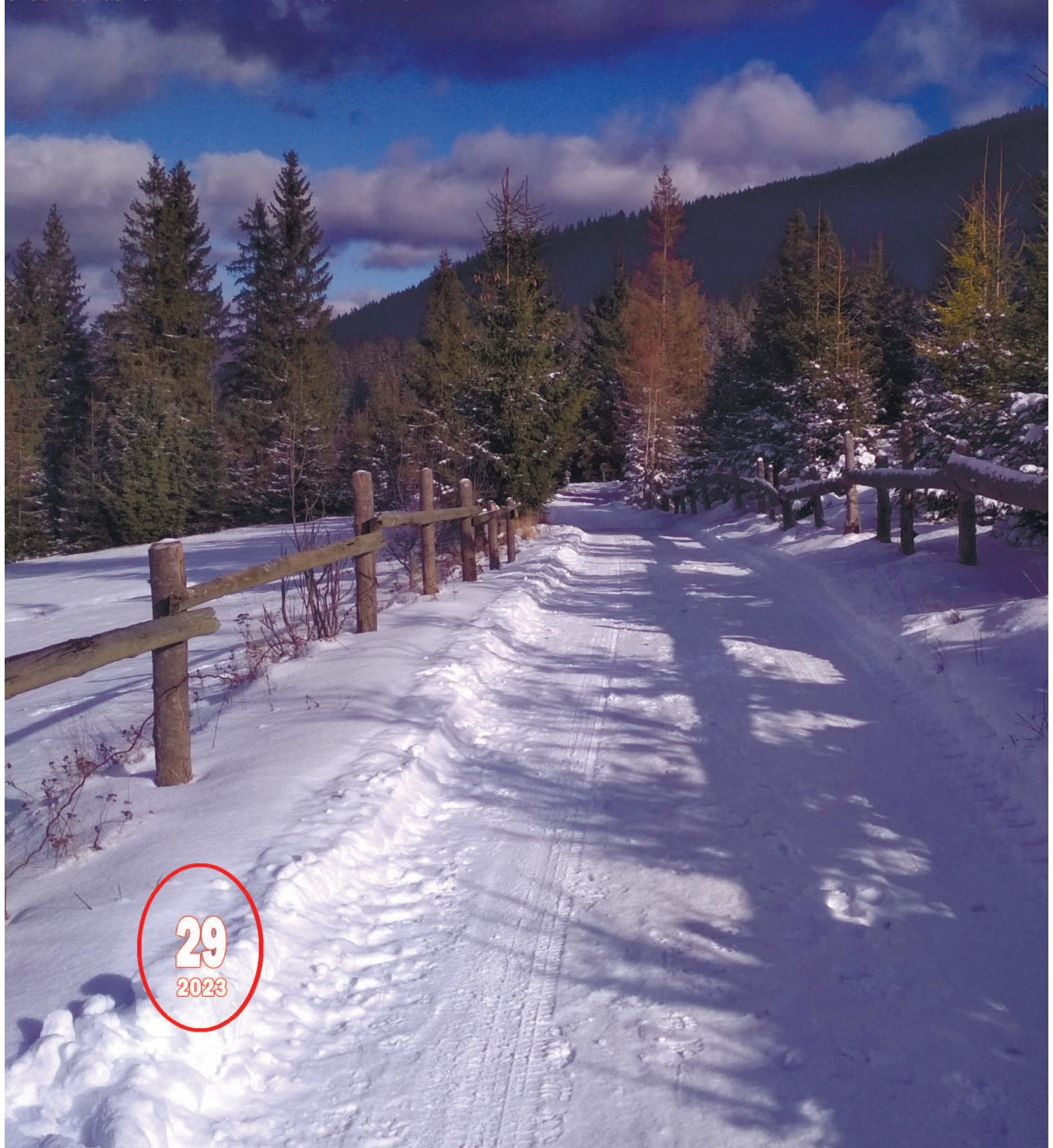


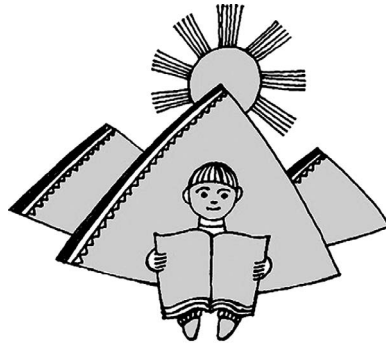


# ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ



29  
2023

Прикарпатський національний університет  
імені Василя Стефаника



# Гірська школа Українських Карпат

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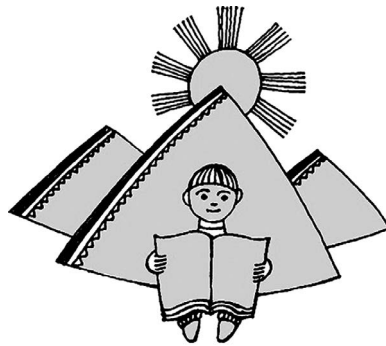
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**SCIENTIFIC EDITION ON PEDAGOGICAL SCIENCES**

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## Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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### ПЕРСПЕКТИВИ ТРАНСФОРМАЦІЇ КОМПЕТЕНТІСНОЇ ПАРАДИГМИ УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

**Анотація.** Компетентнісна парадигма сьогодні є стратегічним напрямом розвитку вищої освіти. Об'єктивно виникла необхідність трансформації наявних і розробки нових методичних систем навчання, спрямованих на формування низки компетентностей, необхідних для успішної професійної діяльності здобувачів освіти. Стаття присвячена аналізу компетентнісної парадигми навчальної дисципліни «Українська мова за професійним спрямуванням» крізь призму особливостей підготовки фахівців педагогічної галузі.

Специфіка дослідження зумовила необхідність застосування комплексу теоретичних, емпіричних і візуально-графічних методів. Для встановлення частотності висвітлення складників компетентнісної парадигми навчальної дисципліни (завдання 1, 2 дослідження) використано методи аналізу наукових джерел, синтезу, узагальнення, абстрагування, зіставлення. Для виконання третього завдання дослідження застосовано методи спостереження, самоспостереження, порівняння, опису. Для формування синтезованого уявлення про результати дослідження застосовано візуальні методи (побудова діаграм).

У межах статті здійснено аналіз наукового інформаційного простору щодо висвітлення методичних аспектів реалізації лінгводидактичної компетентнісної парадигми в контексті української мови за професійним спрямуванням. Встановлено, що дослідження потенціалу навчальної дисципліни щодо компетентнісної підготовки майбутніх педагогів розпочалося з 2004 року. Посилена увага в дослідженнях звернена на формування комунікативної, мовної, мовленнєвої, лексичної, термінологічної компетентностей майбутніх фахівців різних спеціальностей. Натомість актуальними, але малодослідженими залишаються методичні аспекти формування документознавчої, лінгвокультурологічної, країнознавчої, загальнонаукової, мегапрагматичної, підприємницької, міжкультурної, гендерної, екологічної компетентностей. Можливості формування у контексті української мови за професійним спрямуванням медіакомпетентності, проектної, етичної, рефлексивної, прогностичної, естетичної, візуальної, фонологічної, орфоепічної, орфографічної, граматичної, фразеологічної компетентностей здобувачів вищої педагогічної освіти ще не були предметом наукових розвідок в українській лінгводидактиці.

У статті здійснено впорядкування складників компетентнісної парадигми української мови за професійним спрямуванням відносно частотності їх висвітлення у працях сучасних науковців. Простежено динаміку розкриття компетентнісної парадигми означеної навчальної дисципліни у хронологічному аспекті. Встановлено відповідність її компонентів Стандарту вищої освіти за спеціальністю 013 «Початкова освіта» для першого (бакалаврського) рівня вищої освіти, а також освітньо-професійній програмі «Початкова освіта».

**Ключові слова:** компетенція, компетентність, компетентнісна парадигма, методична система, українська мова за професійним спрямуванням, освітній компонент, педагогічна галузь, курс.



## PROSPECTS OF TRANSFORMATION OF THE COMPETENCE PARADIGM OF UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES

**Abstract.** Currently, the competence paradigm is a strategic direction for the development of higher education. There has objectively arisen a need to transform the existing and develop new methodical training systems aimed at forming a set of competences necessary for students' successful professional activity. The article analyzes the competence paradigm of the educational discipline Ukrainian Language for Professional Purposes through the prism of the peculiarities of training specialists in the pedagogical field.

The specifics of the research have necessitated using a complex of theoretical, empirical, visual and graphic methods. To establish the coverage frequency of the competence paradigm components of the academic discipline (tasks 1 and 2 of the study), the methods of scientific sources analysis, synthesis, generalization, abstraction, and comparison have been used. In order to fulfill the third task of the research, the methods of observation, self-observation, comparison, and description have been applied. Visual methods (diagram construction) have been used to form a synthesized idea of the research results.

Within the article, an analysis of the scientific information space is carried out regarding the coverage of the methodical aspects of implementing the linguodidactic competence paradigm in the context of Ukrainian Language for Professional Purposes. It has been established that the study of the academic discipline potential of competence-based training of future teachers began in 2004. Special attention in research is paid to the formation of the communicative, linguistic, speech, lexical, and terminological competences of future specialists in various specialties. Instead, the methodical aspects of formation of the documentary, linguocultural, country studies, general scientific, megapragmatic, entrepreneurial, intercultural, gender, and ecological competences remain relevant but understudied. The possibilities of formation of the media, project, ethical, reflexive, prognostic, aesthetic, visual, phonological, orthoepic, orthographic, grammatical, and phraseological competences of students of higher pedagogical education in the context of Ukrainian Language for Professional Purposes have not yet been the subject of scientific investigations in Ukrainian linguodidactics.

The article organizes the components of the competence paradigm of Ukrainian Language for Professional Purposes in relation to their coverage frequency in works by modern scientists. The dynamics of the study into the competence paradigm of the specified academic discipline are traced in the chronological aspect. The compliance of its components with the Standard of Higher Education in Specialty 013 Primary Education for the first (bachelor) level of higher education, as well as the educational and professional program Primary Education, was established.

**Keywords:** competence, competency, competence paradigm, methodical system, Ukrainian Language for Professional Purposes, educational component, pedagogical field, discourse.

### INTRODUCTION

**The problem formulation.** The quality of the training of specialists in the modern education system is determined by the level of formation of professional competences in them, which ensures the ability to quickly adapt to changing working conditions, continuous self-education, and effective professional activity in general. The competence-based educational paradigm is provided by the content of educational components, which necessitates its transformation and consideration through the specified prism. Relying on the normative foundation of functioning of the Ukrainian language as a state language in general and in the educational field in particular, competence-oriented language and speech training of future specialists in pedagogy becomes especially relevant, since their professional activity is characterized by multifacetedness, dynamics, non-standard situations, a high level of responsibility, constant information and technological changes that require the formation of a number of language, speech, and professional competences to solve pedagogical tasks of linguistic, theoretical, speech, and practical direction.

**Analysis of scientific research.** An effective means of solving the profession-oriented language and speech problem in higher education institutions of Ukraine is the academic discipline Ukrainian Language for Professional Purposes. The boundaries of the scientific interests of the methodology of teaching Ukrainian Language for Professional Purposes have significantly expanded since 2010, that is, during the period of establishment and the beginning of the intra-systemic development of the academic discipline (Humeniuk, 2022). They have both covered the peculiarities of pedagogical activity regarding the formation of professional speech skills or the culture of business communication and collectively formed the conceptual foundations of teaching Ukrainian Language for Professional Purposes, in particular: O. Hrydzhuk, I. Drozdova, V. Dubichynskyi, L. Vasenko, O. Bondarets, N. Piast, K. Klymova, S. Tovkailo, and others have researched the communication and activity-based approach to teaching Ukrainian Language for Professional Purposes according to students' future professional activities; A. Yaremko, V. Kotsar, S. Shevalie, S. Shumovetska, N. Holiarnyk, N. Makohonchuk, and others have revealed the principles of activation, differentiation, and individualization of education by means of modern information technology; N. Yelnikova, N. Didenko, H. Bryl, I. Drozdova, O. Hrydzhuk, V. Kalinkin, M. Liashchenko, and others have outlined directions for the implementation of the competence-based educational paradigm in the process of teaching the educational course; S. Shyika, M. Tyshkovets, T. Hromko, O. Medviedieva, A. Sokolova, and others have defined students' educational independence as a necessary component of professional competence; T. Mishenina, K. Kachailo, I. Miahkota, O. Saifulina, T. Leshchenko, I. Samoilenko, and others have highlighted the peculiarities of using innovative teaching technologies during Ukrainian Language for Professional Purposes classes; H. Hamova has worked on the theoretical aspects of applying the achievements of pragmalinguistics in the context of forming the content of teaching Ukrainian Language for Professional Purposes.

The specified areas of theoretical and methodological developments have created the basis for conducting experimental studies and building methodical systems that have comprehensively revealed various aspects of the



process of teaching Ukrainian Language for Professional Purposes at Ukrainian institutions of higher education: N. Kostrytsia, V. Borysenko – formation of the professional speech competence of economics students (Kostrytsia, 2002; Borysenko, 2010); I. Drozdova – a methodical system for the development of Ukrainian professional speech of students at higher education institutions of a non-philological profile (Drozdova, 2011); O. Hrydzhuk – methods of forming the linguistic and communicative competence of future specialists in forestry specialties (Hrydzhuk, 2018); I. Humeniuk – a methodical system of teaching Ukrainian Language for Professional Purposes students at pedagogical institutions of higher education (Humeniuk, 2022).

Thus, the analysis of the information space of the problem has proven that the main components of the competence paradigm of Ukrainian Language for Professional Purposes have received proper coverage in scientific literature. At the same time, the dynamics of socio-political transformations lead to significant changes in the educational sector and the need to revise the competence paradigm of educational components.

### **AIM AND TASKS RESEARCH**

The aim of the research is to analyze the competence paradigm of the academic discipline Ukrainian Language for Professional Purposes through the prism of peculiarities of training pedagogy specialists.

We believe that the goal of the research can be achieved by completing such tasks:

- 1) a detailed analysis of the scientific information space regarding the coverage of the methodical aspects of implementing the linguodidactic competence paradigm in the context of the academic discipline;
- 2) arranging the components of the competence paradigm of Ukrainian Language for Professional Purposes according to the frequency of their coverage in works by modern scientists;
- 3) establishing compliance of the components of the competence paradigm of Ukrainian Language for Professional Purposes with the Standard of Higher Education in specialty 013 Primary Education for the first (bachelor) level of higher education, as well as the educational and professional program Primary Education.

### **RESEARCH METHODS**

The specifics of the research have necessitated using a complex of theoretical, empirical, visual and graphic methods. To establish the coverage frequency of the competence paradigm components of the academic discipline (tasks 1 and 2 of the study), the methods of scientific sources analysis, synthesis, generalization, abstraction, and comparison have been used. In order to fulfill the third task of the research, the methods of observation, self-observation, comparison, and description have been applied. Visual methods (diagram construction) have been used to form a synthesized idea of the research results.

### **RESULTS OF THE RESEARCH**

Identification of competences in the content of academic disciplines determines the guidelines for selection of those exact areas of gaining experience that are most significant for the formation of students' value orientations and that will be implemented in their professional activity. The competence paradigm of Ukrainian Language for Professional Purposes as a grouping of professional competences that determine the goal and final result of education is not an absolutely stable formation. It is subject to the main synergistic principles, which include instability, nonlinearity, non-closure, dynamic hierarchy, and observability, and can undergo changes under the influence of social demand and global trends.

During the study of the competence paradigm of Ukrainian Language for Professional Purposes in the context of training pedagogy specialists, 24 of its components have been singled out and analyzed, taking into account hierarchical subordination and compliance with the educational and professional program Primary Education. The structure of the competence paradigm of the academic discipline includes the general scientific competence, which covers the research and instrumental competences as structural components; the entrepreneurial, editorial, terminological, and documentary competences; the discursive competence and its components (the communicative (linguistic (phonological, orthoepic, orthographic, lexical, grammatical, stylistic, phraseological), sociolinguistic (ethnolinguistic, cultural), and pragmatic (micropragmatic, macropragmatic, megapragmatic) competences) (Humeniuk, 2019). Each competence has been analyzed from the point of view of the prospects for its formation during lectures and practical classes, as well as the implementation of a system of independent work on Ukrainian Language for Professional Purposes (Humeniuk, 2022).

Since the implementation of the content and procedural components of the methodical system of teaching Ukrainian Language for Professional Purposes takes into account a wide range of discourses including pedagogical, scientific, publicizing, administrative, national identity, business communication, rhetorical, documentary, etc., the prospects for transformation of the competence paradigm are determined by the possibilities of applying relevant educational forms, methods and means for their support. Let us analyze the scientific information space regarding the coverage of the methodical aspects of implementing the linguodidactic competence paradigm in the context of the academic discipline.

The chronological boundaries of the study correspond to the period of existence of the academic discipline Ukrainian Language for Professional Purposes (with variable names): 1989-2023. The research material consists of scientific publications studying the methodical aspects of teaching, which are organized in the Chronological Bibliographic Index of Works on Ukrainian Language for Professional Purposes in Scientific Publications of the Late 20th - early 21st Centuries (Humeniuk, 2021), as well as the results of the 2022-2023 research into the information space of the problem.

It should be noted that the first scientific publication studying the possibilities of forming a certain competence during Ukrainian Language for Professional Purposes was published in 2004. I. Klymenko, relying on the language concept adopted in Ukraine, considers the speech competence to be a component of the communicative competence along with





the language and sociocultural ones. The author interprets this concept as “the maturity of the ability to use oral and written literary language and the richness of its expressive means depending on the goals and tasks of the speech and public life” (Klymenko, 2004). At the same time, the publication pays considerable attention to the methods of teaching abstracting, which has lost its relevance in modern conditions.

Despite the fact that the speech competence is considered to be a component of the communicative competence, the research into the peculiarities of its formation in the context of the academic discipline preceded the studies of the communicative competence, the first of which appeared in 2008. This situation, in our opinion, indicates the tendency of the program-based direction of the academic discipline at that period, namely improving business speech of representatives of various industries. The need to increase the linguistic literacy of future specialists, i.e. the formation of their language competence in the process of studying Ukrainian Language for Professional Purposes, was paid attention to even later: in 2011, in an article by M. Liashchenko (Liashchenko, 2011). In general, during the period under investigation, 22 studies on the specifics of forming the communicative competence in the context of the academic discipline, 19 on the speech competence, and 14 on the language competence have been detected in the scientific information space.

It is worth mentioning that out of the components of the language (linguistic) competence, researchers have paid some attention only to the lexical (4 works) and stylistic (1 work) competences. Such components of the language competence as the phonological, orthoepic, orthographic, grammatical, and phraseological competences still remain unexplored.

Since 2012, increased research attention has been paid to the formation of the terminological competence of future specialists in various specialties, in particular: political science, agricultural industry (2012), technical specialties (2013), jurisprudence (2013, 2022), construction and civil engineering (2015, 2021), economics (2015), philology (2016), pharmaceuticals (2021), pedagogy (2014, 2016, 2018), and medicine (2023). In total, 11 publications on the problems of forming students' terminological competence have been found in the scientific information space. In order to arrange the components of the competence paradigm of Ukrainian Language for Professional Purposes according to the frequency of their coverage in works by modern scientists, a diagram has been constructed (Figure 1).

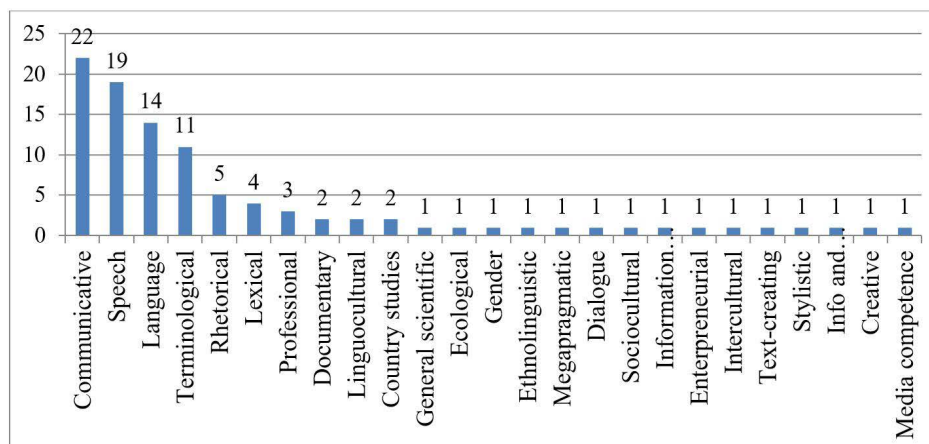


Figure 1. The coverage frequency of the competence paradigm components of Ukrainian Language for Professional Purposes in works by modern scientists

As can be seen from Figure 1, in the context of Ukrainian Language for Professional Purposes, teachers find it possible to form students' rhetorical competence, and such studies belong to the newest (since 2021). M. Kovalyk considers this realistic if the “Rhetoric” section is provided in the specified educational component. Defining the rhetorical competence as “a set of theoretical and practical knowledge and skills to build effective and optimal communication according to the speech situation, which is an impetus to the implementation of one's own rhetorical resources and shows readiness to carry out professional activity,” the researcher proposes following a 4-stage structure of practical classes aimed at the development of rhetorical skills (Kovalyk, 2021). N. Didenko emphasizes the necessity of updating the methodical system of forming the rhetorical competence of higher education students during the study of Ukrainian Language for Professional Purposes. The scientist examines the main approaches to the formation of students' rhetorical competence during distance learning: competence-based, systemic, humanistic, communicative, activity-oriented, and contextual. At the same time, the author considers the webinar to be an effective form of implementation of rhetorical events, identifying a list of convenient educational platforms for its conduct: MyOwnConference, FreeConferenceCall.com, Microsoft Teams, Webex, and Google Hangouts, as well as applications of telecommunication systems Skype, Viber, Telegram, Instagram, Facebook, and YouTube (Didenko, 2022).

We consider the issue of forming students' linguocultural competence in the context of Ukrainian Language for Professional Purposes to be promising for linguodidactic research, since the relationship between the language and the culture of the people can be revealed during consideration of the issues of “Language and Speech, their Functions,” “The Concept of the Ukrainian National and Ukrainian Literary Languages,” and “Functional Styles of the Modern Ukrainian Language.” According to I. Davydchenko, “the linguocultural competence is implemented in the knowledge



of the material and spiritual culture, the historical development of the Ukrainian nation, folklore, traditions, customs and rites of the native people, as well as in the ability to use cultural knowledge in professional activity” (Davydchenko, 2015). Research in this direction is extremely relevant in modern realities, but we observe an insufficient number of it in the scientific information space.

In the content of Ukrainian Language for Professional Purposes, researchers see potential for the formation of the country studies competence. Analyzing the interpretations of this concept available in scientific works, we summarize that in their essence they are consistent with the definition of the ethnolinguistic competence. According to O. Romanova, “with the help of linguistic, country study, and ethnolinguistic material, it is possible to form the country study competence” (Romanova, 2014). Updating applied ethnolinguistic aspects in the content of the educational component of Ukrainian Language for Professional Purposes contributes to a deeper understanding of the functions of the native language in the life of the ethnic group and an individual, the awareness of the interrelationships between the language and culture of the nation, and the specifics of intercultural communication, i.e. the formation of the ethnolinguistic competence of future specialists in pedagogy (Humeniuk, 2016).

