchenko (2013 edition) contains a number of works by V. Sukhomlynskyi, aimed not only at educating the moral feelings of elementary school students ("Shame on the nightingale" (p. 12), "Beautiful words and a beautiful deed" (p. 114), "The horse ran away" (p. 115)), as well as works that introduce children to the genius of the Ukrainian people, Taras Shevchenko ("The sun is setting" (p. 138), show the beauty and majesty of nature, its meaning for people, their emotions ("Sergiyko's flower" (p. 183) (Savchenko, 2013).



As we can see, there are not enough works of V. Sukhomlynskyi with ecological and moral content in the textbooks for NUS, therefore, the great moral-ethical, spiritual, ecological potential of fairy tales and stories for children is completely unused today. Under such conditions, a creative teacher can develop a theme for extracurricular reading lessons, language development, extracurricular activities, where the works of an outstanding teacher would be present. We developed the author's program "Moral lessons for students, parents, teachers by V. Sukhomlynskyi", which is aimed at educating the moral feelings of the individual. Its basis is the use of V. Sukhomlynskyi's works of art as a means of forming the moral feelings of younger schoolchildren not only in integrated lessons of the Ukrainian language and reading, but also in extracurricular reading lessons, in extracurricular academic and educational activities, the creation of an appropriate morally saturated environment, moral enlightenment of parents etc.

The implementation of the author's program on moral education also involves the preparation of teachers for the implementation of moral education of primary school students. For this purpose, in the higher education institution, in the process of studying pedagogical disciplines, subjects of the linguistic and literary cycle, methods of teaching the Ukrainian language and reading, it is necessary to expand the knowledge of students about the literary heritage of V. Sukhomlynskyi, to emphasize the importance of using fairy tales and stories in school as a factor of ethical and ecological education of students, about pedagogical conditions that will ensure the success of this process. For example, pedagogical education of parents to increase the level of their pedagogical competence. For this purpose, we advise you to use the following forms: holding a lecture "How to raise a real person", a master class "Let's read the tales of V. Sukhomlynskyi!", consultations, conversations (both individual and group), trainings, role-playing games, staging together with children during holidays Father's Day, Mother's Day, Health Day, Grandparents' Day, Nature Lesson, etc.

The implementation of the author's program "Moral lessons for students, teachers, parents from Vasyl Sukhomlynskyi" should be based on a deep analysis of artistic works for children of the innovative teacher. We analyzed 90 fairy tales and stories of a teacher-writer, which can be used in the educational process (in Ukrainian language and reading lessons, in extracurricular reading lessons, in extracurricular educational activities), in the educational process, as well as in work with teachers (for example, methodological seminar "Vasyl Sukhomlynskyi on moral education", etc.), during the organization of a lecture for parents "How to raise a real person", etc.). We will give examples of individual works of V. Sukhomlynskyi, where broad moral and ecological issues are clearly expressed (nature as a source of spirituality, nature as a source of aesthetics, nature as a source of positive emotions, nature as a source of love for the native land, the Motherland, a careful attitude to nature, daily a caring attitude towards birds, a culture of behavior in nature, the formation of nature conservation skills, the formation of skills not to disturb the harmony of nature, to see its beauty, the inadmissibility of littering in the forest, in the environment, awareness of shame for such behavior, education of mercy, sensitivity, kindness, attitude towards all living things, the ability to feel sorry for animals, the formation of the ability to empathize, the formation of the ability to describe the surrounding beauty, to choose linguistic means for this, the development of children's communicative and creative skills, the formation of the ability to be a master of words, the education of a reverent attitude to the beauty of the environment, formation of the ability to protect the environment, its beauty, preserve it for future generations, increase its beauty, harmony, perfection, awareness of nature as a source of children's creativity): "How poor they are", "Saved the ladybug", "Oak under the window", "Strange hunter", "These sparrows are crying because of the cold", "The boy wanted to pigeonhole a snowflake", "How the hedgehog was preparing for winter", "I want to say my word", "So that the butterfly doesn't get stung", "What you sow, that's what you reap", "Cranes fly away", "He hated beauty", "How a bunny warmed against the moon in winter", "The starling flew in", "I will raise a granddaughter, a grandfather", "Why is the little tit crying?", "The Bunny and the Rowan", "The Boy and the Lily of the Valley Bells", "The Singing Feather", "Sunny Day in Winter", "Shame on the Nightingale", "The Bunny and the Rowan", "The Bunny and Moon", "Stone" and others.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, The aim of the study is to analyze the author's system of ethical and ecological education of the personality of Vasyl Sukhomlynskyi, to characterize the creative heritage of the scientist, to single out literary works for children with a moral and ecological content.

Leading in the pedagogical legacy, in particular the literary work, of the outstanding Ukrainian scientist V. Sukhomlynskyi is the problem of moral education, which was the author's pedagogical system and found a practical embodiment in the Pavlysh secondary school, which the innovative teacher headed for almost thirty years. The conceptual provisions of the author's system of moral education of V. Sukhomlynskyi about the unity of moral education and nature conservation are important, especially nowadays, when the preservation of the Carpathian Mountains is gaining national importance, and the problems of ecological education of the individual are becoming an important condition for sustainable development in its global dimension. This problem sounds in a new way under the conditions of Russia's invasion of the territory of Ukraine on February 24, 2022, which caused the destruction of ecosystems, natural resources, chemical pollution of territories, waters, etc. Therefore, the problem of ecological education of children and youth is becoming actualized, they should become active ecologists-saviors of native nature and the environment, accordingly, teachers should develop a set of environmental measures of nature conservation content, develop a new philosophy of the formation of ecological culture of the individual throughout life, give ecological education of the individual a new sound, in particular practice oriented direction.

It is proven that in this process it is possible to use the creative achievements of V. Sukhomlynskyi, whose literary works for children are an effective means of forming ethical and ecological education of children and adults. Each



fairy tale or story with an environmental content offers the reader an invaluable moral lesson. These works are a moral code, a table book that you need to read every day in order to build your relationship with nature properly, to protect it, to take care of all living things, they are a kind of pedagogical commandments on how to be a person and, under today's conditions, to grow into an effective environmentalist in order to preserve not only nature, but also Ukraine. Prospects for further research are the preparation of the future teacher for the use of literary works of V. Sukhomlynskyi in the educational process of primary school.

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**Григорій Васильчук,**

аспірант кафедри теорії та методики фізичного виховання
факультету фізичного виховання, спорту і здоров'я,
Національний педагогічний університет імені М. П. Драгоманова (м. Київ, Україна)

Hryhoriy Vasylychuk,

postgraduate of the department theory and methods of physical education
of the Faculty Physical Education, Sports and Health,
National Pedagogical University Drahomanov (Kyiv, Ukraine)
tanya.bublely@ukr.net
ORCID 0000-0002-5817-2820

УДК: 37.092.213:38]:786.014.37

ВПЛИВ ФІЗИЧНОЇ ПІДГОТОВЛЕНОСТІ ДІВЧАТ 11-15 РОКІВ ІЗ ПОРУШЕННЯМИ ПОСТАВИ НА ФОРМУВАННЯ КУЛЬТУРИ РУХІВ

Анотація. У статті розглянуто особливості рівня фізичної підготовленості дівчат 11-15 років, які мають порушення постави, та його вплив на формування культури рухів. Проведено порівняльну характеристику показників рухової підготовленості дівчат із порушеннями постави та без порушень постави. Досліджено вплив рухової активності на формування правильної постави та поліпшення стану фізичного здоров'я. Проаналізовано зміст поняття «порушення постави» та встановлено, що постава є важливим комплексним показником стану здоров'я і гармонійного фізичного розвитку кожної людини. Правильна постава забезпечує оптимальне положення і нормальну діяльність внутрішніх органів, створюючи найкращі умови для діяльності всього організму. Визначено, що в дівчат із порушеннями постави показники фізичної підготовленості значно нижчі, аніж у їхніх однолітків без вад постави.

З'ясовано головні причини, які сприяють розвитку гіподинамії з-поміж учнівської молоді, що негативно впливає на стан їхньої постави. Підкреслено, що варіанти розв'язання цієї проблеми можливі за рахунок інтенсивного використання всіх засобів фізичної культури. Установлено достовірну відмінність між рівнем фізичної підготовленості учениць основної школи з різним розвитком постави.

Підсумовано, що більшість учениць основної школи мають малорухливий спосіб життя, що негативно позначається на їхньому психоемоційному та соматичному стані, як наслідок, простежується низький та помірний рівні фізичної підготовленості. Тому ця проблема потребує пошуку нових способів і методів профілактики та усунення порушень опорно-рухового апарату в період розвитку дитячого організму з урахуванням їх фізичної підготовленості, статеві-вікових, антропометричних, психологічних та індивідуальних особливостей.

Ключові слова: фізичне виховання, учениці, основна школа, порушення постави, фізична підготовленість.

THE INFLUENCE OF PHYSICAL FITNESS OF GIRLS 11-15 YEARS OLD WITH POSTURAL DISORDERS ON THE FORMATION OF MOVEMENT CULTURE

Abstract. The article examines the peculiarities of the level of physical fitness of girls aged 11-15 who have postural disorders. A comparative characterization of the indicators of motor readiness of girls with and without postural disorders was also carried out. The influence of motor activity on the formation of correct posture and improvement of physical health was studied. The content of the concept of "posture disorders" was analyzed and it was established that posture is an important comprehensive indicator of the state of health and harmonious physical development of each person. And the correct posture ensures an optimal position and normal activity of internal organs, creating the best conditions for the activity of the entire body. It was determined that the physical fitness indicators of girls with postural disorders are significantly lower than those of their peers without postural disorders.

The main reasons that contribute to the development of hypodynamism among schoolchildren, which negatively affects their posture, have been clarified. A reliable difference was established between the level of physical fitness of elementary school students with different posture development. It is emphasized that options for solving this problem are possible due to the intensive use of all means of physical culture.

It was concluded that the majority of elementary school students have a sedentary lifestyle, which negatively affects their psycho-emotional and somatic state, and as a result, low and moderate physical fitness is observed. Therefore, this problem requires the search for new ways and methods of prevention and elimination of damaged locomotor apparatus during the child's development, taking into account their physical fitness, mortality, anthropometric, psychological and individual characteristics.

Keywords: physical education, schoolgirls, primary school, posture disorders, physical fitness.



INTRODUCTION

The problem formulation. Currently, there is an increase in the number of elementary school students with postural disorders. At the same time, there is a low percentage of children who take responsibility for their health, are aware of its value and possess methods of a healthy lifestyle and formation of correct posture among teenagers.

It is known that the comprehensive harmonious development of the personality is ensured by adequate motor activity, it is one of the main factors determining the level of health of young people. At the same time, it was noticed that taking into account the interests of students when choosing motor loads increases their motivation for physical culture and health activities in the conditions of sectional work and independent physical exercises.

Defective posture creates conditions for the manifestation of diseases of the spine and other organs of the musculoskeletal system, which lead to disorders of the internal organs. In children with postural disorders, the vital capacity of the lungs is reduced, the excursion of the chest and diaphragm is reduced, which adversely affects the activity of the cardiovascular and respiratory systems. Weakness of the abdominal muscles leads to a violation of the normal activity of the organs of the abdominal cavity. A decrease in the spring function of the spine in children with a flat back contributes to permanent microtraumas of the brain during walking, running and other movements, which negatively affects higher nervous activity, is accompanied by the rapid onset of fatigue, and often headaches (Anikiev, 2012).

It has been established that the following diseases are the most common among primary school students: diseases of the musculoskeletal system (flat feet, scoliotic posture, postural disorders) are 31.4%, diseases of the endocrine system - 29.7%, diseases of the organs of vision - 15.8%, gastrointestinal tract (gastritis, duodenitis, pancreatitis, cholecystitis) – 12.2%, diseases of the respiratory system (bronchitis, sinusitis, bronchial asthma) – 4.1%, diseases of the nervous system (neurosis, vegetative-vascular dystonia) – 3.8% of the cardiovascular system (arrhythmia, congenital heart disease) – 3.2% (Bublei, 2017).

Symmetrical, dosed, systematic load on the muscles of the trunk and limbs during recreational physical education exercises leads to optimal development of antagonistic and synergistic muscles, natural unloading of the vertebral column is carried out, asymmetric work of the intervertebral muscles disappears, conditions for the natural growth of the locomotor system are restored apparatus of girls. In this regard, doing physical exercises is part of a complex program of correction and prevention of postural disorders and morphological asymmetries (Nikolaev, 2004).

The main tasks of physical and corrective exercises for teenagers are as follows: education of correct posture, relief of the spine, improvement of movement coordination, increase of muscle tone and strength, establishment of correct breathing, correction of flat feet, improvement of the function of the cardiovascular and respiratory systems, development of willpower.

Analysis of recent research and publications. In the conditions of reforming general school education, the main orientation of which is the focus on the development of the child's personality, there are very significant shortcomings in solving problems and strengthening health. Thus, according to data (Bublei T. A., 2017) in the structure of orthopedic pathology in children, the largest share is foot deformities - 78.9% and posture disorders - 63.2%.

In connection with the violation of the balance between the consumed food, physical activity and rest of a person, special attention is needed for the rational organization of motor activity (Blavt, 2012). A special role in this problem is played by the organization of the movement regime of students of pedagogical specialties, whose studies are associated with little movement activity. Chronic lack of motor activity in the regime of student youth becomes a real threat to their health and normal physical capacity (Sikura, 2015).

It is motor activity that primarily affects the metabolic processes in the human body. In addition, during physical exercises, certain mechanisms are activated in the body, as a result of which the functions of not only the muscles, but also the respiratory, cardiovascular, nervous and digestive systems are strengthened. Thanks to the body's ability to self-regulate, it adapts to changes in the external environment, the body becomes more stable and viable (Yadviga, 2004).

Despite the large number of works devoted to the issue of development and substantiation of modes of motor activity, the relevance of the study is due to the need to rethink the mode of motor activity of students of higher education institutions, taking into account the peculiarities of training.

THE PURPOSE OF THE RESEARCH

To investigate the level of physical fitness of elementary school girls with postural disorders.

RESEARCH METHODS

Pedagogical testing to study the physical fitness characteristics of elementary school students with postural disorders; methods of statistical data processing.

RESULTS OF THE RESEARCH

Posture is the usual posture of a person who is standing casually, acquired without excessive muscle tension: the body and head are kept vertical, the spine forms a smooth wavy line, the contours of the chest protrude forward, the stomach is slightly pulled in, the legs are bent at the hip and knee joints. Normal posture is characterized by six main features:

- location of spinous processes on one vertical line;
- location of upper arms, shoulders at the same level;
- location of the corners of both blades at the same level;
- waist triangles equal to each other, formed by the side surface of the body and freely lowered arms;
- location of gluteal folds at the same level;
- correct curves of the spine in the sagittal plane.



According to the World Health Organization, the health of the young generation cannot be considered healthy. This can be attributed both to indicators of somatic and psycho-emotional health, and moral development of the individual. Currently, the priority area of activity of pedagogical teams during the educational process should be not just teaching children life skills in modern society, but also the imperative preservation and active formation of the child's health.

In order to find out the level of physical fitness of schoolgirls, which affects the formation of correct posture, pedagogical testing of strength, coordination abilities and flexibility of girls aged 11-15 was carried out. A reliable difference between the level of physical fitness of students with different posture development was established.

Thus, the index of strength endurance of the trunk muscles based on the results of lifting the trunk to a sitting position from a lying position in 30 seconds in elementary school girls without posture disorders is 22.6 ± 2.8 times, while in girls with posture defects - 18.3 ± 2.4 times. The indicator of the static strength of the back muscles of healthy girls is 52.8 ± 12.1 s, while that of students with postural disorders is 31.9 ± 4.0 s. The indicator of static balance of elementary school students without postural defects is 2.7 ± 0.7 points, for peers with postural disorders - 2.2 ± 0.6 points.

The indicator of vestibular stability in healthy girls is 27.9 ± 7.4 , in schoolchildren with postural abnormalities - 21.7 ± 2.2 s.

The index of coordination of movements of healthy schoolchildren is 18.0 ± 1.3 , and in girls with postural defects - 21.9 ± 1.2 s and 17.0 ± 1.8 s, respectively. The indicator of manifestation of coordination abilities when changing the position of the body in space according to the Burpee test in healthy students is 7.4 ± 0.4 times, while in peers with postural disorders - 7.6 ± 0.4 times.

It was established that healthy girls have significantly higher indicators of strength and coordination abilities than their peers with posture disorders. Thus, the indicators of static strength and strength endurance, static and dynamic balance, coordination of movements, coordination abilities when changing body position, and integral assessment of coordination abilities according to the relevant index are significantly higher in schoolgirls than in schoolboys with postural defects. Indicators of flexibility and ability to voluntarily relax muscles of healthy girls and those with postural defects do not reliably differ.

The indicator of static balance of schoolgirls who do not have posture defects is 3.5 ± 1.1 points, for girls of the same age with posture disorders - 2.2 ± 0.8 points. As for vestibular stability, this indicator in healthy girls is 24.4 ± 7.6 s; in schoolgirls with deviations in the development of posture - 20.2 ± 3.4 s. It was determined that the indicator of the ability of voluntary muscle relaxation in girls aged 11-15 is the same regardless of the presence of posture disorders and is 1.7 ± 0.5 points. The index of coordination of movements of healthy schoolgirls is 17.1 ± 1.5 s, and for girls with postural defects - 22.4 ± 2.3 s.

It was established that healthy girls have significantly higher indicators of strength and coordination abilities than their peers who have deviations in the development of posture. Thus, indicators of strength endurance, static strength of the back muscles, static balance according to the Romberg test, dynamic balance according to the Yarotskyi test, coordination of movements according to the Kopylov test, coordination abilities when changing body position according to the Burpee test, as well as an integral assessment of coordination abilities according to the corresponding index in girls who do not have deviations in the development of posture, it turned out to be significantly better developed than in peers with posture disorders.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, significantly worse indicators of various manifestations of coordination abilities of younger schoolchildren with deviations in the development of posture make it necessary to strengthen their coordination training with the help of specially oriented physical exercises.

Methods of controlling posture, physical development, and psycho-emotional tension make it possible to detect various postural disorders, delays in the development of the cardiovascular, respiratory, and central nervous systems of the body, and average indicators of physical fitness in 78-82% of children. The transition of students from elementary to primary school is accompanied by uneven development rates of many functional systems of the body, a state of unsatisfactory adaptation, which is manifested in the deterioration of performance indicators, morbidity and behavior.

Achieving a health-corrective effect is possible when conducting classes taking into account contraindications for performing certain exercises in various sports and devoting the first 20% of the time of each quarter in the physical education lesson (according to the curriculum of the physical education teacher) to general physical and preparatory exercises for the performance of the main program. An increase in the total movement load should be planned based on the individual selection of optimal corrective exercises for each child, depending on the type and degree of postural disorders. The device for examining the state of posture makes it possible to increase the accuracy of measuring the magnitude of postural deformations in children, providing an opportunity to assess the state of posture and flexibility of the spine in 1 minute by a physical education teacher without the involvement of doctors. It is important to take into account certain contraindications for performing certain types of exercises when compiling complexes for the formation of culture: in gymnastics lessons, do not perform acrobatic exercises, somersaults and flexibility exercises that increase the mobility of the spine, as well as exercises on projectiles; during moving and sports games - when learning to dribble the ball (in basketball), alternate dribble with the right and left hand. All exercises with the ball (receiving, passing, serving, throwing) should be performed with only two hands; in swimming lessons for children with stooped and kyphotic posture, practice swimming on the back more; with an upright posture - do not swim on your back; with a lordotic posture - put a swimming object under the stomach.

It is important that the main organizational and methodical technique in solving the tasks should be the game method, as the most comprehensive and universal means of child development in this age period.

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Світлана Довбенко,

кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Svitlana Dovbenko,

Candidate of Pedagogic Sciences, Associate Professor, Department of Primary Education Pedagogy,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

sjdovbenko@ukr.net

ORCID ID 0000-0003-2316-0579

УДК 37.017.4+373.3

ФОРМУВАННЯ ЗАСАД УТВЕРДЖЕННЯ УКРАЇНСЬКОЇ НАЦІОНАЛЬНОЇ ІДЕНТИЧНОСТІ В МОЛОДШИХ ШКОЛЯРІВ

Анотація. Російський напад на Україну створив безпосередню та зростаючу загрозу життю й добробуту 7,5 млн українських дітей. Унаслідок військових дій 3 млн дітей в Україні та понад 2,2 млн дітей у країнах, котрі приймають біженців з неї, потребують невідкладної гуманітарної допомоги. Внутрішнє й зовнішнє (за межі України) переміщення торкнулося кожних двох дітей із трьох. Особливо актуальним сьогодні постає завдання надання відповідного статусу дітям, які постраждали внаслідок воєнних дій. Це, зокрема діти, які отримали поранення, контузію, каліцтво, зазнали фізичного, сексуального, психологічного насильства, були викрадені, або незаконно вивезені за межі України, або незаконно утримувалися в полоні. Сьогодні в жорстких реаліях воєнного стану в Україні перед освітянами стоїть важливе завдання – об'єднання зусиль педагогічної та громадської спільнот на засадах взаєморозуміння, співробітництва щодо захисту прав та свобод, оволодіння дітьми універсальними цінностями та моделями поведінки, які необхідні саме в цей час. За умов російсько-української війни шлях до свободи і незалежності України лежить через формування оборонної свідомості суспільства, виховання юного покоління на основі цінностей україноцентризму, історичної правди і національної гідності. Особливо актуальною постає проблема утвердження української національної ідентичності і духовної безпеки нації. Адже на розвитку національної культури негативно позначились тривалий етап бездержавності, заборон, репресії, негативна міфологізація образу українця, переписування історії та применшення ролі українців у житті тих країн та імперій, до складу яких вони входили. Виховання має здійснюватися в контексті нових викликів на основі історичних досягнень та моральних цінностей, випрацьованих українським народом упродовж сторіч та нинішніх реалій. Авторка частково обґрунтувала педагогічні умови утвердження в молодших школярів основ національної ідентичності, зокрема через формування національної позитивної Я-концепції дитини (образ Я-українця). Визначено напрями посилення виховного потенціалу позакласної діяльності через створення і використання особистісно орієнтованої методики формування в дітей усіх компонентів національно-культурної ідентичності.

Ключові слова: національна ідентичність, духовна безпека нації, оборонна свідомість, моральні цінності, стратегія, виховання, педагогічна взаємодія, діти війни.