The methodical aspect of forming the ecological, gender, and media competences in the context of teaching Ukrainian Language for Professional Purposes is new and understudied in linguodidactics. The appearance of such scientific investigations indicates a significant expansion of the competence paradigm of the specified academic discipline. If the formation of the ecological competence is based on the content, the textual basis of Ukrainian Language for Professional Purposes and can relate to both the environment and the ecology of the language, then gender in linguistics covers the general communicative behavior of men and women and therefore strategies and tactics of communication, lexical, syntactic, phonic, and other speech features of representatives of both sexes. O. Chuieshkova singles out the following elements of the educational component: “problems of gender linguistics; gender biases common to all languages; the role of gender in creating a linguistic picture of the world; linguistic sexism or discriminatory representation of genders in language; gendered reading of texts; gender aspect of modern language policy; gender culture of speech; linguistic aspect of gender stereotypes in texts; “male” and “female” language; images of men and women in linguistic consciousness; gender aspects of professional communication; gender specifics of intercultural communication” (Chuieshkova, 2013). The author focuses on the problems of linguistic sexism, including those that have already been resolved in the 2019 edition of Ukrainian Spelling. For example, the use of feminine forms in the names of positions, titles, scientific degrees, etc. Today, such a technique can be used to illustrate how language changes and adapts to social demands. According to the researcher, the concealed curriculum has a significant impact on students’ gender competence, which is indirectly manifested in the teacher’s manner of communication, the selection of tasks for each topic, and the general atmosphere in the class.

In the research process, the dynamics of the study of the competence paradigm of Ukrainian Language for Professional Purposes have been traced in the chronological aspect, which is shown in Figure 2.

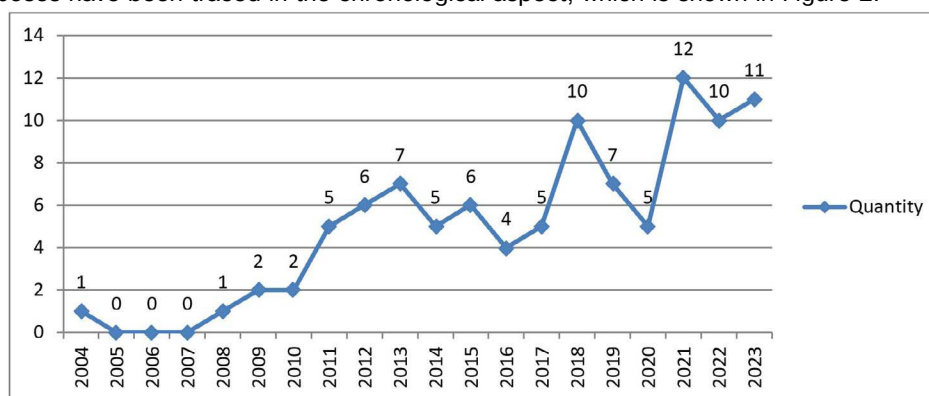


Figure 2. The dynamics of research into the competence paradigm components of Ukrainian Language for Professional Purposes

As we can see from Figure 2, a significant increase in the dynamics of scientific research into the problems of implementing the linguodidactic competence paradigm in the context of the academic discipline began in 2018 and has remained relatively stable in terms of quantitative indicators to this day. From our perspective, this trend is due to the radical transformations in the educational system of Ukraine during this period, the updates of the educational regulatory framework, and the reflection of the competence paradigm in it. We are convinced that the development of the methods of teaching Ukrainian Language for Professional Purposes as a section of Ukrainian linguodidactics will be marked by further expansion of the field of scientific research, particularly on the specifics of the formation of the cross-disciplinary, visual, emotional and ethical, aesthetic, logical, reflexive, prognostic, project, phonological, orthoepic, orthographic, grammatical, and phraseological competences. Each of the competences provides general or specialized competences specified in the Higher Education Standard in specialty 013 Primary Education for the first (bachelor) level of higher education, as well as relevant educational and professional programs.



## CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, the analysis of the competence paradigm of the academic discipline Ukrainian Language for Professional Purposes through the prism of the peculiarities of training pedagogy specialists has testified to its transformation in the direction of expansion. In the scientific information space, the emergence of scientific research on a number of new competences, which collectively form a competitive primary education specialist, has been recorded. The methodical aspects of forming the media competence, project, rhetorical, ethical, intercultural, reflexive, prognostic, aesthetic, visual, and other competences of students of higher pedagogical education in the context of Ukrainian Language for Professional Purposes constitute prospects for further scientific research.

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## **ІНСТИТУЦІЙНИЙ АУДИТ ЯК ВАЖЛИВИЙ ІНСТРУМЕНТ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ**

**Анотація.** У статті висвітлено проблему імплементації ефективної моделі забезпечення якості освіти в закладах загальної середньої освіти, що базується на поєднанні механізмів зовнішнього оцінювання діяльності закладу освіти та процедур самооцінювання результатів його функціонування. Зроблено акцент на необхідності проведення інституційного аудиту закладів загальної середньої освіти як необхідного складника системи зовнішнього оцінювання освітніх і управлінських процесів закладу освіти та внутрішньої системи забезпечення якості освіти, а також перевірки дотримання закладом освіти вимог законодавства у сфері освіти. Розглянуто законодавче трактування якості освіти та складників системи забезпечення якості освіти, а також інституційного аудиту як однієї із компонентів зовнішньої перевірки та оцінювання якості загальної середньої освіти, результатом якого є ефективне функціонування і сталий розвиток закладу освіти. Розкрито сутність інституційного аудиту й визначено процедуру його проведення в закладах загальної середньої освіти. Зауважено, що інституційний аудит проводиться Державною службою якості освіти України та її територіальними органами в межах своїх повноважень, відповідно до спеціально розроблених процедур за чітко визначеним переліком напрямів, вимог, критеріїв та індикаторів оцінювання. Розглянуто основні напрями проведення інституційного аудиту в закладах загальної середньої освіти. Підкреслено пріоритетність побудови сучасного інституційного аудиту на засадах інноваційності, прозорості, відкритості, високої якості, незалежності, та партнерства з іншими освітніми закладами, що є необхідною умовою забезпечення якості надання освітніх послуг у закладах загальної середньої освіти й запорукою ефективного розвитку освітньої сфери в Україні.

**Ключові слова:** інституційний аудит, якість освіти, освітні й управлінські процеси, оцінювання, перевірка, заклад освіти, загальна середня освіта.

## **INSTITUTIONAL AUDIT AS A KEY INSTRUMENT FOR ENSURING THE QUALITY OF EDUCATION**

**Abstract.** The article highlights the problem of implementing an effective model of quality assurance in general secondary education institutions, based on a combination of mechanisms for external evaluation of the activities of an educational institution and procedures for self-assessment of the results of its functioning. The emphasis is placed on the need to conduct an institutional audit of general secondary education institutions as a necessary component of the system of external evaluation of educational and management processes of an educational institution and the internal system of quality assurance for education, as well as verification of compliance by an educational institution with the requirements of legislation in the field of education. The legislative interpretation of the quality of education and the components of the quality assurance system, as well as institutional audit as one of the components of external verification and assessment of the quality of general secondary education, which results in the effective functioning and sustainable development of an educational institution, is considered. The article reveals the essence of institutional audit and defines the procedure for its conduct in general secondary education institutions. It is noted that the institutional audit is carried out by the Ukrainian State Education Quality Service and its territorial bodies within their powers, in accordance with specially developed procedures according to a clearly defined list of areas, requirements, criteria and evaluation indicators. The main directions of institutional audit in general secondary education institutions are considered. The priorities of building a modern institutional audit on the basis of innovation, transparency, openness, high quality, independence, and partnership with other educational institutions are emphasized, which is a prerequisite for ensuring the quality of educational services in general secondary education institutions and a guarantee of effective development of the educational sector in Ukraine.

**Keywords:** institutional audit, quality of education, educational and management processes, assessment, inspection, educational institution, general secondary education.

### **INTRODUCTION**

**The problem formulation.** The current stage of society's development and the challenges facing our country demonstrate the growing need for citizens to obtain quality education and expand the range of competencies necessary to ensure an adequate level of life in modern society. The quality of education is a basic category that plays a key role in reforming Ukrainian society. It is an integral part of the social function of public administration, which





considers education as one of the components of the mechanism of social reproduction of the population by creating conditions for the development and creative self-realization of every Ukrainian citizen who is able to work and learn effectively throughout life, providing a social environment that generates the need for quality education for citizens and provides opportunities for its acquisition (Bulba V., 2012, p. 293).

The education sector is multifaceted in nature, and the education services market is constantly facing challenges that necessitate finding new ways to improve the functioning of this sector. The changes taking place in the field of education, in particular, general secondary education, require not only updated management methods and technologies to ensure the quality of education, but also new approaches to the verification and evaluation of educational and management processes. It is undeniable that various mechanisms for ensuring the proper quality of education and procedures for evaluating the results achieved should be aimed at stimulating and improving pedagogical activity and developing an effective model of the educational institution. Accordingly, one of the conditions for the successful functioning of the education system at all levels – from the national to the institutional – is the creation of a reliable mechanism for evaluating and analyzing the results achieved in order to take them into account when developing a strategy for the development of the educational system and eliminating the identified shortcomings (Lukina T., 2023, p. 62). One of these effective tools for ensuring the quality of general secondary education and improving the mechanisms of functioning of educational institutions is institutional audit.

**Analysis of recent research and publications.** In the last few years, the problem of institutional audit as a mechanism for evaluating the educational and management processes of an educational institution, which results in improving the quality of its functioning, has received considerable attention from the educational and scientific community. The study of this problem is primarily related to the search for the most rational tools for ensuring the quality of education, the need to develop effective mechanisms for evaluating the results of the functioning of educational institutions (Lukina T., 2020; Krasivskiy O., Forkutsa O., 2021; Ilich L., Akilina O., Panchenko A., 2023). Modern scientific developments confirm the fact that the greatest effect in achieving better results in the quality of education is provided by those models of evaluation and control of educational activities of an educational institution that are based on a combination of external verification systems (institutional audit) and internal assessment (self-assessment) of the quality of education (Hromovi V, 2019; Hrechanyk O., Hryhorash V., 2019; Dudka T., 2020; Bobrovskiy M., Horbachov S., Zaplotynska O., Linnik O., 2021; Drobin A., Kurlova O., 2022; Lukina T., 2023). Foreign scientists focus on issues related to finding a balance between external and internal assessments of the quality of educational and management processes of an educational institution and the conditions for improving its activities and efficiency (Blok N, Slegers P., Karsten S., 2008; Ehren M., Shackleton N., 2015; Ehren M., Baxter J., 2020; Brown M., Gardezi S., Blanco L., Simeonova R., Parvanova Y., McNamara G., O'Hara J., Kechri Z., 2021). Simultaneously, it should be noted that the outlined issues have not received multidimensional coverage in scientific research, and successful practices of internal and external assessment of the quality of functioning within general secondary education institutions in the form of institutional audit require further study and adaptation to modern realities.

**AIM AND TASKS RESEARCH** – to investigate the essence of institutional audit as one of the most important components of the education quality assurance system, to outline the main directions and procedures for conducting institutional audit of general secondary education institutions and to determine the prospects for its use as a tool for assessing the educational and management processes of an educational institution and the internal system of education quality assurance, and to verify compliance by an educational institution with the requirements of the legislation in the field of education.

**RESEARCH METHODS:** to accomplish the objectives of the article, the methods of theoretical analysis, study of scientific literature and regulatory documents on the selected research problem, systematization, comparison and generalization of research results and pedagogical experience were used to determine the relevance of the problem of institutional audit as a tool for ensuring the quality of education, to identify the essential features and components of the subject of scientific research, to combine them into a holistic phenomenon and to formulate reasonable conclusions.

### RESULTS OF THE RESEARCH

The educational sphere development is largely determined by the quality of educational services, as well as the implementation of educational services on the basis of democracy, respect for representatives of other nations and cultures, national consciousness and humanism, as defined by the Ukrainian Constitution (The Ukrainian Constitution, 1996). Global trends in changes in the socio-economic and socio-political organization of society due to the rapid development of science, technology, and engineering have significantly affected the potential of our country to ensure its competitiveness and the dynamics of social progress. Consequently, there is an urgent need for changes in the social, economic and industrial spheres that form a social order for the level of education of Ukrainian citizens as a result of receiving quality education (Drobin A., Kurlova O., 2022, p. 54).

The issue of ensuring the quality of education in Ukraine is related to the general guidelines for improving the education system at all levels and is regulated by the legislative framework, which is based on the Law of Ukraine «On Education» (2017). This document defines the quality of education as «the compliance of learning outcomes with the requirements established by law, the relevant education standard and/or the contract for the provision of educational services», and the quality of educational activities as «the level of organization, provision and implementation of the educational process which ensures that individuals receive a quality education and meets the requirements established



by law and/or the contract for the provision of educational services» (On Education, 2017). The quality assurance system includes the following components: a quality assurance system in educational institutions (internal quality assurance system); an external quality assurance system; a quality assurance system in the activities of governing bodies and institutions that provide external quality assurance of education (On Education, 2017).

The Government, responding to significant changes in the social demand for education, has developed the Concept of Implementation of the State Policy in the Field of General Secondary Education Reform «New Ukrainian School» for the period up to 2029, which reflects the necessary steps in reforming and modernizing the education system in order to improve its quality (Concept, 2016). The implementation of the Concept determined the need to monitor and evaluate the effectiveness of educational and management activities of educational institutions, which was reflected in the legislative acts regulating institutional audit. This became the starting point in the process of creating a quality assurance system for education and academic activities in general secondary establishments.

Ensuring quality services in the field of general secondary education is implemented through institutional audit as one of the most important components of the system of external quality assurance of education. Its purpose, tasks, content, order and procedure are regulated by a number of legal acts, including the Law of Ukraine «On Education» (2017), the Law of Ukraine «On General Secondary Education» (2020), and the Procedure for Conducting Institutional Audits of General Secondary Education Institutions (2019). In accordance with the Law of Ukraine «On Education» (2017), institutional audit should be understood as «a comprehensive external audit and evaluation of the educational and management processes of an institution of education that ensure its effective operation and sustainable development» (On Education, 2017). At the same time, its purpose is to assess the quality of educational activities of an educational institution and to determine recommendations to the founder and general secondary education institution to improve the quality of educational activities and the internal system of quality assurance, as well as to bring educational and management processes in line with the requirements of the law (On General Secondary Education, 2020).

Institutional audit is a process of external evaluation of general secondary education institutions, which involves the study of management and educational processes taking place in them, and is designed to help these institutions develop on the basis of innovation, high quality, transparency and partnership with other educational institutions. The mechanisms of institutional audit are regulated by statutory documents, in particular, the Procedure for Conducting Institutional Audit of General Secondary Education Institutions (2019), which defines the procedure and peculiarities of conducting institutional audit of general secondary education institutions in Ukraine. Pursuant to this regulatory act, the procedure for conducting an institutional audit involves assessing the educational and management processes of an educational institution and the internal system of quality assurance in the field of general secondary education, as well as verifying that the educational institution meets the requirements of the legislation in the field of education (Procedure for Conducting Institutional Audit, 2019) (Fig. 1).

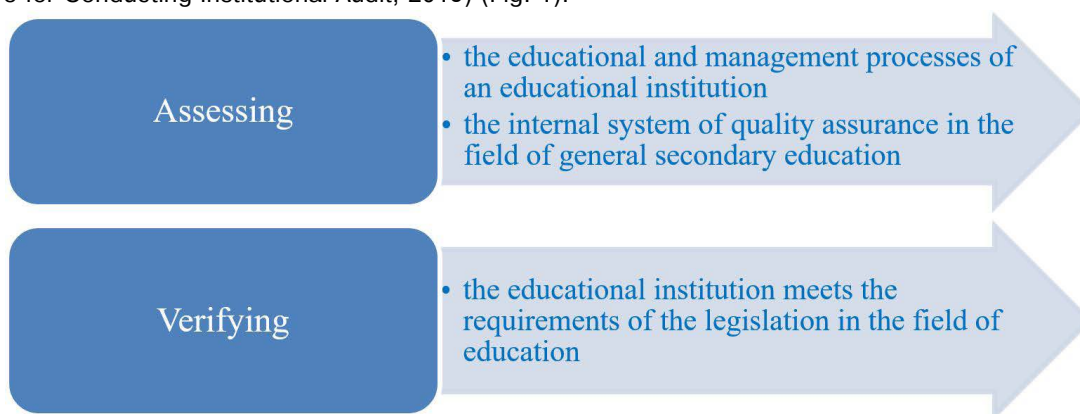


Figure 1. Procedure for conducting an institutional audit of general secondary education institutions

Institutional audit as a comprehensive external inspection and evaluation of the educational and management processes of a general secondary education institution that ensure its effective operation and sustainable development is conducted by the State Education Quality Service of Ukraine and its territorial bodies within its powers, in accordance with a specially developed procedure according to a specific list of areas, requirements, criteria and evaluation indicators. In particular, the evaluation of educational and management processes of a general secondary education institution and the internal quality assurance system is conducted in the following areas: educational environment of the educational institution; system of assessment of student learning outcomes; pedagogical activities of teaching staff of the educational institution; management processes of the educational institution (Procedure for Conducting Institutional Audit, 2019) (Fig. 2).

In the framework of this research, we will clarify the requirements for the organization of educational and management processes of an educational institution and the internal system of quality assurance in each of these areas:



- The educational environment of an educational institution: ensuring healthy, comfortable and safe learning (working) conditions; creating an educational environment free from any form of violence and discrimination; creating an inclusive, developing and motivating educational space.
- Student assessment system: the existence of a student assessment system that ensures fair, impartial, objective and honest assessment; systematic tracking of student learning outcomes and support in the educational process; the focus of the assessment system on developing students' responsibility for their learning outcomes and ability to self-assess.
- Pedagogical activity of pedagogical staff at educational institutions: effectiveness of planning by pedagogical staff of their activities, use of modern educational approaches to the organization of the educational process in order to form key competencies of students; continuous improvement of the level of professional capacity and skills of pedagogical staff; establishment of cooperation with students, their parents or other legal representatives, employees of educational institutions; organization of pedagogical activity on the basis of academic integrity.
- Management processes of an educational institution: availability of a strategy and planning system for the institution's activities, monitoring of the implementation of goals and objectives; formation of relations of trust, transparency, and compliance with ethical standards; effectiveness of personnel policy and provision of opportunities for professional development of teaching staff; organization of the educational process on the basis of human-centeredness, management decision-making based on constructive cooperation of participants in the educational process, interaction of the educational institution with the local community; formation and implementation of the academic integrity policy.



*Figure 2. Areas evaluation of educational and management processes of a general secondary education institution and the internal quality assurance system*

Each of the areas of assessment of the educational and management processes of the educational institution and the internal system of quality assurance is carried out in accordance with the criteria and indicators defined by the Procedure for Conducting Institutional Audits of General Secondary Education Institutions (2019), which are used by experts during the institutional audit. To conduct an institutional audit in an educational institution, the State Service of Education Quality and its territorial body creates an expert group consisting of employees of the Service and/or its territorial body, as well as experts – pedagogical staff who have been certified and/or have the highest qualification category, heads of educational institutions that have undergone an institutional audit, as well as other specialists in the field of general secondary education (Procedure for Conducting an Institutional Audit, 2019).

As evidenced by the results of comprehensive external audits conducted by the State Education Quality Service and its territorial bodies, institutional audit has become a key tool not only for assessing the performance of general secondary education institutions in Ukraine, but also for strengthening and developing them. This process replaced the certification of educational institutions and has proven to be a powerful tool in ensuring quality education. Based on the results of the assessment, educational institutions receive conclusions and recommendations for improving the internal quality assurance system, which help to bring management and educational processes in line with the requirements of the current legislation in the field of general secondary education, as well as to identify key vectors for further development of the educational institution. The generalized results of the institutional audit in 2020-2022 are publicly available on the website of the State Education Quality Service (Analytical Report on the Results of Institutional Audits 2020-2021, 2021; Report on the Results of Institutional Audits in 2022, 2022).

With the beginning of russia's full-scale invasion of Ukraine, the institutional audit was suspended. However, this temporary pause does not mean stagnation in the field of education. The state's educational policy and the activities



of the educational community will continue to focus on creating the necessary conditions for providing students with quality educational services. Due to the impossibility of implementing state supervision measures during the martial law regime, the activities of the State Education Quality Service are now aimed at assisting all participants in the educational process, heads of general secondary education institutions and local education authorities in the context of the challenges and threats facing the education system today, in particular, the peculiarities of organizing the educational process, improving the quality of educational activities and improving the internal system of quality assurance.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In contemporary conditions, auditing the effectiveness of educational institutions is relevant in terms of competitiveness and the importance of developing strategic decisions on the development of educational activities and building an internal system of quality assurance. Institutional audit is an external assessment of the processes taking place in an educational institution. It ensures sustainable development and effective operation of an educational institution on the basis of innovation, transparency, high quality, culture and partnership with other educational institutions, contributes to improving the quality of general secondary education and increasing public confidence in education in general. Institutional audit is designed to identify the level of compliance of the quality of educational and management processes of a general secondary education institution with the final results and, as a result, social and economic efficiency.

Prospects for further research are associated with the study of experience and generalization of the results of institutional audit in general secondary education institutions, research of the most optimal conditions and mechanisms for ensuring the quality of education under martial law.

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## ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ КОНЦЕПЦІЇ УПРАВЛІННЯ ПРОФЕСІЙНИМ РОЗВИТКОМ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ КОМУНАЛЬНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ

**Анотація.** Стаття присвячена проблемі розробки та теоретичному обґрунтуванню авторського бачення концепції управління професійним розвитком науково-педагогічних працівників комунального закладу вищої освіти. Аналіз науково-педагогічної літератури уможливив виявити важливі положення, які враховані в процесі розробки концепції.

Визначено мету концепції, що полягає в удосконаленні системи ефективного управління професійним розвитком науково-педагогічних працівників для сталого розвитку комунального закладу вищої освіти та кореляції із цілями освіти регіону. Сформовано завдання, реалізація яких дасть змогу досягти головної мети: випереджувальний характер сталого професійного зростання науково-педагогічних працівників; пріоритетні напрями підвищення ефективності управлінської діяльності; розширення можливостей для професійного зростання; створення організаційно-педагогічних умов. Автором визначено напрями та етапи (підготовчий, планування та проєктування, впровадження, верифікація концепції) впровадження концепції управління професійним розвитком науково-педагогічних працівників комунального закладу вищої освіти за сучасних умов.

Висвітлено очікуваний результат реалізації концепції, що полягає в підвищенні професіоналізму науково-педагогічних працівників, забезпеченні випереджувального характеру в процесі управління професійним розвитком науково-педагогічних працівників комунального закладу вищої освіти; удосконаленні менеджменту у вищій школі тощо. Автор зазначає про можливі ризики, які можуть виникати в процесі впровадження розробленої концепції в зміст освіти комунальних закладів вищої освіти, серед яких: зниження мотивації науково-педагогічних працівників до професійного зростання; невідповідність способів підвищення кваліфікації особистісним та професійним запитам фахівців; непередбачений вплив зовнішніх чинників на процес управління професійним розвитком науково-педагогічних працівників на державному та регіональному рівнях; недостатнє фінансування, забезпечення матеріально-технічної бази тощо.

**Ключові слова:** концепція, управління професійним розвитком, професійний розвиток науково-педагогічних працівників, науково-педагогічні працівники, комунальний заклад вищої освіти.

## THEORETICAL JUSTIFICATION OF THE MANAGEMENT CONCEPT OF PROFESSIONAL DEVELOPMENT OF SCIENTIFIC AND PEDAGOGICAL STAFF OF THE MUNICIPAL ESTABLISHMENT OF HIGHER EDUCATION

**Abstract.** The article is devoted to the problem of development and theoretical justification of the author's vision of the concept of managing the professional development of scientific and pedagogical workers of a municipal establishment of higher education. The analysis of scientific and pedagogical literature made it possible to identify important provisions that were taken into account when developing the concept.

The goal of the concept is determined, which consists in improving the system of effective management of professional development of scientific and pedagogical workers for the sustainable development of a municipal establishment of higher education and correlation with the educational goals of the region. Tasks have been formed, the implementation of which will allow us to achieve the main goal: anticipatory nature of the sustainable professional growth of scientific and pedagogical workers; priority directions for improving the efficiency of management activities; expanding opportunities for professional growth; creation of organizational and pedagogical conditions. The author has determined the directions and stages (preparatory, planning and design, implementation, verification of the concept) of the implementation of the concept of managing the professional development of scientific and pedagogical workers of a municipal establishment of higher education in modern conditions.



The expected result of the implementation of the concept, which consists in increasing the professionalism of scientific and pedagogical workers, ensuring proactive nature in managing the professional development of scientific and pedagogical workers of a municipal establishment of higher education, is highlighted; improvement of management in higher education, etc. The author notes the possible risks that may arise in the process of implementing the developed concept into the educational content of communal institutions of higher education, including: a decrease in the motivation of scientific and pedagogical workers for professional growth; inconsistency of methods of professional development to the personal and professional demands of specialists; the unforeseen influence of external factors on the process of managing the professional development of scientific and pedagogical workers at the state and regional levels; insufficient funding, provision of the material and technical base, etc.

**Keywords:** concept, management of professional development, professional development of scientific and pedagogical workers, scientific and pedagogical workers, municipal establishment of higher education.

## INTRODUCTION

**The problem formulation.** Reforming higher education, ensuring the competitiveness of higher education institutions in accordance with modern requirements and demands of the labor market requires a rethinking of the content of management of professional development (MPD) of scientific and pedagogical staff (NPE) of a municipal establishment of higher education (MEHE) and necessitates the development of a modern concept aimed at increasing efficiency management activity of the management of the educational institution for quality PD of each SPS. The specified concept should reflect the current changes in the development of education and science, contribute to the activation of the professional activity of SPSs, who are «capable of constant spiritual and professional growth, oriented to universal human values, work in a fast-moving intercultural environment, generate creative ideas and effectively implement them in the educational process, broadcast meaningful life activity, build an individual trajectory of professional and personal development, replenish knowledge throughout life, self-improve, self-educate» (Kharkivska, 2021, p. 56).

**Analysis of recent research and publications.** The problem of managing professional development in higher education was studied by the following modern Ukrainian scientists: L. Beztelesna, L. Kolosova, N. Lyubchenko, M. Morozova, A. Pechenyuk, E. Sokolova, E. Chernyshova. The subject of their research was managerial activity in higher education, as well as the need for continuous professional improvement of scientific and pedagogical workers. They developed models for managing the professional development of scientific and pedagogical workers in the higher education system. However, the purpose of their research was not to study the system of managing the professional development of scientific and pedagogical workers in a municipal establishment of higher education, which has its own specific features.

## RESEARCH AIM AND TASKS

The task of the unit is to justify the author's concept of managing the professional development of scientific and pedagogical workers of a municipal establishment of higher education.

## RESEARCH METHODS

To solve the task, such methods were used as: comparative and comparative analysis, systematization and generalization, extrapolation and forecasting of the content of scientific and pedagogical sources in relation to existing management concepts in accordance with the research topic.

## RESULTS OF THE RESEARCH

The concept in the scientific space has such interpretations as: «a management structure containing a general systemic representation of the ways of transition from the current position of the management object to the desired one» (Kontseptsiia. Stratehichniy menezhment, 2013); «a system of evidence for a certain position, a system of views on this or that phenomenon; way of understanding, interpretation of some phenomena; the idea of the work» (Velykyi tлумachnyi slovnyk suchasnoi movy).

L. Petrychenko rightly pointed out that the leading idea of the study of the problem of quality management of higher education is integrity, which is based on the following features: «the presence of a unified educational policy; compliance of education quality management with modern trends in management theory and practice; conformity of the education quality management structure with strategy and development tasks; consistency of activities of all participants in the management process in making decisions within their competence, based on dialogic adaptation; the presence of a clear system for ensuring the implementation of management decisions; development of democratic principles of management, increasing the independence of structural units of universities; continuous management improvement» (Petrychenko, 2014, p. 9).

T. Borova refers to the conceptual ideas of adaptive management of professional development of the SPS: «recognition of the priority of the professional development of scientific and pedagogical workers on the basis of competence; determination of the professional development of scientific and pedagogical workers of a higher educational institution based on the mutual coordination of socially significant goals with professional needs; actualization of professional development through the creation of conditions for directing the professional activity of scientific and pedagogical workers of a higher educational institution to self-organization, self-development and self-realization; promoting the self-realization of scientific and pedagogical workers of a higher educational institution through the application of technologies of adaptive management of their professional development» (Borova, 2012, p. 11).

We agree with the opinion of scientists, therefore we consider it appropriate to take into account the need to introduce innovative management technologies in order to modernize the organizational and pedagogical conditions for the



implementation of regional development, create a benevolent social and psychological atmosphere in institutions of higher education, support cultural, spiritual and professional development of the individual.

It is advisable to take into account the results of the research of H. Kravchenko when developing the concept of the MPD of the SPS MEHE: «Adaptive management of the development of the departmental system of institutes of postgraduate pedagogical education is based on the dialogic interaction of managers and scientific and pedagogical workers (supervisor - manager, manager - scientific and pedagogical worker, scientific-pedagogical worker - scientific-pedagogical worker), during which mutual coordination of their goals and specification of tasks takes place» (Kravchenko, 2016, p. 10).

Taking into account the above-mentioned positions of scientists, we note that partnership in the process of management of the SPS is a consolidating force that ensures well-established cooperation between the subjects of the educational process (management of MEHE and SPS) with the aim of efficiency and quality of the SPS PD. Such cooperation can be carried out during joint theoretical, practice-oriented scientific research, participation in the development of projects, grants aimed at solving general and regional educational problems through the involvement of, including, domestic and foreign partners.

G. Annenkova developed the concept of monitoring the quality of the professional activity of scientific and pedagogical workers of higher education institutions, the conceptual idea of which is: «positive changes in the improvement of the quality of scientific and pedagogical workers of higher education institutions can take place, first of all, due to internal restructuring in the direction of using their opportunities and development reflective and evaluation skills. That is, the external formative influence should be aimed at creating conditions and stimulation to improve the quality of the teacher's activity» (Annikova, 2016, p. 12).

Therefore, we consider it legitimate to take into account the need for «horizontal and vertical PD» in the content of the concept of management of the SPS MEHE, due to the motivation of the SPS for personal and professional self-improvement, which is aimed at achieving the sustainable development of the SPS, MEHE, the region, as well as the career growth of the specialists themselves.

In addition, the development of the concept of MPD SPS MEHE is conditioned by the need to implement ideas: ensuring the qualitative modernization of the content, technologies and management tools of the SPS PR; implementation of state and regional education development programs; an optimal combination of domestic and foreign experience with innovative, innovative approaches to solving the problem of MPD of the SPS MEHE; implementation of areas of professional development of the educational institution's personnel potential, taking into account the needs of the region.

N. Bilyk in her doctoral work «Theoretical and Methodological Principles of Management of Adaptive-Pedagogical Design of Regional Educational Systems of Teacher Training» determined that the main conceptual idea «is based on a combination of systemic, regional, project, andragogical, competence-oriented, innovative and dissemination approaches at adaptive-pedagogical design of regional educational systems for improving the qualifications of pedagogical workers and their management on the basis of modernization, mobilization, efficiency and effectiveness... Since the professional development of teachers is based on the analysis and design of the development of regional educational systems, this approach significantly shifts the functions and purposes of this area, makes it a kind of epicenter of the region's development» (Bilyk, 2016, p. 10).

Therefore, when developing the concept, it is important to take into account the current state of development of education and science in the region, the demand for personnel in highly competent SPSs, the level of socio-economic development of the territorial administrative unit, etc.

Taking into account the content of the Concept of the Development of Pedagogical Education, the purpose of which is «to improve the system of pedagogical education to create a base for the training of new generation pedagogical workers, to create conditions for the involvement of specialists of other professions in the pedagogical activity and to ensure the conditions for the formation and development of modern alternative models of continuous professional and personal development teachers» (Pro zatverdzhennia kontseptsii rozvytku pedahohichnoi osvity, 2018, p. 4). We consider it appropriate to take into account its main provisions, because it reflects the content of the general strategy for the development of educational institutions in the country, activating the problem of professional improvement of pedagogical and scientific-pedagogical workers. At the same time, it is necessary to take into account the specifics of the development program of the region and the city in which the institution is located.

Thus, the Education Development Programs of the region and the city envisage the achievement of the goal: «creating favorable conditions for the development of the human potential of the city's residents by promoting the introduction of the adult education system» (Kompleksna miska prohrama «Rozvytok osvity doroslykh v misti Melitopoli na 2021-2025 roky», p. 5); «creating conditions for an innovative model of professional development of pedagogical and scientific-pedagogical workers of the territorial community in accordance with the state policy in the field of education and current legislation and ensuring state-guaranteed (Article 51 of the Law of Ukraine «On Comprehensive General Secondary Education») access of pedagogical workers to advanced training in communal institution of postgraduate education based on innovative programs» (Kompleksna prohrama rozvytku osvity protiahom 2021-2025 rokov, p. 19); «the creation of accessible conditions for the provision of quality education, aimed at the formation of comprehensive competencies necessary for successful self-realization in society and enrichment on this basis of economic, intellectual, cultural, creative potential... for the sake of the sustainable development of Ukraine» (Oblasna prohrama rozvytku osvity Kirovohradskoi oblasti na period do 2027 roku, p. 8).





Understanding the current problems, needs and directions of development of education and science in the region of the functioning of the municipal establishment of higher education will allow to correctly identify and form the key provisions of the concept of MPD SPS MEHE.

The purpose of the author's concept is to improve the system of effective management of the SPS for the sustainable development of MEHE and to correlate the goals of the educational activity of the institution with the goals of the education of the region.

A. Prokopenko, researching the pedagogical concept of educating future teachers in the conditions of digitalization of education, found its «strategic goal - improvement of the system of higher pedagogical education of Ukraine», which is «decomposed into several goals in order to specify the tasks and their qualitative implementation to obtain specific results according to the defined goals» (Prokopenko, 2023, p. 176).

In order to fully achieve the goal, to solve the problem of the Concept of MPD SPS MEHE, it is necessary to take into account the need for the implementation of the corresponding tasks.

T. Borova formed a task for the adaptive management of the SPS: «to create conditions in a higher educational institution that will contribute to the professional development of scientific and pedagogical workers of a higher educational institution»; «to implement the principles of adaptive management of the professional development of scientific and pedagogical workers of a higher educational institution in the field of practical activity, everyday life, which will contribute to the formation of professional development competence of scientific and pedagogical workers of a higher educational institution»; «to develop the intellectual potential of the individual in the context of the competence approach, which involves the recognition of the unconditional value of each person, his right to self-development and self-realization» (Borova, 2012, p. 11). We note that the highlighted tasks reflect the adaptive management of general health care facilities, not communal health care facilities, which require taking into account the specifics of the region's development.

The concept of the development of pedagogical education contains a key task related to the PD of the SPS: «the training of scientific and scientific-pedagogical workers at a level that meets international, in particular, European requirements for doctors of philosophy, which should ensure the quality of higher pedagogical education and scientific research in the field of education ( of education, educational science)» (Pro zatverdzhennia kontseptsii rozvytku pedahohichnoi osvity, 2018, p. 10). At the same time, the content of the Concept is aimed at the general solution of the problem in the institution of higher education and does not take into account the specifics of the MPD of the SPS of the MEHE.

In accordance with the above, taking into account the peculiarities of the MPD of the SPS MEHE, we can define the tasks of this concept:

1. To ensure the anticipatory character of sustainable professional growth of the SPS.
2. Summarize the priority directions for increasing the effectiveness of the management control system.
3. To create an extensive system of opportunities for PD SPS.
4. To improve the organizational and pedagogical conditions of MPD SPS MEHE.

Solving these tasks will allow us to achieve the goal of the concept and increase the effectiveness of the management of the SPS MEHE.

Implementation of the concept of MPD SPS MEHE should be carried out in directions that require clarification.

We believe that the prognostic directions of management of the innovative development of higher education institutions can be: «change in the conceptual foundations of educational activity; modernization of elements of the educational system; ensuring constant introduction of innovations into the educational system; intensification of theoretical scientific developments and their integration into the educational process; bringing the theoretical and methodical foundations of higher education management into compliance with modern education requirements» (Kharkivska, 2012, p. 323).

Thus, the directions of the concept of management of the SPS of the MEHE are: management of the management of the SPS within the educational institution; management of PD SPS outside the educational institution; interaction of the management structures of the region and the management of MEHE; monitoring studies of the effectiveness of the MPD of the SPS MEHE; international, interregional and interuniversity cooperation, programs of exchange of scientific research. Activities in the highlighted directions will contribute to increasing the efficiency of the process of the MPD of the SPS MEHE.

It should be noted that the implementation of the provisions of the MPD Concept of the SPS MEHE is possible under the following conditions: compliance with the existing and/or amendments to the legislative framework (Laws of Ukraine: «On Education», «On Higher Education» and special laws regulating the activities of the SPS, orders, orders of the regional council, regional state administration and the Department of Science and Education of the regional state administration, etc.); development of the MEHE Charter, MEHE development strategy, provisions on the procedure for implementing the right to mobility of participants in the educational process, programs to promote the professional development of scientific and pedagogical workers, regulations on determining the rating of teachers and the work of departments based on the results of scientific, methodical and organizational work, etc.

We believe that the effectiveness of the implementation of the concept of MPD SPS MEHE will be higher if certain stages of its implementation are observed. The analysis of scientific and pedagogical sources made it possible to identify the stages:

- personnel management in institution of higher education: organizational, improvement of the management system, prospective development (according to M. Morozova (2015, p. 264));



- strategic management of higher education institutions: strategic analysis of internal and external environmental factors (SWOT analysis); strategic choice (defining the goal, formulating goals, designing); implementation of the approved management strategy (according to P. Dudko (2021, p. 15));
- adaptive management of PD SPS of higher education: definition of a professionally significant goal, analytical, planning-prognostic, executive, corrective-generalizing based on reflection (according to T. Borova (2012, p. 17));
- innovative development of the educational institution (mission of the organization, goals of the organization, analysis and evaluation of the internal and external environment, management analysis of strengths and weaknesses, analysis of strategic alternatives, strategy selection, strategy implementation, evaluation of strategy effectiveness (according to A. Kharkivska (2012, p. 285)).

Despite the fact that the stages of management proposed by the scientists are related to the SVO and PD of the SPS, they do not reflect the specifics of the management of the SPS specifically in the communal institution of higher education. In order to achieve the goal of the concept of MPD SPS MEHE, it is necessary to take into account the results of the analysis of the state of education in the region, the needs of competent SPSs, the development prospects of the region/city. We define the following stages of implementation of the Concept:

1. Preparatory: strategic analysis of internal (identification of individual requests of SPSs regarding their professional growth) and external (identification of needs for PD of SPSs by means of monitoring, systematization and generalization of the state and prospects for the development of education and science in the region, the state, analysis of existing programs and projects for the development of education ) environments.

2. Planning and design: determination of the purpose, tasks, directions and ways of the management of the SPS MEHE; development of a model of the control system of the SPS MEHE.

3. Implementation of the model of the control system of the SPS MEHE.

4. Verification of the concept of MPD SPS MEHE.

The expected result of the implementation of the concept of management control of the SPS of the MEHE is: improvement of the quality of the PD of the SPS; the positive dynamics of the SPS's administrative control; improvement of the content of activities directed to PD of the SPS and management of this process; ensuring the anticipatory nature of sustainable professional growth of the SPS; to improve the understanding by the management of MEHE of the priority directions for improving the effectiveness of the management of the SPS; the creation of an extensive system of opportunities for PD SPS; modernization of the organizational and pedagogical conditions of the MPD SPS MEHE.

At the same time, we consider it expedient to emphasize that probable risks in the implementation of the concept may be: a decrease in the motivation of SPSs for their PD; inefficient use of resources aimed at PD SPS; inconsistency of professional development programs, courses, projects, internships, etc. with the personal and professional requests of the SPS; unforeseen influence of external factors on the process of management and PD of the SPS; insufficient funding of the PD of the SPS is connected with the reduction of the corresponding article from the budget of the region, etc.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, the development of the main conceptual provisions and the concept of the management system of the SPS MEHE will allow to understand the essence and content of the management process of the management system of the SPS MEHE in order to achieve the corresponding goal - to improve the system of effective management control of the SPS for the sustainable development of the MEHE and to correlate the goals of the educational activity of the institution with the educational goals of the region.

Prospects for further research are defined in the implementation of the highlighted concept in the educational process in order to check its effectiveness.

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## **ІНТЕРНАЦІОНАЛІЗАЦІЯ ВИЩОЇ ОСВІТИ ЯК ОБ'ЄКТ ДОСЛІДЖЕННЯ УКРАЇНСЬКИМИ КОМПАРАТИВІСТАМИ**

**Анотація.** На тлі посилення глобалізації на початку XXI ст. національні системи освіти та окремі виші зіштовхнулися з явищем інтернаціоналізації. Тому закономірно, що поряд з імперативом глобалізації важливим напрямом вивчення процесів інтеграції вищої освіти став процес її інтернаціоналізації.

Мета статті – здійснити предметний синтезований аналіз відображення проблеми інтернаціоналізації вищої освіти в дослідженнях українських компаративістів другої половини 90-х рр. XX – першого десятиліття XXI ст.

Виявлено, що в українській педагогічній компаративістиці та інших галузях знань утвердилося ключове трактування інтернаціоналізації вищої освіти як однієї з найважливіших рис / характеристик / тенденцій / чинників сучасного розвитку та модернізації національних систем вищої освіти та окремих університетів. При спробі вивчення цього феномену потрапляємо в мереживо переплетення наративів зарубіжних та українських дослідників. Як нитку Аріадни реалізації цього завдання запропоновано структурований аналіз масиву наукових джерел з означеної проблеми за трьома блоками: науково-теоретичним (аналіз поняття інтернаціоналізації вищої освіти українськими авторами та наукових підходів до його вивчення); змістовно-тематичним (аналіз основних тематичних і країнознавчих аспектів вивчення інтернаціоналізації вищої освіти українськими авторами); порівняльно-аналітичним (аналіз українського дискурсу щодо співвідношення процесів глобалізації вищої освіти та інтернаціоналізації вищої освіти).

У висновках зазначено, що проблема інтернаціоналізації вищої освіти стала предметом активного вітчизняного наукового дискурсу. Його теоретичну основу становлять студії західних науковців, що переважно з'явилися в 1998–2003 рр. Під їхнім впливом в українській науці утвердилося розуміння цього феномену як складного, багатоаспектного, динамічного, суперечливого процесу, який трансформується під впливом стрімко змінюваних соціокультурних умов, але зберігає ключову ознаку – міжнародний вимір.

**Ключові слова:** інтернаціоналізація вищої освіти, глобалізація вищої освіти, українська педагогічна компаративістика, науковий дискурс, західні студії.

## **INTERNATIONALIZATION OF HIGHER EDUCATION AS A SUBJECT OF RESEARCH BY UKRAINIAN COMPARATIVISTS**

**Abstract.** Against the backdrop of increasing globalization in the early 21st century, national education systems and individual universities have encountered the phenomenon of internationalization. Consequently, alongside the imperative of globalization, the study of the integration processes of higher education has become an important direction, focusing on the process of its internationalization.

The aim of the article is to conduct a subject-synthesized analysis of how the issue of internationalization of higher education is reflected in the research of Ukrainian comparativists from the second half of the 1990s to the first decade of the 21st century.

It is identified that within Ukrainian pedagogical comparativism and other fields of knowledge, a crucial interpretation of internationalization of higher education has solidified as one of the most important features/characteristics/trends/factors of modern development and modernization of national higher education systems and individual universities. When attempting to study this phenomenon, we navigate through the intertwining narratives of foreign and Ukrainian researchers. To fulfill this task, a structured analysis of a collection of scientific sources on the specified problem is proposed, categorized into three blocks: scientific-theoretical (analysis of the concept of internationalization of higher education by Ukrainian authors and scientific approaches to its study); content-thematic (analysis of the main thematic and area-specific aspects of studying internationalization of higher education by Ukrainian authors); comparative-analytical (analysis of the Ukrainian discourse regarding the relationship between processes of globalization of higher education and internationalization of higher education).

The conclusions indicate that the issue of internationalization of higher education has become the subject of active domestic scientific discourse. Its theoretical foundation consists of studies by Western scientists, primarily appearing in the years 1998-2003. Under their influence, Ukrainian science has established an understanding of this phenomenon as a complex, multifaceted, dynamic, and contradictory process that transforms under the rapidly changing socio-cultural conditions but retains a key characteristic – an international dimension.

**Keywords:** internationalization of higher education, globalization of higher education, Ukrainian pedagogical comparativism, scientific discourse, Western studies.





## INTRODUCTION

**The problem formulation.** Against the backdrop of increasing globalization in the early 21st century, national education systems and individual universities have encountered the phenomenon of internationalization. Consequently, alongside the imperative of globalization, the second priority direction of studying integration processes became the internationalization of higher education (IHE). Within Ukrainian pedagogical comparativism and other fields of knowledge, its crucial interpretation has solidified as one of the most important features/characteristics/trends/factors of modern development and modernization of higher education (HE) and universities. When attempting to study this phenomenon, we navigate through the intertwining narratives of foreign and Ukrainian researchers. To fulfill this task, a structured analysis of this collection of scientific sources is proposed, categorized into three main blocks: scientific-theoretical, content-thematic, and comparative-analytical.

**Analysis of recent research and publications.** Ukrainian pedagogical comparativism has accumulated a significant collection of works revealing various aspects of the internationalization of higher education (V. Andrushchenko, I. Vasylenko, T. Voyetska, K. Korsak, V. Kremen, G. MacBurney, M. Myaskovsky, V. Ohnevuk, N. Pohrebnyak, A. Sbruyeva, O. Slyusarenko, L. Sokhan, O. Khomenko, and others). However, except for attempts at fragmented interpretation of this work in the introductory chapters of monographs and dissertations (N. Avshenyuk, F. Andrushkevych, A. Rzhavska, and others), a specialized historiographic analysis of it has not been carried out. This emphasizes the relevance of conducting such research.

## THE AIM AND RESEARCH TASKS

To conduct a subject-synthesized analysis of the reflection of the issue of internationalization of higher education in the research of Ukrainian comparativists from the second half of the 1990s to the first decade of the 21st century.

## RESEARCH METHODS

In the preparation of the study, methods of historiographical and terminological analysis, discourse analysis, historical-comparative analysis, and actualization were used.

## RESULTS OF THE RESEARCH

The identification of the three structural blocks mentioned above for the analysis of the achievements of Ukrainian comparativists on the issue of internationalization of higher education (IHE) is, on the one hand, conditional, as they are a priori interconnected, thus substantively overlapping. On the other hand, such an approach allows for optimal differentiation and structuring of the scientific discourse in aspects of its thematic orientation, internalization of the work of foreign scholars, and others.

The scientific-theoretical block involves analyzing the interpretation of the phenomenon of IHE by Ukrainian authors and scientific approaches to its study. In doing so, they rely on foreign scientific experience, serving as its internalizers and interpreters, proposing their own ideas and views.

Among foreign and Ukrainian scientists different views exist on the genesis, determinants, dynamics, peculiarities of dissemination, and approaches to interpreting the concept of "education internationalization." Its appearance is documented in English-language publications of the 1970s-1980s ("internationalization of education"), which can be translated into Ukrainian as "міжнародна освіта." Due to terminological ambiguity for some time (and still due to lack of awareness), studies use parallel or synonymous terms like "global education," "transnational education," "cross-cultural education." Complex profile categories are built on this basis, such as "international standard classification of education," "international and regional cooperation in education," "virtual educational institutions/universities," etc. A terminological analysis of these categories can be the subject of separate studies.