THE FORMATION OF BASES OF THE UKRAINIAN NATIONAL IDENTITY AFFIRMATION WITH THE PRIMARY SCHOOL CHILDREN

Abstract. Russian military invasion of Ukraine has caused life-threatening danger to over 7.5 million of Ukrainian children. As a result of the war there are 3 million children-refugees in Ukraine and over 2.2 million children are seeking shelter in other Ukraine friendly countries. Young generation needs urgent humanitarian help. Every two children of three are refugees inside or outside of Ukraine. Children who suffered from injuries, physical, sexual or psychological assaults, kidnapped children or forced to move out of the country or captives must be granted the status of children affected by hostilities and armed conflict. In the reality of martial law in Ukraine the most important aim for Ukrainian educators is to unite the efforts of teachers and communities on their way to protect children's rights and freedoms, teach the young generation, providing them with values and behaviour models they need nowadays. Under the condition of the russian-Ukrainian war, the path to the freedom and independence of Ukraine runs through the formation of the defense-oriented consciousness of the society, education of the younger generation based on the values of Ukraine-centrism, historical truth, and national dignity. The issue of affirmation of the Ukrainian national identity and the spiritual safety of the nation becomes particularly topical. This is because the development of the national culture was detrimentally affected by the long-lasting period of statelessness, restrictions, repressions, negative mythologization of the image of a Ukrainian, rewriting of history, and diminishing the role of Ukrainians in the life of the countries and empires to which they belonged. The educational process shall be in the context of new challenges based on the new historical achievements and moral values produced by the Ukrainian people within the centuries and nowadays realities which conditioned the choice of the topic of this Article. The author partially grounded the pedagogical conditions of affirmation of the bases of national identity of the primary school children, namely, through the formation of the national positive I-concept of the child (the image of I-Ukrainian). The methods of the reinforcement of the educative potential of the extra-class activity are determined through the creation and application of the person-oriented methodology of the formation of all components of the national cultural identity of the children, the ways and directions of further elaboration of this topic are defined.

Keywords: national identity, spiritual safety of the nation, defense consciousness, moral values, strategy, education, pedagogical interaction, children of war.



INTRODUCTION

The problem formulation. During the period of the full-scale invasive war which the Russian Federation started against Ukraine, the urgency appears to reconsider what is done and take a complex of systemic actions aimed at the reinforcement of the national and patriotic education, formation of a new Ukrainian living and acting following the national and human values. Under the modern conditions of martial law when new challenges and threats appeared, a task arises to determine a new strategy of education of the young generation as a multi-component and multi-faceted system to a great extent shaping the future development of the Ukrainian statehood. In connection with this, it becomes necessary for the teachers to find the best ways and methods for the organization of the educational processes at the primary school oriented towards the children's mastering the universal values and behavioral patterns constituting the basis of the world culture.

At the same time, urgency appears to form the age-specific understanding of war by the primary school children which brings the sufferings and destructions, death, and horror of disabilities, is accompanied by the poignant air alarm, tears, and sorrow of their family. Therefore, in the education of future teachers of primary school, the necessary methods of patriotic, i.e. optimistic, life-affirming world perception and understanding by the primary school children necessary in the teaching activity shall be taken into consideration.

The main components of patriotic education include the process of the affirmation of the national identity of youth based on the spiritual and moral values of the Ukrainian people, national identity.

Analysis of recent research and publications. The issue of the patriotic education of children and youth, the affirmation of their Ukrainian, national, and civil identity has recently been actively studied by the national teachers, sociologists, and philosophers, as a key in the educational paradigm of person-oriented education, in particular, in the light of the requirements of the New Ukrainian School and under the conditions of the martial law by the Order of the Ministry of Education and Science of Ukraine dated 06/06/2022 No. 527 the Steps of realization of the concept of the national and patriotic education in the educational System of Ukraine by 2025 were approved. The enactment of the Law of Ukraine "On the Fundamentals of the State Policy in the Sphere of Affirmation of the Ukrainian National and Civic Identity" is expected. The cycle of recommendations of the Ministry of Education and Science of Ukraine: "On provision of the psychological support of the school community under the martial law in Ukraine", "On the preventive measures among the children and youth under the martial law in Ukraine", the Telegram-channels were created "Support a child", with the recommendations on how to live through grief and losses and overcome the symptoms of post-traumatic stress disturbance, etc. These operative acts, documents, and materials became the resources for the publications, new by form and content, of the leading Ukrainian scholars I. Bekh, V. Kremen, V. Bakhrushyn, Ye. Holovakha, K. Zhurba (Draft Law, No.6341-1). A new terminology - Ukrainian tenacity, defense consciousness, national identity, martial law, curfew time, safe educational environment, etc. is actively put in circulation.

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyze the problem of the emotional intelligence formation of modern youth through the prism of Vasyl Stefanyk's creative heritage.

The Objective of the Article is the analysis of the processes of formation and affirmation of the Ukrainian national identity of the primary school children, and acknowledgment of the key indicators of the efficiency of realization of the state education policy in the sphere of national patriotic education.

RESULTS OF THE RESEARCH

Ukrainian national identity means a stable awareness of belonging to the Ukrainian nation as a unique community, unified by the name, symbols, geographical and ethno-social origin, historical memory, and complex of cultural values, including the Ukrainian language and national traditions. Therefore, the formation of the national identity of, first of all, children and teenagers becomes an issue of national importance and national security with regard to the ultimate causes of the Russian and Ukrainian war which has become partially possible because of the marginal attitudes and national ambiguity of a certain part of the population from the South and East of Ukraine.

The scholars, according to the results of the opinion surveys monitored and repeatedly warned society and public authorities of the presence of several threatening factors:

- a feeling of "a citizen of Ukraine" as a dominating identifier in all regions was the highest in the West - 72 percent, in the Center - 66, in the South (without Crimea) - 62, and in the East (without the occupied territories) - 51 percent. At the same time, according to the results of the opinion survey of the Sociological Group Rating in 2019 - 14 percent in the South and East identified themselves as a Soviet person.
- threatening is the situation with the usage of the Ukrainian language in the family (parents, grandparents, siblings), which is spoken by less than half of the Ukrainian population - 46 percent, while each fourth person speaks Russian. The tremendous gap is in the regional distribution - in the West Ukrainian language in the family is used by 92.2 percent of the respondents, in Donbas - 0 percent. These are the results of the all-Ukrainian opinion survey of Kyiv International Institute of Sociology (KIIS) from February 28 to March 11, 2019.
- low level of understanding of the values of the national symbols and level of their worshipping. The national symbols cause a feeling of pride only for 25.7 percent of the Ukrainian population, and the Independence Day of Ukraine for 23 percent is just a day off, 4 percent consider this day a historical mistake. The nationwide opinion survey of the Ukrainian population was carried out by the Foundation "Democratic Initiatives" named after Ilko Kucheriv in cooperation with the Kyiv National Institute of Sociology from 8 to 20 August 2019 (Information from the Order of the Cabinet of Ministers of Ukraine dated October 09, 2020. No.1233 p).



One of the most recognized researchers of this issue, K. Zhurba, puts into circulation a scientific term: “spiritual safety of Nation” which is new today. In the formation of the spiritual safety of a nation, she outlines two key factors: internal and external. The key internal factor of the spiritual safety of the nation is a national self-identification reflected in the feelings - values - “I am Ukrainian! - “We are Ukrainians”. The essence of these feelings -values is in the efficient affiliation of a person with their nation, or family, in the widest meaning of this word. From the very childhood, a person shall take up a historical torch of the highest spiritual heritage of a nation, live and act on their bases and augment these values considering the modern challenges. The low level of this factor, when the feeling of a unified social community causes low consolidation of the society has been observed for a long time (Zhurba, 2019, p. 93-94).

The external factors, according to K. Zhurba, include the following:

The ideological factor aimed at the protection of the citizens of Ukraine, in particular, the children and teenagers, against the impact of ideologies of the other unfriendly states, first of all, of the Russian Federation, interested in the formation of the communities of their proponents and shaking loose the political situation in Ukraine from inside. Therefore, nowadays it is urgently important to assign the Ukrainian ideology its own essence, potential, history, heroes of the past, and modern heroes of the war for independence, reconsider the existing experience and determine the new tasks for further development.

The religious factor today is a powerful resource for impacting the Ukrainian youth looking for moral and ethical values. In this context, the so-called Ukrainian Orthodox Church which is canonically and spiritually dependent upon the Moscow Patriarchy, and, further, through the sermon, Cross Processions and word of God propagates the values of the Russian world, stimulates the separatist attitudes, and disrespect to the national identity. The Orthodox Church of Ukraine is an active antagonist of this, and nowadays is very pro-nation oriented and in every possible way supports the heroic struggle against the aggressor.

The consciousness manipulation is actively realized through the mass media and social networks, etc., quite popular in the youth environment. Therefore, for the spiritual safety of the Ukrainian citizens, the fakes and false information from the enemy should be consistently revealed, opposed by the stable framework of profound moral and spiritual values and ability to protect our cultural heritage.

The affirmation of the Ukrainian national identity is based on the major socio-national values. They are determined as follows by Verkhovna Rada of Ukraine:

1) National Unity is solidarity, indivisibility of all territories of Ukraine, spiritual unity of the Ukrainian people living in Ukraine, unity of all Ukrainian people, regardless of their nationality, aimed at the affirmation of real sovereignty and independence of Ukraine, the building of a prosperous democratic national state;

2) Identity means national identity, uniqueness, and originality manifested by a person or a group of persons in mentally conditioned artistic world perception, indigenous communication methods, activity, and behavior. The identity of the Ukrainian people is determined by their history, culture, traditions, and Ukrainian language;

3) Freedom means the ability, intention, and controlled attempt to reach a goal. The freedom of the Ukrainian people is manifested in the heroism of struggle for Ukrainian independence, commitment to independence, and constant searching for ways to achieve freedom;

4) Dignity is the protection of our spiritual, moral, and national positions, understanding of our importance and civic duty in the international community (Holovakha, 2021, p. 7).

Under the conditions of war, the priority belongs to the necessity of the formation of defense consciousness orienting the primary school children towards the readiness to defend Ukraine, develops the desire to get future military professions, serve in the Armed Forces of Ukraine, in air assault forces, marine infantry, aviation, National Guard which is particularly popular among the schoolchildren.

The subjects of the pedagogical interaction in the system “teacher-student”, “student-student” and the educational impact as a basis of the process of the national identity formation are not only the students and teachers, but also parents, family, territorial communities, youth associations, and avocational associations, formal and informal organizations, patriotically oriented organizations. The substantial and mostly positive educational impact on the primary school children under the conditions of war is administered by the symbols of the military outfit (awards, chevrons), weapons, military equipment, alarm signals, emergency shelters, and attributes of the military mortuary rites. The extreme circumspection of adults (parents, schoolchildren, elderly siblings) is very important here to help a child to avoid the psychological trauma, ousting by the ideas and instructions of revenge to the enemy, the images of peace, life, harmony, and prosperity present in the worldview of a patriot. The defense consciousness presupposes the full-fledged perception of one of the most important life values - freedom. A human deprived of freedom, the right to be free, has no goals and does not see the perspectives of future existence. The loss of freedom forces a person to struggle, the person will defend themselves and their land to get a chance to live in a society ruled by democracy, and human rights, where everyone feels themselves a master. A nation without freedom cannot develop and assimilates with other peoples gradually losing its language, culture, and identity.

A negative factor for freedom, according to E. Fromm, is the autocratic society that tries to control a person, forcing them to give up on freedom, independence, obey the strong power, at the same time becomes the reason for the spiritual deformation, distortion of needs, depersonalization, alienation or material interest in the relations with the other people (Fromm, 2019, p. 261).

According to V. Kremen, even a human being not acknowledging freedom, deep in their sole weep over it, “Freedom like any other value, is necessary for a human being until loss of all human qualities. This is about value for any human being” (Kremen, 2010, p. 89). Freedom is a spiritual stem of a person and condition of their self-sufficiency which forces



children and teenagers to struggle for their autonomy, and extension of their rights. Perceiving themselves the subjects of life, boys and girls strive for independence and proactivity. Especially nowadays this can be noticed in volunteering, when, along with the adults, the children and youth assume the responsibility for helping the army, taking care of persons who suffered from the military actions and were evacuated from the occupied and especially dangerous territories. In this case, the freedom of young people is conditioned by the level of their moral consciousness, when under these tough conditions of war they strive for maximum self-realization and self-affirmation, even if sometimes saying swear words or expressing some quick-tempered desires in the humiliation of enemy, the disrespect to them. (Well-known sayings or neologisms like "mordor", "erefia", "chornobayity", "rashism", "orks", and "russian warship go fuck yourself"), etc.

In the conversation with the schoolchildren, especially with those of the primary school, it is necessary to take into account that any attempts to avoid the subject of war will interfere with the formation of their consciousness and self-esteem, getting the experience of the social behavior. The truth about the war in the children's consciousness should be transformed into the positivity of faith, hope, and charity, however, keeping the balance in the understanding of "the enemy is evil", "war is grief", and "peace is a blessing", "russia is an aggressor state", "Armed Forces of Ukraine are our guardians", etc.

The young researchers R. Danyliak and N. Muliar in the process of realization of the bases of the partnership pedagogy, person-oriented pedagogy suggest creating a diversity of pedagogical scenarios to form the civil and social competencies (Danyliak, Muliar, 2022, p. 80). One of such pedagogical scenarios, according to the authors, is the nationwide moment's silence for the deceased introduced in March 2022 by the Order of the President of Ukraine. The moment's silence is announced at 9.00. throughout Ukraine by all mass media regardless of their property forms, including the educational institutions.

The moment's silence is aimed at honoring the blessed memory, bravery, and dedication, moral courage, tenacity, heroic exploit of soldiers who died performing their battlefield missions of protecting the national sovereignty and territorial integrity of Ukraine, civilians who died from the russian aggression against Ukraine. As the interactive, educational form by its nature, the moment's silence at primary school may be prolonged, at the morning meeting during the discussion by the primary school children of their own situations from their life experiences or experience of their family or friends, or Ukraine. In sharing their opinions and impressions the primary school children acquire the understanding and emotional attitude to the circumstances that became the reasons for the nationwide doleful moment's silence. During one of such morning meetings, the teachers may suggest studying the meaning of the national symbols of Ukraine at war and in peacetime. This will help the primary school children to identify the national symbols of Ukraine, to tell about Ukraine, their Motherland, in a logically built speech, show respect to Ukraine, and explain what it means to be a Ukrainian.

The tools to fulfill the research task may include a National Flag of Ukraine, the EU flags, the flags of other friendly states, sunflowers, paper, pencils, markers, paints, etc.

A question for analysis and conversation about the Blue-And-Yellow Flag as one of the national symbols of Ukraine is suggested to the children: "Tell us how you see this Flag? Name it. Study this Flag with your sense organs (eyesight, touch). Compare it with the sunflower, and other objects. Find what is common and different between them. When and where do we use the Flag? How do the soldiers on the battlefield use the Flag? Why? Think why the Ukrainian National Flag has such colors? How do they identify the state of Ukraine abroad? What and whom does the glory of Ukraine depend on? Draw the Ukrainian Flag and tell us about the Ukrainian Flag in specific famous events. Ask your parents, and grandparents, about the Ukrainian Flag in the past and nowadays. Prepare a story about the Ukrainian Flag so that it is interesting and fascinating. Undoubtedly, searching for answers to these questions will help the primary school children to improve their competence and, consequently, their level of national identification.

The given example of work with the students identifies the ways to use different forms and methods actualized nowadays in public life. The song "Oy u luzi chervona kalyna" which gained worldwide popularity is for sure, a modern trend in Ukraine. Interesting are the variants of quizzes and role plays with the use of the text of this and other patriotic songs.

Nowadays, like never before, we need new approaches and new ways of cultivating patriotism as a feeling and formation of the national identity, as a basic quality of a person. Besides, it should be taken into account that Ukraine has an ancient dignified culture and history, and experience of the statehood formation which is a powerful resource and strong grounds for the education of children and youth. They have already entered the educational environment, but today's realities of war require their reconsideration which opens new possibilities for the modern school as well.

The formation of the value orientation and national identity of the children and youth shall be focused on the examples of the heroic struggle of the Ukrainian people for the self-identification and creation of their own nation, ideals of freedom, national unity, nationhood, in particular, starting from the ducal times, Ukrainian Cossacks, Ukrainian Sich Riflemen, armies of the Ukrainian People's Republic, and West-Ukrainian People's Republic, the members of anti-Bolshevik peasant rebellion, Carpathian Sich Detachments, Ukrainian Rebel Army, Ukrainian rebels in Stalinist concentration camps, members of the Dissident Movement. Besides, the patriotic education and formation of the national identity shall be based on the examples of courage and heroism of the participants of revolutionary events in 2013-2014, Heavenly Hundred, members of the antiterrorist operation, and Combined Forces' Operation in Donetsk and Luhansk Regions, counteraction to the invasion and annexation of the Autonomous Republic of Crimea by the russian federation, and especially, the nowadays war of the russian aggressor against Ukraine. This process shall be preemptive, shall take into consideration the risks and threats of war, and that the traumas of this war for the young generation may become a future experience, in particular, how to prevent a repetition of such a tragedy in the following generations of Ukrainian people. The behavioral limits, understanding of the value-based measuring of life in the concepts and moral virtues of good and evil, truth and prejudice, guilt and punishment, action and reward, etc. shall acquire a new orientation.



Yevhen Holovakha, a leading Sociologist of Ukraine, warns that the people focusing on the formation of negative identities and succeeding in this unfortunately still belong to the Ukrainian political and cultural elite. He believes that “negative identity” is built under the formula “I am not him” or “We are not them”. This negative identity forms a deficient one-sided personality for whom, unfortunately, “there’s no difference” which language to speak, what traditions to follow, and whom to feel yourself (Draft Law, No.6341-1, p. 4) Therefore, in the scholar’s opinion, the process of affirmation of the Ukrainian national identity will undoubtedly result in the creation of a new, Ukraine-centered, political and cultural elite.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The formation of the Ukrainian national identity based on moral values will facilitate the formation of the national spirit of the young generation, implementation of the national and cultural paradigm into the system of education, reinforcement of the positions of the Ukrainian language as a national one, affirmation of the honorable attitude to the national symbols and traditions.

The formation of the national identity is aimed at the establishment of a patriotic citizen who is aware of their involvement in the fate of the country, its place and role in the world community, and is a bearer of the Ukrainian culture, language, who keeps a historical memory, values the traditions, is ready to defend, build Ukraine as a sovereign, independent, democratic country with the rule of law.

The process of patriotic education at primary school has its specificity and peculiarities since the primary school age is an important period in the ontogenesis, acquisition of the experience of the social behavior, sensual moral and ethical sphere as a basis for the formation of the key educational competences, further development of a child.

The existing problems in the educational process are identified in the correlation between the notions of humanity (a human being acknowledgment the highest value) and the modern realities of life of each student nowadays and are correlated with the notions and feelings of fear and anxiety, horror of destructions and people’s death. Therefore, it is obvious that the most reliable, well-dosed information and explanation of the reasons and events of the Russian - Ukrainian war to the children will require both systematic and specifically arranged pedagogical scenarios for the formation of national identity. The appearance of the new concepts and theoretical explanations concerning the methods of pedagogical support of the process of the Ukrainian national identity affirmation, practical recommendations in the organization of the educational events at wartime, in particular, glorification of the heroism and victory of the soldiers of the Armed Forces of Ukraine, formation of the new traditions of honoring the memory of the fallen defenders of Ukraine is expected in the nearest future.

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**Марія Клепар,**

доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Maria Klepar,

Doctor of Pedagogical Sciences, Professor,
Professor of the Department of Pedagogy of Primary Education
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
mklepar10@gmail.com
ORCID ID 0000-0003-4923-8696

Тетяна Потапчук,

доктор педагогічних наук, професор,
професор кафедри теорії та методики дошкільної і спеціальної освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetyana Potapchuk,

Doctor of pedagogical sciences, professor,
Professor of Theory and Methods preschool and special education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
tatvolod@ukr.net
ORCID ID 0000-0003-1680-6976

Олександр Чінчой,

кандидат педагогічних наук, доцент, доцент кафедри фізики, біології та методик їхнього навчання,
Центральноукраїнський державний педагогічний університет
імені Володимира Винниченка (м. Кропивницький, Україна)

Alexander Chinchoy,

candidate of pedagogical sciences, associate professor, associate professor
of the Department of Physics, Biology and Teaching Methodology,
Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Kropyvnytskyi, Ukraina)
chinchoy.alexander@gmail.com
ORCID ID 0000-0002-2572-1416

Оксана Нич,

кандидат педагогічних наук, доцент кафедри іноземних мов,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Nych,

Candidate of Pedagogical Sciences, Associate Professor of the Department of Foreign Languages,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
04oksi@gmail.com
ORCID ID 0000-0003-1983-5967

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РОЗВИТОК ГУМАНІСТИЧНОГО СВІТОГЛЯДУ МОЛОДШИХ ШКОЛЯРІВ У ПОЗАШКІЛЬНІЙ ДІЯЛЬНОСТІ

Анотація. У статті розвиток гуманістичного світогляду молодших школярів у позашкільній діяльності автори розглядають у сукупності основних принципів: історико-культурна спрямованість виховання та освіти, що передбачає організацію навчально-виховного процесу на основі історії та культури народів, що мешкають у регіоні, країні;



інтеграція навчальних дисциплін (освоєння мистецтва в єдності з вивченням пісень, музики, традицій, обрядів тощо); ідентифікація і самоактуалізація особистості, заснована на внесенні до змісту розвитку гуманістичного світоглядного виховання знань про людину і суспільство; гармонізація міжетнічних стосунків. Цей напрям виховання здатен не тільки враховувати інтереси національних культур та регіональних культурних традицій, але також і потреби особистості в національно-культурній самоідентифікації, розвитку світоглядних позицій особистості. Тому на сучасному етапі розвиток гуманістичного світогляду розглядається як спосіб повернення втрачених духовних цінностей, морально-естетичних норм поведінки, міжлюдських взаємин, укладу сімейного і побутового життя. Саме гуманістичне, етнокультурне виховання може допомогти учням оволодіти культурою свого народу (культурою спілкування, культурою знання, культурою праці тощо), розвиватиме світогляд, дасть змогу організувати художньо-творчі заняття, орієнтуючись на національну своєрідність регіону. Гуманістичному світоглядному вихованню в позашкільних навчальних закладах автори відводять особливу роль, розглядають його як чинник, що підсилює ефективність виховання завдяки введенню засобів національної культури, які допоможуть спрямувати сучасний навчально-виховний процес на формування етнічної самосвідомості, розвиток розуміння ролі свого народу у світовій культурі. Аналізуючи засоби національної культури, що використовуються в народній педагогіці, з'ясували, що виховний потенціал національної культури спрямований на формування в дітей гуманістичних, світоглядних, моральних якостей, почуття національної самосвідомості, патріотизму, розвиток творчих здібностей.

Ключові слова: навчально-виховний процес, гуманістичний світогляд, позашкільна діяльність, молодші школярі, гурткова робота.

THE DEVELOPMENT OF THE HUMANISTIC OUTLOOK OF YOUNGER SCHOOL STUDENTS OF A GENERAL EDUCATION SCHOOL IN EXTRA-SCHOOL ACTIVITIES

Abstract. In this article, we consider the development of the humanistic worldview of younger schoolchildren in extracurricular activities as a set of basic principles: historical and cultural orientation of upbringing and education, which involves the organization of the educational process based on the history and culture of the peoples living in the region, the country; integration of educational disciplines (mastery of art in unity with the study of songs, music, traditions, rituals, etc.); identification and self-actualization of the individual, based on the introduction of knowledge about man and society into the content of the development of humanistic worldview education; harmonization of interethnic relations. We note that this direction of education is able not only to take into account the interests of national cultures and regional cultural traditions, but also the needs of the individual in national and cultural self-identification, the development of the worldview positions of the individual. Therefore, at the current stage, we consider the development of a humanistic worldview as a way to return lost spiritual values, moral and aesthetic norms of behavior, interpersonal relations, family and everyday life. In our opinion, it is humanistic, ethno-cultural education that can help students master the culture of their people (the culture of consumption, the culture of communication, the culture of knowledge, the culture of work), develops a worldview, makes it possible to organize artistic and creative activities, focusing on the national uniqueness of the region. In determining the place and role of humanistic worldview education in out-of-school educational institutions, we consider it as a method that strengthens the effectiveness of education through the introduction of the means of national culture, which will help direct the modern educational and educational process to the formation of ethnic self-awareness, the development of understanding of the role of one's people in world culture. Analyzing the means of national culture used in folk pedagogy, we established that the educational potential of national culture was aimed at forming humanistic, worldviews in children. moral qualities of the individual, a sense of national self-awareness, patriotism, development of creative abilities.

Keywords: educational process, humanistic outlook, extracurricular activities, younger schoolchildren, group work.

INTRODUCTION

The problem formulation. The process of becoming a modern society requires the development of the Ukrainian national education system, which will be based on the leading principles of humanism and democratization. It becomes obvious that an active social subject should be a person with a high level of consciousness, creative activity, and responsibility, who is guided in his activities and behavior by humanistic values. The school, as a social educational institution, is called to educate such a person. The content of primary education forms the basis of the multifaceted development of students, the formation of their thinking, cognitive interests, and mastering the skills to acquire knowledge. During this period, intellectual, social and moral qualities are actively formed in younger schoolchildren. It is in primary school that students receive the basics of knowledge of academic disciplines, rules of conduct, understanding of humanistic values, which will serve as the basis for their successful activities and behavior throughout their lives.

Analysis of recent research and publications. The analysis of scientific sources proved that the problem of education of humanistic worldview values in students was studied by various authors. Thus, in a number of scientific works, important aspects of the given problem are reflected: the general theoretical principles of humanizing the education of younger schoolchildren in extracurricular activities, turning the school into a "workshop of humanity" are laid out in the works of Ya. Komenskyi, A. Makarenko, and V. Sukhomlynskyi; psychological aspects of humanistic education are revealed in the writings of I. Bekh, O. Bodalov, M. Boryshevskyi, O. Kyrychuk, H. Kostyuk, and E. Pomytkin; the essence and structure of ethical and moral values in the modern domestic education system are substantiated in the studies of O. Vishnevskyi, E. Kornienko, M. Krasovytskyi, and O. Sukhomlynska. Conceptual principles of education of humanistic values of students were formed by I. Bekh, N. Gannusenko, K. Chornaya. The process of forming humane relations in extracurricular activities became the subject of research by V. Koroteeva and



H. Yasyakevich, E. Dokukina studied the interaction between the school and the family in the formation of the moral foundations of the behavior of younger schoolchildren. M. Trofanova and M. Glushchenko found out the peculiarities of education of younger schoolchildren in extracurricular activities. G. Pustovit, T. Sushchenko considered extracurricular education and extracurricular activities as a means of forming a comprehensively developed personality.

AIM AND TASKS RESEARCH

The aim of the article is to analyze of the development of the humanistic outlook of younger school students of a general education school in extra-school activities.

RESEARCH METHODS

Within the limits of research theoretical methods are used: a method of the analysis and synthesis, a method of the theoretical analysis of scientific literature on a problem of development of humanitarian culture of the person.

RESULTS OF THE RESEARCH

The relevance of the article is determined by society's social demand for a humane personality, the need for effective purposeful education of humanistic values in junior schoolchildren in extracurricular activities, since, according to scientists, junior school age is the most sensitive period for the education of humanistic, moral, and spiritual values, worldview values.

The analysis of the works made it possible to state that the most favorable for the education of elementary school students in behavior based on humanistic values is their activities outside of school hours. Together with teachers, on the basis of partnership, they participate in socially significant activities, in the process of which they practice performing socially significant actions based on humanistic values. Younger schoolchildren are involved in work in various creative associations (circles, studios, sections) according to their interests, voluntary choice, which contributes to the self-realization of the individual, the development of his individual inclinations and abilities. However, the implementation of the tasks of education of humanistic views in elementary school students in extracurricular activities is hindered by their insufficient theoretical understanding, lack of proper methodical support.

Institutions of the socio-cultural sphere and out-of-school educational institutions are a powerful factor in the revival of the nation, the education of national consciousness and self-awareness among students. The looseness of a child, a teenager, respect for his dignity, independence, reference to the historical past, originspeople's life, creative use in pedagogical practice of the heritage of folk pedagogy, the achievements of science - these are a number of factors that should ensure the formation of a citizen of an independent state. The main point of reference in the organization of extracurricular work of cultural and educational institutions should be the child as the highest value of society, the primary basis for preserving the gene pool of the Ukrainian ethnic group, providing conditions for its creative self-realization, intellectual and spiritual development (Klepar, 2016).

One of the most promising and important directions for the formation of the foundations of a humanistic worldview in children can be considered the study of ethnology, the history of the Ukrainian people, and the history of their region. Ethnology is a collection of knowledge about the people, their origin, settlement, history, national culture, everyday life, as a result of its study, the historical memory and spirituality of the younger generation is formed.

In order to love your land, you must get to know it, study the language, customs, traditions, morals, life and lifestyle of those who did not shy away from their land under any historical circumstances. Our ancestors must live in memory, we must pass on their glorious deeds, traditions, rites, and holidays to our children and grandchildren so that they realize what kind of tribe they belong to (Verbytskyi, Lytovchenko, Kovbasenko, 2012).

Analyzing the means of national culture used in folk pedagogy, we established that the educational potential of national culture is aimed at forming in children ethical, aesthetic, moral and worldview qualities of personality, a sense of national self-awareness, patriotism, and the development of creative abilities (Lappo, 2008).

Therefore, the means of national culture can be used as the basis of the content of ethno-cultural education, and as a result - the formation of a humanistic worldview. One of the effective means of humanistic worldview education, which contributes to the comprehensive development of the personality of students, is the activity of extracurricular educational institutions to involve them in art classes, which is based on the study, assimilation and transmission of Ukrainian traditional folk culture as a socio-historical phenomenon in which the worldview is reflected, moral, ethical and aesthetic values of the Ukrainian people

The analysis of work experience in extracurricular educational institutions shows that the correct organization of educational work is important for the humanistic education of students. The educational process in the groups takes place according to typical programs, in which the teacher makes changes regarding the topics, the order of their study, the distribution of hours, etc. The right to changes in the thematic planning and number of hours is provided in the structure of each program.

Based on a review of the scientific and pedagogical literature, we singled out the unity of the national orientation of education and its interdependence with practical activities as the main principle of forming the content of the curriculum for the education of humanistic worldview of students in extracurricular educational institutions. Nowadays, more and more often, the set of educational programs implemented in an educational institution is called its leading characteristic, which answers the question of how diverse and wide range of educational services the institution offers, how it satisfies the demand of children, their parents and founders.

The learning process of a child of primary school age is closely related to education, which appears as a multifaceted phenomenon. It is not limited to the formation of individual actions and concepts, but involves the appropriate organization of the child's entire life and activities as a whole. In the first grades, the child enters the world of knowledge, so the main



emphasis, of course, falls on his intellectual development. In the future, the process of socialization is extremely important: the first lessons in social relations are school and extracurricular facilities.

Here, children are taught a humane attitude to the world, to reality, and are introduced to the rules of behavior. The content of educational material is of crucial importance, because the cultural and national heritage of the Ukrainian people is an inexhaustible source of such moral and ethical norms and requirements. In the process of analyzing the regularities of the age-related development of the psyche, associated with the transition from one type of leading activity to another, the importance of assimilation of social experience accumulated by previous generations was revealed.

To know one's people is to know the mother's song, which sowed seeds in the child's soul that grew into kindness, love and affection; to know the parental house, the path from which leads to the great world of native Ukraine; to know the grandmother's embroidery, forgotten and trampled by cruel time; it is to know grandfather's tale about truth and wrong. The traditional custom of mutual aid is a toloka, an unsilted well from which a Chumak traveler who traveled to the distant Crimea for salt drank water, portraits of the dearest person on the wall, a yellowed triangular letter kept in a box (Voropai, 1991).

Since ancient times, people have known that the "tree of life" is a branch on which three leaves grow: the first is a symbol of the past, the second is of the present, and the third is of the future. Images of the "tree of life" are found on ancient stones and show that people in ancient times knew about the inextricable connection between the past, present and future. Everything around us is a consequence of past events, and the future is born in what is happening now (Verbytskyi, Lytovchenko, Kovbasenko, 2012). All this is our ancestral memory, our symbols, our history, perhaps sad at times, but fundamentally - majestic, life-affirming. Do not forget, do not fade from memory these symbols, these living testimonies of the people's existence, save them from oblivion and indifference, make them an asset for our children and descendants.

The heritage of the Ukrainian people, and in particular, the Carpathian region, is rich. Ancient dreams and hopes, optimism, faith in victory, a better human destiny, humanistic principles characteristic of the people's worldview, were uniquely reflected in the history of Ukraine, in the most diverse traditions, customs and ceremonies, vividly expressed by the art of language.

The practice of cultural and educational institutions, out-of-school educational creative centers of Prykarpattia convinces that folk traditions should now become the primary basis for the national education of children and adolescents in the formation of a humanistic worldview of younger schoolchildren.

And one of the effective and necessary directions for the formation of a humanistic worldview in children is the education of their love for their nature and the surrounding environment. They can satisfy their interest in the plant world in different circles, where they get the first knowledge and the first information about aesthetics, where they understand that all this beauty is achieved by hard work, and the employees of the regional center of scientific and technical creativity of the city's youth help organize special holidays, write together with children the scripts of story-game programs: "Topelka, her friends - defenders in sickness", "Ode to the willow", "Ball of flowers", "Red viburnum - a symbol of Ukraine" and others.

Such events are mostly held outdoors, in the central squares of the city, on the open stage of Taras Shevchenko Park. Poems from the mouths of children about the flora of Ukraine sound solemn and convincing, because this is their homeland:

Beyond the threshold - the world is rich. Ukraine is his mother. In a colorful wonderland. There are trees, herbs, flowers.

We can come to a conclusion about the considerable positive experience of extra-curricular institutions of the Carpathian region in the national-patriotic education of children and adolescents, in the formation and education of a humanistic worldview.

Children's holidays are effectively used as a form of cultural and educational education in the Frankiv region to instill in children love for the land of their grandfathers and great-grandfathers, to learn about the origins of national culture, their genealogy, and awareness of their historical roots. Well organized, they carry a great passion of national pride, leave a bright and joyful impression on children. This especially applies to such holidays as "Our Charms", "The Feast of Ivan Kupala", "Saint Nicholas Day", "Generous evening", "Easter holidays", "Living symbols of Ukraine", "Travel with flowering plants" and others.

A lot of interesting and useful things appear nowadays, even in such an important matter as the organization of children's leisure and recreation. In Prykarpattia, as in other regions of our region and throughout Ukraine, one of the most important tasks remains the organization of children's amateur folk art, with the help of which it is possible to effectively influence the formation of the national worldview of each specific child.

In each region of Ukraine, the main talismans of culture and upbringing, specific to a specific region, are preserved. All of them actually agree with the formation of a humanistic worldview of small citizens. The main thing is to approach each child in a timely and skillful way, to reveal his individual characteristics, and this is possible if all educational institutions are united locally and in the state.

We see this situation in a number of districts of the Ivano-Frankivsk region, and we will especially pay attention to the work of extracurricular activities in the mountainous regions of Prykarpattia. A striking example for the study of younger schoolchildren is folklore groups in almost every community.

In the Ivano-Frankivsk Region, much attention is paid to the upbringing of children by examples of respect for bread and agricultural professions. In almost all districts of the Carpathian region, a cycle of conversation-meetings is held annually for younger schoolchildren: "Bread in Ukrainian rituals", "Bread is the head of everything", etc. Children will learn that: bread has always been preserved; hymns were composed in his honor; the dearest guests are greeted with bread; at all times disrespect for bread was equal to the most serious crime; from childhood, a person was taught to appreciate a piece of bread as the greatest wealth on Earth. The people talked about bread as a living being: bread-feeder, bread-father.



Bread is one of the most important attributes of Ukrainian rituals. Traditions related to bread, which represents respect for work, better moral principles in general, continue to live today. It is important that the younger generation learn them.

A good example can be the extremely interesting, well-known in Ukraine and beyond, the children's music and folklore group of folk music "PETROVYCHI" from Verkhovyna, which successfully participated in the All-Ukrainian competition "Talents of Ukraine" and received high recognition for its talents. The members of the group are only students who have the patronymic Petrovych, which determined the name of the group. This group is a bright representative of the new Ukrainian of modern music, in which tradition sounds like a new word in culture, understandable to all people on all continents. It can be said that the Carpathians speak through the music of cymbals, violins, and tambourines, and the band's interpretation of musical works is a translation through cymbals of the sounds and rhythms of nature itself, among which the members themselves grow, live and create. The children's folklore collective has many creative artistic discoveries and festive events. They are constantly working on restoring the customs of their region, reproducing ancient musical art, filling it with modern content. After all, in this way they constantly expand their worldview.

This is also facilitated by clearly planned work in the team, which is aimed at cohesion, collectivity, mutual respect, improvement of playing instruments. The ensemble even has its own code of honor, in which the rules are formulated as mandatory.

1. Participants refrain from rudeness to each other.
2. Refuse nicknames, address each other only by name.
3. To work on oneself regarding the virtuosity of performance on the instrument
4. Guys are chivalrously polite with girls.
5. Everyone cultivates the qualities necessary for true friendship: honesty, justice, kindness, mutual assistance.

There is a widespread opinion in the public consciousness that "national education is not something that may or may not be", it is the primary basis of democratic principles of education and upbringing, the primary basis of the state's respect for itself. The national system of education should reflect the historical, geographical, economic features of the country, the psychological features of the Ukrainian people, and be adequate to their perception of the world. Observations confirm that a certain amount of work on Ukrainian national education is being carried out in all areas of Ivano-Frankivsk region. This practical experience, accumulated in recent years in various out-of-school institutions, needs generalization and theoretical understanding.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

It is indisputable that there is a need for education of pedagogical workers of extracurricular educational institutions, to increase the scientific level of programmatic and methodological support of the pedagogical process of forming a humanistic worldview in pupils of extracurricular educational institutions. A humanistic worldview will be effectively formed in the educational work of groups, provided that an integrated educational program is introduced into the educational process, the content of which covers various areas of group work and is aimed at realizing and preserving the spiritual, cultural and artistic heritage of the Ukrainian people and ethnic minorities, which live on the territory of Ukraine and directing the content of the students' practical activities to expand their ideas about the multi-ethnicity of the Ukrainian nation, historical unity and continuity of traditions. As well as the combination of traditional and innovative forms, methods and means of personality development in the educational process, the content of which is related to the humanistic education of students. Therefore, modern Ukrainian education involves a return to traditional Christian foundations, the affirmation of faith in goodness around and in oneself, service to Ukraine as a great duty of a citizen.

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**Галина Лемко,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Halyna Lemko,

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

halyna.lemko@pnu.edu.ua

ORCID ID 0000-0002-2922-8549

Ірина Дідух,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Iryna Didukh,

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

iryna.didukh@pnu.edu.ua

ORCID ID 0000-0002-0626-9874

Оксана Ворощук,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Voroshchuk,

Candidate of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

oksana.voroshchuk@pnu.edu.ua

ORCID ID 0000-0003-0835-544X

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ЦІННІСНО-ФОРМУВАЛЬНА КОНЦЕПЦІЯ ВИХОВАННЯ ОСОБИСТОСТІ ШКОЛЯРА В НЕЗАЛЕЖНІЙ УКРАЇНІ

Анотація. Для теперішнього періоду розвитку суспільства властиві вагомі процеси, які відбуваються в учнівському середовищі. Під дією різних соціальних і політичних чинників постають нові форми мислення, формуються специфічні цінності та ціннісні орієнтації. Особливої гостроти формування ціннісних орієнтацій у школярів набуває в сучасному суспільстві, для якого є характерними соціальна нестабільність, криза духовності, моральності, нехтування правовими нормами. Така ситуація на перший план висуває проблеми формування нової людини, її свідомості та самосвідомості, життєвих цінностей, духовних сил, можливостей та здібностей.

У педагогічній науці концепція трактується як система поглядів, що істотно відрізняється від її теорії чи методології у зв'язку з тим, що концепція не може бути остаточно верифікованим конструктором. Вона потребує постійного доопрацювання, її тези можуть бути дискусійними, які передбачають перевірку фактами, потребують формулювання тенденцій і закономірностей.

У статті проаналізовано провідні нормативно-правові документи, що містять відповідні положення щодо основ ціннісно-формувальної концепції виховання особистості: Державну національну програму «Освіта» («України XXI століття»), Закон України «Про освіту», Національну стратегію розвитку освіти України на період до 2021 року, Концепцію національного виховання студентської молоді, Програму українського патріотичного виховання дітей та учнівської молоді, Концепцію Нової української школи, обласну цільову соціальну програму національно-патріотичного виховання дітей та молоді на 2021-2025 роки, яку затвердила Івано-Франківська обласна рада. Також висвітлено актуальність побудови й реалізації концепції виховання дітей та юнацтва, виокремлено її мету та схарактеризовано основні принципи побудови концепції.

Ключові слова: концепція, цінності, виховання, школярі, ціннісно-формувальна концепція.



VALUE-FORMING CONCEPT OF EDUCATION OF PERSONALITY OF A SCHOOL STUDENT IN INDEPENDENT UKRAINE

Abstract. The current period of social development is characterized by important processes that take place in the student environment. Under the influence of various social and political factors, new forms of thinking appear, specific values and value orientations are formed. The formation of value orientations among schoolchildren becomes particularly acute in modern society, which today is characterized by social instability, a crisis of spirituality, morality, and neglect of legal norms. Such a situation brings to the fore the problems of forming a new person, their consciousness and self-awareness, life values, spiritual forces, opportunities and abilities. In pedagogical science, the concept is interpreted as a system of views, which is significantly different from its theory or methodology due to the fact that the concept cannot be a finally verified constructor. It needs constant refinement, its theses can be debatable and require verification by facts, require the formulation of trends and regularities.

The article analyzes the leading regulatory and legal documents containing relevant provisions on the foundations of the value-forming concept of personality education: State national program "Education" ("Ukraine of the 21st century"), The Law of Ukraine "On Education", the National Strategy for the Development of Education of Ukraine for the period until 2021, Concept of national education of student youth, Program of Ukrainian patriotic education of children and student youth, The concept of the New Ukrainian School, the regional targeted social program of national-patriotic education of children and youth for 2021-2025, approved by the Ivano-Frankivsk Regional Council. We also highlighted the relevance of building and implementing the concept of raising children and youth, highlighted the purpose of the concept of raising children and youth, and characterized the main principles of building the concept.

Keywords: concept, values, education, schoolchildren, value-forming concept.

INTRODUCTION

The problem formulation. The development of a democratic, humane society, which is aimed at national and universal values, acquires an educational character. First of all, this concerns school-age children who have to support Ukrainian national ideas, defend Ukraine's independence and unity and increase its achievements. The development of the Ukrainian state puts on the agenda an extremely important and urgent task - the formation of personal qualities and values of a schoolchild.

Analysis of recent research and publications. In the works of O. Vishnevskiy, T. Demjaniuk, P. Kononenko, V. Kostiv, N. Lysenko, R. Skulskiy, M. Stelmakhovich, B. Stuparyk, and others the features of education of value attitudes among schoolchildren are highlighted.

In the scientific studies of V. Andrushchenko, I. Bekh, T. Dmytrenko, I. Zyazyun, V. Kremen, V. Ognevyuk, O. Sukhomlynska, and others the concept of educational innovation and leading values in Ukrainian education are characterized.

AIM AND TASKS RESEARCH: based on the research of scientists and legislative framework to outline the value-forming concept of educating the personality of a schoolchild in independent Ukraine.

RESEARCH METHODS: theoretical analysis of psychological-pedagogical and educational-methodical scientific literature, legislative framework of education to determine the state of the problem; synthesis, induction, deduction and generalization - for theoretical analysis of the problem.

RESULTS OF THE RESEARCH

Concept in pedagogical science is defined as a system of views, that significantly differs from its theory or methodology due to the fact that the concept cannot be a finally verified construct; it requires constant refinement, its theses can be debatable or require verification by facts, require the formulation of trends and regularities. In addition, the concept includes methodology and theoretical approaches as internal components, so it cannot be identified with them.

In the process of scientific research, the concept is usually refined and supplemented, it integrates a certain amount of knowledge about the studied phenomenon. Due to the fact that value orientations are a result of many centuries of historical development, the modern concept of raising children and youth can use all the accumulated potential over a long historical time in all its manifestations (Rusyn G., 2021).

The main components of the pedagogical concept, as evidenced by the scientific research of I. Zyazyun, M. Kul'taeva, T. Usatenko, and others, are the following:

General provisions to which we refer: relevance of the problem, which is at the center of the pedagogical concept; the purpose and basic principles on which it is built; regulatory documents regulating the content of the specified pedagogical concept.

The core of the concept, which contains the main notions (which reflect the content of the concept), basic scientific approaches, stages of concept implementation, trends and regularities of its implementation in modern conditions of the educational system.

Pedagogical conditions for the implementation of the content of the pedagogical concept and the possibility of its verification in the modern educational sphere, which highlight the system of activities thanks to which the pedagogical concept is implemented (Zyazyun I., 2011, Kul'taeva M., 2000, Usatenko T., 2014).

The foundations of the value-forming concept of personality education are based on the leading regulatory and legal documents containing relevant provisions.

In 1993, the State National Program "Education" ("Ukraine of the 21st century") was adopted, which defined the creation of a viable system of continuous training and education for achieving high educational levels, providing



opportunities for continuous spiritual self-improvement of the individual, and the formation of intellectual and cultural potential as the highest value of the nation.

In the Law of Ukraine "On Education" (Article 6) (Law of Ukraine "On Education", 2017) it is stated that the main principles of state activity in the field of education are recognized as an inseparable connection with world and national history, culture, national traditions. We believe that studying the history of one's people will help educate children and youth, form their values, and help them identify themselves as a nation, which is confirmed by the thesis that the "unity of education, upbringing and development" should be observed; education of patriotism, respect for the cultural values of the Ukrainian people, their historical and cultural heritage and traditions.

In 2013, the National Education Development Strategy of Ukraine for the period until 2021 was adopted. This document notes that the key task of education in the 21st century is the development of future-oriented thinking, and with the development of society, the integration of the country into the world educational space requires constant improvement of the national education system. Among the main problems of society there are the lack of a comprehensive system of education, physical, moral and spiritual development and socialization of children and youth; decrease in social morals, spirituality, culture of behavior of a part of school and student youth, etc (About the National Strategy for the Development of Education in Ukraine).