Based on lexical peculiarities and analysis of scientific studies, it is assumed that the concept of "education internationalization" emerged from the concept of "міжнародна освіта" ("international education") and transformed into a separate phenomenon under the influence of geopolitical, economic, and cultural challenges. Ukrainian researchers, relying on foreign studies, showed that the term ("international education") appeared in studies of the 1950s, spread over the next four decades, and was officially recognized by UNESCO experts in 1991. This recognition defined it as educational measures aimed at increasing awareness and respect for the ideas, cultures, and traditions of different countries and peoples, fostering cooperation based on respect for international law, justice, equality, and the preservation of peace through the study of conflict causes and their peaceful resolution. However, there were different understandings of the term ("international education") among scientists of different countries. For example, American scientists used it to denote activities, programs, and services in the fields of international research and educational exchange, while definitions like "global education," "multicultural education," and "international programs" were used interchangeably (Debych, 2019, p. 29, 31).

Based on an analysis of foreign studies, Ukrainian comparativists traced the evolution of the terms "education internationalization" and "international education": in the 1970s-1980s, they were used in parallel, but in the 1990s, the former displaced the latter, which is entrenched in the names of educational organizations and scientific institutions and publications (European Association for International Education, Institute of International Education, "Journal of International Education Research", etc.). According to M. Debych, this transition was a result of the increasing significance of the international dimension of higher education and the transformation of international activities into one of the key directions of its development (Debych, 2019, p. 32).

However, at the beginning of the 21st century, the term "education internationalization" became more relevant and began to be used primarily in relation to higher education. This was driven by the need to designate processes related to the development of international networks and consortia of universities and academic mobility: the increase in courses,



programs, and qualifications; increased attention to the development of international, global, intercultural competencies; and the spread of various forms of scientific-academic collaboration.

Considering the nature of accumulated theoretical narratives and the state and prospects of consolidating national higher education systems, the definition of internationalization of higher education (IHE) proposed by H. de Wit and F. Hunter in the "EU Study on Internationalization of higher education", prepared at the request of the European Parliament Committee on Culture and Education, is deemed acceptable and optimal. It defines IHE as a purposeful process of integrating international, intercultural, or global dimensions into the tasks, functions, and teaching methods in higher education to enhance its quality and provide meaningful contributions to society for students and university staff (EU Study on Internationalization of higher education, 2015, p. 29).

The second structural-thematic block involves clarifying the dynamics and nature of the development of the Ukrainian scientific discourse on the issue of IHE and its content, country-oriented focus, and other aspects. In defining the scientific-theoretical foundations and approaches to studying specific pedagogical issues, Ukrainian researchers continued to rely on the work of foreign scientists adapting it to the subject of their studies.

According to our analysis, a "turning point" in the Ukrainian discourse on the internationalization of higher education (IHE) occurred around 2007-2008. During this period, scientists shifted their focus from studying IHE in the context of Ukraine's entry into the Bologna Process to expanding the thematic-regional spectrum of studies. This transition was accompanied by a gradual shift from internalizing narratives of Western authors to generating original ideas in articles and, later, the emergence of comprehensive monographs and dissertations.

An example of a Euro-integrative approach to studying this issue is the section on "Internationalization of Higher Education" in the textbook "Higher Education and the Bologna Process" (Kyiv, 2007, 352 p.). The authors K. Korsak and I. Lastovchenko, defined IHE as an "extracurricular factor of global and national origin" that compels leading universities to integrate into international integration processes and compete in global education service markets. They focused on the internationalization of curricula, which manifested in the renewal of the content of disciplines according to the demands of foreign students, strengthening intercultural and interdisciplinary components, and adapting to the requirements of double degrees, among other aspects.

In the 2010s and 2020s, interconnected thematic and interdisciplinary vectors of IHE research in Ukraine became evident. Works in the philosophy of education gained significant scientific-theoretical and historiosophical importance for understanding its essence. For instance, V. Zinchenko, in the exploration "Internationalization of the Education System and Higher Education Management Reforms: The German Model" (Educational Discourse, 2016, No. 3), analyzed the German school of philosophy of education (hermeneutic historicism of H. Nohl; structural hermeneutics of E. Weniger and V. Flitner; pedagogical anthropology of H. Rota, H. Zdarsky), Rudolf Steiner's Waldorf pedagogy, and the existential-dialogical philosophy of M. Buber, among others. Zinchenko revealed the essence of the social philosophy of education as an "ideological, methodological, and interdisciplinary bridge" between sociological and educational issues in contemporary studies. According to him, the concepts of social philosophy of education hold the prospects for forming an integrated socio-humanitarian education system, social upbringing, and the development of an intellectual personality, determining the processes of internationalization and integration of higher education on a global-international scale.

The methodologically significant contribution of B. Wechter to Ukrainian science revealed that the process of internationalization of higher education (IHE) in Europe, influenced by internal and external factors, undergoes constant dynamic development at individual, academic, institutional, and national levels. A. Sbruyeva and D. Kozlov (2016) further developed this concept, conducting a structural analysis of IHE in terms of its main dimensions (global, georegional, national, institutional, individual) and recognizing corresponding goals for forming coherent spaces of higher education at these levels with appropriate strategies (introducing similar standards and normative, substantive, procedural principles) and mechanisms (coordination, monitoring, control programs, and methods).

The third comparative-analytical block we identified involves analyzing the Ukrainian discourse regarding the relationship between the concepts/processes/phenomena of globalization of higher education (GHE) and internationalization of higher education, which are considered interdependent in scientific literature. The need for a subject analysis of this issue is driven by the active attention of scientists, as evidenced by a range of representative studies (Avsheniuk, 2015; Boychenko, 2001; Klimova, 2021; Krasovska, 2011; Kurbatov, 2013; Myaskovskii, 2019; Nitenko, 2015; Sbruyeva, 2001, and others).

In this aspect, Ukrainian scientists extensively quote M. Bartell (2003), who interpreted internationalization as a comprehensive, consciously managed process that is a component of educational and research activities and the entire cultural life of the university and its subjects. They also refer to J. Mestenhauser (1998), who defined internationalization as a multidimensional educational process encompassing integrative, intercultural, interdisciplinary, comparative, technological, and global dimensions of knowledge. Thus, the international dimension of education requires not only acquiring knowledge and information but also the ability to apply them in life and the capacity for critical thinking.

It's evident that Ukrainian scientists have adopted the approach developed in foreign studies, considering the interrelation of internationalization of higher education (IHE) with the globalization process, which is seen as dominant and defining. Notably, most of these foreign studies emerged in 1998–2003. Acknowledging the objective "temporal inertia" in the dissemination of scientific knowledge, it becomes apparent that the Ukrainian scientific discourse of the 2010s–2020s is built on somewhat "outdated" concepts, given significant shifts in IHE and GHE over the past one and a half to two decades, with substantial progress in Western science on these topics.

Through a critical analysis of Western narratives, pedagogues-comparativists (Avsheniuk, 2015; Klimova, 2021; Nitenko, 2015; Sbruyeva, 2001, and others) have formulated several useful propositions and conclusions for the development of the



Ukrainian discourse. In synthesis, these propositions suggest that IHE and GHE are distinct yet closely related phenomena. Globalization is an overarching process influencing all aspects of societal life, including education. Its alignment with neoliberal political economics leads to increased competition in the market for educational services. In the context of the neoliberal globalization trend, supranational organizations like the WTO, IMF, OECD, among others, exert heightened influence, reshaping the goals and functions of education. In contrast, the foundation of IHE lies in cultural pluralism, orienting itself toward preserving universal and European values embedded in national legislative acts that define the strategies and priorities of national higher education systems. Therefore, the Bologna Process can be aptly interpreted not only as a "striking example of globalization" but also as a manifestation and outcome of internationalization.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The issue of internationalization of higher education has become a focal point in the active discourse of Ukrainian science. The theoretical foundation for this discourse was shaped by studies from Western scientists, predominantly emerged in 1998–2003. Under their influence, Ukrainian science has embraced the concept of internationalization as a complex, multi-aspect, dynamic, and paradoxical process that undergoes transformation within the rapidly changing sociocultural conditions while retaining its key feature – an international dimension.

Further studies could delve into a terminological analysis of definitions such as "global education", "transnational education", and "cross-cultural education", which Ukrainian scientists often use interchangeably or synonymously with the concept of "internationalization of higher education". This situation fails to accurately reflect the essence and peculiarities of these phenomena, offering prospects for refining conceptual clarity in the field.

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## «SOFT SKILLS» У ФОРМУВАННІ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ

**Анотація.** Статтю присвячено траєкторії розвитку «soft skills» у формуванні професійної компетентності майбутніх соціальних працівників.

На основі аналізу наукової літератури висвітлено сутність концепту «soft skills», під яким ми розуміємо сукупність професійно та соціально значущих навичок, які студенти опановують під час професійно-орієнтованого навчання у ЗВО, що забезпечує їх конкурентоспроможність у майбутній професійній діяльності.

Встановлено, що у тріаді навичок майбутнього соціального працівника: hard skills, soft skills і digital skills – soft skills є підґрунтям для ефективного засвоєння hard skills, а digital skills – спрямовувальним вектором сучасних професійних компетентностей.

Узагальнено найважливіші «soft skills» для формування професійної компетентності у майбутніх соціальних працівників, а саме:

– навички комунікації (публічні виступи, презентація, особистий бренд, самопрезентація, ведення переговорів, управління конфліктами, сторітеллінг, міжособистісне спілкування, ділова етика, професійна етика, міжкультурна компетентність, нетворкінг);

– навички управління (лідерство, командування, мотивація, управління проектами, організація/організованість, ціле покладання, орієнтація на результат, планування, тайм-менеджмент/управління ресурсами, громадська активність, наставництво/ фасилітація, контроль);

– навички особистої ефективності (емоційний інтелект, емпатія, вирішення складних ситуацій, розвиток впродовж життя, стресостійкість, швидке реагування, ефективність в умовах ризику, клієнтоорієнтованість, креативність, рефреймінг, ініціативність, інноваційність);

– навички опрацювання інформації (гнучкість мислення, критичне мислення, пошук/аналіз/синтез даних, медіа грамотність, спостереження, розсудливість, аналітичне мислення, логічність міркувань, моніторинг, тенденції у професійній сфері, опрацювання великого обсягу інформації, встановлення взаємозв'язків);

– стратегічні навички (тактичне мислення, стратегічне мислення, прийняття рішень, винахідливість, імідж, альтернативні варіанти, пріоритет, системне мислення, структурне мислення, науково-дослідне мислення, проблемно-орієнтоване мислення)

Зроблено висновок, що одним з найважливіших аспектів формування професійної компетентності майбутніх соціальних працівників є «soft skills», що дозволяє підготувати їх до роботи в інноваційних умовах жорсткої конкуренції на ринку освітніх послуг.

**Ключові слова:** «soft skills», «hard skills», соціальний працівник, компетентність, професійна компетентність, ЗВО.





## «SOFT SKILLS» IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SOCIAL WORKERS

**Abstract.** The article is devoted to the trajectory of «soft skills» development in the formation of professional competence of future social workers.

Based on the analysis of scientific literature, the essence of the concept of «soft skills» is highlighted, by which we mean a set of professionally and socially important skills that students acquire during vocationally oriented education in higher education institutions, which ensures their competitiveness in future professional activities.

It is established that in the triad of skills of the future social worker: hard skills, soft skills and digital skills - soft skills are the basis for the effective mastery of hard skills, and digital skills are the guiding vector of modern professional competencies.

The most important soft skills for the formation of professional competence in future social workers are summarized, namely:

- communication skills (public speaking, presentation, personal brand, self-presentation, negotiation, conflict management, storytelling, interpersonal communication, business ethics, professional ethics, intercultural competence, networking);

- management skills (leadership, team building, motivation, project management, organization/organization, trustworthiness, result orientation, planning, time management/resource management, civic engagement, mentoring/facilitation, supervision);

- personal effectiveness skills (emotional intelligence, empathy, solving difficult situations, lifelong development, stress resistance, quick response, effectiveness under risk, client focus, creativity, reframing, initiative, innovation);

- information processing skills (flexibility of thinking, critical thinking, data search/analysis/synthesis, media literacy, observation, prudence, analytical thinking, logical reasoning, monitoring, trends in the professional field, processing of large amounts of information, establishing relationships);

- strategic skills (tactical thinking, strategic thinking, decision-making, resourcefulness, image, alternatives, priority, systemic thinking, structural thinking, research thinking, problem-oriented thinking).

It is concluded that one of the most important aspects of the formation of professional competence of future social workers is «soft skills», which allows them to prepare for work in innovative conditions of fierce competition in the market of educational services.

**Keywords:** «soft skills», «hard skills», social worker, competence, professional competence, higher education institution.

### INTRODUCTION

**The problem formulation.** According to our research activities, until recently, higher education institutions did not pay due attention to the development of soft skills in students. The curricula were overloaded with disciplines that develop students' «hard skills» related to knowledge of special disciplines, practical training, etc. At the same time, according to domestic and foreign social work practice, in the third decade of the 21st century, modern society requires social workers to be able to interact with various groups of clients: children, adolescents, youth, the elderly or people with special needs, deviant or delinquent behavior, substance abuse, victims of violence, war, natural disasters, prisoners, etc. For this purpose, a social worker must have the skills of effective communication, conflict-free communication, self-control, empathy, listening, persuasion and decision-making, critical thinking, complex problem solving, etc., i.e., soft skills that, complementing hard skills, ensure high quality and efficiency of work.

**Analysis of recent research and publications.** The review of scientific and methodological literature has shown that at the present stage the problem of soft skills development is poorly understood. This issue has mainly been intensified in the context of training IT specialists (A. Vlasjuk, N. Dlugunovych, L. Ivanova, K. Koval, O. Skorniakova, etc.); communicative training (learning a foreign language) (I. Zaitseva, N. Hrebynyk, A. Karapetyan, etc. ), professional training of future social workers (L. Mandro, H. Mykhailyshyn, V. Stynska, etc.) Thus, the problem of the role of «soft skills» in the formation of professional competence of future social workers has not been addressed by researchers, which determines the relevance of the topic of the scientific publication.

**THE AIM AND RESEARCH TASKS** – to analyze the importance of «soft skills» in the process of forming the professional competence of future social workers.

**RESEARCH METHODS:** systematic analysis, scientific-pedagogical and special literature synthesis and generalization.

### RESULTS OF THE RESEARCH

At the present stage, quality education is considered as one of the indicators of high quality of life, a tool for social and cultural harmony, economic growth and is declared at both international and domestic levels.

Today, an important area of improving the quality of education is the competency-based approach, which means a reorientation from the process to the result of education in the activity dimension. The term «competency-based approach» refers to the focus of the educational process on the formation and development of key (basic) competencies of the future specialist's personality. Thus, the competence approach allows to shift the emphasis from the knowledge-oriented component to the acquisition of holistic experience in solving educational problems, performing key functions and social roles (Stynska V., Competence Approach, 2021, p. 140).

The concept of «professional competence» is currently at the epicenter of global thought, as it opens up qualitatively new perspectives. Professional competence is based on the idea of educating a competent person and employee who possesses not only the necessary knowledge and high moral qualities, but also knows how to act appropriately in appropriate situations and apply this knowledge.



Professional competence has an active nature of generalized skills combined with subject skills and knowledge in specific areas; it is manifested in the ability of a person to make choices based on an adequate assessment of oneself in a particular situation. A professionally competent specialist is focused on the future, anticipating changes, and is oriented towards self-education. An important feature of professional competence is that it is realized in the present, but is oriented towards the future.

The beginning of the 90s of the twentieth century, according to E. Sadovska, was marked by the emergence of a number of definitions of the essence of the category «professional competence», namely:

- a criterion of the quality of training of graduates of higher education institutions (D. Chernilevsky);
- constant updating of knowledge, mastering new information for the successful solution of professional tasks at the present time and in the given conditions (O. Kozyrina);
- a specific ability necessary for the effective use of specific activities in a particular subject area, which contains highly specialized knowledge, specific subject skills, thinking skills, as well as an understanding of responsibility for one's actions (J. Raven) (Sadovska E., 2018, p. 7–8).

To summarize, professional competence is a set of different types of competencies that are designed to ensure the ability of a university teacher to solve tasks in the professional field (Stynska V., Competence-based approach, 2021, p. 141).

Our scientific research has shown that today a social worker requires special training, because his or her activities are primarily aimed at social protection of the individual as the highest value, at maintaining and strengthening his or her moral, mental and physical health, and at all-round development. The immediate practical tasks of working in the social sphere are to improve the social well-being of a person, improve their living conditions, and ensure a decent, comfortable existence. Therefore, in view of the above, it is advisable to note that the formation of professional competence of social workers has a certain specificity. In particular, soft skills play an important role in the process of professional competence development.

According to T. Kochubey, the concept of «soft skills» is a collective term that takes into account many behaviors that help people in their professional activities, including teamwork, and contribute to successful socialization. It covers a number of universal or non-cognitive competencies. In particular, some researchers (Rana, K.) emphasize the ability of a future specialist to interact interpersonally, as well as the personal characteristics of an individual. Others (Paajanen, G.) define «soft skills» as character traits that improve a person's ability to successfully interact with others, their ability to work and contribute to the professional career of a specialist (Kochubey T., 2021).

Summarizing various approaches, the concept of «soft skills» is understood as a set of professionally and socially important skills that students acquire during vocationally oriented education in higher education institutions, which ensures their competitiveness in future professional activities (Stynska V., «Soft skills», 2021, p. 102).

In the triad of skills of a future social worker: hard skills, soft skills, and digital skills – soft skills are the basis for the effective mastery of hard skills, and digital skills are the guiding vector of modern professional competencies (Kochubey T., 2021).

The analysis of the source base showed that «soft» skills are associated with the «hard» skills. However, studies conducted at the Harvard and Stanford universities revealed that only 15% of success is provided by the level of professional skills, while the other 85% depend on the «soft skills» (What is Soft Skills?, 2017). Unlike «hard» skills, which can be acquired and developed later, «soft» skills are difficult to learn from books or simply by performing your functional duties. N. Borysenko states that these skills are not associated with particular profession, specialty or occupation, but are important for the sense of quality of life, personal and professional success, development and implementation of career strategy (Borysenko N., 2020, p. 61).

Let us consider the specifics of social soft skills. Since different types of professional activities require different groups of skills, there is no classification of soft skills and no single, consistent list of soft skills for future professionals.

As mentioned above, the group of soft skills for future specialists includes individual, communication and social skills. In particular, the list of soft skills includes such skills as: the ability to effectively implement interpersonal communications, work effectively in a team, think critically, objectively assess situations and make optimal decisions, and solve extraordinary problems.

According to Y. Drozdova and O. Dubinina, a generalized list of soft skills for future social workers to master should include communication skills; teamwork skills; time management

(time management skills); flexibility; adaptability and ability to change; leadership qualities; personal qualities (skills related to interpersonal relationships - the ability to plan and manage one's career, creative and critical thinking, emotional intelligence, ethics, honesty, patience, perseverance, self-confidence, respect for others, stress resistance) (Drozdova Y., 2020, p. 33).

In addition to social and personal «soft skills,» V. Stynska noted that L. Hrebynnyk attaches great importance to mental (creativity in solving problems, multidisciplinary thinking) and organizational (self-discipline, teamwork, presentation skills) skills (Stynska V., «Soft skills,» 2021, p. 102).

The need for future social workers to have such «soft skills» as: the ability of future social workers to quickly and effectively organize and implement relationships (both business and personal) with different people; focus on expanding the scope of interaction; desire to participate directly in collective activities; ability to positively influence people; desire to implement their own initiative, etc. is proved (Zaika V., 2021, p. 150).

The summarizing study is the work of L. Mandro, who systematized the most important «soft skills» for the formation of professional competence in future social workers, namely:



- communication skills (public speaking, presentation, personal brand, self-presentation, negotiation, conflict management, storytelling, interpersonal communication, business ethics, professional ethics, intercultural competence, networking);
- management skills (leadership, team building, motivation, project management, organization/organization, goal setting, result orientation, planning, time management/resource management, social engagement, mentoring/facilitation, supervision);
- personal effectiveness skills (emotional intelligence, empathy, handling difficult situations, lifelong learning, stress resistance, quick response, risk performance, customer focus, creativity, reframing, initiative, innovation);
- information processing skills (flexibility of thinking, critical thinking, data search/analysis/synthesis, media literacy, observation, prudence, analytical thinking, logical reasoning, monitoring, trends in the professional field, processing large amounts of information, establishing relationships);
- strategic skills (tactical thinking, strategic thinking, decision-making, ingenuity, image, alternatives, priority, systemic thinking, structural thinking, research thinking, problem-oriented thinking) (Mandro L., 2022, p. 150).

According to the researcher L. Mandro, the mechanism of forming «soft skills» of future social workers in the conditions of professional training should be aimed at developing all components of «soft skills» («Orientation to changes in the field of social work», «Operating knowledge and resources of social work», «Ensuring the effectiveness and efficiency of professional activity», «Application of communication tools in the performance of professional duties», «Management for the effectiveness of social work», «Comprehensive solution of problem situations and determining the perspective», «Impartial processing of information»), and their improvement provides the necessary professional qualities, the embodiment of abilities, the realization of values in social work (Mandro L., 2023, p. 80). Therefore, we consider the formation of professional competencies in future social workers as a specially organized process of quality training of future social workers, based on constructive social change as a value of social work, the desire for effective partnership and teamwork, opportunities to expand social work, knowledge and resource management and ensures the development of a system of soft professionally important skills of students.

#### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, one of the most important aspects of the formation of professional competence of social workers is «soft skills», which allows to prepare them to work in innovative conditions of fierce competition in the market of educational services. Prospects for further research are to study the system of training future social workers.

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## **ПРОФІЛАКТИКА НАСИЛЬСТВА НАД ЖІНКАМИ В НЕБЛАГОПОЛУЧНИХ СІМ'ЯХ**

**Анотація.** У статті авторами визначено актуальність проблеми насильства над жінками та його профілактики в неблагополучних сім'ях; розкрито заходи щодо соціальної допомоги їм та превенції ускладнення наслідків насильства у сім'ї. Уточнено зміст дефініції «неблагополуччя» сім'ї та статус, який розкрито через зв'язок з конкретною ситуацією функціонування сім'ї та її окремих членів. Схарактеризовано феномен насильства над жінками у площині фізичного, психологічного, сексуального та економічного змісту.

Виявлено та розкрито зміст першопричин насильства з точки зору ретроспективного огляду проблеми та з урахуванням думок прибічників психологічних теорій та теорій соціальної причинності. Перелічено причини неблагополуччя сімей, як-от: економічна нестабільність, безробіття, правова неграмотність, алко- та наркозалежність членів сім'ї, нерозуміння життєвих цілей й засобів їх досягнення, а також обґрунтовано їх вплив на ризик та скоєння насильства над жінками в неблагополучних сім'ях.

Акцентовано на множинності першопричин насильства та їх зумовленість сукупністю взаємопов'язаних чинників. Доведено можливість впливу одних на вирішальне значення інших у неблагополучних сім'ях.

Обґрунтовано необхідність надання фахівцями в галузі соціальної роботи, соціальними педагогами, психологами кваліфікованої допомоги жінкам, які стали жертвами домашнього насильства. Соціальний захист жінок, зокрема в неблагополучних сім'ях, у статті представлений як цілісна система соціальної профілактики, яка базується на чітко сформульованих принципах та нормативно-правових актах.

Окреслено можливості та доцільність соціальної профілактики насильства над жінками в неблагополучних сім'ях; виявлено зміст та мету її трьох рівнів: первинного, вторинного, третинного. Окреслено ресурси розвитку та вдосконалення профілактичної діяльності щодо попередження насильства над жінками в неблагополучних сім'ях.





Зроблено висновки, що ефективності соціальної роботи із жінками, які стали або потенційно можуть стати жертвами насильства, сприятиме комплекс профілактичних заходів із превенції жорстокого поводження з ними чоловіків та напружених зусиль з подолання наслідків домашнього насильства над ними в неблагополучних сім'ях.