In 2009, the Ministry of Education and Culture of Ukraine approved the "Concept of National Education of Student Youth", which formulated the general provisions and principles of national education (democratization, humanization, unity of educational activities, consistency, systematicity and thoroughness, differentiation and individualization of the educational process, unity of theory and practice, conformity to nature, priority of legal consciousness). After all, the youth formed on national values become the foundation of the Ukrainian intelligentsia, which is based on the national idea. It unites the society, becomes the basis of an active life position and formation of an individual. According to this document, the main goal of national education is "the formation of a conscious citizen - a patriot of the Ukrainian state, an active leader of the national idea, a representative of the Ukrainian national elite through the acquisition of national consciousness, an active civic position, high moral qualities and spiritual aspirations by the young generation" (On the approval of the Concept of national education of student youth. Decision of the board of the Ministry of Education and Science of Ukraine).

One of the important aspects of national-patriotic education is national consciousness. National consciousness is revealed through its carriers, meaning that people who make up the community are an important component of the individual's worldview. It contains, as S. Rusova claims in her pedagogical concept, the subject's perception of his national belonging, positive acceptance of his ethnicity, attitude to the historical past of the nation, its present and future, activity in mastering and learning the native language, studying folk culture, awareness and acceptance of national interests and value orientations, formation of relations with other ethnic communities, readiness to preserve the territorial integrity of the Motherland and the desire to enrich it. The national consciousness of a young person is its integrative characteristic, which, among other things, includes awareness of belonging to a certain national community along with a positive assessment of representatives of other national cultures (Rusova S., 1997).

In 2014, at the Institute of Educational Problems of the National Academy of Pedagogical Sciences of Ukraine the "Program of Ukrainian Patriotic Education of Children and School Youth" was prepared (Bekh I., Chorna K., 2014). This document is about the fact that patriotism is currently an urgent need of the state, which needs all children to become nationally conscious citizens - patriots, capable of providing the country with a worthy place in the civilized world in the near future, and in the event of a military threat, be able to defend its independence and sovereignty; and the individual who, with his active love for the Motherland, strives to achieve reciprocity in order to create conditions for free self-development and preservation of individuality; and society, which is interested in the fact that the self-development of the individual, the formation of his patriotic self-awareness is carried out on a moral basis.

The national education system, as evidenced by this Program, is obliged to increase the importance of patriotic education in Ukrainian society; to expand the composition of subjects of patriotic education, strengthen the coordination of their efforts; to strengthen the role of the family in the patriotic upbringing of children, strengthen its interaction with educational institutions; to revive the system of out-of-class and out-of-school patriotic education of children and student youth on new theoretical and technological bases; promote the development of children and youth's public organizations as centers for the formation of patriots of Ukraine; to contribute to the further democratization of the management of the process of patriotic education of the younger generation.

The development of the ideas of this document is reflected in the Concept of the New Ukrainian School (NUS, 2016). The basis of this concept was "child-centrism", the child's personality is the main subject of the educational process; therefore, the formula of the new school envisages the implementation of partnership pedagogy in the conditions of a new content of education, restructuring of this process, focusing on the student. An unconditional prerequisite for the implementation of the mentioned concept is education based on values. The concept of NUS reveals the key competencies that are currently relevant for a modern Ukrainian school. From childhood, children are being brought up with love for their native land and everything that surrounds it. A person develops their own age-appropriate life experience, his vision of the beauty of nature, his native land; the ability to express thoughts, feelings, facts and views through listening, reading, and writing develops; the ability to respond to all aspects of social and cultural phenomena at school, at home, in the community is formed (The concept of NUS).

Civic competences of an individual are developed in the process of forming the ability to work in a team, negotiate, find a compromise and perform joint work, get results.

In the modern education system of the Western region, teachers rely on the works of modern educators and, in particular, on the legacy of O. Vishnevskiy, V. Kostiv, R. Skulskiy, M. Stelmakhovich, B. Stuparyk, who devoted their works



to national education, family education, and the transfer of experience of the older generation, the education of youth in Ukrainian traditions, family traditions, customs, and ceremonies. To execute the decrees of the President of Ukraine from 18.05.2019. No. 286/2019 "On the Strategy of National Patriotic Education", from 01.12.2016, № 534/2016 "On priority measures to promote strengthening of national unity and consolidation of Ukrainian society, support of public initiatives in this area", order of the Cabinet of Ministers of Ukraine from 09.10.2020. № 1233-p «On the approval of the Concept of the State targeted social program of national and patriotic education for the period until 2025 », Ivano-Frankivsk Regional Council approved the regional targeted social program of national-patriotic education of children and youth for 2021-2025. It was developed with the aim of carrying out a qualitatively new policy in the field of national and patriotic education, based on the principles of the national identity of the Ukrainian people, its consolidation around a common future, the protection of the independence and territorial integrity of Ukraine, and the formation of common value guidelines through effective participation in the process of building the Ukrainian state. The program is built taking into account the age limits of youth aged 14 to 35 inclusive, including children aged 14 to 18.

Thus, among the principles of this program, the developers prioritize the principles of national orientation, which promotes the education of love for the native land and the Ukrainian people, while affirming respect for the culture of all peoples and ethnic groups living in our state. This is where the foundation for the formation of national self-awareness is laid, and hence the preservation of one's own self-identity. The principle of multiculturalism, aimed at the assimilation and tolerance of other values and features of art and culture of the world by the younger generation, is also highlighted, which will speed up the process of European integration of national assets.

Instead, the principle of historical and social memory is aimed at preserving the spiritual-moral and cultural-historical heritage of Ukrainians and reproduces it in reconstructed and modernized forms and methods of activity. The principle of social conformity also appears in unison with it, which determines the need to harmonize the content and methods of patriotic education with the real social situation in which the educational process occurs, and aims to educate children and youth to be ready to protect the homeland and effectively solve life's problems (Regional targeted social program of national and patriotic education of children and youth for 2021-2025).

The purpose of the Program is to create and develop a comprehensive system of national-patriotic education based on the formation and affirmation of the principles of love and pride for one's own state, its history, language, culture, national and universal values, awareness of civic duty and establishing the qualities of a patriot and citizen of Ukraine as a worldview factor aimed at the development of a successful country and ensuring one's own well-being in it; formation of national consciousness, active citizenship, high moral qualities and spiritual values. Among the main tasks of the Program, in our opinion, it is worth paying attention to the construction of a comprehensive system of national-patriotic education, which involves the formation of national dignity and respect for the cultural and historical past of Ukraine in young people; awareness of the need to fulfill the constitutional and civic duty in order to protect the national interests of Ukraine and foster respect for the state symbols, the Constitution of Ukraine and the laws of Ukraine; youth awareness of the achievements of the Ukrainian people, their intellectual and spiritual heritage; forming a tolerant attitude towards other peoples, cultures and traditions; countering manifestations of chauvinism and xenophobia in the youth environment; the formation of democratic values and active citizenship and a sense of self-worth .

The Program also points to the urgent need to involve children and student youth in the processes of state formation, the life of civil society and the development of communication skills in communicating with social institutions, authorities, the ability to comply with laws and protect human rights, the readiness to assume responsibility, which in turn it will contribute to the consolidation of Ukrainian society around the ideas of a common future, protection of the territorial integrity of Ukraine, reforms and state building.

A special role is given to the process of formation of linguistic culture among students, mastering and using the Ukrainian language as the spiritual code of the nation, increasing the role of the Ukrainian language as a national value; the use of national traditions and the study of modern educational systems, technologies and methods in the field of national-patriotic education, generalization and dissemination of the best experience.

As we can see, considerable scientific-theoretical and professional-pedagogical experience in raising children and youth has been accumulated in the Western Ukrainian region. Turning structure of the concept above, we can reveal it by each of its components. Therefore, the relevance of the construction and implementation of the concept of education of children and youth is determined by the fact that the last decades of Ukraine's independence determined the task of education individuals with a clear civic position, a developed national and spiritual culture, appropriate value orientations based on deep folk-pedagogical experience of their formation. The goal of the concept of education of children and youth is the formation of a comprehensively developed, integral personality of a citizen-patriot, capable of changing the surrounding world on the basis of the historical values of the Ukrainian people, which have been formed for centuries.

We consider the following to be the main principles on which our concept is built:

The principle of humanism, which permeates the entire system of folk-pedagogical influence on the child from the ethno-cultural, socio-cultural and purely educational environment. According to this principle, the unity between the individual and the society with its centuries-old traditions of educating the younger generations should be realized.

The principle of integrity, which ensures the interconnection and interdependence of all components of the educational process.

The principle of conformity to nature, which involves "education of a human in a human" and observance of the unity of human and nature in the process of education.

The principle of ethno-cultural conformity, according to which the upbringing of children and youth is filled with ethno-cultural content, taking into account the historical traditions of its formation; the educational process is carried out in the



child's native environment of Family, Faith and Community, taking into account the traditional foundations of Faith and its fundamental axiological concepts.

The principle of unity of efforts of the Family, Community and educational institutions in using the resource potential of ethnopedagogy in the education of children and youth.

The principle of continuity and continuity in the internalization of folk-pedagogical values and norms by each subsequent generation, which ensures the continuity of the educational process.

The core of the concept consists of basic notions that determine the specifics of the content of modern models and technologies of raising children and youth (such as: ethnos, national, ethnocultural, national values, folk pedagogy, folk didactics, folk deontology, folk familology, etc.). Also, the core of the concept includes leading scientific approaches that methodologically outline the problem of the value component in the content and methods of education. As a result of our research, we identified three levels of the named scientific approaches: general philosophical (systematic approach to the analysis of the research problem), general scientific (sociocultural and civilizational approaches to the research problem) and specific scientific (axiological and sociocultural approaches). In our opinion, the indicated approaches are not only modern, but also predictive in nature.

We outline the pedagogical conditions for the implementation of the content of the value concept of raising children and youth, based on the main provisions that regulate the education of value orientations of the individual in our country in recent decades. By using them we outline the following pedagogical conditions for the implementation of our concept:

The transformation of the content of education at its various levels, taking into account the folk-pedagogical experience of raising children over a long historical period, the achievements of teachers of the Western region of Ukraine (the end of the 20th - the beginning of the 21st century).

Preservation of the system of folk-pedagogical values substantiated by us in the process of pedagogical analysis of the work of teachers of the Western region of Ukraine (end of the 20th - beginning of the 21st century).

The close relationship of educational institutions with the Motherland, Society; taking into account the specifics of folk-pedagogical processes in modern Ukrainian society, which confirms the role and importance of Faith in the process of personality education.

Ensuring the nation-building status of the Ukrainian Language in the process of educating children and youth.

Creation of a modern educational environment that takes into account the thousand-year folk-pedagogical experience of Ukrainians and the work of teachers of the Western region of Ukraine (end of the 20th - beginning of the 21st century).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, we substantiated the structure and content of the value concept of education of the personality of the schoolchild. It has been established that the educational system of the student's personality is a process that has many centuries of development; in this regard, the modern concept of educating schoolchildren can use the entire potential of the work of teachers of the Western region of Ukraine accumulated over a long historical period (end of the 20th - beginning of the 21st century) in all their manifestations. The complex of formation of the value concept of educating schoolchildren on the basis of folk-pedagogical experience (theoretical, socio-historical, practical) and the achievements of teachers of the Western region of Ukraine (end of the 20th - beginning of the 21st century) is substantiated. The main normative documents that regulate educational processes in modern Ukraine and contain separate educational aspects are characterized. The position on the stable connection of the leading value concepts with the Concept of the new Ukrainian school and the need to take into account the achievements of teachers of the Western region of Ukraine (end of the 20th - beginning of the 21st century) in the process of educating the personality of a schoolchild is formulated.

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**Лариса Наконечна,**

кандидат філологічних наук, доцент, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Larysa Nakonechna,

Candidate of Philological Sciences, Associate Professor,
Associate Professor of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
larysa.nakonechna@pnu.edu.ua
ORCID ID 0000-0003-0743-4576

Оксана Кіліченко,

кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Kilichenko,

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oksana.kilichenko@pnu.edu.ua
ORCID ID 0000-0001-5641-5481

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РОЗВИТОК ІСТОРИЧНОЇ ПАМ'ЯТІ В УЧНІВ МОЛОДШОГО ШКІЛЬНОГО ВІКУ НА УРОКАХ УКРАЇНСЬКОЇ МОВИ

Анотація. Стаття присвячена актуальній проблемі сьогодення – формуванню історичної пам'яті в учнів початкової школи. Історична пам'ять є важливою складовою стратегії націокультурної політики держави, системи національно-патріотичного виховання дітей та молоді у закладах освіти різних рівнів, чинником об'єднання суспільства і національної самоідентифікації особистості. Мета статті – проаналізувати і описати ефективні шляхи формування історичної пам'яті молодших школярів у процесі вивчення української мови. Для досягнення поставленої мети були використані такі методи дослідження: аналіз та синтез, абстрагування, узагальнення, анкетування, що дозволило проаналізувати педагогічні умови формування історичної пам'яті в учнів початкової школи на уроках української мови та визначити основні напрямки цього процесу. Автори, опираючись на численні дослідження науковців, з'ясували сутність поняття «історична пам'ять» у зв'язку з іншими поняттями патріотичного виховання, розглянули її значення для суспільства як оберега нації і чинника національної самоідентифікації особистості. Зупинили свою увагу на тих нормативних освітніх документах, які визначають суть і завдання процесу формування історичної пам'яті громадян в Україні. Докладно розглянули зовнішні чинники, які впливають на історичну пам'ять особистості і які, безсумнівно, необхідно брати до уваги педагогам у роботі над формуванням історичної пам'яті вихованців. Докладно розглянуто шляхи формування історичної пам'яті молодших школярів на уроках української мови, дали рекомендації щодо змістового наповнення відповідного дидактичного матеріалу. З'ясовано, що уроки української мови у початковій школі є доброю базою для формування патріотичних почуттів та історичної пам'яті молодших школярів, для пробудження відчуття глибокого зв'язку учнів з попередніми поколіннями свого народу, його культурними та історичними здобутками, своєї причетності до величного, сильного, давнього народу, почуття гордості за свою Батьківщину.

Ключові слова: історична пам'ять; патріотичне виховання; початкова школа; урок української мови.

DEVELOPMENT OF HISTORICAL MEMORY IN PRIVATE SCHOOL STUDENTS DURING THE UKRAINIAN LANGUAGE LESSONS

Abstract. The article is devoted to the topical issue of today - the formation of historical memory in primary school students. Historical memory is an important component of the strategy of national and cultural policy of the state, the system of national and patriotic education of children and youth in different levels of educational institutions, as well as a factor in the unification of society and national self-identification. The purpose of the article is to analyze and describe effective ways of forming the historical memory of primary school children in the process of learning the Ukrainian language. To achieve this goal, the following research methods were used: analysis and synthesis, abstraction, generalization, and questionnaires, which allowed them to analyze the pedagogical conditions of historical memory of primary school students in Ukrainian



language lessons and identify the main directions of this process. Based on numerous studies by scholars, the authors clarified the essence of the concept of "historical memory" in connection with other concepts of patriotic education and considered its significance for society as a guardian of the nation and a factor in national self-identification. They focused on those normative educational documents that define the essence and tasks of the process of forming the historical memory of citizens in Ukraine. External factors that affect the historical memory of the individual and which, of course, should be taken into account by teachers in working on the formation of historical memory of students are considered in detail. The authors considered in detail the ways of forming the historical memory of primary school students in Ukrainian language lessons and gave recommendations on the content of the relevant didactic material.

They found that Ukrainian language lessons in primary school are a good basis for the formation of patriotic feelings and historical memory of younger students, to awaken students' deep connection with previous generations of their people, their cultural and historical achievements, their involvement in the great, strong, ancient people, a sense of pride for their homeland.

Keywords: historical memory; patriotic education; Elementary School; Ukrainian language lesson.

INTRODUCTION

The problem formulation. The tragic events of the Russian-Ukrainian war highlighted the vital problems of modern Ukraine, which until recently were not so sharply perceived or even rejected by a certain part of society. Perhaps the most important at this time were issues of patriotism and patriotic upbringing of children and youth, national identity and national self-identification of citizens, readiness to defend their homeland from the aggressor. At the same time, the actualization of issues of national identity and historical memory is conditioned by globalization processes and European integration of Ukrainian society. The active phase of the full-scale invasion of the Russian Federation led to a new, more massive wave of emigration (for the sake of escape from the war) of Ukrainians abroad and their integration into the international community. This, in turn, exacerbated the issue of preserving one's own national identity in the context of integration into the society of another country. Thus, the war for the fate of Ukraine, on the one hand, and globalization processes, on the other, increased the requirements for patriotic education of schoolchildren, the formation of their national consciousness, understanding of national identity and historical memory.

It is undeniable that language is a key means of national self-determination and self-identification. No wonder all the totalitarian regimes, which occupied Ukraine, and modern Russia as an aggressor country are united by such "ideologies and doctrines that would contribute to the formation of a denationalized mass of people deprived of national identity" (Oleksenko R., Sytnyk Yu. 2017, p.17).

We can clearly see this in the temporarily occupied Ukrainian territories, where the enemy completely banned the Ukrainian language, introducing its "language" at all levels, especially educational, and thus marking the occupied territories as their own, to eventually deplete the linguistic, cultural and historical memory of the residents of these territories.

Analysis of recent research and publications. Many scientific and pedagogical researches are devoted to the issues of patriotic education of primary schoolchildren, as well as pupils of other educational levels, search for ways to form national consciousness, development of national-linguistic personality of schoolchildren (Ivanyuk G., Kvas, O., Kirishko L., Kirik M., Musienko V., Ryabchuk M. and others). Issues of historical memory are usually scientifically substantiated by historians and political scientists. The analysis of relevant works showed a lack of research on finding effective ways to form historical memory in primary school students, in particular in Ukrainian language lessons.

TAIM AND TASKS RESEARCH: to analyze and describe effective ways of forming the historical memory of junior schoolchildren in the process of learning the Ukrainian language.

RESEARCH METHODS

To achieve this goal, methods of analysis and synthesis, abstraction, generalization, questionnaires were used, which allowed to analyze the pedagogical conditions for the formation of historical memory in primary school students in Ukrainian language lessons and identify the main directions of this process.

RESULTS OF THE RESEARCH

Historical memory is an important component of the strategy of national and cultural policy of the state, the system of national and patriotic education of children and youth in educational institutions of various levels. In the educational process, in particular in Ukrainian language lessons, the formation of historical memory is carried out through the implementation of socio-cultural content line.

Before considering the essence of the concept of "historical memory" and ways of its formation in primary school, we first focus on how the normative educational documents define the essence of the related, broader, more familiar to the educational sphere of "national-patriotic education". Thus, national-patriotic upbringing of children and youth is "a complex systematic and purposeful activity of public authorities, educational institutions, all public organizations, families and other social institutions to form a high patriotic consciousness, loyalty, love for the Motherland, care on the well-being of its people, readiness to fulfill its civic and constitutional duty to protect the national interests, integrity, independence of Ukraine, and to promote its establishment as a legal, democratic and social state. The most important priority of national-patriotic education is the formation of the value attitude of the individual to the Ukrainian people, homeland, state, nation" (Natsionalno-patriotychne vykhovannia). At the same time, one of the educational tasks of patriotic education, as noted, is "the establishment in the minds and feelings of the individual of patriotic values, beliefs and respect for the cultural and historical past of Ukraine" (Natsionalno-patriotychne vykhovannia). This is where we come across the words "historical past", which are related to the concept of "historical memory".



The patriotism of the current generation of citizens is also formed through their awareness of the patriotism of the past, the patriotism of previous generations, in other words, through the awakening of this historical memory, the restoration of a sense of connection with great-grandparents.

In 2010, the "Conceptual Principles of State Memory Policy" were developed, emphasizing: "Historical memory is an integral part of national identity. Awareness of the common historical destiny, along with language and cultural traditions, unites individuals, separate social groups in the nation, gives its members a sense of spiritual kinship. Such collective ideas about the past are an important socio-cultural phenomenon of collective and individual self-identification" (Kontseptualni zasady derzhavnoi polityky pam'ati, 2010).

Thus, historical memory is, first of all, a factor in the unification of society and national self-identification, which, among other things, is especially emphasized by researchers of the phenomenon of historical memory.

Thus, M. Kozlovets notes: "historical memory as an integral part of the identification of the individual, social group, nation is not only the sum of knowledge, but is a powerful source of retransmission of historical experience" (Kozlovets M. A. 2009, p. 498).

Ja. Kalakura points out that "historical memory is the ability of people to capture, preserve and reproduce in their minds the historical past, is a complex phenomenon that affects their perception of the present and largely determines their actions" (Kalakura Ya. 2014, p. 461).

L. Zashkilnyak writes: "By historical memory we mean the ability of the human mind to preserve the individual and collective experience of human relations and to form on its basis the idea of history as such and its place in it. Historical memory - individual and collective - is the result of the interaction of the individual and the social environment" (Zashkilniak L. 2006-2007, p. 855).

N. Yakovenko emphasizes: "Historical memory is the foundation of national identity. Because thanks to the common image of the past, more or less the same for millions of I, we identify ourselves with the victories and defeats of previous generations, with our common heroes, with sacred places of remembrance for the nation, with the achievements of our culture, etc." (Iakovenko N.M.).

We consider especially valuable in the process of forming the historical memory of primary school students that "historical memory allows a person to realize his role as a protagonist of history, predict the future, feel a descendant of the great Ukrainian people and feel confident in a globalized world. Analyzing the past, we better understand the future. It socializes a person, acquaints with cultural values and adds optimism" (Hotra O. 2015, p. 152).

We fully share L.Nagorna's view that "historical memory is not so much a mass knowledge of the past as a perception of the past as a heritage that becomes an instrumental value" (Nahorna L.P. 2012, p. 311-312).

In other words, the process of forming the historical memory of the individual, in particular the primary school student, can not be reduced to a formal acquaintance of students with the past of the people, it should aim to form values of personality, spiritual, ideological development, patriotism and love for the homeland through effective interaction between teacher and students.

After all, the formation of historical memory as a component of patriotic education is "a process of teacher-student interaction, the content of which is love for the Fatherland, devotion, pride in its past and present desire to protect the interests of the Motherland" (Filosofskyi slovnyk 1986, p. 712).

At the same time, we believe that the process of education and in particular the formation of historical memory, as well as the process of learning, should be stimulated and motivated. The process of "stimulation is considered as a complicated, complex, multifaceted system of methods, techniques and tools that are determined by social goals, psychological and pedagogical nature of student learning, individual and age characteristics in their personal qualities" (Kilichenko O., Nakonechna L. 2021, p. 130).

One of the most valuable and accessible means of forming a person's historical memory is his language. After all, the communicative function of language is only one of many, including: accumulative (language preserves the achievements of previous generations), identification (language is a means of distinguishing peoples), nation-building / state-building (language is the main feature of the nation and unifying factor of its citizens), educational (language is a means of education and persuasion). Language is the genetic code, the oldest amulet, which for centuries has been the core of the nation's identity.

The turbulent events of the Russian-Ukrainian war have proved this once again, and the defending soldiers who previously spoke Russian, realizing the importance of the language for preserving Ukraine's independence and for their own security, are switching to Ukrainian language. At the same time, we are witnessing mistakes and errors in language education policy and patriotic education in Ukraine. As it turned out, many schoolchildren in the central, southern, and eastern regions of Ukraine often have very low levels of knowledge and proficiency in the Ukrainian language. In this situation, obviously, it is not a question of developing the historical memory of these students. The war exposed almost the most pressing problems of Ukrainian society in this regard and thus indicated what to do and in which direction to move.

The primary school teacher should not only teach students to use Ukrainian fluently, give them certain language skills, develop speech skills, teach speech culture, but also capture the beauty, richness and melodiousness of Ukrainian as the native language of students or the state language of Ukraine.

At the same time, we are convinced that junior schoolchildren should be acquainted with the facts of the history of the language, which testify to its age-old antiquity, the key role in state-building and preserving the identity of the



Ukrainian people. Pupils of 1-2 grades should be able to tell intelligibly about the origin and antiquity of the Ukrainian language, about written and historical monuments, about ancient customs and traditions of Ukrainians. Numerous facts and reasons for banning the Ukrainian language, how and when the Ukrainian alphabet originated, about "repressed" letters in Soviet times, words, grammatical forms (removal of the letter Г, exclamatory case, a number of proper Ukrainian words), to explain the importance of the Ukrainian language for preserving the independence of Ukraine as a state, the role of the Ukrainian language as the state language.

We believe that when teaching elementary school students literary language, the teacher should also give them the concept of folk, dialectal speech as such, which is the primary, historical, original, also to some extent normative, source of literary language, speech of their grandparents and often modern environment. In this way, the teacher instills respect for dialectal speech, students' understanding of its importance for the language development of the people and a sense of the need to preserve it.

In the process of forming the culture of speech, it is advisable to enrich students' speech with Ukrainian forms of speech and formulas of speech etiquette, interest in their origins, identify links with folk customs and traditions, draw students' attention to these forms when reading texts.

Another interesting way for younger students to form historical memory is the use of small and large forms of folklore texts in lessons: colloquialisms, nursery rhymes, proverbs and sayings, lullabies, games, ritual songs, fairy tales, ballads, etc. It is known that folklore texts are the oldest works of art and games, so introducing them into the didactic material of primary school, the teacher should emphasize their antiquity, that these folklore forms "lived" many centuries because in his childhood great-grandmother and the grandfathers of schoolchildren also read the same fairy tales, studied the same proverbs and sayings, played the same folk games, sang the same folk songs. In other words, the samples of ancient folk art, despite their artistic and ideological value, have one of their functions, the connection of generations, the formation of the historical memory of Ukrainians.

In the process of studying the rules of capitalization in proper names (cities, villages, rivers, seas, mountains, etc.), we propose to include material on the geography of Ukraine, use the map of the country. Such integration contributes, firstly, to a better memorization of language material, and secondly, to the expansion of the worldview, knowledge about the Motherland, about its natural diversity. At the same time, it is still possible to partially delve into historical moments, such as to invite children to tell about the ancient names of the Dnieper and the Danube, to work out an artistic text-description of the river.

Researchers of historical memory claim that everyone has their own historical memory, just as communities of people have a collective (social) historical memory, which can be national, ethnic, racial, gender, religious, etc. Because a person may belong to different social groups, he or she may be a bearer of different types of collective memory. Such a memory is able to unite, consolidate communities, but at the same time split society (for Horodnia N. 2018, p. 28). Therefore, we believe that it is extremely important to form historical memory on the examples of national history and culture that unite the modern generation, make it stronger, proud, and strengthen the sense of patriotism.

Ukraine covers a large territory, is multinational, with different historical destinies of its parts, the historical memory of Ukrainians from different regions and localities can also differ significantly. This should be taken into account by teachers when developing a system of work on the formation of historical memory of their students.

As you know, the idea of the past, the achievements of previous generations in the individual is formed under the influence of certain factors. Based on the study of Natalia Gorodnaya (Horodnia N. 2018), we highlight the following factors in the formation of historical memory, which should be taken into account by primary school teachers in the process of forming historical memory of students in Ukrainian language and reading lessons in particular: experience of older generations. The historical memory of the people is formed due to the close connection of generations. Older generations pass on to their descendants the memory of personal experiences and information received from their predecessors; stories of friends, acquaintances, trusted colleagues; testimony of eyewitnesses and contemporaries of events that do not belong to a close circle; personal experience; books (scientific, popular science and fiction), films (documentaries and fiction), cartoons, media, mostly the Internet and television programs; historical monuments, museums, exhibitions; environment - birth in a certain place and in a certain family, family upbringing. The historical destiny of the small homeland; belonging to a certain social group; the influence of the school (teachers and textbooks), university (teachers, textbooks, research papers, historical sources and the scientific environment that teaches critical and analytical thinking); state policy of historical memory, in particular regarding the patriotic upbringing of children and youth (for Horodnia N. 2018, p.30).

Almost all of these factors become the ones that shape a person's historical memory, if they affect the emotional sphere of perception, affect the emotions, if they are very impressed, engraved in the memory.

"Events that make a great impression on people, evoke strong emotions in them, both positive (joy, pride, respect, laughter, etc.) and negative ones (regret, indignation, pain, sadness, disappointment, tears) are engraved in the memory. This is what allows them to remain in the memory for a long time, not only for the life of one or several generations, but also for centuries" (Horodnia N. 2018, p. 29-30).

We believe that all these factors should be used and taken into account in the process of forming historical memory in junior high school students in Ukrainian language lessons. It should be noted that "external factors are the real motivating cause of activity only under the special stimulating efforts of the teacher, which are aimed at



perceiving, understanding the objective values of external factors, their acquisition of personal meanings" (Kilichenko O., Nakonechna L. 2021, p. 129).

In primary school children are already beginning to realize themselves as members of a certain "family": their own family, children's team, a resident of their locality, a citizen of their country. Therefore, at this time it is important to instill in them love and respect for the small homeland, culture, traditions, emphasize the responsibility of every citizen to preserve and increase the natural, cultural, economic wealth of their homeland.

As you know, for young students and younger children, the authority is their older relatives, and therefore their touching stories from their own lives are engraved in the memory of children, forming the baggage of historical memory.

We believe that a primary school teacher should use this factor to form the historical memory of their students in Ukrainian language lessons and offer them a number of tasks, projects that would be based on: testimonies of relatives about certain historical events, their perception of these events, experiences related to these events; stories about the life path or certain life events of those family members whose patriotic deeds should be remembered and told to others; stories of relatives or fellow villagers about the history, traditions, customs and rituals of the village where students live.

At the same time, children should be encouraged to include photos and documents in these stories, which encourage them to learn more and always enliven and express projects. It is also important to teach students to preserve this documentary evidence of history, to record manually or on a dictaphone the stories of relatives in order to preserve them in the memory of their descendants.

According to researchers, "in the historical memory of even the young generation of Ukrainians are dominated by negative traumatic emotions associated with defeats, losses, casualties" (Horodnia N. 2018, p. 32). In our opinion, the work of a teacher is aimed at forming a positive historical memory, so that students have reason to be proud of the achievements, victories, feats of all their people and outstanding compatriots.

It is important to emphasize the best features of national character, achievements of Ukrainians in the field of national culture, traditions, history. Positive historical memory contributes to the formation of children's sense of belonging to the heroic, political, cultural achievements of their own nation, promotes the development of students' faith in their strengths and abilities, encourages them to action, improvement, new achievements. "A nation with a mentality of sacrifice and inferiority can not be successful, unlike a nation - a fighter who has something to be proud of" (Horodnia N. 2018, p. 32-33).

In this regard, the Conceptual Principles of the State Policy of Memory reads: "We need to get rid of the complex of sacrifice and suffering of the Ukrainian nation, to focus not only on its losses, but on the achievements and positive moments of national history. The processes of restoration of historical truth should not be reduced to the complete degeneration of the historical past, which produces a complex of national inferiority" (Kontseptualni zasady derzhavnoi polityky pamiati. 2010).

Indeed, the Ukrainian primary school teacher has enough material to form a positive image of Ukraine in his students, there are many examples of Ukraine's heroic past and present, from the achievements of Kiev Rus to the exploits of Ukraine's defenders in the Russian-Ukrainian war.

At the same time, the use of texts on the beauty and uniqueness of nature and sights of Ukraine, on the historical past of the state and its famous people (writers, artists, athletes, actors, historical figures and courageous warriors of the present) is successful in Ukrainian language lessons. the origin of the names of settlements and parts of the native village / city of students.

Ivanyuk G., Chesnova M. well describe the pedagogical situations of patriotic education of primary school students (Ivaniuk H. I., Chesnova M. Ye. 2016). We believe that their detailed recommendations should be read by primary school teachers. After all, "the main task of the teacher in the education of patriotism - to learn to create and use in school life situations that would allow students to realize and develop their knowledge and abilities, values in practice" (Ivaniuk H.I., Chesnova M.Ye. 2016, p. 445). Researchers consider these situations from three positions: 1) the degree of approximation to real life; 2) by the nature of occurrence; 3) by the nature of the educational impact. Among them are situations-imitations, specially planned situations, spontaneous situations, impromptu situations, role-playing games, situations of choice, situations that require long-term willpower (Ivaniuk H. I., Chesnova M. Ye. 2016, p. 442-444).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

We fully agree with Olena Gotra 's statement that historical memory, especially historical truth in the conditions of information warfare, is the basis of enlightenment. We must show the world our historical achievements, it will increase the authority of the state in the world. In the conditions when our history is appropriated, we must defend the historical memory, fight against inferiority complexes precisely because of values" (Hotra O. 2015, p.152-153). And this must be done persistently and systematically, starting with kindergarten and at all levels of the educational process. Early school age is especially conducive to the effective formation of students' patriotic feelings and historical memory in particular. After all, "primary school age is sensitive. That is why a primary school student (6-12 years old) perceives and assimilates essential concepts, facts, phenomena both on the emotional and on the intellectual and effective levels" (Ivaniuk H. I., Chesnova M. Ye. 2016, p.441).

Ukrainian language lessons in primary school are a good basis for the formation of patriotic feelings and historical memory of primary school children, to awaken students' deep connection with previous generations of their nation,



their cultural and historical achievements, to develop pride in their homeland and involvement to the great, strong, ancient people.

This process will be effective in terms of conscious patriotic position of the primary school teacher, well selected for the content and age and intellectual criteria of didactic material, creating a favorable moral and psychological climate, using various types, forms and methods of education and stimulation, creative, child-centered approach to work with younger students, interaction with students' families and the public.

In order to organize the process of forming historical memory in younger students we consider it necessary to continue research in this area, especially to determine the relevant online resources, as well as the requirements and conditions of their use.

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Оксана Протас,

доктор педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника» (м. Івано-Франківськ, Україна)

Oksana Protas,

Doctor of Pedagogical Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

oksana.protas@pnu.edu.ua

ORCID 0000-0002-4176-8353

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СОЦІАЛЬНО-ПЕДАГОГІЧНА ПІДТРИМКА ДІТЕЙ ВНУТРІШНЬО ПЕРЕМІЩЕНИХ СІМЕЙ ЗА УМОВ ВОЄННОГО СТАНУ

Анотація. За сучасних умов воєнного стану в країні, що за своїми впливами відповідає складним життєвим, а часто і травмуючим обставинам, мільйони українських сімей із дітьми змушені були залишити постійне місце проживання, переміщаючись у більш безпечні місця. Викликом стає необхідність забезпечити потреби нових мешканців у соціальних, медичних, психологічних, юридичних, соціально-педагогічних послугах, належних умовах проживання. Вимушений переїзд може викликати стани емоційного й фізичного напруження, страх, депресію, нездатність адекватно оцінювати події й ухвалювати рішення, реагувати на них, адаптуватись до змінених умов. Актуалізується необхідність соціального захисту та психологічної і соціально-педагогічної допомоги сім'ям, зокрема дітям, що опинились у складних життєвих обставинах унаслідок воєнних дій. У статті розглянуто особливості надання соціально-педагогічної підтримки дітям внутрішньо переміщених сімей за умов воєнного стану. Актуалізовано необхідність багаторівневої комплексної системи підтримки постраждалих та переміщених осіб, організації міжсекторальної та міжвідомчої взаємодії між фахівцями відповідних служб у забезпеченні психологічної і соціально педагогічної допомоги та координації зусиль різних фахівців. Наголошено на потребі здійснення соціально-педагогічної та психологічної підтримки дітей внутрішньо переміщених сімей, які можуть потребувати поновлення їх психічного здоров'я та соціального благополуччя, адекватного реагування на воєнні дії, адаптації за нових, змінених умов. З'ясовано, що соціально-педагогічна підтримка дітей являє собою вид діяльності соціального педагога, який спрямований на організацію ним превентивної та оперативної соціально-психолого-педагогічної допомоги в попередженні та подоланні ситуацій, що порушують їх життєдіяльність. Здійснено аналіз моделей соціально-педагогічної підтримки дітей вимушених переселенців, які перебувають у складних життєвих обставинах. Розглянуто технологію реалізації соціально-педагогічної підтримки дітей внутрішньо переміщених осіб. Окреслено актуальні напрями та зміст соціально-педагогічної підтримки дітей внутрішньо переміщених сімей за умов воєнного стану. Наголошено, що моделювання та організація соціально-педагогічної підтримки дітей внутрішньо переміщених сімей, які постраждали від воєнних дій чи вимушено залишили свої домівки, допоможе їм подолати психічні травми від воєнних подій, сприятиме успішній адаптації в нових, змінених умовах.

Ключові слова: внутрішньо переміщені особи, складні життєві обставини, соціальні послуги, адаптація дітей-переселенців, соціально-педагогічна підтримка, модель соціально-педагогічної підтримки дітей внутрішньо переміщених сімей, інформаційно-просвітницька діяльність.

SOCIAL AND PEDAGOGICAL SUPPORT FOR INTERNALLY DISPLACED CHILDREN UNDER MARTIAL LAW

Abstract. Millions of Ukrainian families with children have been forced to leave their permanent place of residence, moving to safer places under the current conditions of martial law in the country, which in its effects corresponds to the difficult life and often traumatic circumstances. The challenge arises in the need to meet the needs of new residents for social, medical, psychological, legal, social and pedagogical services, and appropriate living conditions. Forced moving can cause emotional and physical stress, fear, depression, inability to adequately assess events and make decisions, respond to them, and adapt to the changed conditions. The need for social protection and psychological and social and pedagogical assistance takes on increasing importance for families, in particular for children in difficult circumstances as a result of military actions. The article reveals the peculiarities of providing social and pedagogical support to children of internally displaced persons under martial law. The need for a multilevel comprehensive system of support for victims and displaced persons, the organization of intersectoral and interdepartmental interaction between specialists of corresponding services in providing complete psychological and social and pedagogical help, and coordination of efforts of various specialists is brought up to date. The need for social and pedagogical and psychological support for internally displaced children, which may require the recovery of their mental health and social well-being, an appropriate response to hostilities, and adaptation to new, changed conditions, is emphasized. It was established that social and pedagogical support is a type of activity of a social care teacher, aimed at organizing preventive and operational social and psychological and pedagogical assistance in preventing and overcoming situations that violate the vital activities of children. An analysis of models of social and



pedagogical support for internally displaced children in difficult circumstances has been conducted. The technology of social and pedagogical support for children of internally displaced persons is considered. The relevant directions and content of social and pedagogical support for children of internally displaced persons under martial law are outlined. It is noted that modeling and organization of social and pedagogical support for children of internally displaced persons who suffered from military operations or were forced to leave their homes will help them to overcome the psychological trauma of military events, and will contribute to successful adaptation to the new changed conditions.

Keywords: internally displaced persons, difficult life circumstances, social services, adaptation of internally displaced children, social and pedagogical support, model of social and pedagogical support for children of internally displaced families.

INTRODUCTION

The problem formulation. Military actions on the territory of our country are a traumatic factor for the entire Ukrainian society, especially for children. For certain groups of population in war conditions, such a situation is hyper-extreme, because the unexpected loss of a loved one, captivity, torture, violence, and witnessing of death or wounding are always traumatic and cause internal stress and strain, which often exceed human capabilities, destroy habitual behavior, and affect the mental states.

In such cases, it is essential to help such children in experiencing traumatic events, to provide information about ways to restore family ties, meditate, ensure children's fundamental rights and freedoms, form a tolerant attitude toward them, and find ways to interact in situations of disagreement, determine the children's basic needs and find resources to meet them.

Analysis of recent research and publications. Domestic and foreign psychological and pedagogical science has amassed considerable theoretical groundwork and empirical experience in providing aid to children and youth who were in extreme conditions and traumatic situations, which is covered in the works of such scientists as: in the field of psychology – N. Bochkor, M. Korolchuk, I. Malkina-Pykh, V. Panok, N. Tarabrina, in the field of pedagogy – O. Bezpalko, O. Kalashnyk, L. Kovalchuk, I. Trubavina et. al.

The problems of the legal status of internally displaced persons are addressed in the research of T. Anisimov, N. Hrabar, I. Kovalyshyn, O. Kuzmenko, V. Steshenko et. al. Issues of social work with internally displaced persons are covered in the works of I. Ivanov, M. Lukashevych, O. A. Malynovska, I. Myhovych, L. Tiuptia et. al. Existing works relate only to specific aspects of social protection for refugees and internally displaced persons. However, the issue of social and pedagogical support for internally displaced children under martial law has not been adequately considered in the scientific literature.

AIM AND TASKS RESEARCH

The purpose of the article is to reveal the peculiarities of social and pedagogical support to children of internally displaced persons under martial law.

RESEARCH METHODS: the study of regulatory documents, scientific sources, and modern approaches to solving the problem of social and pedagogical support for internally displaced children; analysis, synthesis, generalization, and systematization of research to highlight various aspects of the problem and prove the need for a multilevel system of support for internally displaced persons; modeling of social and pedagogical support for children of internally displaced persons who find themselves in difficult life circumstances in conditions of martial law; predicting the main directions and content of social and pedagogical support for the children of internally displaced persons.

RESULTS OF THE RESEARCH

New challenges associated with martial law in the country require the identification of relevant areas and content of social and pedagogical support for children of internally displaced persons.

War, which is an extreme situation, has changed people's daily lives, entailed the destruction of basic needs for security and a stable outlook, and posed challenges to all spheres; no exception was the social sphere, which deals with war-affected, vulnerable, and unprotected categories of the population.

Under martial law in the country, millions of families have left their homes and moved to safer places for themselves and their children.

According to the UN, more than 11.7 million people left their places of permanent residence, of which more than 4.6 million moved to other countries and 7.1 million found shelter in regions of our country during the three months of hostilities in Ukraine (UN, 2022).

According to the Internal Displacement Report conducted by the International Organization for Migration (IOM), as of the end of May 2022, there were approximately 7,134 thousand internally displaced persons within the country (Internal Displacement Report in Ukraine, May 23, 2022). This data is constantly changing, as internally registered displaced persons may move, change their place of residence, or return to their homes.

The state arranged the evacuation of children of vulnerable categories: those in institutional care, as well as children from family-type orphanages and families in difficult life circumstances.

Even though local government bodies in the sphere of social protection are responsible for the evacuation of municipal institutions that provide social services with accommodation, they do not always have sufficient financial and administrative resources.

The EU Council adopted a political statement on protecting the rights of displaced children from Ukraine in the context of Russia's war of aggression against Ukraine (EU Council adopted a political statement on protecting the rights of displaced children.../Ministry of Social Policy, 2022).



Forced moving to another city or abroad is stressful for any adult, and even more so for a child. In the new conditions, people often experience states of emotional and physical tension, which cause the inability to adapt to the changed conditions, adequately assess events and make decisions, respond to them, and also cause depression, fear, panic, and shock (The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, 2004). In addition, negative news, and the emotional impact on the mind can complicate the mental states of the individual, so an adequate response in military, extreme conditions depends on the ability to protect themselves and their loved ones from the threat.

The need for social protection and psychological and social and pedagogical assistance for both individuals and social groups takes on a new urgency.

Due to this, the importance of professional activities of psychological service workers, including social care teachers with children from IDP families, increases significantly.

According to Article 1 of the Law of Ukraine "On Ensuring the Rights and Freedoms of Internally Displaced Persons", an internally displaced person is a citizen of Ukraine, a foreigner, or a stateless person who is legally present in Ukraine and has the right to permanent residence in Ukraine and who was forced to leave their place of residence to avoid negative consequences of an armed conflict, temporary occupation, widespread violence, human rights violations and emergencies of natural or man-made nature. According to Article 2 of this Law, all possible measures are taken in our country stipulated by the laws of Ukraine, international treaties to prevent the prerequisites of forced internal displacement of persons, their protection and respect of rights and freedoms, ensuring opportunities for the return of such persons to the left place of residence or integration in new conditions (On Ensuring the Rights and Freedoms of Internally Displaced Persons: Law of Ukraine dated October 20, 2014).

Internally displaced persons are also called forced migrants. What distinguishes them from refugees is that they do not leave the country of which they are citizens.

For social support of internally displaced families (persons), registered internally displaced persons who are in difficult life circumstances are entitled to social services under the Resolution of the Cabinet of Ministers of Ukraine No. 505 "On providing monthly targeted assistance to internally displaced persons..." (On providing monthly targeted assistance to internally displaced persons: CMU Resolution, 2014).

The roadmap was created and a government hotline operates for persons displaced within the country to address issues of registration and the provision of targeted assistance.

Difficult life circumstances mean circumstances that objectively disrupt the normal activities of a person, the consequences of which they cannot overcome on their own (On Social Services: Law of Ukraine No. 2671-VIII, 2019 dated January 17, 2019).

To ensure the social protection of victims, social services are provided in addition to the payment of monetary social assistance. The range of such services is quite wide, from home care, and various assistance in overcoming those or other difficult life circumstances to comprehensive psychological, medical and social, legal and other services.

Psychosocial assistance in scientific research is considered in the context of creating conditions conducive to improving the quality of life of children and families of vulnerable population categories, overcoming difficult life circumstances, crises, and extreme events (N. Bochkor, Ye. Dubrovskaya, O. Zaleska, 2014, p. 34).

War as an extreme situation affects people in different ways, so there is a need for different kinds of support. Effective psychosocial support requires a multi-tiered system of help for victims and displaced persons (IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings / Inter-Agency Standing Committee, 2017, p. 36).

At the present stage, the provision of social and pedagogical support to internally displaced families should be comprehensive and requires the organization of intersectoral and interagency cooperation of specialists from the relevant services and coordination of their activities.

Children of internally displaced persons also need social and pedagogical and psychological support, which may require the recovery of their mental health and social well-being, an adequate response to military action, and adaptation to new, changed conditions.