**Ключові слова:** соціальна профілактика, неблагополучні сім'ї, соціальна робота, попередження, насильство над жінками, домашнє насильство.

## PREVENTION OF VIOLENCE AGAINST WOMEN IN DISADVANTAGED FAMILIES

**Abstract.** In the article, the authors determined the relevance of the problem of violence against women and its prevention in dysfunctional families; the ways of social assistance to them and prevention of complications of the consequences of violence in the family are revealed. The content of the definition of "disadvantage" of the family and its status, which is revealed due to the connection with the specific situation of the functioning of the family and its individual members, have been clarified. The authors also characterized the phenomenon of violence against women in terms of physical, psychological, sexual and economic content.

The content of the root causes of violence is revealed and revealed from the point of view of a retrospective review of the problem and taking into account the opinions of supporters of psychological theories and theories of social causation. The causes of family dysfunction are listed, such as economic instability, unemployment, legal illiteracy, alcohol and drug addiction of family members, lack of understanding of life goals and means of achieving them, and their impact on the risk and perpetration of violence against women in dysfunctional families is substantiated.

Emphasis is placed on the multiplicity of root causes of violence and their conditioning by a set of interrelated factors and factors. The possibility of influence of some on the crucial importance of others in dysfunctional families has been proven.

The need for specialists in the field of social work, social pedagogues, and psychologists to provide qualified assistance to women who have become victims of domestic violence is substantiated. Social protection of women, in particular in dysfunctional families, is presented in the article as a holistic system of social prevention, which is based on clearly formulated principles and legal acts.

The possibilities and expediency of social prevention of violence against women in dysfunctional families are substantiated; revealed the content and purpose of its three levels: primary, secondary, tertiary. Resources for the development and improvement of preventive activities to prevent violence against women in dysfunctional families are outlined.

It was concluded that the effectiveness of social work with women who have become or could potentially become victims of violence will be facilitated by a set of preventive measures to prevent men's cruel treatment of them, and directions of work to overcome the consequences of domestic violence against them in dysfunctional families.

**Keywords:** social prevention, dysfunctional families, social work, prevention, violence against women, domestic violence.

### INTRODUCTION

**The problem formulation.** In recent decades, despite the civilizational progress of society and many countries, the issue of violence against women has not shown signs of diminishing relevance. Despite the urgent need to address the problem of violence in the medical, psychological, social and public spheres, it has persistently been marginalized and disregarded by society. Until recently, there were almost no prevention programmes or services to protect victims of violence. Misconceptions about the importance of the problem of violence against women and the inadequacy of the system of their social and legal protection led to the silence of these situations and the spread of violence, especially in the world.

The focus on this matter in Ukraine is presently intensified due to the socio-political changes brought about by the war on its territory. The huge number of victims, the shocking details of brutal crimes in the modern world, the increasing number of suicides, the loss of the meaning of life and its devaluation among the younger generation contribute to an even greater shift of emphasis from family obligations to non-family relations, such as political life, economic anxiety and the material security of families. As a result, the family experiences a significant psychological strain, which cannot but affect the transformation of its social status as an institution towards dysfunction in the form of violence against individual family members, including children and women.

Thus, violence against women in families, especially dysfunctional ones, remains one of the most pressing issues in the field of gender studies. Statistics on both registered and anonymous cases of violence against women show that it occurs in dysfunctional families, whose members "neglect their functions, where they ignore ties with society, intra-family relationships and the family structure is broken" (Spirina, Lyakh & Klishevych, 2022, p. 247). This problem is characteristic of different segments of society, regardless of cultural, racial, economic and other aspects, but it is the dysfunctional families, where economic and material problems are mostly caused by psychological and social problems, that are a key risk factor for abuse and domestic violence against women.

**Analysis of recent research and publications.** The phenomenon of domestic violence and its prevention is reflected in the works of domestic researchers and scientists, including I. Bandura, A. Halai, S. Hrechaniuk, N. Shamruk (theoretical and methodological aspects of combating violence), T. Honcharova, A. Miroshnychenko, V. Ogorenko, T. Pertseva (conditions and causes of violence in the family), N. Maksymova, O. Moiseieva, M. Moskovka, O. Naumenko (socio-psychological aspects of violence), O. Bandurka, O. Dokukina, V. Rolinsky, I. Trubavina, N. Shcherbak (socio-pedagogical aspects of overcoming and preventing violence in families), I. Dubrovinska, N. Zaveriko, O. Karaman, L. Koval, L. Kononenko, V. Orzhekhovska (social prevention of child abuse in dysfunctional families and overcoming cruelty to children), K. Babenko (work with parents). Babenko (work with parents to prevent violence), T. Veretenko, N. Klishevych,



Y. Klymchuk, T. Lyakh, H. Skipalska, T. Spirina, T. Tsyganchuk and others (the problem of violence against women and technologies for its prevention and overcoming).

Many studies and scientific researches of domestic scientists, including A. Blaga, N. Zabroda, O. Pavlyk, K. Levchenko, V. Mushynsky, T. Liakh, H. Khrystova and others, are devoted to solving the problem of dysfunctional modern families and preventing its consequences.

Despite a significant number of publications on various areas of the problem, today we notice that scientists do not pay enough attention to the problem of violence against women in dysfunctional families.

#### **THE AIM AND RESEARCH TASKS**

The purpose of the article is to reveal the problem of violence against women in dysfunctional families, as well as social support and prevention of complications of the consequences in the family.

#### **RESULTS OF THE RESEARCH**

In today's social, psychological and pedagogical literature we can find a lot of different information from those sections that reflect the specifics of the problem of the article. Modern scientific sources consider domestic violence as one of the main factors of destructive behavior of spouses.

Violence, cruelty and aggression have long been the subject of research in more than one scientific and theoretical field. Representatives of different scientific schools interpret violence, its types and causes depending on their perspective on the phenomenon of violence. The existing theories make it possible to study and explain a particular aspect of the problem. Summarizing the scientific research of psychologists and educators, we can distinguish several approaches to defining and considering violence (Sultanova, 2023).

Reference sources describe violence as "an act by one or more persons against another person that violates the civil rights and freedoms of the latter or causes physical, mental or moral suffering" (Tlumachnyy slovnyk-minimum, 2017, p.104).

Violence is directly related to "the use (threat) of physical force or psychological influence as an unlawful expression of will by a person or group of persons against others" (Entsyklopediya dlya, 2012, p. 287).

Therefore, violence is often understood primarily as a physical impact on a person, but according to its classification, there are no less destructive types of violence: sexual, psychological, economic. However, any violence against a person "is a psycho-traumatic factor that can create a significant imbalance between the state of internal adaptation mechanisms and the external challenges posed by the life situation" (Actual problems, 2021, p. 10).

In the explanatory dictionary of social work and social pedagogy, L. Lokhvitska defines the concept of "domestic violence" as "any intentional physical, psychological, sexual or economic actions of one family member against another, which violate the constitutional rights and freedoms of a person and a citizen, cause moral damage, as well as damage to physical and mental health" (Tlumachnyy slovnyk-minimum, 2017, p.104). Violence in the family is often manifested in a combination of its forms, physical and sexual, or emotional and economic.

A deeper understanding of this phenomenon leads to the identification and disclosure of its root causes. For example, a retrospective look at the development of the problem of violence against women has proven that it is gender stereotyped. For a long time, the behaviour of girls was more restricted than that of boys, they were taught to be "inferior" because of their inherent physical vulnerability, while boys were taught to be superior and stronger in character.

The causes of violence are the circumstances that lead to its manifestation. There is currently no consensus on the root causes of men's violence against women. The main disagreement is between supporters of psychological theories, who considers such mental factors as frustration, aggression, poor instinctual control, psychopathology, etc., as main causes of violence and supporters of the theory of social causation, who connect the emergence of the problem with cultural norms that provoke violence and the patriarchal social structure, in particular the dominant role of men.

However, there are many causes of violence against women. They are determined by a combination of different factors and drivers, each of which can be crucial and key. Hence, we will examine the interconnectedness and combination of factors contributing to violence against women.

Firstly, violence as a socio-cultural phenomenon may be an integral part of spouses' stereotypical ideas about the nature of family relationships, connected to upbringing and social values, and thus presented as the only possible model.

Secondly, acts of violence and abuse can be the result of a person's personal life experience, which creates a moral and psychological basis for them to consider this type of relationship as universal or acceptable.

The next group of violent factors is particularly associated by psychologists with the destructive experience of early life, 'childhood trauma', which forces a person to take out their childhood complexes on their loved ones, including through violence and cruelty.

As a result of external pressures and impacts that exceed the limits of a person's personal stability and affect the nature of social and psychological decompensation, they are forced to assert themselves at the expense of weaker people who are unable to protect themselves.

Among the listed causes and factors of violence, we would also like to mention the personality features, which can lead to the overdevelopment of dominant character traits, not compensated by adequate childhood education and appropriate parental attitudes.

The above-mentioned issues, factors and causes are fully and even more expressed in dysfunctional families, where the characteristics of its members and the socio-cultural determination of the problem of violence against women in particular are emphasised. The state of family disadvantage, accompanied by chronic social stress, is a factor that significantly increases the risk of violence against individual family members. Thus, among many problems that can increase tensions



and lead to violence are money disagreements, unemployment, the need for long-term medical care, long-term anxiety about unresolved problems, discrepancies between desires and opportunities, and so on. An important factor in violence that is typical of dysfunctional families is isolation from social activities and limited social support from society. It is known that men who use domestic violence tend to isolate their victims from others and control their relationships with friends, colleagues or relatives.

Given that the status of a "dysfunctional" family is determined by "the specific situation of the family's existence, which determines the nature of the process of personality formation and contains elements of dysfunction" (Dubrovynska, & Kononenko, 2018). Its causes can be psychological, educational, legal illiteracy, alcohol and drug addiction of family members, economic instability, unemployment, lack of understanding of life goals and means of achieving them, etc." (Spirina, Lyakh & Klishevych, 2022, p. 247).

For example, chronic alcoholism of family members is a sign of family dysfunction, resulting in physical abuse. After all, alcohol or drug abuse deprives people of control over their instincts on the one hand, and serves as an excuse on the other.

However, whatever the causes and factors of violence against women, its consequences can be both short-term (depression, physical injuries, violation of intimate life, etc.) and long-term, including mental disorders, neuroses, post-traumatic stress disorder, substance abuse, as well as unwillingness to rebuild a family, unwillingness to have intimate relationships, etc.

When women are victims of their husbands' violence, they do not always choose to make dramatic changes in their lives and continue to live with their abuser. As a result, they develop feelings of hopelessness or powerlessness, guilt, loss of self-confidence, depression, intrusive painful memories, phobias, suicidal thoughts and self-blame.

Therefore, the issue of providing qualified assistance to women who have become victims of domestic violence is of great importance. An interdisciplinary team of specialists should use the entire arsenal of methods aimed at providing assistance in preventing threats to health and life, promoting the establishment of intra-family relations and restoring the family's full social functioning through social, psychological, social and legal assistance, as well as support and social patronage of dysfunctional families.

Social protection of women victims of domestic violence should be presented here as a holistic system of social work based on scientifically sound principles and considering the regulatory and legal framework. The activities of the system of social institutions should be aimed primarily at preventive work with families and women in particular. In the field of combating violence against women, it is important to create interdisciplinary teams (teams should include all specialists relevant to the solution of the problem) and to create a more effective system for reporting cases of violence against women in the family to law enforcement and social protection authorities.

The Law of Ukraine "On Preventing and Combating Domestic Violence" provides for a number of special measures in the field of domestic violence prevention, including: monitoring and analysis of data of violence; research of conditions, causes and conditions of its spread; organisation and implementation of educational work among the population; development and implementation of training and educational programmes on preventing and combating domestic violence, etc (Pro zapobihannya, 2018).

Thus, measures to prevent domestic violence should include a systematic approach to the use of social and special methods aimed at "eliminating the causes and conditions that contribute to the commission of domestic violence, stopping domestic violence that is being prepared or has already begun, bringing the perpetrators of violence and the family to justice, as well as medical and social rehabilitation of victims of violence" (Entsyklopediya dlya, 2012, p. 284).

Prevention of violence against women, as well as prevention of other socially significant problems, traditionally and according to WHO recommendations (1990), includes primary, secondary and tertiary levels. Thus, at the primary level of social prevention, the most important and effective area of specialists' work is the prevention of women's victim behaviour. The aim of this stage is to develop the ability to make independent decisions in conditions of risk of violence, emotional balance, critical thinking and situation assessment. Methods that can help achieve this goal include suggestion, persuasion, information, counselling, peer-to-peer, training, role-playing, watching special films and others. Particularly useful at this level is educational work with husbands on the prevention of violence against family members and women in particular, as well as social prevention programmes that help to reduce family stress and improve the family atmosphere in general. Primary prevention of domestic violence is "the most effective type of preventive intervention" in dealing with this problem (Entsyklopediya dlya, 2012, p. 285).

However, in order to identify the initial stages of maladaptive behaviour of men in the family under conditions of conflict and stress, early intervention by specialists is essential, as provided for in the secondary type of social prevention of violence. At this stage, it is already necessary to intervene and provide psychosocial assistance and support to women victims of violence in order to rehabilitate them, change their behaviour, develop responsibility for its consequences, etc.

In situations where there is an increased risk of relapse, tertiary social prevention is appropriate, helping to normalise family relationships through social education and the monitoring of dysfunctional families. The key areas of social work with women victims of domestic violence are the activation of their intrapersonal resources in order to restore their ability to function in a normal life, the organisation of social training in vital skills to protect and counteract abuse in the family and, most importantly, the promotion of the victim's awareness of her own resources and opportunities for self-realisation and return to the normal social environment.

Social support for women who have suffered violence against themselves consists of providing them with various types of assistance: informational (providing information about their rights and responsibilities, available coping strategies and ways



of implementing them), mediational (establishing relationships, normalising intra-family relations), educational (acquiring new knowledge and developing the necessary skills and abilities, improving psychological and social competences), accompanying (visiting the family and supporting them on the way to harmonising relations) and rehabilitative (restoring their health and social life).

The choice of the appropriate area of social work, the methods and the level depends on the nature of the violence against women and the psychological or physical trauma caused, as well as the degree of complexity of the situation and the risks that threaten to aggravate it. Therefore, for women who are victims of domestic violence, especially in dysfunctional families, a system of social and preventive measures is provided in the form of assistance, support, social services to overcome or mitigate the consequences of abuse, to restore their mental health, social status and ability to function in society and in the family.

The problem of social support for women and prevention of violence against them in dysfunctional families requires the professional skills of specialists from all institutions involved in solving this problem. The improvement of their competence will be facilitated by internships, mentoring in work with young professionals, improving the certification system and raising the qualification category of specialists; introducing new forms of professional communication between social workers and managers of the social sector. Finally, "the training of non-specialist staff in institutions providing assistance to victims of domestic violence in psychological skills to support victims is an important way of improving the mental health of survivors" (Actual problems, 2021, p. 152).

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In conclusion, we would like to summarise the issues involved in dealing with violence against women, particularly in dysfunctional families. In our opinion, the effectiveness of social work with women who have been or may be victims of violence is facilitated by a series of preventive measures to prevent men from abusing and areas of work to overcome the consequences of domestic violence against them in dysfunctional families. These include, in particular: the implementation of measures, especially among young people, aimed at promoting healthy family values in society, strengthening the spiritual and moral principles of family functioning, educating young people to respect law and tolerate violent behaviour in civil society; the implementation of legal education programmes for families aimed at explaining the rights (especially the right of the victim to seek help) and responsibilities of its members in various areas of life and improving legal culture; Increasing the availability of counselling and crisis social and psychological support for all family members; developing a network of organisations providing support in crisis situations, including domestic violence; and expanding the list of educational activities in educational institutions, especially for high school students, in order to develop zero tolerance for cruelty, aggression and violence against another person, and to develop their ability to meet their needs and opportunities in a safe way.

Undoubtedly, the most important thing in preventing and combating violence against women is to address key socio-economic issues of family well-being, improving the standard of living and spiritual culture of its members, and ensuring social and legal protection of people without discrimination based on gender.

Undoubtedly, the issue of social support for women in situations of violence and violence prevention in dysfunctional families requires further research focusing on the development and implementation of mechanisms for coordinating the efforts of interagency cooperation between social protection, health care and law enforcement agencies to overcome the consequences of violence and eliminate the risks of its recurrence in the family.

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**УДК 378.091:316.454.5****ПАРТНЕРСТВО В СИСТЕМІ УПРАВЛІННЯ ЗАКЛАДОМ ВИЩОЇ ОСВІТИ**

**Анотація.** У статті порушено проблему управління закладом вищої освіти на партнерських засадах, що дає змогу організувати спільну роботу між закладами освіти, підприємствами, науковими й громадськими установами, організаціями та об'єднаннями, адміністрацією та працівниками, викладачами та здобувачами освіти, стейкхолдерами та базами практики. Для досягнення мети використано методи дослідження: аналіз; систематизація та узагальнення; порівняльно-зіставний аналіз; прогнозування зв'язків внутрішнього та зовнішнього партнерства в процесі управління закладом вищої освіти. На основі аналізу науково-педагогічних джерел вивчено тематику дослідження щодо партнерства в закладах вищої освіти та партнерства в управлінні, уточнено поняття «партнерство» у закладах вищої освіти. Авторами умовно виокремлено внутрішнє та зовнішнє партнерство в закладах вищої освіти. З'ясовано, що внутрішнє партнерство в управлінні закладом вищої освіти реалізується через взаємодію між керівництвом та підлеглими. Зовнішнє партнерство має ширший простір зв'язків: із стейкхолдерами та центрами практики, іншими установами; із адміністрацією міста/області, у якому розташований заклад вищої освіти, регіональними (територіальними) органами управління освітою; із відомими теоретиками та практиками у сфері менеджменту, освіти, науки тощо; з іншими закладами вищої освіти; з міжнародними організаціями, установами закордоння, забезпечуючи міжнародне співробітництво закладу вищої освіти. Схарактеризовано партнерство в управлінні закладом вищої освіти та з'ясовано вплив і вмотивованість такого зв'язку на розвиток освіти й науки в країні, закладу вищої освіти загалом, індивідуального професійного зростання педагогічних та науково-педагогічних працівників, якісного здобуття освіти здобувачами вищої освіти. Перспективою дослідження визначено докладне вивчення напрямів реалізації зовнішнього партнерства управління закладом вищої освіти на державному рівні.

**Ключові слова:** управління, заклад вищої освіти, управління закладом вищої освіти, партнерство, керівник закладу вищої освіти.

**PARTNERSHIP IN THE MANAGEMENT SYSTEM OF AN INSTITUTION OF HIGHER EDUCATION**

**Abstract.** The article raises the problem of managing a higher education institution on a partnership basis, which allows organizing joint work between educational institutions, enterprises, scientific and public institutions, organizations and associations, administration and employees, teachers and students, stakeholders and practice bases. Research methods were used to achieve the goal: analysis; systematization and generalization; comparative analysis; forecasting internal and external partnership relations in the process of managing a higher education institution. Based on the analysis of scientific and pedagogical sources, the topic of research on partnership in institutions of higher education and partnership in management was investigated, the concept of "partnership" in institutions of higher education was clarified. The author tentatively distinguishes internal and external partnership in higher education institutions. It was found that the internal partnership in the management of the institution of higher education is implemented through the interaction between the



management and subordinates. External partnership has a wider space of connections: with stakeholders and centers of practice, other institutions; with the administration of the city/region where the higher education institution is located, regional (territorial) education management bodies; with well-known theoreticians and practitioners in the field of management, education, science, etc.; with other institutions of higher education; with international organizations, institutions abroad, ensuring international cooperation of the institution of higher education. The partnership in the management of the institution of higher education is characterized, and the influence and motivation of such a relationship on the development of education and science in the country, the institution of higher education in general, individual professional growth of pedagogical and research-pedagogical workers, and the quality of education by students of higher education are clarified. The perspective of the research is defined as a detailed study of ways to implement external partnership in the management of a higher education institution at the state level.

**Keywords:** management, institution of higher education, management of institution of higher education, partnership, head of institution of higher education.

## INTRODUCTION

**The problem formulation.** In the context of the development of higher education, an important role is played by the optimization of the management process of the institution of higher education, which consists in creating a mechanism of coherence, integrity, and integration in order to provide quality educational services in accordance with modern requirements of society. For this, the institution of higher education should create favorable conditions for the implementation of educational and scientific research activities, support of innovative projects of higher education students, teaching and scientific-pedagogical workers, which will increase the level of personal and professional growth of specialists, as well as the competitiveness of the institution. One of the effective tools in ensuring the efficiency of higher education institution management is partnership.

Partnership allows to organize joint work between educational institutions, enterprises, scientific and public institutions, organizations and associations, administration and employees, teachers and students, stakeholders and practice bases. Partnership in the system of higher management of a higher education institution is implemented through various forms of interaction: joint projects and programs, conducting seminars, trainings, improving the content of educational and professional programs, attracting funding for research, etc.

**Analysis of recent research and publications.** The problem of management in higher education arose in various aspects of research by modern Ukrainian scientists. Thus, O. Galitsan, Ya. Kirylenko and O. Khil studied management in the context of European integration processes. Strategic management of educational activities was the object of research by O. Chernysh. Optimization of the management process was analyzed by V. Beschastny.

Partnership in higher education was studied by N. Babenko, A. Bubela, T. Zverko, I. Kozynets, R. Maiboroda, K. Mykhaylova, T. Sytnik, O. Tadeush and others. Scientists H. Zhirska and O. Turchyn analyzed the partnership between institutions of higher and general secondary education as a way of professional growth of teachers. The development of partnership relations at the department between teachers and students of higher education was studied by V. Onipko.

Among foreign scientists, partnership in higher education was studied by N. Stanisic (international aspect), D. Chou and others. A group of scientists F. Bidandi, E. Ambe, C. Mukong studied cooperation and partnership between higher education institutions and stakeholders.

However, the scientists did not carry out purposeful investigations regarding the implementation of partnership in the management system of the institution of higher education.

## RESEARCH AIM AND TASKS

The purpose of the study is to highlight and justify partnership relations in the process of managing a higher education institution. To achieve the goal, it is necessary to solve the following tasks: analysis of scientific and pedagogical sources regarding the research issues; distinguishing the features of the implementation of internal and external partnership in a higher education institution; to reveal the motivation of management activity on a partnership basis for the development of a higher education institution.

## RESEARCH METHODS

The methods used during the research were: analysis of sources; systematization and generalization of the results of the analysis and study of the problem; comparative and comparative analysis of partnership in a higher education institution; forecasting internal and external partnership relations in the process of managing a higher education institution.

## RESULTS OF THE RESEARCH

Partnership is traditionally carried out on a bilateral basis, which ensures efficiency and productivity in achieving a common goal and is carried out on the basis of humanism and democratic values. Partnership in the management system of a higher education institution allows to increase the level of its competitiveness, the professionalism of pedagogical and scientific-pedagogical workers, to provide high-quality professional training to future specialists.

According to A. Shynkaryev, the concept of partnership is a process that "presupposes a series of joint actions, a joint search for ways to solve existing problems or new opportunities and their implementation" (Shynkaryev, 2018, p. 96).

As O. Kokhanova noted, partnership interaction is aimed at exchanging experiences, ideas, and views. Such cooperation should satisfy both parties, provide feedback on subject-subject connections (Kokhanova, 2011).



The partnership is focused on strengthening relations between all interested parties and achieving common goals, allows to attract various resources for implementation of innovative projects, joint research, mobility of all participants of the educational process.

O. Tadeush aptly notes that "partner interaction in the space of a higher school is a rather specific form of cooperation, because it involves a wide range of directions and types" (Tadeush, 2020, p. 58). According to the scientist, the prerequisites for partnership interaction in higher education institutions are a number of objective and subjective factors: equality, autonomy, direct contact, community, activity, value attitudes, mutual responsibility, trust, support, etc. At the same time, we note that it is necessary to take into account the intellectual (the level of developed competences of participants in the educational process), personnel (quantitative and qualitative potential of pedagogical and scientific-pedagogical workers, heads of departments (faculties, departments) and higher education institutions), methodical (availability of necessary additions, manuals, recommendations, etc.) and material (financing, logistical support) resources.