O. Dronova defines social and pedagogical support as a special type of activity of the social care teacher aimed at the organization of preventive and operative social, psychological, and pedagogical help in the prevention and overcoming of situations violating the vital activity of children (Dronova O., 2004, p. 67).

Analysis of the developmental model of social and pedagogical support for children of T. Aliksieienko (Aliksieienko T., 2017, pp. 39-40) allows us to identify the following components of support for children of internally displaced persons: a) well-being conditions (assistance in solving current life problems and making decisions, support in difficult life circumstances and risk situations; coordination and monitoring of the effectiveness of work with children); b) a program component (educational work – formation of knowledge about the development of the personal and social sphere of the child; individual consultations on life situations; joint critical reflection on individual programs, prevention of crisis situations and negative manifestations in behavior); c) a control component; d) management (implementation of model components).

Taking into account the models of social and pedagogical assistance to children in difficult life circumstances (T. Aliksieienko, O. Dronova) and the needs and characteristics of internally displaced persons, we define a model of social and pedagogical support for internally displaced children, covering the interaction of a social care teacher, children, and social environment, which includes: a goal (to create the conditions for the successful socialization of children in new conditions, support in difficult living conditions and in solving current life problems); objectives (to help children develop independence, responsibility, integration, self-actualization, and self-development); principles (humanism, conformity to nature, conformity



to culture, individualization, subjectivity, self- and mutual support, social activity); a technology consisting of a set of forms, methods, means of social and pedagogical support and an algorithm for implementing actions (Dronova O., 2004, p. 67). The technology of social and pedagogical support for children of internally displaced persons may include the following stages: a) diagnostic (study of the characteristics of children, their needs and problems, the causes of their occurrence, gathering information about the influence of environmental conditions on children); b) analytical (analysis of the causes of problems); c) projective (planning of joint activities with children, designing problem solutions); d) activity-based (project implementation – implementation of the developed plan of action); e) controlling (monitoring project implementation); f) reflexing and evaluating (evaluation, recording of difficulties, identification of reasons for deviations, correction).

New challenges under martial law allow us to determine the relevant directions and content of social and pedagogical support for children of internally displaced persons.

To prevent or minimize the negative effects of military actions, it is important to conduct informational and educational activities, i.e., informing about the social and political events in the country to create knowledge about the situation among children and parents. Such work lies in building adequate knowledge of these events, paying special attention to children and youth from vulnerable families, countering linguistic persecution, developing critical thinking in connection with the long "information war", and informing about local territorial communities that can provide help.

It is necessary to inform about ongoing events and monitor new laws and regulations adopted to promote the protection and help for internally displaced persons in difficult life circumstances (On Ensuring the Rights and Freedoms of Internally Displaced Persons: The Law of Ukraine dated October 20, 2014). In addition, it is necessary to inform children and their parents about the activities of state authorities, social services, public organizations, and territorial communities in providing help to those who find themselves in difficult life situations, and about the National Children's Hotline for information, psychological, and legal advice. Such information will facilitate seeking help for those who need it, preventing the difficult consequences of experiencing the events (On Approval of the Procedure of Interaction of Subjects of Social Work with Families in Difficult Circumstances: Order of the Ministry of Family, Youth and Sports, Ministry of Health, Ministry of Education and Science, Ministry of Labor, Ministry of Transportation, Ministry of Internal Affairs and State Department of Corrections dated 14.06.2006, 2006).

In working with children who have become victims of military actions, the basic help is age-appropriate information about what is happening; assistance in expressing one's feelings through conversation, play, drawing; providing rest, engaging in favorite activities; support in the family and educational institution; a usual daily routine for restoration of inner peace; regular assurances that everything will be fine, that loved ones care and ensure safety. The social care teacher should work with parents in advising on the need to discuss with children the facts and events that occurred. Information should be presented in doses appropriate to the age and level of perception of the child. Such interaction with a child will promote a trusting relationship and reduce anxiety or aggression in children.

An important task in the social care teacher's work is also to diagnose children in need of social and pedagogical and psychological assistance and their relationships with others. The social care teacher should help facilitate the adaptation of displaced children to the new environment, studying the conditions of their life, education, and development.

The social care teacher should pay special attention to children who show vulnerability to situations where their rights are violated, they find themselves in difficult circumstances, they are victims of violence, etc. This group includes children, especially if their family members were killed, injured, missing, or children from a military family or children who were abused. Such help is needed not only for the children but also for the adults of such families.

Social and pedagogical work with them consists of identifying their needs, meeting them through cooperation with various institutions, children's services, social service centers for families, children and youth, rehabilitation centers, shelters, the children's police, boards of trustees, psychological services, etc. Opportunities of the community to help such families should be explored and engaged.

The preventive work of the social care teacher consists in carrying out preventive measures. These can be preventive programs of training in new forms of behavior for children, development of the stress-resistant personality, capable of independently, effectively, and responsibly building his or her life activity. Such programs can include classes to develop communication skills, prevention of antisocial behavior, and formation of legal knowledge, and should be aimed at helping to achieve positive life goals.

Social and psychological trainings, games, exercises, and corrective and developmental classes should be conducted to reduce the children's aggression, form tolerance for other points of view, and prevent conflicts and cases of violence.

Particular attention should be paid to providing psychological aid to children from families whose members died, which consists of psychological and social and pedagogical support for such children, giving them counseling, and conducting psychotherapeutic work. Considerable attention should be paid to supporting the development of the child's personal resources, reducing the burden of destructive influences, expanding modes of behavior, and facilitating recovery from traumatic situations with psychotherapeutic influences and psychological correction.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, modeling and organization of social and pedagogical support for children of internally displaced persons who suffered from military operations or were forced to leave their homes will help them to overcome the mental trauma of military events, will form a stress-resistant personality, will promote successful adaptation to new, changed conditions, the ability to find ways to interact with other people and independently, effectively and responsibly build their life activities.



We see the prospects for further research in the analysis of the implementation of models of social and pedagogical support for children of internally displaced persons in foreign and domestic studies.

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**Ігор Романишин,**

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ihor Romanyshyn,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

ihor.romanyshyn@pnu.edu.ua

ORCID 0000-0002-1177-7574

Світлана Яців,

кандидат педагогічних наук, доцент,

Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Svitlana Yatsiv,

Candidate of Pedagogic Sciences, Associate Professor,

Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

svitlana.yatsiv@pnu.edu.ua

ORCID 0000-0002-5242-7845

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МЕТОДИКА ФОРМУВАННЯ В МОЛОДШИХ ШКОЛЯРІВ КОМПЕТЕНЦІЇ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ДОПОМОГОЮ АУДІЮВАННЯ ТА ЧИТАННЯ ТЕКСТІВ

Анотація. Стаття присвячена проблемі формування в молодших школярів компетенції вивчення англійської мови за допомогою аудіювання та читання текстів. Автори розкривають теоретичні аспекти вивчення англійської мови та її місце і роль у сучасній освіті. Визначено основні завдання та зміст профільного навчання; досліджено методики читання та аудіювання текстів. Зроблено висновок, що профілізація школи на сьогоднішній день є одним із важливих напрямів модернізації української загальної освіти. Уведення профільного навчання у молодших (1-4-х) класах загальноосвітніх навчальних закладів зумовлено сучасними тенденціями розвитку національної освіти, соціальним замовленням до школи з боку держави та суспільства, соціально-економічним і соціально-культурним розвитком України, а також аналізом позитивного досвіду шкільної освіти зарубіжних країн. Теоретичною базою впровадження профільного навчання є низка освітніх документів: закони України "Про освіту", "Про загальну середню освіту", Концепція профільного навчання у молодшій школі, Державний стандарт базової і повної загальної середньої освіти, Концепція «Нова українська школа» та інші нормативно-правові документи. Основні теоретичні напрацювання вітчизняних і зарубіжних учених з урахуванням практичного досвіду в організації навчання школярів молодших класів утілено в Концепції профільного навчання в початковій школі. Наголошено, що сучасній українській школі, як ніколи, потрібні ініціативні, творчі, професійні педагоги, готові до постійної самоосвіти та саморозвитку, пошуку ефективних форм навчання, орієнтованих на використання інноваційних педагогічних технологій у галузі вивчення іноземної мови, тому успішна реалізація предметно-орієнтованого навчання учнів початкової школи (створення нормативно-правової бази, навчально-методичного забезпечення тощо) потребує системної та ефективної співпраці керівників освіти, науковців та всіх учасників навчально-виховного процесу.

Ключові слова: профільне навчання, іншомовна діяльність, автентичне мовлення, монологічне мовлення, іншомовна комунікативна компетенція, літературно-розмовне мовлення.

THE METHOD OF FORMING JUNIOR HIGH SCHOOL EFL LEARNERS' COMPETENCE IN LISTENING TO AND READING TEXTS

Abstract. The article reveals the theoretical aspects of learning English and its place and role in modern education. The main tasks and content of profilisation are determined. The methods of reading and listening to the texts while learning English and ways of improving them are studied. Nowadays, school profilisation is one of the important directions of Ukrainian general education modernisation. The introduction of subject-oriented instruction in the junior (1st-4th) grades of general educational institutions is determined by the current trends in the national education development, the state and society social services commissioning to school, the socio-economic and socio-cultural development of Ukraine, as well as by the analysis of the successful practices of foreign countries' school education. The theoretical basis for the subject-oriented instruction



implementation is the Laws of Ukraine "On Education" and "On General Secondary Education", the Concept of Subject-Oriented Instruction in Junior School, the State Standard of Basic and Complete General Secondary Education and other regulatory documents. The main theoretical advances of domestic and foreign scientists with reference to the best practices in junior students' education organisation are embodied in the Concept of Subject-Oriented Instruction in Primary School.

Keywords: profilisation, foreign language activity, authentic speech, monologue speech, foreign language communicative competence, reading and listening skills, literary and colloquial speech.

INTRODUCTION

The problem formulation. Foreign language occupies a special place in the modern education system because of its social, cognitive and developmental functions as another communication media, means of the outside world perceiving and its expansion. Subject-oriented foreign language instruction is a goal-oriented students' training for further educational and/or professional activities associated with the use of a foreign language as an object of future (professional) activity or as a means of professional communication. In particular, at this stage of subject-oriented foreign language instruction at primary grades, the structure and content of primary school students' subject-oriented foreign language teaching are considered, the primary school students' psychological characteristics and motivation role in foreign language learning are revealed, the main components of subject-oriented foreign language instruction are defined and characterised: elective courses, students' language portfolio.

The very idea of subject-oriented teaching (advanced study) is a good and quite old one – it is irrational to "teach everyone everything", at least some differentiation and introduction of education content elective component is required. But the unified educational standard problem remains urgent in the country, while there is still uncertainty about resources – where to get academic hours, how to provide children with energy. The only way out is through overloading the students.

Junior school profilisation is nothing new for Ukraine. Thus, almost 40% of today's junior school students are more or less subject-oriented. But the sector's management untiringly emphasises: race for figures is unwanted; the profilisation shall be carried out where the appropriate conditions have been created.

Analysis of recent research and publications. According to a number of scientists, including N. M. Bibik, V. P. Bondariev, P. S. Lerner, S. M. Chistiakova and others, subject-oriented instruction is a special type of training differentiation and individualisation, a form of organisation of junior students' educational activities, which takes into account their interests, inclinations and abilities, creates conditions for the maximum development of students according to their cognitive and professional intentions thanks to a special structure, content and organisation of the educational process. Profilisation is not just an advanced knowledge of one, two or more academic subjects, but practical experience in a certain professional field, aimed at shaping students' integral knowledge and social competence (Bim, 2007, p. 23). Foreign language activity within the educational process at school has the signs of integrity (language is the totality of language activity types) and organisation (interaction of all language activity types); it is closely connected with the content of education and has a number of specific features. Firstly, "Foreign Language" is a subject that is taught in a foreign language itself, or with its use. On the one hand, foreign language (FL) may not be a major subject, so high language competence is considered only conditionally. At the same time, the level of language knowledge of junior school students must be sufficient.

Secondly, as noted above, FL teaching is the teaching of a complex of various language activity types.

Thirdly, the level of FL mastering is considered at the automated skill level. The FL teaching is fundamentally different from other school subjects teaching. The mechanisms of this process are always individual for each student, and ways of memorising language phenomena are individualised, so the student's activities should be organised to maximum effect.

It is worth noting that FL mastering is focused not only on the activity and communication, i.e., on the interlocutor, and not only on the image of the world, i.e., on perception, but also on the student's personality. It is connected with a number of personal moments, which include motivation, one or another instruction (Uznadze's attitude), the problem of self – personal and group identity, etc. A special problem is a person's attitude to language and positive or negative instruction on speaking this language. Thus, the psychological-pedagogical problem of FL mastering is a multi-component, integral complex that includes practically all varieties of personal-individual and subjective-activity manifestations of personality activity (European Language Portfolio: method, 200, p. 37).

In non-philological profiles, FL acts not only as a goal, but also as a means of studying another non-linguistic subject area (for example, natural science, drawing, computer science, etc.), moreover as a means that should be well mastered. Advanced FL study within the non-philological profile is manifested in greater attention to language forms, language regularities, as well as to socio-cultural features of the language under study, and is assured by a greater number of academic hours than in the basic course. It is worth emphasising that subject-oriented FL study in junior grades of a non-philological profile is currently the most in demand. FL occupies a special place in the modern education system because of its social, cognitive and developmental functions as another communication media, means of the outside world perceiving and its expansion. FL study is an effective means of personal socialisation, self-expression, intellectual, emotional and moral development (European Recommendations on Language Education, 2003, p. 15).

Social life internationalisation, which has intensified recently, makes FL mastery vitally important from a practical perspective. There is no special need to speak about FL educational and developmental functions as an independent process isolated from the unified system of personality education and development (Foreign Language, 2010, p. 17). In any educational system, it fits into a unified process of learning motivation, memory, intellectual abilities, self-dependence, initiative and other personality qualities development. Subject-oriented FL instruction is a targeted training of students



for further educational and/or professional activities related to FL application as an object of a future specialty or as a means of professional communication. In addition, when teaching junior students in non-major classes, where the “Foreign Language” subject is the major one, elective integrated FL courses ensure the inter-disciplinary links implementation and previously learned material re-teaching, as well as contribute to the new material learning.

AIM AND TASKS RESEARCH – to reveal the meaning of the “subject-oriented instruction” concept, to consider the effective influence of the profile in foreign language lessons at the initial stage, to describe subject-oriented instruction in teaching reading and listening in English lessons.

RESEARCH METHODS

Based on the fact that subject-oriented instruction is a means of students’ differentiation and individualisation, it (subject-oriented instruction) requires personally oriented approach implementation in the educational process, in which each junior student can build an individual educational path or a personal professional plan, provided that the necessary conditions are created for his/her training in accordance with professional interests thanks to the special structure, content and organisation of educational process. This requires teachers to direct the educational process not only towards students’ knowledge acquisition but also towards the development of their cognitive abilities (Foreign Language, 2010, p. 98). FL teaching of junior students within the framework of the chosen profile should help to eliminate the inconsistency in the practice of this subject teaching at different stages. Thus, the philological profile framework, which includes the major course, combines the subjects of Ukrainian and foreign languages, which are joined with the course of literature of the language under study, and local history. These subjects are the basis of this profile (Polonska, 2012; Redko, & Pasichnyk, 2012; Foreign Language, 2010; Little, 2003, p. 87).

Foreign language is not only a major subject, but also a basic non-major one.

Therefore, FL should be studied regardless of the educational profile, but in line with the latter the teaching programme should be designed.

At the initial stage of foreign languages teaching in 1-4 grades, students’ speech and communicative experience starts to form. At this level of foreign language study at school there are real didactic opportunities for foreign language study through students’ subject-oriented training using English language, which will contribute to the achievement of the following objectives of English communication teaching at the primary level: students’ mastery of the language as a means of communication in oral and written form. Students should comprehend native speech in standard communication situations, as well as speech in a sound recording, which is developed mainly on the material previously learned orally, being able at the same time to tease out separate pieces of information that is important for achieving listening objective; students’ ability to talk about themselves, their friends, the main characters of the text, give their own opinion on what they heard (monologue speech). Students should be able to conduct etiquette dialogues and make both response and prompting remarks; using the foreign language under study to enhance students’ general culture, broaden their horizons and knowledge about the country of language under study; forming by means of foreign language students’ multicultural worldview, appropriate value orientations, tolerant attitude towards other cultures representatives and language preferences (European Language Portfolio: method, 2008, p. 23).

To achieve the above objectives the following is necessary: training on the technique of working with various types of foreign language reference materials in the library; acquaintance with methods of summarising linguistic and socio-cultural observation results in the form of charts; development of skills for working with authentic material (audio and video materials); development of English communication culture skills; development of written language culture (Methods of Teaching Foreign Languages and Cultures, 2013; Bim, 2007, p. 43).

FL comes easily to some students; they willingly study it, despite the fact that they do not intend to link their future professional activity with FL knowledge. Others, on the other hand, show great interest and commitment to the FL study, has a strong belief in the need for its thorough mastery, and would like to obtain in the future a profession that is directly related to FL. However, there is a category of students who find FL difficult, they are significantly behind their peers in learning, have lost motivation to study it, although, perhaps, they would like to master it on an elementary communicative level (Foreign Language, 2010; The Concept of Subject-Oriented Instruction at High School, 2003, p. 12).

The purpose of subject-oriented FL instruction is to achieve a level of foreign language communicative competence that approaches the B2 proficiency level in the European Council terms.

Modern stage of the development of Ukraine’s international relations in various spheres of life has brought it to the European and world space. New political, socio-economic and cultural realities require certain transformations in the system of foreign language teaching, which calls for a rethinking of its objectives, content and technology, essential updating of the language education, approaching the educational sector in Ukraine to the common European and world standards (Foreign Language, 2010, p. 97).

Within the framework of modern foreign language study, great attention should be paid to the Europeanization of the teaching content, which includes: introduction to the socio-cultural portrait of Europe and Ukraine as a European state; improving knowledge about common European values; value-oriented interpretation of “quality of life”, “European identity”, “European values” concepts in the European context.

In view of the rich national and international experience in foreign languages teaching, the students’ multicultural development by means of foreign languages with its characteristic study of a number of subjects or thematic sections in school courses, both in native and foreign languages, is becoming particularly relevant. This program is designed for object-oriented instruction of communicative skills of primary grades students. It presents the main tasks for mastering English speaking competence.



Therefore, when choosing the program structure and content, we took into account the experience of creating European multi-level standards in foreign languages teaching, foreign and domestic experience in respect of teaching methods.

RESULTS OF THE RESEARCH

The purpose of our study was to check whether primary school students are ready to study in classes with subject-oriented instruction of English language.

During the academic internship as a primary school and English teacher, we set ourselves the task to study students' reaching such communicative competence level, which would be sufficient for communication in listening and reading, within certain communicative spheres, situational speech topics on the basis of the studied language and speech material.

Eleven third-graders participated in the experiment. They study under the 1-4 grades programme, from the age of 6. Additional classes in English (2 lessons) were introduced into the educational process.

The study was conducted on the basis of two types of language activity. Namely listening and reading newspapers. At the beginning of the experiment, students were offered tasks to determine their listening and reading skills level. To check whether a certain result was achieved, in the process of experimental work, we repeatedly asked the students to complete the following tasks.

Task 1. Study of listening comprehension skills level.

1. The child carefully listens to the text "LIZ AND SAMMY" with easy-to-understand content and word stock.
2. The students are given the task to identify the correct answer and find the correct way to complete the sentences given. (Appendix 2)

Table 1 and 1.1. (Appendix 3)

The task completion level is evaluated by a five-grade scale:

5 grades – the task is completed correctly, without mistakes, the sentences content is not broken, 1-2 mistakes are allowed;

4 grades – 2-3 mistakes are allowed

3 grades – 4-5 mistakes are allowed

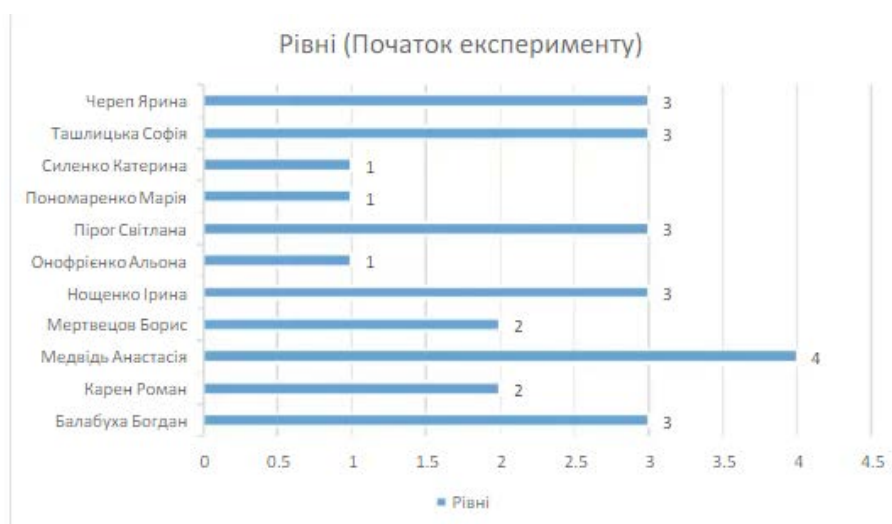
2 grades – the sentences content is broken, the student makes more than 5 mistakes.

1 grade – the student is not oriented in the text content.

Tables 1 and 1.1. (Appendix 3)

No.	Student's name	Task performance level	Number of mistakes
1	2	3	4

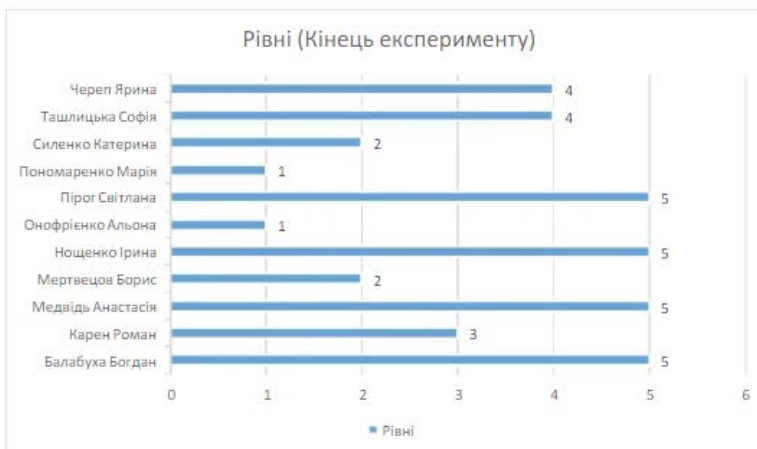
Note. An incorrectly translated word is considered a mistake (4).



During the exercises on listening skills development we set the goal to build up students' understanding of a native speaker's literary and spoken language in everyday communication situations, related to the satisfaction of simple needs (greeting, information request and convey, etc.); the ability to determine the topic and purpose of the conversation, its main content, and in cases of language difficulties, ask the partner to repeat the phrase, give an opinion in a different way, speak more slowly and simply, clarifying the meaning of unfamiliar words and encouraging a more thorough explanation of incomprehensible; the ability under conditions of mediated communication to understand the main content of the audio text (what it is about, what is the most important); the ability to fully and accurately understand the teacher's and classmates'



phrasing, short messages relating to educational and labour, social and everyday communication; the ability to understand the main content of the listened texts of different nature, containing a small number of unfamiliar words.



In the course of the study, students were offered for comprehension texts of varying difficulty level. At the beginning of the experiment lighter texts related to holiday traditions in Europe and the United States were offered to students for comprehension. Students understood every word from the proposed text. Further, the difficulty of the text listened was constantly increased, so the students did not have the task to understanding every word to follow developments in the story. Students listened and tried to understand the main content of the text – its meaning – or looked for specific information that they had been asked to find before the task started. The study on the introduction of English subject-oriented instruction based on reading skills

Task 1. To check the level of new lexical units' acquisition.

Purpose of the task: to determine the level lexical units' acquisition.

Work organisation:

1. In front of the child there are pictures to the topic "Holidays". (Appendix 4).
2. To determine the level of lexical units acquiring, children sign pictures in English.

Tables 2 and 2.1. Reading outcome evaluation form (Appendix 5)

No.	Student's name	Task performance level	Number of mistakes
1	2	3	4

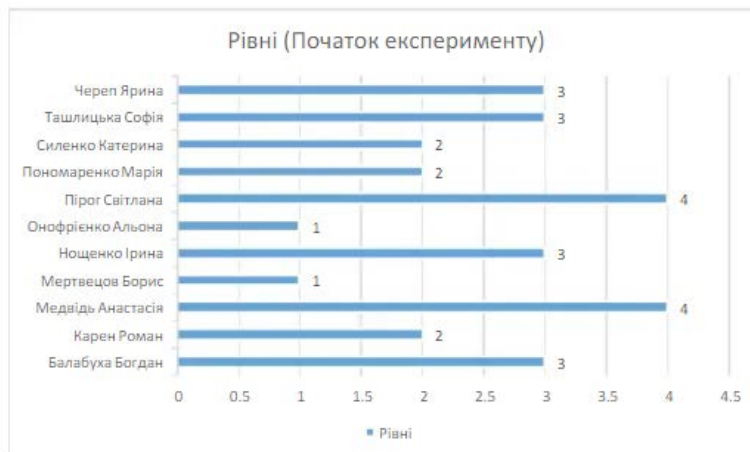
Note. An incorrectly completed task on lexical unit knowledge is taken as a mistake (3).

Assessment of reading comprehension level: Level 4 – complete acquisition of new lexical units, the child correctly signed at least 8 pictures out of 10;

Level 3 – partial acquisition of new lexical units, the child signed at least 5 pictures;

Level 2 – knowledge of lexical units at the recall level, 2 correctly signed pictures;

Level 1 – lexical unites not learned, 0 correct answers.



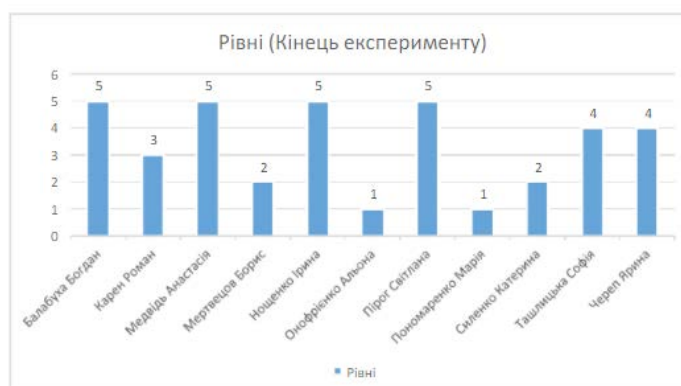


The goal of our reading teaching was to provide students with a skill that would allow them to comprehend the content information without the accompanying linguistic and technical difficulties hindering the entire process. Students had to learn to read aloud and silently with full comprehension short uncomplicated (adapted) texts, mainly based on the learned language material on the topic "Holidays".

The texts contained a certain number of unfamiliar words, the meaning of which could be found in reference materials or guessed. The most challenging for the students was reading comprehension, which requires a purposeful content analysis based on linguistic phenomena and logical connections. While working with the text in the reading for detail mode, we worked to achieve the following communicative goals: to understand the content of the text read; to compare the information received with one's own experience; to evaluate the information and give an opinion on it; to convey information from the text to others; to comment on individual facts.

Based on the results of the study, we can draw the following conclusions: As the Diagram 1 shows, there were no students with the 5th (high) level of listening and reading skills development in the class. There were 6 students with 4-3 levels of development. And there were 5 students with 1-2 levels of listening and reading proficiency development.

After conducting additional English classes (2 times a week), we achieved certain results. As the Diagram 2 shows, 7 students are at 5-3 levels of listening and reading abilities and skills development. 4 students remained at levels 1-2, due to a poor foreign language base, which did not allow them to work on a level with other students. All students who attended additional English language classes without interruption were able to complete the tasks almost without mistakes, at a high and sufficient level. Considering the information received, we can conclude that the third-grade students are ready to study in the English major classes.



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on the analysis of methodical literature dealing with the problem of introduction of subject-oriented English language instruction in primary grades, we came to the conclusion that subject-oriented instruction, as a type of differentiated training, involves consideration of educational needs, students' aptitudes and abilities, creating conditions for primary school students study by changing the goals, content and structure of the educational organisation. The specific implementation of foreign language teaching goals in primary school is aimed at the further development of foreign language communicative competence (language/linguistic, speech, socio-cultural,



socio-linguistic, educational), which involves both mastering foreign language knowledge, skills and abilities and the school students' ability to apply these knowledge and skills in real life situations. A leading role in the subject-oriented foreign language teaching to primary school students belongs to elective courses, which supplement the content of the subject, contribute to the self-determination of students in their choice of further education related to a foreign language. Today, there are only certain general approaches related to the development of elective courses in academic subjects. However, this issue has not yet been resolved at the state level on the scale of all the country's general educational establishments.

Modern methods and types of learning activities are increasingly acquiring forms that are close to the real communication conditions. For primary school students, these are interactive teaching methods that allow to solve communicative and cognitive tasks by means of foreign language communication: role-playing games, educational situational tasks, the project method, reflective methods (intelligence map, cinquain, cluster), etc. Modernisation of national school education, associated with the introduction of subject-oriented instruction, requires qualitative changes in the professional training of foreign language teachers. Modern school, more than ever, needs proactive, creative, artistic and responsive teachers, ready for constant self-education and self-development, searching for effective forms of teaching, focused on innovative pedagogical technologies. Therefore, the successful implementation of subject-oriented instruction for primary school students (creation of a regulatory and legal framework, educational and methodological support, funding, etc.) requires systematic and effective cooperation of education managers, scientists and all participants in the educational process.

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**Альона Прокопенко,**

кандидат педагогічних наук, доцент, доцент кафедри інформатики,
Комунальний заклад «Харківська гуманітарно-педагогічна академія» Харківської обласної ради,
(м. Харків, Україна)

Alona Prokopenko,

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of Informatics,
Municipal Establishment «Kharkiv Humanitarian-Pedagogical Academy» of Kharkiv Regional Council
(Kharkiv, Ukraine)

krav4enya.alena@ukr.net

ORCID ID 0000-0002-3735-342X

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ УПРАВЛІННЯ ЕДУКАЦІЄЮ МАЙБУТНІХ УЧИТЕЛІВ В УМОВАХ ДІДЖИТАЛІЗАЦІЇ ОСВІТИ

Анотація. Наукове дослідження щодо процесу едукації МУ в умовах діджиталізації освіти спрямовує автора на необхідність вивчення питання реалізації управління процесом едукації. Для цього потрібно дослідити проблему забезпечення організаційно-педагогічних умов та висвітлити авторське бачення розв'язання цієї проблеми. Здійснено вивчення та аналіз наукових досліджень вітчизняних та зарубіжних науковців щодо розуміння проблеми педагогічних та організаційно-педагогічних умов забезпечення процесу едукації МУ, а також організації цих умов під час діджиталізації освітнього простору вищої освіти. Автором зазначено, що процес організації та управління едукацією МУ повинен передбачати кілька особливостей. Серед них виокремлено: мотиваційна та вікова складова, яка спрямована на активність та цілеспрямованість МУ під час едукації; взаємодія із стейкхолдерами, які висувують актуальні вимоги до конкурентноспроможності випускників, а й від так коригують освітні програми, сприяють поглибленню передбачуваних результатів едукації МУ; урахування особливостей умов діджиталізації освіти, що пов'язані із формування готовності МУ до використання інформаційно-комунікативних засобів едукації у своїй майбутній професійній діяльності. У статті досліджено дві організаційно-педагогічні умови управління едукацією МУ в сучасних умовах діджиталізації вищої освіти, а саме модернізація діяльності управлінського кластера та забезпечення ефективності функціонування студентоцентричного середовища. Визначено, що ці умови ґрунтуються на формуванні практичного досвіду кожного майбутнього фахівця, який готовий до освітніх та наукових викликів сьогодення, а також здатен до самоосвіти в умовах діджиталізації. Так ці організаційно-педагогічні умови сприяють забезпечення продуктивне управління едукацією МУ в умовах діджиталізації освіти.

Ключові слова: умови, діджиталізація, діджиталізація освіти, майбутній учитель (МУ), едукація, управління, управління едукацією.

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF MANAGEMENT OF THE EDUCATION OF FUTURE TEACHERS IN THE CONDITIONS OF DIGITALIZATION OF EDUCATION

Abstract. A scientific study of the educational process of future teachers (FT) in the conditions of digitalization of education directs the author to the need to study the issue of implementing the management of the educational process. To solve this issue, it is necessary to investigate the problem of ensuring organizational and pedagogical conditions and highlight the author's vision of solving this problem. It is carried out the study and analysis of scientific research by domestic and foreign scientists regarding the understanding of the problem of pedagogical and organizational-pedagogical conditions for ensuring the educational process of FT, and the organization of these conditions during the digitalization of the educational space of higher education. The author states that the process of organizing and managing the education of future teachers should include several features. Among them, the following are highlighted: the motivational and age component, which is aimed at the activity and purposefulness of FT during education; interaction with stakeholders who put forth actual requirements for the competitiveness of graduates, as well as adjust educational programs accordingly, contribute to the deepening of the expected results of the education of FT; taking into account the peculiarities of the conditions of digitization of education, which are related to the formation of the readiness of FT to use informational and communicative means of education in their future professional activities. The article examines two organizational and pedagogical conditions for managing the education of FT in the modern conditions of digitization of higher education, namely, the modernization of the management cluster and ensuring the effectiveness of the student-centered environment. It is determined that these conditions are based on the formation of practical experience of each future specialist who is ready for the educational and scientific challenges of the present time, and is also capable of self-education in the conditions of digitalization. Thus, these organizational and



pedagogical conditions contribute to the provision of productive management of the education of FT in the conditions of digitalization of education.

Keywords: conditions, digitalization, digitalization of education, future teacher (FT), education, management, management education.

INTRODUCTION

The problem formulation. The emergence of technical changes in science and society forces us to constantly search for ways to optimize traditional spheres of human life with the involvement of digital resources and technologies. The sphere of higher education cannot remain aloof from these changes, in particular the pedagogical specialty. In order to teach FT to work in the future in conditions of digitalization of education, it is necessary to immerse FT in the same conditions during their higher education. That is, professional training of FT in the conditions of digitalization of education should be multifaceted and productive. Modern education is fully digitized, therefore there is a need to ensure a productive organization of management of the educational process, namely the education of FT.

In the course of the scientific search, it was established that for the effective implementation of the conceptual model of education management of the FT in the conditions of digitalization of education, it is necessary to create appropriate management conditions, namely, organizational and pedagogical conditions that contribute to the achievement of the research aim.

Analysis of recent research and publications. The problem of organizational and pedagogical conditions was the object of research by many domestic and foreign scientists. B. Chyzhevskyi, H. Kravchenko, M. Liu and O. Sagach studied organizational and pedagogical conditions as a component of the educational process of general secondary and higher pedagogical education. It should be noted that these developments have mainly a traditional vision of the problem. Organizational and pedagogical conditions under the influence of digitalization are poorly researched. Among the scientific works devoted to this topic, the following authors can be singled out: O. Potapchuk and I. Kuche rak, as well as K. Wei, J. Zipp, T. Fandel-Mayer and K. Schneider. However, during the analysis of the latest publications, no studies were found on the management of the education of FT in the conditions of digitalization of education. Therefore, we consider it relevant to study the organizational and pedagogical conditions of managing the education of FT in the conditions of digitalization of education, since the issue is poorly researched and has no connection with the management aspect.

Taking into account the work of domestic and foreign researchers, we note that the content of the concept of conditions, pedagogical conditions and organizational and pedagogical conditions is presented in a significant number of scientific works. In order to avoid duplication of material, we consider it appropriate to consider only the conditions that correspond to the specifics of our research.

AIM AND TASKS OF THE RESEARCH – to investigate the essence and peculiarities of the organizational and pedagogical conditions of education management of FT in the conditions of digitalization of education; to form the author's vision of the organizational and pedagogical conditions of education management of FT in the conditions of digitalization of education.

RESEARCH METHODS: the study and analysis of the scientific literature of domestic and foreign scientists regarding the solution to the problem of identifying the organizational and pedagogical conditions of education management of FT, in particular in the conditions of digitalization of education; summarizing the results of the analysis and one's own experience with regard to the specified problem.

RESULTS OF THE RESEARCH

When determining the organizational and pedagogical conditions for managing the education of FT in the conditions of digitalization of education, we will adhere to the interpretation of the concept of "organizational and pedagogical conditions" provided by B. Chyzhevskyi, who emphasized that "organizational and pedagogical conditions reflect the functional dependence of the essential components of the pedagogical phenomenon on the complex of entities (things, their states, processes, interactions) in various manifestations" (Chizhevsky B. 1996, p. 82).

H. Kravchenko and Liu Meixuan substantiated the organizational and pedagogical conditions for the formation of spiritual culture in future music teachers: "directing the individual to self-realization through the creation and support of an innovative educational environment; implementation of educational and methodological abilities and skills of teachers, which ensure the development of their professional competences; motivation of students for educational activities and development of their cognitive activity; ensuring the quality of the educational process (Kravchenko G, Liu M., 2022, p. 57).

The researchers have quite aptly selected the organizational and pedagogical conditions, however, in our opinion, it is necessary to take into account the processes of digitalization of education, which is not presented in the disclosure of any of the conditions.

O. Potapchuk in the article "Organizational and pedagogical conditions for the formation of the readiness of future engineers-pedagogues for professional activity using information and communication technologies" concludes that "the effective influence on the process of training with the use of ICT tools in professional activity will be ensured by such organizational and pedagogical conditions as formation of motivation to carry out professional activities based on ICT; increasing the professional competence of teachers of disciplines in which the use of ICT is dominant; the introduction of modern ICT tools into the process of training students at various stages of education; creation of a favorable information environment for the development of search and creative abilities of future engineers-pedagogues in the field of CT in the process of independent educational and cognitive activity" (O. Potapchuk, 2015, p. 141).



We are impressed by the organizational and pedagogical conditions characterized by the researcher, because the creation of an appropriate environment for the formation of readiness has been taken into account, and the need to take into account the motivation of education seekers has been proven.

O. Sahach proposed organizational and pedagogical conditions for the continuous professional growth of the future teacher, namely focus of training on awareness of the prospects of the chosen profession; active development of the personality of the future teacher in the process of educational activity; the nature of the organization of the educational process (Sahach O., 2019)

Having analyzed the highlighted organizational and pedagogical conditions, we note that the researcher did not consider the motivational component, as well as did not take into account the educational and managerial aspects of the organization of the educational process to ensure its effectiveness.

I. Kucherak in the article "Digitalization and its impact on the educational space in the context of the formation of key competencies" (I. Kucherak, 2020) highlighted the advantages of digitalization, which include the provision of favorable conditions for the development of skills and abilities for self-development and self-education; formation of mobility in adaptation to various life and professional changes; increasing motivation to master the necessary competencies; reaching different audiences, ensuring cooperation and integration, which contributes to increasing the level of development of the necessary skills; construction of an individual educational trajectory; educational process in comfortable conditions (pace, time, level, etc.).

Having analyzed critically the organizational and pedagogical conditions given above, and taking into account our own work experience, the organizational and pedagogical conditions of the education of FT in the conditions of digitalization of education are defined as the creation of a management cluster and ensuring the effectiveness of the functioning of a student-centered environment.

According to the first organizational and pedagogical condition, namely the modernization of the activity of the management cluster, we note that this cluster is one of the driving forces aimed at combining and strengthening the cooperation of the educational institution and stakeholders with the aim of accumulating and popularizing experience to increase the level of competitiveness of FT in the market of educational services.

The administrative cluster "stimulates productive human, material, intellectual investments in innovation-oriented educational and technological complexes... form a solid basis for solving the issue of finding, identifying, supporting gifted education seekers, their development and implementation opportunities at the regional, state, and international levels" (Starieva A., 2012)

The main goal of the management cluster is to unite educational institutions and stakeholders in order to coordinate activities aimed at raising the level of education of FT in the conditions of digitalization of education.

The creation of a management cluster involves implementation supervision "as a modern form of scientific-methodological support for the activities of educational institutions and their managers, which includes consulting, correction, mentoring, monitoring and examination of the state of educational or management activities, etc. One of the most common and effective forms of professional support is mentoring as a set of useful behavioral methods that orient a person to long-term development, not just short-term achievements" (Klokar N., 2018, p. 100).

Thus, the administrative cluster of education of FT in the conditions of digitalization of education is aimed at a quick response to the challenges of society and the fulfillment of the state order regarding the high-quality training of highly qualified future teachers; organization of cooperation between educational institutions and stakeholders regarding the development and implementation of educational and professional programs, curricula, educational components; the organization of individual educational trajectories of professional development of scientific and pedagogical workers who prepare FT for the purpose of quality education; organization of supervision, etc.

Ye. Khrykov emphasizes that the management of an educational institution is a complex structure involving spiritual and material processes. The scientist compares an educational institution with a social system where the key component is a person. For the full functioning of this system, not only a person is needed, but also technical objects, which are becoming more and more. Over time, such technical support of the system will become a separate independent entity of the educational process. Thus, technical support, digitalization in our understanding, has become an urgent component of the educational process (Ye. Khrykov, 2016).

Therefore, the second organizational and pedagogical condition is to ensure the effectiveness of the functioning of the student-centered environment, which, in our opinion, will contribute to education and satisfy the needs and interests of future teachers in the conditions of digitalization of education. Let's reveal the essence of this condition in more detail.

The highlighted condition is really important for raising the level of education in the conditions of digitization of education, because as noted by H. Poliakova and O. Yermolenko, "the process of perception of the educational environment by students is an important tool that allows you to feel the educational process on the emotional, cognitive, sensory levels, react to it different stimuli, and on this basis implement different models of behavior, make choices and make decisions regarding educational situations and personal and professional development" (Poliakova H., Yermolenko O., 2018, p. 449-450).

S. Bader notes that "the environment of higher education institutions is a specially designed environment saturated with axiological content, which is a carrier of cultural values, contributes to the professional development of a future specialist on the one hand, and acts as a space of opportunities for the individualization and self-development of a student's personality through the exchange of values and meanings between all subjects with on the other hand" (Bader S., 2020, p. 35).



We are impressed by the opinion of A. Kharkivska, who emphasizes that "the movement towards human-centeredness is a characteristic feature of modern education, which is significantly influenced by the social transformations taking place in society today. Accordingly, today humanity's recognition of the importance of full-fledged personality development leads to new approaches to the organization of educational institute activities" (Kharkivska A., 2017, p.83-84).

Therefore, ensuring the effectiveness of the functioning of the student-centered environment is aimed at creating appropriate conditions for meeting the needs of education seekers, such as educational (ensuring a free choice of educational components (individual educational trajectory)), personal (free access to webinars, trainings, participation in round tables, conferences, etc.) and spiritual (realization of creative abilities (freedom of choice of recreational, creative, educational circles, sections)), etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summarizing the above material, we came to the conclusion that the organizational and pedagogical conditions of education management of FT in the conditions of digitalization of education provide for the creation of a management cluster and ensuring the effectiveness of the functioning of the student-centered environment. By the management cluster we understand the interaction between the educational institution of higher education and stakeholders to increase the level of competitiveness of graduates in their future professional activities. Ensuring the functioning of a student-centered environment in conditions of digitalization involves taking into account the individual abilities, aspirations, and capabilities of each FT. In the unity of these two conditions, we see the management of the education of FT, which is aimed at the personal and professional development of each specialist. In addition, during the provision of versatile opportunities for self-development and self-education, the skills of FT are expanded, which in the future will help them to be more flexible to changes in the demands of professional activity and society in general.

We see the prospects for further scientific research in detailed modeling and practical implementation of the specified conditions for managing the education of FT in the conditions of digitalization of society.