We are impressed by O. Tedeush's view of partnership in higher education, which interprets the concept as: a special type of relationship in the mutual influence and changes of pedagogical workers of higher education institutions and students; the process of activity and personal experience exchange; a specific form of organization of the activities of interaction participants. At the same time, communication is a necessary condition for cooperation and a way to realize the need of subjects to interact to achieve a common goal (Тедеш, 2020, p. 60).

The view of scientists on the level of partnership is apt: "the main forms of work are the interaction of managers with subordinates, equal participation in the management of an educational institution. This does not mean that the manager loses the right to make decisions independently, it means that all issues significant for the life of the teaching staff are resolved collegially, with the broad involvement of teachers in this process" (Educational Institution Management, 2022, p. 175).

Methodological recommendations for approval of management mechanisms based on partnership in higher education institutions (2023) highlight forms of partnership in the educational process: organization of the educational process; organization of professional development (internships, courses, webinars, etc.); establishment of partnership in the institution's infrastructure; joint implementation of scientific-pedagogical, educational and social programs and projects; joint organization and holding of events, workshops, trainings, conferences, meetings, etc. The system of higher education on the basis of partnership involves the joint development and implementation of educational standards, plans, syllabi, etc.; organization and conduct of practical classes, practices, exams, writing scientific papers, internships, mentoring, etc.

Taking into account the above and our own management experience of a higher education institution, we note that, conditionally, partnership can be divided into internal and external.

Internal partnership in the management system of a higher education institution is realized in the environment of the institution, between management and subordinates.

As noted by M. Veresklyia, N. Mykhalytska and V. Mykhalytskyi regarding the implementation of partnership between the participants of the educational process: "The spirit of creativity, constant search for new opportunities, collective self-education, partnership and trust - all this should encourage employees to self-realization, innovation, cooperation within own organization"; "an important feature is the focus on a democratic rather than coercive management mechanism", which is not based on management strategy and culture (Mykhalytska et al., 2019, p. 124).

During the interaction of the manager with subordinates, with students of higher education, it is necessary to observe the culture of business interpersonal communication, the norms of subordination, the rules of the Charter of the educational institution, as well as to build interaction on general moral and professional values, to ensure a friendly atmosphere in the team, to provide a positive psychological microclimate, to encourage others to joint solution of tasks.

We note that "the effectiveness of joint work depends on the extent to which its participants are interested in achieving common goals, so managers must create conditions for the motivation of performers" (Kharkivska, 2023, p. 77).

The head of a higher education institution must be able to ensure open communicative interaction with all participants of the educational process in the higher education institution. Communication and coherence in the team depends on successful management activities, the individuality of the psychological traits of the participants, the level of group compatibility, motivation and control, when the leader becomes a full member of the team, but at the same time the driving force for actions (Educational Institution Management, 2022, p. 101).

Management of a higher education institution on the basis of internal partnership requires finding and implementing a relationship model to overcome contradictions, conflicts of views and goals of participants. The partnership also consists in the organization of an environment based on humanistic guidelines, active involvement in the development of the general strategy for the development of the institution, educational and professional programs, structures and activity plans of structural divisions, faculties, departments, scientific and methodical and scientific councils, individual programs for the professional improvement of employees .

The productivity of ensuring partnership interaction is reflected in the clarity of the formulation and distribution of responsibilities between subordinates, equality in rights and opportunities, because the prosperity of a higher education institution does not depend only on the work of the head, but is also related to the activities of all participants of the organization. The head of a higher education institution becomes a leader, an organizer of activities regarding the use of resources and the potential of team members in order to increase the level of professionalism of subordinates and the educational institution in general.

In the internal partnership, an important role belongs to the organization and conducting of monitoring and diagnostics regarding the level of satisfaction with the manager's management activities, the educational process of higher education seekers, the teaching and scientific spheres of pedagogical and scientific-pedagogical workers, material and technical



support, etc. Psychological and social services of the institution may be involved in monitoring, or it may be initiated and carried out under the leadership of the administration of the institution of higher education. A conscious attitude to the organization of diagnostics and monitoring will reveal existing difficulties, problems and advantages, priority areas of further activity, direct management activities in the higher education institution to the improvement of the control system, professional activity and conditions for self-development and self-realization.

Therefore, internal partnership in the management of a higher education institution is manifested in the establishment of relationships between all members of the organization, the qualitative distribution of job duties, the joint solution of professional tasks, control over the implementation of the general strategy of the institution's development in order to ensure the individual professional improvement of employees and the educational institution in general, increasing its importance at the regional and state levels.

External partnership is realized in interaction:

- with stakeholders and practice centers, other institutions;
- with the administration of the city/region where the higher education institution is located, regional (territorial) education management bodies;
- with well-known theoreticians and practitioners in the field of management, education, science, etc.;
- with other institutions of higher education;
- with international organizations, institutions abroad.

Stakeholders are strategic partners in ensuring the high-quality educational potential of graduates of higher education institutions, which positively influence the conditions and results of management of the respective institution.

As S. Ghosn noted, "each partner has expectations regarding the responsibility of each stakeholder for their actions and obligations in the relationship. A high level of responsibility of partners strengthens the quality of relations between stakeholders" (Gosn, 2020, p. 31). Interaction with stakeholders should be based on trust, reliability, identity, responsibility, direction, as well as on the harmonization of the interests of stakeholders and the head of the higher education institution.

During partner interaction, you need to be aware of the key features: "respect for the partner's personality; friendly atmosphere; openness and trust; active communication; freedom and equality in the expression of thoughts, ideas, views" (Kharkivska & Molchanyuk, 2023, p. 16).

Partnership with stakeholders, representatives of various institutions is characterized by: their involvement in the development of educational programs; conclusion of contracts regarding the implementation of various types of practice, provision of opportunities for further employment of graduates of a higher education institution; involvement in writing and reviewing collective monographs, textbooks and manuals, methodical recommendations, etc.; holding classes, meetings, seminars, circles, master classes on the basis of the institution of higher education and institutions of stakeholders; active participation in conducting pedagogical experiments to improve the quality of higher education.

An integral partnership is the interaction of the head of the higher education institution with the administration of the city/region in which the higher education institution is located, regional (territorial) education management bodies.

To achieve the goal of management activities, the manager must be familiar with educational programs and development projects of the region, consult on the management of the institution of higher education and its improvement in accordance with the needs and requests of the city/region.

The effectiveness of the management of a higher education institution is related to the structure and bodies of education management in the territorial community: the department of education and science of the region, the department of education of the administration of the district / city council. The head of a higher education institution fulfills his powers in accordance with the requirements of his own management, their orders, regulations and other normative acts, and also reports to them on the work performed, the level of quality of education in the institution, etc. The closest partnership with the city/region administration is carried out in communal institutions of higher education, which is related to the type of subordination.

Such interaction provides opportunities to optimize the educational process from the point of view of methodical, material and technical, financial support, as well as personnel.

Management of the institution of higher education is carried out on a partnership basis and in contact with modern specialists, theoreticians and practitioners in the field of management, education, science, etc. Thanks to this, the head of the institution has the opportunity to acquire innovative management skills, familiarize himself with effective management technologies, master modern ways of improving the educational process in higher education, adopt best practices and implement them, partially modernizing them according to the requirements and capabilities of his institution.

Cooperation with Ukrainian specialists allows you to build your own development trajectory of the institution as a projection on the future progress of the country's science education, entry into the European arena.

External partnership is inextricably linked with the conclusion of contracts with other institutions of higher education, the joint holding of conferences, seminars, practices, which also activates the opportunity for all participants of the educational process within the walls of the institution of higher education for academic mobility. Cooperation can be carried out at the level of the entire institution, a separate unit, faculty, department, educational component, and even an individual employee or student of higher education. Such communication takes place during the implementation of joint projects and programs, grants.

Over the last decade, the role of international cooperation of higher education institutions of Ukraine has significantly increased, which is connected with the globalization of professional competences, the activation of the autonomy of higher





education institutions. It is international cooperation in higher education that promotes active participation in various forms of scientific, educational, cultural and financial ties.

The legislative framework is constantly updated regarding the implementation of international relations. Among the tasks of higher education, the following is highlighted: "establishment of international relations and implementation of international activities in the field of education, science, sports, art and culture" (Law of Ukraine "On Higher Education").

The effectiveness of international activity management in higher education depends on a clear definition of goals, the institution's development strategy, its priority areas of development, resources and experience. V. Beschastny aptly noted: "International cooperation with well-known foreign university partners allows us to use their best experience in improving the management processes of higher education institutions in modern market conditions. This seems to be the most important task, since the national system of management of higher educational institutions requires modernization and constant improvement" (Beschastny, 2009).

International cooperation during the management of a higher education institution makes it possible to effectively improve the process of obtaining an education, open new frontiers for revealing the potential of pedagogical and scientific-pedagogical workers, and provide freedom of choice and autonomy in professional growth.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, highlighted partnerships in the process of managing a higher education institution contribute to the effective implementation of management goals of the management, joint and competent development and implementation of the general strategy for the development of the institution, divisions and all participants involved in the institution's activities. We believe that a conscious attitude to consistency and balancing between internal and external partnership will enable activation of the manager's potential to achieve professional goals.

The research sees a perspective in a detailed study of the ways of implementing external partnership in the management of a higher education institution at the state level.

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## Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

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### ПЕРСОНАЛІСТСЬКИЙ НАПРЯМ В УКРАЇНСЬКІЙ ПЕДАГОГІЧНІЙ КОМПАРАТИВІСТИЦІ (90-ТІ РР. XX – ПОЧАТОК XXI СТ.)

**Анотація.** Стаття присвячена проблемі відображення персоналістського напрямку в українській педагогічній компаративістиці кінця XX – початку XXI ст. Зазначено, що здобуття Україною статусу кандидата на членство у Європейському Союзі (2022), сучасні виклики, перед якими опинилася українська педагогічна наука та освіта, спонукають до інтенсифікації наукових досліджень, спрямованих на синхронізацію української освіти та науки з європейськими стандартами. У цьому контексті українська педагогічна компаративістика набуває особливого значення, тому є потреба в глибокому та всебічному вивченні персоналістського напрямку української педагогічної компаративістики. Його розглянуто як невід'ємний складник педагогічної біографістики. Підкреслено, що, попри те, що за доби відновлення незалежності України вітчизняні вчені активно досліджують зарубіжні персоналії, значний пласт студій про культурно-освітніх діячів закордоння як цілісні науково-педагогічні феномени до кінця не з'ясований, тому на часі вивчення їхніх біографій, а також чинників, умов, що сприяли їхньому становленню як педагогічних персоналії, творчих здобутків, професійно-педагогічної, освітньої, громадської, просвітницької, наукової діяльності, визначення їхньої ролі як у національній освіті, так і в розвитку світової педагогічної думки.

Виокремлено узагальнювальні праці в галузі української педагогічної компаративістики, що репрезентують розвиток зарубіжної освіти і педагогічної думки в персоналіях, наголошено на значенні в розвитку порівняльної педагогіки НАПН України, у структурі якої працюють два порівняльно-педагогічних структурних підрозділи, зокрема в Інституті педагогіки та в Інституті педагогічної освіти і освіти дорослих, акцентовано на ролі науковців Лабораторії порівняльної педагогіки Інституту педагогіки НАПН України в розвитку української компаративістики. Зроблено висновок про потребу цілісного вивчення питань, пов'язаних з персоналізацією педагогічної думки закордоння.

**Ключові слова:** українська педагогічна компаративістика, зарубіжні культурно-освітні діячі, персоналістський напрям, педагогічна персоналія, порівняльна педагогіка, педагогічна біографістика, Лабораторії порівняльної педагогіки Інституту педагогіки НАПН України, 90-ті рр. XX – початок XXI ст.

### THE PERSONALIST TREND IN UKRAINIAN PEDAGOGICAL COMPARATIVE STUDIES (THE 90S OF THE TWENTIETH - EARLY TWENTY-FIRST CENTURY)

**Abstract.** The article is focused on the problem of reflecting the personalist trend in Ukrainian pedagogical comparative studies of the late twentieth and early twenty-first centuries. It is emphasized that Ukraine's obtaining the status of a candidate for membership in the European Union (2022), the current challenges faced by Ukrainian pedagogical science and education, encourage the intensification of scientific research aimed at synchronizing Ukrainian education and science with European standards. In this context, Ukrainian pedagogical comparativistics is of particular importance, so there is a need for a deep and comprehensive study of the personalist direction of Ukrainian pedagogical comparativistics. It is considered an integral part of pedagogical biography. It is pointed out that, although in the era of restoration of Ukraine's independence, domestic scholars are actively studying foreign personalities, a significant layer of studies on cultural and educational figures abroad as integral scientific and pedagogical phenomena has not been fully clarified, so it is time to study their biographies, as well as the factors and conditions that contributed to their formation as pedagogical personalities, intellectual achievements, professional, pedagogical, educational, social, educational, scientific activities, and determination of their role in both national education and the development of world pedagogical thought.

The author identifies generalized works in the field of Ukrainian pedagogical comparative studies that represent the development of foreign education and pedagogical thought in personalities, emphasizes the importance of the NAES of Ukraine, which has two comparative pedagogical structural units, in particular, the Institute of Pedagogy and the Institute of Pedagogical and Adult Education, and emphasizes the role of scientists of the Laboratory of Comparative Pedagogy of the Institute of Pedagogy of the NAES of Ukraine in the development of Ukrainian comparative studies. The conclusion is made about the need for a comprehensive study of issues related to the personalization of pedagogical thought abroad.



**Keywords:** Ukrainian pedagogical comparativistics, foreign cultural and educational figures, personalist trend, pedagogical personality, comparative pedagogy, pedagogical biography, Laboratories of Comparative Pedagogy of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, the 90s of the twentieth – early twenty-first century.

## INTRODUCTION

**The problem formulation.** Obtaining the status of a candidate for membership in the European Union (EU) by Ukraine encourages, among other things, Ukrainian pedagogical science to intensify research aimed at synchronizing the domestic education system and educational science with European standards (on February 28, 2022, Ukraine applied to the EU for membership, on June 17, 2022, the European Commission recommended granting our country the status of a candidate for membership in the EU, and on June 23, 2022, the European Council granted Ukraine candidate status, which allowed it to start negotiations on membership in the EU on December 14, 2023 after fulfilling the requirements). Under these circumstances, Ukrainian pedagogical comparative studies gain special significance. Not by chance, domestic comparativists actualize the study of productive educational achievements of foreign countries to apply them in the theory and practice of education with an innovative approach, thus exchanging the experience of cross-cultural research develops a common vision of educational processes, taking into account the guidelines of the European scientific community.

**Analysis of recent research.** Even though pedagogical comparative studies since the renewal of independence have been the subject of active study by Ukrainian scholars (N. Abashkina, N. Avsheniuk, L. Volynets, O. Hlushko, A. Dzhurylo, O. Zabolotna, M. Krasovytskyi, T. Koshmanova, N. Lavrychenko, O. Lokshyna, O. Matviienko, B. Melnychaiko, N. Mukan, O. Ovcharuk, O. Ohienko, O. Orzhekhovska, O. Pershukova, L. Pukhovska, I. Rozman, V. Sadova, A. Sbruieva, S. Sysoieva, M. Tymenko, A. Chekh, Yu. Chopyk, N. Sheverun, O. Shparyk, and H. Shchuka). They have developed research-methodological and categorical-conceptual tools for this research field and actualized the educational experience of foreign countries, but the issue raised in the title of the article has not been substantively comprehended by them.

## THE AIM AND RESEARCH TASKS

The aim of the article is to analyze the personality tendency in Ukrainian pedagogical comparative studies (the 90s of the XX - beginning of the XXI century).

## RESEARCH METHODS

The methodology of the study includes the use of several groups of methods: general scientific (analysis and synthesis, abstraction and concretization, generalization and comparison, etc., which allowed us to determine the general logic of our research); interdisciplinary (periodization, historical and logical, comparative and historical, retrospective and historical actualization, etc, that made possible to determine the dynamics, stages, trends in the development of pedagogical comparative studies in general and the personalist tendency in particular); historiographical (monographic, analysis of the literature, knowledge systems, discourse analysis, etc. that provided a scientific analysis of the literature complexity); etc.

## RESEARCH RESULTS

Ukrainian comparative studies (comparative pedagogy) is a relatively young field of pedagogical knowledge. It has emerged as an independent sphere of the national pedagogical system, as it has its object, subject, scientific tasks, and functions, which help to make a significant contribution “to the modern state educational policy, especially in the formation of the international educational space, provides a dialogue of cultures, the possibility of exchanging innovative experience in the development of educational systems in different countries”, and helps to reveal “the patterns of functioning of educational systems in different countries, knowledge of similarities and differences in their development” (Sysoeva, 2021, p. 16).

Ukrainian comparative studies began to develop actively only after the renewal of independence: one of the first comparative pedagogical studies was carried out in 1995. We agree with the opinion of researcher I. Rozman that in the late 1980s “national pedagogical comparative studies began to get rid of the “inferiority complex”, because earlier studies of foreign education and pedagogical thoughts in Ukraine were rarely conducted due to the monopolization of this field by Russian scholars”: and over the next three decades, “Ukrainian pedagogical comparative studies has made a great progress, accumulating a significant amount of specific and thematic studies, a large part of which is devoted to the personalities of foreign pedagogy” (Rozman, 2020, p. 388).

In the 1990s, a separate personalist trend in pedagogical comparative studies began to emerge. Summarizing works, including theses and monographs, representing the development of foreign education and pedagogical thought in personalities, were published. The National Academy of Educational Sciences of Ukraine (NAES) has made the greatest contribution to the development of pedagogical comparative studies. Today, the structure of the NAES of Ukraine includes two comparative pedagogical structural units: the Institute of Pedagogy and the Institute of Pedagogical and Adult Education, whose scientists are actively involved in this field of both these structural units and in the context of their studies. In particular, we are talking about the Laboratory of Comparative Pedagogy of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, which was founded as an independent research unit at the Ukrainian Research Institute of Pedagogy in 1971, and in the next year it was named the Laboratory of Scientific and Pedagogical Information (headed by B. Melnychenko). Despite the analysis of education and pedagogical ideas of foreign scientists, the publication of the journal “Foreign Pedagogical Chronicle” was dominated by clear methodological guidelines - total criticism of “bourgeois” pedagogy and worldwide education. In the late 1980s, there was a certain objectification of scientific research.

A well-known comparativist scientist A. Sbruieva compares the period of the regaining of Ukraine's independence with the second period in the development of Ukrainian pedagogical comparativism associated with the activities of the Laboratory of Comparative Pedagogy, and characterizes it by the following features: “moving away from biased criticism”,



“transition from the research format “foreign pedagogy” to “comparative pedagogy”, which implied the prioritization of the comparison method”. In 1992, the Laboratory was named “Laboratory of Comparative Pedagogy” under the initiative of its head I. Taranenko, and scientists O. Lokshyna, O. Ovcharuk, N. Lavrychenko, R. Roman and others. They developed methodological foundations of comparative pedagogy, conceptual, and terminological frameworks (Sbruyeva, 2015, p. 6–30).

These research areas were prioritized in 1996-2005 and implemented additionally by scientists O. Pershukova, L. Volynets, and M. Krasovytskyi. The third, conditionally identified period in the development of Ukrainian pedagogical comparativistics, associated with the activities of the Laboratory of Comparative Pedagogy and occurred in the first decade of the twenty-first century, when globalization processes “opened up new opportunities for Ukrainian comparativists - access to world reference databases and participation in foreign public events”, which made possible to push research in a new level: “the technology of comparison of pedagogical phenomena in Ukraine with foreign analogs are being introduced, and the regional dimension is being added to the country studies.” The current stage of development of comparative knowledge (since 2009, the laboratory has been headed by a well-known scientist O. Lokshyna) is characterized by the diversity and multidimensionality of the fields of scientific research (Lokshyna, 2015). Today, the process of developing the methodological foundations of comparative pedagogical research continues, and the methodological tools of pedagogical comparativistics are being improved, and adapted to the international standards. Scientists point out the strengthening of the practice-oriented nature of comparative pedagogical research “through the imperative to provide recommendations to educational policy designers for improving national education; optimization of the traditional functions of comparative pedagogy, when the consideration of processes and phenomena is not limited to the description and comparison of educational phenomena”. (Sbruyeva, 2015, p. 6–30).

A brief analysis of the key vectors of scientific research of Ukrainian comparativists representing the activities of the Laboratory of Comparative Pedagogy of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine gives evidence that the personalist orientation of pedagogical comparativistics is not sufficiently studied in Ukrainian historical and pedagogical thoughts. The same conclusion is reached by the scientist N. Kryvtsun, who reasonably notes that soon “this field of research is likely to be established as a ‘personalized direction of comparative pedagogy’, ‘biographical direction of pedagogical comparativistics’, etc.” (Kryvtsun, 2023, pp. 7-8), since “the key subject of its research should be pedagogical personalities worldwide as a type of holistic scientific and pedagogical phenomena that synthesize such components as personal biography (life path with several factors, conditions (socio-political, family, socio-cultural, etc.) that determined their personal, creative, professional formation and development); professional, pedagogical, organizational, educational and public activities, role and contribution to the development of international pedagogical and educational thought, etc.” (Kryvtsun, 2023, pp. 7-8).

A selective analysis of representative encyclopedic and reference books (Ukrainian Pedagogical Dictionary by S. Honcharenko, 1997), “Encyclopedia of Education” (Entsyklopediia osvity, 2008), as well as bibliographic directories, such as “Department of Comparative Pedagogy of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine (1991-2016)” (Viddil porivnialnoi pedahohiky, 2019), reflects the scientific achievements of the Department of Comparative Pedagogy of the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine for 25 years of its activity (1991-2016). ), “Scientific works of the Department of Comparative Pedagogy of the Institute of Pedagogy of the NAPS of Ukraine (2018-2020)” (Naukovi pratsi viddilu porivnialnoi pedahohiky, 2021), presents systematic bibliographic illustrations of scientific works of the Department of Comparative Pedagogy of the Institute of Pedagogy of the NAES of Ukraine, created within the framework of the research “Trends in the Development of School Education in the EU, the USA and China” (2018-2020), the bibliographic index-textbook “Comparative Pedagogy: Methodological Guidelines of Ukrainian Comparativists” (Porivnialna pedahohika, 2015), presents the views of Ukrainian comparativists on the purpose, tasks, stages and trends of its development, bibliographic index “Olena Ihorivna Lokshyna: Scholar in the Field of Comparative Education: to the 30th Anniversary of Scientific activity” (Olena Ihorivna Lokshyna, 2019) represents the scientific achievements (theses, abstracts, monographs, textbooks, articles in ongoing and periodical publications, conference proceedings, reference books) of O. Lokshyna, Doctor of Pedagogical Sciences, Professor, Corresponding Member of the NAES of Ukraine, Head of the Department of Comparative Pedagogy of the Institute of Pedagogy of the NAES of Ukraine for 30 years of her activity (1989-2019), etc. ). On the one hand, there is a high level of representation of foreign pedagogical thought, and on the other hand, an insufficient number of in-depth studies in the form of biographical papers, reference books, anthologies, etc. that would reflect the life, educational, scientific, public education, and other activities of cultural and educational scholars abroad.

Scholars (I. Rozman (Rozman, 2020), B. Savchuk (Rozman, & Savchuk, 2021), Y. Chopyk (Chopyk, 2016), and others) highlight a feature in the development of the personalist direction of pedagogical comparative studies of the late twentieth and early twenty-first centuries such as interest in the study of the phenomenon of foreign reform pedagogy of the late nineteenth and early twentieth centuries. “Ukrainian comparativists, I. Rozman notes, review the personalities of the educational system in the context of key pedagogical trends, directions, and authorial schools of “reform pedagogy”:

the theory of free education with its numerous branches: M. Montessori (I. Dychkivska, M. Ilchenko, N. Catalimova, O. Storonska, H. Milenina, etc.), O. Neill (L. Lutsenko, S. Muravska, O. Nekrutenko, etc.);

- experimental pedagogy, in the heart of which is the pragmatic pedagogy of J. Dewey (V. Kovalenko, N. Kravtsova, etc.), E. Maiman (A. Stepanenko), P. Petersen (O. Martynovych, O. Shtyk), V. Lai’s school of action (L. Veremiuk), G. Kershensteiner’s labor school (T. Tokareva), P. Natorp’s social pedagogy (O. Titarenko);

- Waldorf pedagogy, personified by its founder R. Steiner (L. Lytvyn, O. Lukashenko, S. Luparenko, V. Novoselska, V. Partola, O. Perederiy, etc.) (Rozman, 2020, p. 400–401).

As our analysis has shown, the personalist dimension of Ukrainian pedagogical comparative studies is represented by numerous textbooks on the history of the development of foreign pedagogy (for example, works by V. Kravets “Foreign





School and Pedagogy of the Twentieth Century” (1996); D. Skilskyi “History of Foreign Pedagogy: A Manual” (2011); I. Zaichenko “History of Pedagogy: A Textbook in 2 Books: History of Foreign Pedagogy” (2010); S. Sysoieva and I. Sokolova “Essays on the History of the Development of Pedagogical Thought” (2003), etc.), which in a synthesized form shows both the classics of pedagogy (J.-A. Comenius, J. Locke, J.-J. Rousseau, J.-G. G. Pestalozzi, I. Herbart, F. Dysterwegh, F. Froebel, etc.), prominent philosophers-educators and teachers (C. Helvetius, D. Diderot, A. Saint-Simon, S. Fourier, R. O. Fourier, R. Owen, etc.), as well as the bearers of the “new pedagogical thinking” of the twentieth century (J. Dewey, M. Montessori, A. Adler, J. Korczak, S. Frenet, R. Steiner, etc.).

The personalist orientation of Ukrainian pedagogical comparative studies can be traced to the thesis studies of the late twentieth and early twenty-first centuries. Using the generalizations of the researcher I. Rozman, who systematized and analyzed about 35 theses defended in 1991-2018, the subject of which was various aspects of the life of foreign pedagogical figures, their pedagogical, scientific activities, and intellectual heritage. According to the data, “two works were devoted to the prominent educators of the Ancient East, Antiquity, and the Middle Ages; seven - to the Renaissance and the Enlightenment of the sixteenth and eighteenth centuries; 11 - to the period of the nineteenth and early twentieth centuries; eight - to the period of the twenties and forties of the twentieth century. In the regional dimension, Ukrainian scholars focused on the pedagogical scientists of European countries, primarily Germany, France, the United Kingdom, and the United States” (Rozman, 2020, p. 394). The above raises the issue of further study of the personalist trend in Ukrainian pedagogical comparative studies.

### CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Ukraine’s obtaining the status of a candidate for membership in the European Union (2022), and the current challenges faced by Ukrainian pedagogical and education science, encourage the intensification of research aimed at synchronizing the domestic system with European standards. In this context, Ukrainian pedagogical comparative studies become especially important, so there is a need for a deep and comprehensive study of the personalist vector of Ukrainian pedagogical comparative studies, which we consider as an integral part of pedagogical biography. Even though since the restoration of Ukraine’s independence, domestic scholars have been actively studying foreign personalities. But a significant body of research on cultural and educational figures abroad as integral scientific and pedagogical phenomena has not been fully systematized. It is time to study the biographies of foreign cultural and educational figures, as well as the factors and conditions that contributed to their formation as pedagogical personalities, to analyze their creative achievements, professional, pedagogical, educational, social, educational, scientific activities, and to highlight their role in both national education and the development of world pedagogical thought.

Despite the fact that only since the 1990s have generalised works in the field of Ukrainian pedagogical comparative studies appeared, representing the development of foreign education and pedagogical thought in the personalities, with the leading place belonging to the NAES of Ukraine (it has two comparative pedagogical structural units, in particular, the Institute of Pedagogy and the Institute of Pedagogical and Adult Education), there has been a significant expansion of the subject of comparative studies, the introduction of new research areas in comparative pedagogy, and the key aspects of scientific research of the Laboratory of Comparative Pedagogy of the Institute of Pedagogy of the NAES of Ukraine are development of higher education systems, trends in reforming school and higher education in European countries in the context of the Bologna Process; problems of teacher training in the context of trends towards internationalisation of education and standardisation of requirements for the teaching profession; educational reforms in different countries and geopolitical regions; etc. In our opinion, special attention should be paid to issues related to the personalization of pedagogical thought abroad, which is provided by the personalist trend in Ukrainian pedagogical comparative studies.

Further study is needed to generalize the experience of professional, pedagogical, and scientific activities of foreign cultural and educational figures in the research of Ukrainian comparativists.

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## НОРМАТИВНО-ПРАВОВА БАЗА ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ДО ДОБРОЧИННОЇ ДІЯЛЬНОСТІ В УКРАЇНІ (90-ТІ РОКИ ХХ – ПОЧАТОК ХХІ СТ.)

**Анотація.** Статтю присвячено нормативно-правовому підґрунтю підготовки майбутніх педагогів до добродійної діяльності в Україні (90-ті роки ХХ – початок ХХІ ст.).

Проаналізовано Закон УРСР «Про освіту» (1991), «Державну національну програму «Освіта» («Україна ХХІ століття») (1993), «Національну доктрину розвитку освіти», Закони України («Про професійно-технічну освіту» (2012), «Про вищу освіту» (2014), «Про освіту» (2017), «Про повну загальну середню освіту» (2020)), Національну стратегію розвитку системи освіти в Україні на 2012-2021 роки, Концепцію розвитку педагогічної освіти (2018), наказ Міністерства освіти і науки України «Про затвердження Положення про атестацію педагогічних працівників» (2022).

Проаналізовано основні положення Педагогічної Конституції Європи (2013), які базуються на вагомих аксіологічних складниках, що пов'язані з орієнтацією освітнього процесу в закладах вищої освіти на досягнення найвищого морально-духовного розвитку та потенційних можливостей особистостей, детерміновані на засвоєння загальнолюдських і національних цінностей; полягають у забезпеченні психолого-педагогічних умов виявлення, розвитку та реалізації пізнавальної самостійності й смисло-творчої самодіяльності особистості, її становленні як творця власного життя, здатного прогностично робити свідомий вибір і відповідати за дії, вчинки, а також адекватно, мобілізовано й компетентно реагувати на зміни, виклики життя та постійно самовдосконалюватися й досягати успіху, а саме: основні педагогічні цінності (толерантність, демократія, миролюбство, екологічна безпека, права людини і солідарність, милосердя і совість, відповідальність); головні завдання підготовки педагога (формування здатності до практичної навчально-виховної діяльності як динамічного поєднання етичних цінностей і когнітивних, метакогнітивних, міжособистісних і практичних умінь та навичок, знань та розуміння); основні компетентності особистості, що окреслені не лише поінформованістю, а й рівнем інтелекту, волі, здібностей, цінностей тощо; головні стратегії успішної діяльності педагога, серед яких: автентичність, своєрідність, візуалізація знань, демократичність, діалогічність, дослідництво, інтегративність, конструктивізм, лідерство, особистісна зорієнтованість, послідовність, рефлексивність, здатність до розвитку, соціальна спрямованість, запозичення відповідного досвіду, співробітництво, цілеспрямованість; аксіологічний складник практичної підготовки майбутніх педагогів; академічна мобільність, котра сприяє формуванню кроскультурних цінностей, толерантності та налаштованості на співпрацю.

**Ключові слова:** добродійність, добродійна діяльність, аксіологічний вимір, підготовка, педагог, нормативно-правова база, Україна, 90-ті роки ХХ – початок ХХІ ст.



## LEGISLATIVE BASE OF PREPARATION OF THE FUTURE EDUCATORS FOR THE CHARITABLE ACTIVITY IN UKRAINE (90S OF THE 20<sup>TH</sup> CENTURY – THE BEGINNING OF THE 21<sup>ST</sup> CENTURY)

**Abstract.** The article is devoted to the normative and legal background of training future teachers for charitable activities in Ukraine (90s of the XXth century - the beginning of the XXIst century).

He Law of the Ukrainian SSR «On Education» (1991) was analyzed; the Law of Ukraine «About the charitable activity and charitable organisations» (2012). «State national program «Education» («Ukraine of the XXIst century») (1993), «National Doctrine of Education Development», Laws of Ukraine («On Vocational and Technical Education» (2012), «About higher education» (2014), «About Education» (2017), «About complete general secondary education»(2020)); The National Strategy for the Development of the Education System in Ukraine for 2012-2021, Concept of development of pedagogical education (2018); The order of the Ministry of Education and Science of Ukraine «On approval of the Regulation on the certification of teaching staff» (2022).

The main provisions of the Pedagogical Constitution of Europe (2013) are analyzed, which are based on important axiological components related to the orientation of the educational process in higher education institutions to achieve the highest moral and spiritual development, and the potential opportunities of individuals, determined by the assimilation of universal and national values; consist in ensuring the psychological and pedagogical conditions for the identification, development and realization of cognitive independence and meaningful and creative self-activity of the individual, his formation as the creator of his own life, capable of prognostically making a conscious choice and being responsible for actions, deeds, as well as adequately, mobilized and competently responding to changes, life's challenges and constantly self-improvement and success, namely: basic pedagogical values (tolerance, democracy, peace, environmental safety, human rights and solidarity, mercy and conscience, responsibility); the main tasks of teacher training (forming the ability for practical educational activities as a dynamic combination of ethical values and cognitive, metacognitive, interpersonal and practical abilities and skills, knowledge and understanding); the main competencies of the individual, which are outlined not only by awareness, but also by the level of intelligence, will, abilities, values, etc.; the main strategies of the successful activity of the teacher, among which: authenticity, originality, visualization of knowledge, democracy, dialogicity, research, integrativeness, constructivism, leadership, personal orientation, consistency, reflexivity, ability to develop, social orientation, reliance on relevant experience, cooperation, purposefulness; axiological component of practical training of future teachers; academic mobility, which contributes to the formation of cross-cultural values, tolerance and willingness to cooperate.

**Keywords:** benevolence, benevolent activity, axiological dimension, training, teacher, legal framework, Ukraine, 90s - beginning of the XXIst century.

### INTRODUCTION

**The problem formulation.** Intensive reconstruction in Ukraine at the end of the last century led to changes in the moral-valued, ideological-political, socio-economic structure of society, which led to drastic changes in the educational space, the main feature of which was the formation and formation of the newest system of educational policy aimed at further development and adaptation it to the conditions of a socially-oriented economy, transformation and integration into the European and world educational community, which determined the training of specialists of a new quality that meets modern world standards. Therefore, it is education that becomes the source of development of the individual, society, nation and the state, the assurance of the future of Ukraine, which reproduces and increases the intellectual, spiritual and economic potential of society.

**Analysis of recent research and publications.** The study of the genesis of charity in the field of education is represented by Ukrainian and foreign studies: in the field of methodology of the history of pedagogy and the history of social pedagogy (O. Adamenko, N. Gupan, I. Zvereva, S. Zolotukhina, G. Laktionova, N. Seiko, V. Stynska, O. Sukhomlynska, L. Taran, S. Kharchenko, L. Shtefan, etc.); on the theory of benevolence (O. Kirdan, V. Lappo, E. Maksimova, Z. Maslovska, A. Sokolova, Yu. Tazmina, V. Ternopil'ska, Khorkova, d'Aussonville (France), A. Lindermeier (USA), etc.); on the history of charity (V. Borysenko, Yu. Gubenko, I. Zavulichna, V. Kornienko, Yu. Korobeynikova, T. Kurinna, I. Levchenko, A. Sokolova, O. Tkachenko, S. Cherkesova, S. Shuklina, L. Zashytowa (Poland), etc.).

Therefore, the problems of forming the legal basis for the preparation of teachers for charity in Ukraine, which determines the relevance of the topic of scientific publication, remained outside the attention of researchers.

**THE PURPOSE OF THE RESEARCH** – to analyze the normative and legal basis of training teachers for charity in Ukraine (90s of the 20<sup>th</sup> century - the beginning of the 21<sup>st</sup> century).

**RESEARCH METHODS:** systematic analysis, synthesis and generalization of scientific and pedagogical and special literature.

### RESULTS OF THE RESEARCH

Our scientific search proved that charity is an important component of social responsibility and civic self-awareness. It contributes to the creation of a harmonious and fair society, where every person has the opportunity to develop and live a dignified life.

Philanthropy can take many forms, including helping those in need, volunteering, charity, supporting vulnerable populations, protecting people's rights, and much more. It can have both an individual and a collective aspect, where people come together to achieve common charitable goals.

In the legislation of Ukraine, there is no separate law that directly regulates the preparation of a teacher for charity. However, there is a Law of Ukraine «On Charitable Activities and Charitable Organizations» (2012) in the regulatory legal





framework, which distinguishes the category of charity as one of the aspects of the charitable activity of a future teacher (Zavulichna I., 2022. p. 94-124). However, there are documents that establish requirements for pedagogical activity and pedagogical training, which contribute to the formation of a teacher's benevolence.

The first real step in the formation and development of the teacher training system was the Law of the Ukrainian SSR «On Education», adopted by the Verkhovna Rada of the Ukrainian SSR on May 23, 1991. This law became the basis for the development of departmental normative acts of the state administration system, aimed at the development and implementation of models of additional professional training of specialists, established rules for the creation and operation of pedagogical educational institutions, as well as norms for the professional development of pedagogical workers.

At the current stage, we already have a number of laws and orders that regulate the professional training of teachers in Ukraine. In particular, the Law of Ukraine «On Vocational and Technical Education» (2012) defined provisions on ensuring a high level of quality of vocational and technical education, defined standards for the training of teaching staff, established requirements for pedagogical activities and teaching methods in vocational and technical educational institutions. The law also included provisions on internships, professional development of teaching staff and other aspects aimed at increasing the effectiveness of vocational education in the country.

An important document on the way to the development and implementation of the development of pedagogical education in Ukraine is the National Strategy for the Development of the Education System in Ukraine for 2012-2021, which provides for the modernization of the educational activities of pedagogical higher education institutions that train pedagogical and scientific-pedagogical workers, based on the integration of traditional pedagogical and the latest information and communication technologies of education, as well as the creation of a new generation of textbooks, teaching aids, didactic materials (National strategy for the development of education in Ukraine for 2012–2021, p. 86–106).

In order to dynamically direct the teacher training system, in 2018 the Concept of the Development of Pedagogical Education was adopted, in which the improvement of the system of educational content is planned for the creation of a base for the training of a new generation of pedagogical workers capable of carrying out professional activities on the basis of humanism, democracy, and free competition in the process of continuous improvement. and high technologies, as well as to ensure continuous education of citizens, carrying out the practical implementation of educational policy as a priority function of the state (Order of the Ministry of Education and Science, 2018). The legal basis of the organization of higher education in Ukraine was determined by the Law of Ukraine «On Higher Education» (2014), establishing requirements for the training of teaching staff in higher education institutions, including requirements for educational programs and pedagogy.

The Law of Ukraine «On Education» (2017) defined the basic principles and requirements for the professional activity of pedagogical workers, including ethical norms.

Requirements for the teaching staff of secondary education institutions, including requirements for the qualifications and professional competence of teaching staff, were established by the Law of Ukraine «On Comprehensive General Secondary Education» (2020).

The procedure for conducting the certification of teaching staff as a system of measures aimed at a comprehensive and comprehensive assessment of their teaching activity was established by the order of the Ministry of Education and Science of Ukraine «On approval of the Regulation on the certification of teaching staff» (2022).

These documents are the basis for regulating the training of teaching staff for charity in Ukraine. They establish norms, requirements and procedures that help ensure a high level of professional competence and ethics of teaching staff.

Analyzing the documents, we note that in accordance with the normative and legal framework, the dominant conceptualization of the basis of reforming modern education in the socio-economic, spiritual and cultural development of the Ukrainian state, and the key role in the education system is attributed to the pedagogue (teacher), through whom the state policy aimed at to strengthen the intellectual and spiritual potential of the nation, the development of domestic science and technology, the preservation and multiplication of cultural heritage (Stynska V., 2021, p. 396–400).

The main goal of the content of professional education is the preparation of a future teacher of the appropriate level and profile, competitive in the labor market, competent, responsible, who perfectly knows his profession, capable of effective work in his specialty, ready for constant professional and personal growth.

Analyzing Ukraine's choice of the European path of education development, which involves the development of European criteria for assessing the quality of their work, and therefore, forms the development trend of Western European higher pedagogical education in relation to the creation of a modern system of professional selection of future teachers as a basis for the formation of competitive specialists with a high level of professionalism.

In the context of European integration processes, the conceptual foundations of the development of domestic pedagogical education outline the following main tasks:

- professional and personal development of the teacher on the basis of the personally oriented philosophy of education;
- implementation of two-cycle training of pedagogical workers at the educational and qualification levels «bachelor» and «master»;
- implementation of fundamental, psychological-pedagogical, methodical, information-technological, practical and social-humanitarian training of scientific and pedagogical workers in accordance with the requirements of the information-technological society, which is connected with the rapid progress and expansion of the spectrum of use of information-communication technologies in various fields education and society in general,



- which provides access to a variety of information, methods of communication and at the same time requires the development of a critical attitude of communication subjects to informational material;
- modernization of the educational activities of higher pedagogical education institutions that train pedagogical and scientific-pedagogical workers based on traditional and modern educational technologies, creation of a new generation of didactic tools;
  - improvement of the system of professional selection of the young generation for pedagogical specialties, expansion of targeted admission and introduction of teacher training based on contracts;
  - creation of conditions for continuous education of pedagogical and research-pedagogical workers in institutions of higher education and postgraduate pedagogical education (Tsiuniak O., 2020, p. 517).

In this context, I propose to consider the Pedagogical Constitution of Europe, developed by professors V. Andrushchenko (Ukraine), M. Gunzinger (Germany), A. Hajzhutis (Lithuania), which presents the problems of finding a value and methodological platform for training a new teacher for a united Europe XXI Art. The Constitution covers the main parameters of pedagogical education, principles of development, content, conditions, and expected results of implementation. The authors coped with the rather difficult task of finding the common European foundations of the complex architecture of professional teacher training. Although, on the one hand, it is simplified by the processes of integration and globalization, that is, by the similarity of the problems faced by European countries in the educational space, on the other hand, national peculiarities make it necessary to find the most important, strategic points of contact in joint documents.

Undoubtedly, one of the main positions of the document is the coordination of the value platform of pedagogical education. It crystallized in comprehensive and weighty values that were formed in the history and development of European civilization: people-centeredness, tolerance, democracy, peace, environmental security, human rights and solidarity.

Indeed, if such values become the basis of meaningful training of teachers in European countries, then they will be able to work in the realities of the global and cultural world with its not only positive manifestations, but also negative challenges, ecological cataclysms. Prepared on such a value basis, a new teacher will not be able to look at another as an «enemy»; will be full of tolerance, equanimity and peace-loving, will have an ecological outlook, will respect other people's rights, democracy and solidarity. And the most important thing is that, adhering to these values, he will demonstrate and pass them on to his students.

An equally important provision of the Constitution is the definition of the main competencies of a European teacher. The document provides a concentrated and well-argued list of such competencies as: informational; adaptive; communicative; communication in a foreign language; the ability to learn throughout life; research scientist. Mastering such competencies will enable the teacher to successfully perform functional duties (Preamble Pedagogical Constitution of Europe, 2013). It is appropriate to note that the main provisions of the Pedagogical Constitution of Europe are based on important axiological components related to the orientation of the educational process in higher education institutions to the achievement of the highest moral and spiritual development, and the potential opportunities of individuals, determined by the assimilation of universal and national values; consist in ensuring the psychological and pedagogical conditions for the identification, development and realization of cognitive independence and meaningful and creative self-activity of the individual, his formation as the creator of his own life, capable of prognostically making a conscious choice and being responsible for actions, deeds, as well as adequately, mobilized and competently responding to changes, life's challenges and constantly self-improvement and success (Bekh I., 2008, p. 848). Therefore, in the Pedagogical Constitution of Europe, key attention is paid to:

1. Basic pedagogical values (tolerance, democracy, peace, environmental safety, human rights and solidarity, mercy and conscience, responsibility).
2. The main tasks of teacher training (forming the ability for practical educational activities as a dynamic combination of ethical values and cognitive, metacognitive, interpersonal and practical abilities and skills, knowledge and understanding).
3. The main competencies of the individual, which are outlined not only by awareness, but also by the level of intelligence, will, abilities, values, etc.
4. The main strategies of the successful activity of a teacher, including: authenticity, originality, visualization of knowledge, democracy, dialogicity, research, integrativeness, constructivism, leadership, personal orientation, consistency, reflexivity, ability to develop, social orientation, reliance on relevant experience, cooperation, purposefulness (Prokopenko, I., 2013, p. 81–85).
5. A valuable component of the practical training of future teachers, which consists of an end-to-end character and one that occurs throughout life, where the main goal is the integration of the future specialist into the system of social relations, the formation of civic qualities, and an active civic position.
6. Academic mobility, which contributes to the formation of cross-cultural values, tolerance and willingness to cooperate (Lazarenko, N., 2019, p. 365).

In general, the significance of the Pedagogical Constitution of Europe lies in the fact that it is able to unite the entire European pedagogical community around the ideas of pedagogical training and development prospects of a new teacher laid down in it, to inspire the implementation of these ideas in life.

Using all of the above up to the level of content of the training of future teachers as a basis for the formation of competitive specialists with a high level of professionalism, which will give them the right to become a competitive specialist and realize their creative potential in any state of the world (Soichuk R., 2021, p. 41-47).



It should be emphasized that it was in the XXIst century that the requirements for the teacher as an individual increased, and his pedagogical functions expanded naturally, primarily in the direction of charity and social education, the professional culture of the future specialist, and his position of recognition. Today, the professional and pedagogical system is being reformed according to the scheme: «social needs - social and educational services», we see an alter native to the same type of higher education in educational institutions and programs (Karpenko O., 2007, p. 374). Therefore, the requirements for the problem of preparation for charitable activities of the future specialist are increasing, which can be closely connected with the issue of moral education. At the same time, benevolence has an important place among the foundations of personality characteristics. On this occasion, M. Stelmakhovich wrote: «... benevolence as a criterion of upbringing should always and especially in the matter of upbringing should stand above all other interests. Today the question is about the salvation of young generations» (Stelmakhovich M., 1996, p. 165).

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the primary task of the future teacher is to master his profession, which leads to the self-affirmation of the individual, the disclosure of his own strengths, his comprehensive (physical, moral, mental) development, the interrelationship of benevolence, morality, integrity and social maturity, where benevolence is determined by one from the fundamental characteristics of the personality of the future teacher with the depth of its inclusion in the socio-cultural aspect with the quality of the transformed activity.

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## **РЕТРОДОСВІД БЛАГОДІЙНОЇ ТА МЕЦЕНАТСЬКОЇ ПІДТРИМКИ СТАНОВЛЕННЯ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ УКРАЇНИ**

**Анотація.** Актуалізація дослідження проблеми благодійної та меценатської підтримки становлення закладів вищої освіти України зумовлена тим, що конструктивний ретродосвід має перспективи використання для повоєнного відновлення та розвитку сучасних закладів вищої освіти України.

Мета дослідження – проаналізувати досвід благодійної та меценатської підтримки становлення закладів вищої освіти України на початку XIX століття.

Методи дослідження. Досягнення мети статті уможливило використання методів аналізу, синтезу, порівняння, конкретизації, узагальнення.