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ВІДОМОСТІ ПРО АВТОРІВ

Багрій Марія – доктор педагогічних наук, викладач вищої категорії Івано-Франківського коледжу Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Бай Ігор – кандидат педагогічних наук, доцент, доцент кафедри фахових методик і технологій початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Білавич Галина – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Близнюк Тетяна – кандидат педагогічних наук, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Борин Галина – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Борис Уляна – кандидат педагогічних наук, викладач, Коломийський педагогічний фаховий коледж Івано-Франківської обласної ради (м. Коломия, Україна)

Васильчук Григорій – аспірант кафедри теорії та методики фізичного виховання факультету фізичного виховання, спорту і здоров'я, Національний педагогічний університет імені М. П. Драгоманова (м. Київ, Україна)

Власій Олеся – кандидат технічних наук, доцент кафедри математики та інформатики і методики навчання, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ворощук Оксана – кандидат педагогічних наук, доцент, доцент кафедри соціальної педагогіки та соціальної роботи, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Гончарук Віталій – кандидат педагогічних наук, викладач кафедри хімії, екології та методики їх навчання, Уманський державний педагогічний університет імені Павла Тичини (м. Умань, Україна)

Денисяк Юлія – аспірант кафедри загальної педагогіки та дошкільної освіти, Дрогобицький державний педагогічний університет імені Івана Франка (м. Дрогобич, Україна)

Деркачова Ольга – доктор філологічних наук, доцент, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Дідух Ірина – кандидат педагогічних наук, доцент, доцент кафедри соціальної педагогіки та соціальної роботи, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Довбенко Світлана – кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Довгий Олег – кандидат фізико-математичних наук, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Зорочкіна Тетяна – доктор педагогічних наук, доцент Черкаського національного університету імені Богдана Хмельницького (м. Черкаси, Україна)

Ілійчук Любомира – кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кирста Наталія – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кіліченко Оксана – кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Клепар Марія – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Копчук-Кашецька Марія – кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кохановська Олена – доктор педагогічних наук, доцент, Комуніальний вищий навчальний заклад «Херсонська академія неперервної освіти» Херсонської обласної ради (м. Херсон, Україна)

Кучай Тетяна – доктор педагогічних наук, доцент кафедри психології і педагогіки, Закарпатський угорський інститут імені Ференца Ракоці II (м. Берегове, Україна)

Лемко Галина – кандидат педагогічних наук, доцент, доцент кафедри соціальної педагогіки та соціальної роботи, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Літвін Юлія – студентка, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Мальона Світлана – кандидат наук з фізичного виховання та спорту, доцент кафедри теорії та методики фізичної культури та спорту, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Марчій-Дмитраш Тамара – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Матішак Маріанна – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Мельник Надія – кандидат медичних наук, доцент кафедри терапевтичної стоматології, Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Мельничук Ірина – доктор педагогічних наук, професор, Тернопільський національний медичний університет імені І. Я. Горбачевського (м. Тернопіль, Україна)

Наконечна Лариса – доцент кафедри педагогіки початкової освіти, кандидат філологічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Нич Оксана – кандидат педагогічних наук, доцент кафедри іноземних мов, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Озарко Вероніка – студентка, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Оліяр Марія – доктор педагогічних наук, професор, професор, завідувач кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Потапчук Тетяна – доктор педагогічних наук, професор, професора кафедри теорії та методики дошкільної і спеціальної освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)



Питуляк Оксана – кандидат медичних наук, асистент кафедри внутрішньої медицини, Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Презлята Ганна – кандидат педагогічних наук, доцент, доцент кафедри теорії та методики фізичної культури, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Прокопенко Альона – кандидат педагогічних наук, доцент, доцент кафедри інформатики, Комунальний заклад «Харківська гуманітарно-педагогічна академія» Харківської обласної ради, Україна (м. Харків, Україна)

Протас Оксана – доктор педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника» (м. Івано-Франківськ, Україна)

Розман Ірина – доктор педагогічних наук, доцент кафедри англійської мови, літератури з методиками навчання, Мукачівський державний університет (м. Мукачево, Україна)

Рокосовик Наталія – кандидат педагогічних наук, доцент, доцент кафедри української мови та літератури іноземної філології та перекладу, Інститут філології та масових комунікацій Відкритого міжнародного університету розвитку людини «Україна» (м. Київ, Україна)

Романишин Ігор – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Савчук Борис – доктор історичних наук, професор, професор кафедри педагогіки та педагогічного менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Серман Тарас – кандидат педагогічних наук, доцент кафедри фізичного виховання, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Скоморовська Ірина – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Сливка Лариса – кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Стинська Вікторія – доктор педагогічних наук, професор, професор кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Теличко Вікторія – аспірантка, Мукачівський державний університет (м. Мукачево, Україна)

Титунь Оксана – кандидат педагогічних наук, доцент, доцент кафедри іноземних мов, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ткачівська Інна – кандидат педагогічних наук, доцент, доцент кафедри теорії та методики фізичної культури, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Трухан Оксана – асистент кафедри англійської філології, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ушневич Соломія – кандидат філологічних наук, доцент, доцент кафедри фахових методик і технологій, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Фомін Катерина – кандидат педагогічних наук, доцент кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Ханас Олександра – студентка, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Царик Ольга – доктор педагогічних наук, професор кафедри іноземних мов та інформаційно-комунікаційних технологій, Західноукраїнський національний університет (м. Тернопіль, Україна)

Червінська Інна – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Чінчой Олександр – кандидат педагогічних наук, доцент, доцент кафедри фізики, біології та методик їхнього навчання, Центральноукраїнський державний педагогічний університет імені Володимира Винниченка (м. Кропивницький, Україна)

Яців Світлана – кандидат педагогічних наук, доцент, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)



INFORMATION ABOUT THE AUTHORS

Bagriy Mariya – Doctor of Pedagogical Sciences, teacher of the higher category of the Ivano-Frankivsk college of Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Bai Ihor – Candidate of pedagogical sciences, docent, docent of the Department of Professional Methods and Technologies of Primary Education, Precarpathian National University named after Vasyl Stefanyk (Ivano-Frankivsk, Ukraine)

Bilavych Halyna – Doctor of Pedagogical Sciences, Professor of Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Blyznyuk Tetyana – PhD in Education, Associate Professor Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Boryn Galyna – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Borys Uliana – Candidate of Pedagogical Sciences, Lecturer, Kolomyia Pedagogical Professional College of the Ivano-Frankivsk Region (Kolomyia, Ukraine)

Chervinska Inna – Doctor of Pedagogical Sciences, Professor, Professor of Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Chinchoy Alexander – candidate of pedagogical sciences, associate professor, associate professor of the Department of Physics, Biology and Teaching Methodology of the Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Kropyvnytskyi, Ukraine)

Denisyak Julia – post-graduate student, the Department of General Pedagogy and Preschool Education, Drohobych Ivan Franko State Pedagogical University (Drohobych, Ukraine)

Derkachova Olga – Doctor of Philological Sciences, Associate Professor, Professor of the Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Didukh Iryna – candidate of pedagogical sciences, associate professor, Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Dovbenko Svitlana – Candidate of Pedagogic Sciences, Associate Professor, Department of Primary Education Pedagogy, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Dovgij Oleg – Ph.D (Physical and Mathematical), Associate Professor of Department of Primary Education Pedagogy, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Fomin Kateryna - Ph.D, Associate Professor, Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Honcharuk Vitaly – Candidate of Pedagogical Sciences, teacher of the Department of Chemistry, Ecology and methods of their training, Uman State Pavlo Tychyna Pedagogical University (Uman, Ukraine)

Ilichuk Liubomyra – PhD in Education, Associate Professor, Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian national university (Ivano-Frankivsk, Ukraine)

Khanas Oleksandra – student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kilichenko Oksana – Associate Professor of Pedagogy of Primary Education, Candidate of Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Klepar Maria – Doctor of Pedagogical Sciences, Professor of the Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kokhanovska Olena – Doctor of Pedagogic Sciences, Associate Professor, Communal Higher Educational Establishment "Kherson Academy of Continuing Education" of Kherson Regional Council (Kherson, Ukraine)

Kopchuk-Kashetska Maria – candidate of pedagogical sciences, associate professor of Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kuchai Tetiana – Doctor of Pedagogical Sciences, Associate Professor, Department of Pedagogy and Psychology, Ferenc Rókyczy II Transcarpathian Hungarian Institute (Beregovo, Ukraine)

Kyrsta Nataliia – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Lemko Halyna – Candidate of Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Litvin Yulia – student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Malona Svitlana – Candidate of Sciences in Physical Education and Sports, Associate Professor of the Department of Theory and Methods of Physical Culture and Sports, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Marchii-Dmytrash Tamara – Candidate of Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Matishak Marianna – Candidate of Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Melnychuk Iryna – Doctor of Pedagogical Sciences, Professor, I. Horbachevsky Ternopil National Medical University (Ternopil, Ukraine)

Melnyk Nadiya – Candidate of of Medical Sciences, Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

Nakonechna Larysa – Associate Professor of Pedagogy of Primary Education, Candidate of Philological Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Nych Oksana – Candidate of Pedagogical Sciences, Associate Professor of the Department of Foreign Languages Prykarpattia National University named after Vasyl Stefanyk (Ivano-Frankivsk, Ukraine)

Oliiar Mariia – Doctor of Pedagogical Sciences, Professor, Head of Department of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Ozarko Veronika – student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Prokopenko Alona – Candidate of Pedagogical Sciences, Associate Professor, Associate Professor at the Department of Informatics of Municipal Establishment «Kharkiv Humanitarian and Pedagogical Academy» of the Kharkiv Regional Council (Kharkiv Ukraine)

Potapchuk Tetyana – Doctor of pedagogical sciences, professor, Professor of Theory and Methods preschool and special education, Precarpathian National University named after Vasyl Stefanyk (Ivano-Frankivsk, Ukraine)



Prezliata Hanna – Ph.D. in Education, Associate Professor, Associate Professor of the department of theory and methods of physical culture, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Protas Oksana – Doctor of Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Prytuliak Oksana – Candidate of of Medical Sciences, Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

Rokosovyk Natalia – Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of Ukrainian Language and Literature of Foreign Philology and Translation of the Institute of Philology and Mass Communications of the Open International University of Human Development "Ukraine" (Kyiv, Ukraine)

Romanyshyn Ihor – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Rozman Iryna – Doctor of pedagogical sciences, Associate Professor of English, Literature and Teaching Methods Mukachevo State University (Mukachevo, Ukraine)

Savchuk Borys – Doctor of History, Professor Department of Pedagogy and Pedagogical Management named after Bogdan Stuparik, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Serman Taras – Ph.D. in Education, Associate professor of the department of physical education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Skomorovska Iryna – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Slyvka Larysa – PhD in Education, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Stynska Viktoriia – Doctor of Pedagogical Sciences, Professor, Professor of the Department of Pedagogy and Educational Management after Bohdan Stuparyk, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Telichko Victoria – postgraduate student, Mukachevo State University (Mukachevo, Ukraine)

Tkachivska Inna – Ph.D. in Education, Associate Professor, Associate Professor of the department of theory and methods of physical culture, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Trukhan Oksana – Assistant Professor at English Philology Department, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Tytun Oksana – PhD (Candidate of Pedagogical Sciences), Associate Professor of Foreign Languages Department, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Ushnevych Solomiya – PhD (Candidate of Philological Sciences), Associate Professor Associate Professor of the Department of Professional Methods and Technologies, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Tsaryk Olha – doctor of pedagogical sciences, professor of the foreign languages department, West Ukrainian National University (Ternopil, Ukraine)

Vasylchuk Hryhoriy – postgraduate of the department theory and methods of physical education of the Faculty Physical Education, Sports and Health, National Pedagogical University Drahomanov (Kyiv, Ukraine)

Vlasii Olesia – PhD in engineering, Associate Professor, Department of Mathematics and Informatics and teaching methods, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Voroshchuk Oksana – Candidate of Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Yatsiv Svitlana – Candidate of Pedagogic Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Zorochkina Tetiana – doctor of pedagogical sciences, Associate Professor of Bohdan Khmelnytsky National University at Cherkasy (Cherkasy, Ukraine)



РЕДАКЦІЙНА КОЛЕГІЯ НАУКОВОГО ФАХОВОГО ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

ГОЛОВНИЙ РЕДАКТОР

Білавич Галина Василівна – доктор педагогічних наук, професор кафедри педагогіки початкової освіти Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

ЗАСТУПНИК ГОЛОВНОГО РЕДАКТОРА

Москаленко Юрій Михайлович – кандидат філософських наук, професор, директор Івано-Франківського фахового коледжу Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

ВІДПОВІДАЛЬНИЙ СЕКРЕТАР

Червінська Інна Богданівна – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Цепенда Ігор Євгенович – доктор політичних наук, професор, ректор, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Біда Олена Анатоліївна – доктор педагогічних наук, професор, завідувач кафедри педагогіки і психології, Закарпатський угорський інститут імені Ференца Ракоці II (м. Берегово, Україна)

Блавт Оксана Зіновіївна – доктор педагогічних наук, доцент кафедри фізичного виховання, Національний університет «Львівська Політехніка» (м. Львів, Україна)

Благун Наталія Михайлівна – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Богданець-Білокаленко Наталія Іванівна – доктор педагогічних наук, головний науковий співробітник відділу навчання мов національних меншин та зарубіжної літератури, Інститут педагогіки НАПН України (м. Київ, Україна)

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Запрошуємо до співпраці!

Вельмишановні вчителі і вихователі, організатори і керівники освіти, вчені-педагоги і дослідники з України та інших країн, що вивчають людину, її життя і розвиток.

Гори, в якій країні вони б не були, справляють приблизно однаковий вплив на їх мешканців. Гірські ландшафти і особливі кліматичні умови визначають специфіку життєдіяльності і життєзабезпечення, традиції і звичаї, спосіб господарювання і виховання дітей.

Впливи природного середовища (гір, лісу, степу, клімату того чи іншого регіону тощо) майже не враховуються в організації навчально-виховного процесу. Дуже часто ті, хто цей процес здійснює, і самі не знають особливостей формуючого впливу сил природи на становлення і розвиток людської особистості.

Групою вчених Прикарпатського національного університету імені Василя Стефаника (Україна) розробляється регіональний проект «Гірська школа. Стан. Проблеми. Перспективи розвитку».

Метою проекту є:

- вивчення впливу гірського середовища на розвиток, навчання і виховання учнів;
- дослідження змісту, форм і методів використання вчителями і вихователями особливостей гірського довкілля з метою підвищення ефективності навчально-виховного процесу;
- узагальнення результатів вивчення впливу гірського середовища на розвиток учнів, отримання наукових знань, встановлення закономірностей формування особистості в специфічних умовах гір;
- підготовка пропозицій та рекомендацій щодо врахування особливостей гірського середовища для вчителів, вихователів, організаторів і управлінців освітою різних рівнів.

Просимо ознайомитися з нашим «Проектом», «Орієнтовною тематикою наукових досліджень», які вміщені в попередніх виданнях, врахувати соціально-економічні та культурно-історичні умови і особливості своєї країни і спільно досліджувати цю маловивчену проблему.

Порівняльний аналіз різних напрямів наукового вивчення означених питань дасть змогу не лише поділитись досвідом урахування впливів сил природи на виховання і розвиток дітей, але й встановити певні закономірності навчально-виховної роботи в умовах гірського регіону.

Результатами напрацювань учених України та інших країн можна буде обмінятися не лише шляхом наукових публікацій, але й у процесі їх обговорення на міжнародних семінарах, симпозиумах, конференціях.

Природознавці гірських країн Європи вже об'єдналися в дослідженнях проблеми збереження і сталого розвитку гір (Альпійська, Карпатська конвенції тощо). В 78 країнах світу створено Національні Комітети Гір.

Учені – педагоги, психологи, медики, соціологи, народознавці – мають також об'єднатись у вивченні проблем взаємодії природи і людини, впливу природи на розвиток особистості як найвищої цінності держави і суспільства.

Запрошуємо до наукової співпраці.

Розробники проекту

Welcome to cooperation!

Dear teachers and tutors, organizers and heads of educational institutions, scientists-teachers and researchers in Ukraine and other countries, studying the person, her life and development. Mountains, no matter in what country they are, make approximately identical influence on their inhabitants. Mountain landscapes and special climatic conditions determine specificity of ability to live and life-support, traditions and customs, ways of managing and children's education.

Influence of the environment (mountains, woods, steppes of a region) almost is not taken into consideration at the organization of educational process. Very often those who carries out this process, do not know themselves all features of forming influence of the natural conditions on the making and development of the human person.

The regional project «Mountain school. Condition. Problems. Prospects of development» is developed by the group of scientists of the Precarpathian National University named after Vasyl Stefanyk (Ukraine).

The purposes of the project are as follows:

- Studying influence of the mountain environment on development, training and education of pupils;
- Research of the contents, forms and methods of use by teachers and tutors of features of the mountain environment aimed at increasing of the efficiency of educational process;
- Summarizing of the results of studying influence of the mountain environment on development of pupils, acquiring scientific knowledge, determining the laws of the person's formation in specific conditions of the mountains;
- Preparation of offers and recommendations about taking into account features of the mountain environment for teachers, tutors, organizers and heads of educational institutions of different levels.

Will you acquaint yourself with our «Project», «Approximate subjects of scientific researches», which contains this edition, consider social – economic and cultural-historical conditions and features of your country and make common exploration of this insufficiently studied problem?

The comparative analysis of different directions of scientific studying of the defined problems will enable not only to share experience of taking into account influences of the natural conditions on education and development of children, but also will define certain laws of teaching and educational work in conditions of the mountain region.

It will be possible to exchange the results of the researches of scientists in Ukraine and other countries not only by means of scientific publications, but also during their discussion at the international seminars, symposiums and conferences.

Naturalists of the European highland countries have already united in researches of the problem of preservation and constant development of mountains (the Alpine and Carpathian conventions, etc.). The National Committees of Mountains are founded in 78 countries of the world.

Scientists – teachers, psychologists, physicians, sociologists, and ethnologists should also unite for studying problems of interaction of the nature and the person, influence of the nature on development of the person as the most value of the state and society.

We invite you to scientific cooperation.



ПОЛІТИКА ВІДКРИТОГО ДОСТУПУ

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» практикує політику відкритого доступу до опублікованого змісту, підтримуючи принципи вільного поширення наукової інформації та глобального обміну знаннями задля загального суспільного прогресу. Часопис видається Прикарпатським національним університетом імені Василя Стефаника з 2006 року.

Періодичність видання – виходить 2 рази у рік.

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» містить статті теоретичного й експериментально-прикладного спрямування з актуальних проблем теорії та історії педагогіки, філософії освіти, освітнього менеджменту, методик і технологій організації навчання, виховання та профорієнтації учнів у закладах освіти і позашкільних установах, освітніх інновацій, психолого-педагогічних проблем розвитку особистості школярів, фахової підготовки та професійного становлення майбутніх педагогів, неперервної педагогічної освіти, педагогічної практики, порівняльної педагогіки, соціальної педагогіки тощо. Велику увагу часопис приділяє проблематиці гірських шкіл.

Видання з педагогічних наук «Гірська школа Українських Карпат» адресоване науковцям, педагогам, докторантам, аспірантам, педагогічним працівникам гірських шкіл України та зарубіжжя, батьківській громадськості, усім тим, хто цікавиться сучасним станом розвитку педагогічної науки.

За достовірність фактів, назв, дат, покликань та літературних джерел, політики антиплагіату тощо відповідальність несуть автори. Редакційна колегія не завжди поділяє їхні погляди. Статті рецензують члени редакційної колегії.

Науковому фаховому виданню з педагогічних наук «Гірська школа Українських Карпат» присвоєно Міжнародний стандартний серійний номер ISSN 1994-4845 (Print), ISSN 2415-7147 (Online).

Журнал «Гірська школа Українських Карпат» зареєстрований, реферується та індексується у таких наукометричних базах даних, пошукових системах та репозитаріях:

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Scientific professional publication in pedagogical sciences «Mountain School of Ukrainian Carpaty» has been published by Vasyl Stefanyk Precarpathian National University since 2006.

Publication frequency – twice a year.

The journal contains theoretical and experimental articles highlighting current problems of the theory and history of education, philosophy of education, educational management methods and technologies of training, education and vocational guidance of students in educational institutions and extracurricular institutions, educational innovations, psycho-pedagogical problems of student personality development, professional training and professional development of future teachers, continuous pedagogical education, pedagogical practice, comparative pedagogy, social pedagogy and more. Much attention is paid to the problems of mountain schools. Scientific specialized edition of pedagogical sciences is intended at researchers, teachers, doctoral students, graduate students, academic staff, the parent community, and all those interested in the current status of pedagogical education development.

Authors are responsible for the reliability of facts, names, dates, references and literature, plagiarism etc. The editorial board does not always share their views.

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ВИМОГИ

ДО СТАТЕЙ У НАУКОВОМУ ФАХОВОМУ ВИДАННІ «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

Статті, подані до збірника, повинні мати необхідні елементи:

1. Ім'я, прізвище, інформація про автора (вчене звання, науковий ступінь, назва організації, в якій працює автор).
2. ПІБ автора, інформація про автора **українською чи англійською мовою (відмінною від мови статті)** (вчене звання, науковий ступінь, назва та адреса організації, у якій працює автор).
3. Електронна пошта автора статті.
4. Номер **ORCID** (<http://orcid.org/>) і / або номер **ResearcherID** (<http://www.researcherid.com/>).
5. Номер **УДК**.
6. Назва статті, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
7. Резюме і ключові слова (курсив) мовою статті з такими обов'язковими елементами: актуальність проблеми, мета, методи та результати дослідження (від 200 до 300 слів та 5-10 ключових слів).
8. Назва статті **українською чи англійською мовою (відмінною від мови статті)**, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
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10. Текст статті, де містяться такі необхідні елементи:

1. ВСТУП / INTRODUCTION

Постановка проблеми.

Analysis of recent research and publications.

2. МЕТА ДОСЛІДЖЕННЯ / THE PURPOSE OF THE RESEARCH

Визначаються, виходячи з невирішених чи проблемних аспектів порушеної теми. Завдання мають бути спрямовані на узагальнення даних, формулювання концепції, певної моделі, методики, розробку та виділення методів, умов проведення дослідження тощо.

3. МЕТОДИ ДОСЛІДЖЕННЯ / RESEARCH METHODS

Методи дослідження передбачають опис їх основного змісту, характеристик і показників, які вони фіксують, та одиниць вимірювання.

4. РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ / RESEARCH RESULTS

Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів повинен містити стисле узагальнення отриманих автором даних із виділенням напрямів, тенденцій, підходів до розв'язання проблеми. Опис емпіричних результатів має містити конкретні дані, що підтверджують статистичну достовірність отриманих результатів, у вигляді таблиць, графіків, діаграм з подальшою інтерпретацією. Теоретичний аналіз не повинен обмежуватися посиланнями на авторів, які вивчали порушене питання. У статті бажано подавати посилання на іншомовні джерела.

5. ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ / CONCUSSION AND PROSPECTS FOR FURTHER RESEARCH

Висновки з дослідження, які стисло висвітлюють сутність отриманих результатів згідно з поставленими в роботі завданнями.

6. СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ подається в міжнародному стилі оформлення наукових публікацій APA

7. REFERENCES

Подається англomовний переклад списку використаних джерел.

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Articles submitted to the scientific edition must contain the following information:

1. First and last name, information about the author (academic title, academic degree, name of the organization for which the author works).
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 5. Number UDC.
 6. Article title, aligned to the middle of the text, bold all capital letters.
 7. Summary and keywords (italics) in the language of the article with the following mandatory elements: relevance of the problem, purpose, methods and results of the study (200 to 300 words and 5-10 keywords).
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 9. Author's summary in Ukrainian or English (different from the language of the article): (actuality, purpose, methods, results of research and conclusions) within 300 words (not less than 1800 symbols) and keywords.
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 1. **INTRODUCTION** The problem formulation.
Analysis of recent research and publications.
 2. **AIM AND TASKS OF THE RESEARCH**
Determined on the basis of unresolved or problematic aspects of the topic raised. The tasks should be aimed at generalizing data, formulating a concept, a specific model, methodology, developing and highlighting methods, research conditions, and more.
 3. **RESEARCH METHODS**
Research methods provide a description of their main content, characteristics and indicators that they capture, and units of measurement.
 4. **RESEARCH RESULTS**
A summary of the main research material with a full justification of the scientific results should contain a concise summary of the data obtained by the author with the identification of directions, trends, approaches to solving the problem. The description of the empirical results should include specific data that confirm the statistical reliability of the results obtained, in the form of tables, graphs, and diagrams with further interpretation. Theoretical analysis should not be limited to references to authors who have studied the problem raised. In the article, it is advisable to provide references to foreign language sources.
 5. **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**
The conclusions of the study, which briefly highlight the nature of the results obtained in accordance with the tasks set in the work.
 6. **LIST OF REFERENCES** submitted internationally according to APA
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«Гірська школа Українських Карпат»
Прикарпатський національний університет імені Василя Стефаника
вул. Шевченка, 57
м. Івано-Франківськ, 76000

Телефони редакції – (0342) 53-15-74 fax (0342) 53-15-74.
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