У статті конкретизовано основні підходи до трактування понять «благодійність», «благодійна діяльність», «меценатство», «меценатська діяльність».

На основі аналізу дисертаційних робіт, наукових публікацій констатовано, що становлення закладів вищої освіти України на початку XIX століття відбувалося за значної благодійної та меценатської підтримки широких верств населення: дворян, ремісників, колишніх козаків, селян. Вона виявлялася в наданні коштів на відкриття закладів вищої освіти, переданні матеріальних цінностей та земельних наділів тощо, що істотно доповнювало бюджетне фінансування.

Вказано на цінність досвіду благодійної та меценатської підтримки становлення та розвитку системи вищої освіти в Україні в першій половині XIX століття, оскільки меценати були ініціаторами та спонсорами відкриття більшості університетів, Вищих жіночих курсів, ліцеїв та училищ (гімназій) вищих наук, а меценатська підтримка відкриття та розвитку університетів та закладів вищої професійної освіти в Україні у XIX столітті стала поширеним явищем.

**Ключові слова:** заклади вищої освіти, благодійна діяльність, добродійна діяльність, меценатська діяльність, університет, ретроспективний аналіз, конструктивний ретродосвід.

## **RETRO EXPERIENCE OF CHARITY AND PATRONAGE SUPPORT FOR THE ESTABLISHMENT OF HIGHER EDUCATION INSTITUTIONS IN UKRAINE**

**Abstract.** The actualization of research on the problem of charitable and philanthropic support for the formation of higher education institutions of Ukraine is due to the fact that constructive retro-experience has prospects for use for the post-war recovery and development of modern institutions of higher education in Ukraine.

The purpose of the study is to analyze the experience of charitable and philanthropic support for the establishment of higher education institutions in Ukraine at the beginning of the 19<sup>th</sup> century.

Research methods. Achieving the goal of the article made it possible to use the methods of analysis, synthesis, comparison, concretization and generalization.

The article specifies the main approaches to interpreting the concepts of «charity», «charitable activity», «patronage», «patronage activity».

Based on the analysis of dissertations and scientific publications, it was established that the establishment of higher education institutions in Ukraine at the beginning of the 19<sup>th</sup> century took place with significant charitable and philanthropic support from broad sections of the population: nobles, craftsmen, former Cossacks, and peasants. It manifested itself in the provision of funds for the opening of higher education institutions, the transfer of material assets and land allotments, etc., which significantly supplemented budget funding.

The value of the experience of charitable and philanthropic support for the formation and development of the system of higher education in Ukraine in the first half of the 19<sup>th</sup> century is indicated, since philanthropists were the initiators and sponsors of the opening of most universities, higher women's courses, lyceums and schools (gymnasiums) of higher sciences, and philanthropic support for the opening and development of universities and institutions of higher professional education in Ukraine in the 19<sup>th</sup> century became a common phenomenon.

**Keywords:** institutions of higher education, charitable activity, charitable foundation, charitable activity, philanthropic activity, university, retrospective analysis, constructive retroexperience.





## INTRODUCTION

**The problem formulation.** To ensure the post-war recovery and innovative development of Ukraine, the preservation of the potential of the higher education system plays a key role. To achieve the goals and fulfill the tasks of ensuring the financial autonomy of modern institutions of higher education, their integration into the world educational and scientific space, strengthening the ties of education with science and business, which are defined by the Law of Ukraine «On Higher Education», the Strategy for the Development of Higher Education in Ukraine for 2022–2032, attracting investments, charitable and philanthropic support becomes an objective necessity.

During the last decades, charitable and benevolent activities, which are called by a number of terms, have become widespread, namely: «charity», «charity», «charitable support», «patronage», «patronage activity», «sponsorship», etc. There is an opinion among contemporaries that these phenomena are a sign of the present, but they have a long tradition. Actualization of the problem of charitable and philanthropic support for the establishment and development of higher education institutions of Ukraine is due to the fact that in the XIXth and early XXth centuries domestic universities received quite significant assistance in the form of charitable donations, monetary assistance, support for scientific internships and research, etc.

**Analysis of recent research and publications.** The issue of philanthropic and philanthropic support for the establishment and development of higher education institutions of Ukraine has become the subject of scientific analysis in the works of domestic researchers. P. Bilichenko's dissertation systematically analyzed the prerequisites for the formation of patronage in the history of national education; the work of charitable societies, which differed in terms of the object of assistance, industry and territory of activity, was characterized, and the role of scientific societies in universities and professional schools, scientific-technical, industrial-financial, and cultural associations was also revealed (Bilichenko, P.H., 2008, p.22). B. Tymochko's dissertation research analyzed the educational and public activity of Orthodox brotherhoods in Volyn in the second half of the 19<sup>th</sup> and early 20<sup>th</sup> centuries, and explored the main theoretical and methodological foundations of the educational and public activity of the brotherhoods as a historical and pedagogical phenomenon (Tymochko, I.B., 2011). The dissertation work of V. Kornienko (Korniyenko, V.M. 2005, p.19) is devoted to the study of charity in the educational sector of the Kharkiv province (second half of the 19<sup>th</sup>- beginning of the 20<sup>th</sup> centuries). In the research of V.Stynska, the normative and legal regulation of charitable activities in Ukraine was characterized (Stynska, V. 2021). According to the correct opinion of the researcher I. Zavulichna, the development of the charity institute in Ukraine is currently influenced by a number of factors, in particular, «the pandemic, the Russian-Ukrainian war led to the emergence of new charitable funds, and the existing funds outlined new tasks aimed in particular at education, health care, science, culture, art, protection of motherhood and childhood, and also to help internally displaced persons» (Stynska, V., Zavulichna, I., 2022, p. 13-27).

The materials of scientific studies of domestic researchers have significant scientific potential for multi-vector study of the process of charitable and philanthropic support for the establishment of higher education institutions. In our opinion, the constructive retrospective experience of charity and patronage in the field of higher education is instructive and useful for the modern generation of public figures, heads of business structures, entrepreneurs, and educators.

**THE PURPOSE OF THE RESEARCH** is to analyze the experience of charitable and philanthropic support for the establishment of higher education institutions in Ukraine at the beginning of the 19<sup>th</sup> century.

## RESEARCH METHODS

Achieving the goal of the article made it possible to use the methods of analysis, synthesis, comparison, concretization, and generalization.

## RESULTS OF THE RESEARCH

Charity and philanthropy is a social phenomenon that goes back centuries. Today, we can interpret philanthropic and charitable activities as the oldest humanistic tradition.

Currently, the term «charity» has a rather broad meaning: financial and material support of socially vulnerable segments of the population, assistance to orphans, disabled people, etc. We are impressed by the approach of O. Donika, who, in researching the charitable and cultural and educational activities of the Tereshchenko family, proceeded from the fact that he interpreted charity as «an activity formed on public grounds and private initiative, carried out by individuals or legal entities, and has the following essential features: 1) presence of a socially significant goal; 2) voluntary, selfless organized nature of work; 3) high moral principles, public level of understanding of its necessity» (Donik O.M., 2001, p.211).

It is generally known that the initial understanding of these terms was a manifestation of Christian compassion for one's neighbor and the moral obligation of the wealthy to help the poor and give alms to beggars. Today, «benevolence», «benevolence» and «caring» are also widely used synonymous concepts. Currently, the use of the term «charitable activity» is normalized thanks to a number of regulatory and legislative acts. Thus, according to the Law of Ukraine «On Charitable Activities and Charitable Organizations», the concept of «charitable activity» is interpreted as «voluntary personal and/or property assistance to achieve the goals defined by this Law, which does not involve the benefactor receiving a profit, as well as the payment of any remuneration or compensation to the benefactor on behalf of or on behalf of the beneficiary».

The concept of «charity» is interpreted as a voluntary, selfless donation of individuals and legal entities; provision of material, financial, organizational and other charitable assistance to those who need it. In fact, the concept of «philanthropy» in a broad sense is interpreted as a voluntary activity that directs public and private financial and property resources to help socially vulnerable sections of the population to solve social problems, in addition, it provides support for the professional, personal, and social development of specialists of various professions, those with higher education education, representatives of civil society, etc. problems, as well as improving the conditions of public life. Such support can be



provided directly through charitable foundations, scholarships, grants, etc. The analysis of pedagogical sources shows that patronage is a specific form of philanthropy, as a voluntary, selfless activity of natural persons regarding material, financial, and other support for certain individuals (more precisely, the social roles they perform), as well as cultural and educational institutions, artistic activities, etc.

Current Ukrainian legislation interprets philanthropic activities as charitable activities in the fields of education, culture and art, protection of cultural heritage, science and scientific research (About charitable activities and charitable organizations, 2012).

We proceed from the fact that one of the forms of charity, as a purposeful activity for the benefit of others, is patronage. In the scientific studios of domestic scientists, the issue of philanthropic support in the 19<sup>th</sup> and early 20<sup>th</sup> centuries were considered in the context of various aspects of the formation of the education system, namely: the expansion of public and private initiatives to establish higher education institutions Udovytska, T. A. (Udovytska, T. A., 2002), O. Druganova (Druhanova, O. M., 2009, p.11.), etc., charity in the field of education (Seiko, N.A., 2009, p.486).

Currently, there is a lack of systematic historical and pedagogical studies of philanthropy and patronage in the formation and development of universities at the beginning of the 19<sup>th</sup> century. Call for patronage at the beginning of the 19<sup>th</sup> century was announced at the state level regarding the material support of the state program for the reorganization of the education system, «We are sure that our loyal subjects will take an active part in these institutions, for the benefit of the general and each of the established ones, and thereby will contribute to... All well-intentioned citizens in setting up schools, helping the leadership with patriotic donations for the benefit of the common cause, will acquire a special and preferential right to the respect of their compatriots and to the solemn gratitude of the currently established institutions, which should enhance the present and confirm the glory of their homeland in the future» (Bagaley, D. 1893–1998, p. 62).

We will begin the retrospective analysis of charitable and philanthropic support with the creation of the first university on Ukrainian lands. It should be noted that a significant role in the organization of Kharkiv University belongs to V. Karazin, who in a rather short period of state activity (including as an adviser to Alexander I) achieved a number of achievements, in particular he contributed to the establishment of the Ministry of Public Education; was involved in the development of «Preliminary pre-planned national education»; drafted university statutes (in particular, Kharkiv University); organized the work of structural bodies of the Ministry of National Education, etc. One of the aspects that played a decisive role in the opening of the university in the city of Kharkiv was the enormous preparatory work of V. Karazin regarding the philanthropic support of the educational initiative: he enlisted the support of local nobles, merchants, and citizens, who for several months from the province and adjacent territories donated the amount of more than half a million rubles for the opening of the university, carried out large-scale work in power circles, and in the city of Kharkiv he was engaged in setting up a university: for this he even pledged his small estate, founded the Kharkiv library, buying part of the books with his savings (Bagaley, D. 1893–1998, p. 7, 121, 418).

In our opinion, the experience of collecting donations for the opening of Kharkiv University deserves special attention. Historical evidence convincingly demonstrates that thanks to the efforts of Karazin V., the Kharkiv nobility and merchants donated huge funds for the foundation of Kharkiv University at that time: the total amount was 658,506 rubles. However, not only the nobility, but also artisans, former Cossacks, provided substantial assistance for the foundation of the university. Thus, in the jubilee collection for the 150<sup>th</sup> anniversary of the university, it was mentioned about the contributions of craftsmen Ivan and Klymentii Kramarenko, Hryhoriy Lavrykov and Petro Timchenko, each of whom contributed 50 kopecks. Monetary contributions for the needs of Kharkiv University from private individuals totaled 9,650 rubles. However, donations were not only in the form of monetary contributions. So, for example, in 1808 State Councilor A. Alyonina gave the university a stone house in Kislovodsk and 1,000 rubles for its repair, and later - another 1,000 rubles (Harkovskij gosudarstvennyj universitet im. A. M. Gorkogo za 150 let, 1955, p. 11). Peasants and former Cossacks donated 125 acres of suburban land for the construction of university buildings free of charge (Bagaley, D. 1893–1998, p. 6).

Was philanthropic support necessary for the development of Kharkiv University? Of course, yes. After all, the states of higher education institutions determined the amount of appropriations for their maintenance and sources of financing, the main of which was income from the state treasury. Thus, according to the charter of 1804, 130,000 rubles were annually allocated from the state treasury for the needs of Kharkiv University. The increase in the number of public-funded students and the increase in expenses for their maintenance, as well as the opening of new departments, led to the provision of additional subsidies. Evidence of the financial deficit characteristic of the Ministry was the forced reduction in 1815 of the regular amount of the Kharkiv University by 19,200 rubles (Seiko, N.A., 2009, p. 876); in conditions of a budget deficit, the state leadership repeatedly used the practice of borrowing in financing (Seiko, N.A., 2009, p. 1166–1167).

Mostly patrons were sincerely ready to help the state leadership in the field of education, but there were also those who were guided by useful motives. For example, in 1816, fellow assessor Stieglitz expressed a desire to donate 100,000 rubles to the Richelieu Lyceum, refusing to publicize this fact and receive any award, but «with the provision that his brothers be granted full nobility or at least the right of nobility and ownership of real estate (property), so that after Stieglitz's death, they could inherit his estate and various institutions in the Novorossiysk region, which were given to them» (Udovytska, T. A., 1955, p. 886–888). It should be emphasized that the leadership of the country, as a rule, refused applicants in such cases. At the same time, wanting to encourage patrons, it used another means: on January 15, 1816, the Resolution on the procedure for encouraging persons who supported educational institutions was approved (Seiko, N.A., 2009, p.1124).

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

We consider valuable the experience of charitable and philanthropic support for the establishment and development of other types of educational institutions, in particular lyceums. In fact, philanthropic aid contributed to the development of the



higher education system in Ukraine in the first half of the 19<sup>th</sup> century, because philanthropists, as initiators and sponsors of the opening of most lyceums and schools (gymnasiums) of higher sciences, expressed a rather specific desire: to establish educational institutions that would have «the same degree with universities and all their advantages, starting a course of university sciences in them».

Therefore, the establishment of higher education institutions in Ukraine at the beginning of the 19<sup>th</sup> century took place with significant charitable and philanthropic support from broad sections of the population: nobles, craftsmen, former Cossacks, and peasants. It manifested itself in the provision of funds for the opening of higher education institutions, the transfer of material assets and land allotments, etc., which significantly supplemented budget funding.

Prospects for further investigations consist in the study of educational patronage (fundraising) as an effective mechanism for the development of material and technical, resource support of modern institutions of higher education.

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## ЛІТЕРАТУРНА ПЕДАГОГІКА В СИСТЕМІ ОСВІТИ: ЗДОБУТКИ ТА ПЕРСПЕКТИВИ РОЗВИТКУ У XXI СТОЛІТТІ

**Анотація.** За умов реформування всіх рівнів освіти в Україні у XXI столітті, змін у змісті, формах і методах освітніх галузей, зокрема мовно-літературної, актуальності набуває питання розвитку літературної культури та свідомості учнівської молоді, естетичної культури, розвитку потенціалу, критичного мислення та комунікативних навичок здобувачів освіти. У статті актуалізовано поняттєвий апарат, який використовується під час опису літературної педагогіки, що потребує уточнення та конкретизації основних термінів і категорій досліджуваного явища. Акцентовано увагу на таких поняттях, термінах і категоріях, як «літературна педагогіка», «літературна освіта», «читання», «читацька компетентність». Визначено, що у вітчизняній і зарубіжній науці поняття «літературна педагогіка» та «літературна освіта» недостатньо досліджені, їх необхідно конкретизувати та деталізувати з урахуванням ознак та особливостей компонентів терміна. В окремих джерелах ці дефініції ототожнюються між собою. Поняття читацької грамотності в статті розглядається в контексті таких навичок, як сприйняття, аналіз та оцінка текстів для розширення знань та розвитку читацького потенціалу. Обґрунтовано актуальність вивчення та впровадження літературної педагогіки в освітній процес закладів загальної середньої освіти у XXI столітті в контексті проблеми ставлення сучасних дітей та молоді до читання. Здійснено короткий огляд розвитку літературної педагогіки в історичному контексті розвитку суспільства. З'ясовано, що літературна педагогіка – це система методів, засобів і прийомів навчання, виховання, розвитку та формування особистості протягом усього життя за допомогою літератури. Окреслено перспективи розвитку літературної педагогіки в контексті впровадження її методів, прийомів та інструментів у освітню практику, впровадження міждисциплінарного підходу, роль літературної педагогіки у розвитку критичного мислення, етичної компетентності та загальної культури здобувачів освіти.

**Ключові слова:** літературна педагогіка, літературна освіта, розвиток літературної освіти, література, читання, читацька компетентність, XXI століття.

## LITERARY PEDAGOGY IN THE EDUCATION SYSTEM: ACHIEVEMENTS AND PROSPECTS OF DEVELOPMENT IN THE XXI CENTURY

**Abstract.** In the conditions of reforming all levels of education in Ukraine in the XXI century, changes in the content, forms and methods of educational fields, in particular language and literature, the issue of developing literary culture and consciousness of students, aesthetic culture, developing the potential, critical thinking and communication skills of students of education is becoming relevant. The article updates the conceptual apparatus used in the description of literary pedagogy in the educational sphere, which requires clarification and specification of the main terms and categories of the researched issue. Attention is focused on such concepts, terms and categories as "literary pedagogy", "literary education", "reading",





and "reading competence". It was determined that in domestic and foreign science, the concepts of "literary pedagogy" and "literary education" are not sufficiently developed and established, they need to be specified and detailed taking into account the signs and characteristics of the components of the term, in some sources they are identified with each other. The concept of reading literacy is considered in the context of such skills as perception, analysis, and evaluation of texts to expand knowledge and develop reading potential. The relevance of the study and implementation of literary pedagogy in the educational process of general secondary education institutions in the XXI century in the context of the problem of the attitude of modern children and youth to reading is substantiated. A brief review of the development of literary pedagogy in the historical context of the development of society is carried out. It was found that literary pedagogy is a system of methods, means and techniques of learning, education, development and formation of personality throughout life with the help of literature. The prospects for the development of literary pedagogy in the context of the introduction of its methods, techniques and tools into educational practices, the introduction of an interdisciplinary approach, the role of literary pedagogy in the development of critical thinking, ethical competence and the general culture of education seekers are outlined.

**Keywords:** literary pedagogy, literary education, development of literary education, literature, reading, reading competence, XXI century.

## INTRODUCTION

**The problem formulation.** Literary pedagogy is extremely relevant in the modern educational process. It contributes to the development of students' literary culture and literary consciousness, as well as the formation of their aesthetic taste, helps to reveal the potential of each student, and develops their critical thinking and communication skills. Also, literary pedagogy considers the various interests and needs of students, and their individual characteristics, which contributes to effective learning and the formation of a personally oriented approach. It contributes to the formation of the student's personality, the development of his worldview and the ability to understand complex social processes.

A researcher of students' motivation to read, John T. Guthrie, notes that "active and regular reading using various reading techniques and strategies has a positive effect on the formation of reading literacy and contributes to success" (Guthrie, J. T. & Wigéld, A., 2000).

Today, the problem of attitude to reading is one of the most acute in the field of global education. One of the reasons for the low interest in reading is the growing popularity of the Internet and social networks. Many people spend more time browsing the web, texting, or watching videos than reading books. This leads to a decrease in the time allocated to reading and, accordingly, to a decrease in interest in it.

It is also worth noting that the low level of reading activity in Ukraine is related to limited access to books. In many regions, libraries have limited resources and insufficient literature, especially in rural areas.

The PISA international study of the quality of education launched by the Organization for Economic Cooperation and Development (OECD) at the beginning of the XXI century deserves great attention in this regard. It is the single recognized authoritative source of information about secondary education worldwide. In 2018, more than 80 countries took part, representing two-thirds of the world's economy. For the first time, Ukraine joined the PISA project in 2016, as one of more than 80 participating countries in the seventh three-year cycle of this study. Our country has chosen mandatory testing options: reading, mathematics and natural sciences (PISA-2018, 2020).

The reading tests contained different types and kinds of texts (multiple, interrupted, etc.) and tasks to test students' ability to find information, integrate, analyze and interpret it, as well as evaluate the content, form of texts and others (Mazorchuk, M., Vakulenko, T., Tereshchenko, V., Bychko H., Shumova K., Rakov, S., Horokh, V. etc, 2019, p. 33).

The PISA study in the reading option aimed to test reading literacy, that is "a student's ability to perceive, analyze, use and evaluate a written text to achieve certain goals, expand their knowledge and reading potential, and increase their readiness to participate actively in society" (Mazorchuk, M., Vakulenko, T., Tereshchenko, V., Bychko H., Shumova K., Rakov, S., Horokh, V. etc, 2019, p. 34), which is an important but not the only component of literary education in general.

The results of Ukrainian students according to the PISA study showed that only 74.1% of Ukrainian teenagers reached the basic level of reading literacy, when 488.89 points is the average reading score for OECD countries. 23 points is the difference in the reading performance of students in Ukraine compared to the average values for OECD countries. Compared to countries such as Poland, Estonia, and Hungary, the indicators of Ukraine are lower than the reading, which for these countries is close to the average values for the OECD countries. Students in Ukraine are ahead of students in the Slovak Republic in the field of reading. Ukraine's results in reading are the closest to those of Belarus and the Slovak Republic (Mazorchuk, M., Vakulenko, T., Tereshchenko, V., Bychko H., Shumova K., Rakov, S., Horokh, V. etc, 2019, p. 53-54).

Also, the study showed that 37.3% of students in Ukraine do not read for pleasure, and this negatively affects the results of the reading study. A high level of inequality in reading competence between students from different socio-economic backgrounds was also revealed: students with a higher socio-economic status have better results than students with a lower status (Mazorchuk, M., Vakulenko, T., Tereshchenko, V., Bychko H., Shumova K., Rakov, S., Horokh, V. etc, 2019, p. 116).

Consequently, the results of PISA-2018 provide important information about the effectiveness of education systems and help countries improve their approaches to education. When a country gets low results in the study, there is a "PISA shock", which indicates the insufficient quality of education. Ukraine, unfortunately, did not stay away from this phenomenon either. According to the results of PISA-2018 in reading competence, Ukrainian students showed a low



level of results, taking 46th place among 79 countries (Mazorchuk, M., Vakulenko, T., Tereshchenko, V., Bychko H., Shumova K., Rakov, S., Horokh, V. etc, 2019, p. 53).

One of the ways to solve the "PISA shock" is the introduction and development of literary pedagogy, an approach to learning that emphasizes the development of reading skills and literary thinking of students (Rothman, B., 2017). It contributes to the formation of not only reading competence, but also mental activity, critical thinking and creative potential.

Definitions of "reading" and "reading literacy" have changed over time, reflecting changes in the cultural and socio-economic life of mankind. Today, reading is not only a skill acquired only in childhood during primary school education. On the contrary, now reading is a component of lifelong learning, and therefore it is considered as a system of knowledge, abilities, skills, and activity strategies, which is constantly updated and formed when a person interacts with other people and with society in general. The processes and strategies of reading differ depending on the context and goals of reading, and the nature of the texts (Mazorchuk, M., Vakulenko, T., Tereshchenko, V., Bychko H., Shumova K., Rakov, S., Horokh, V. etc, 2019, p. 93).

The history of the development of literary pedagogy is a complex and multifaceted process that includes various stages and influences of many researchers, teachers and has ancient roots, but in the modern sense it began to take shape with the emergence of schools and systematic education.

**Analysis of recent research and publications.** In the field of pedagogy and philology, various aspects of literary education are highlighted in the scientific works of Ukrainians (H. Klochek, N. Voloshyna, O. Bondarieva, O. Halych, A. Gradovskiy, Y. Kovbasenko, O. Isaieva, L. Miroshnychenko, A. Sytchenko, G. Tokman, U. Baran, T. Kachak, etc.) and foreign (S. Yentgens, M. Green, V. Johnston, S. Tung, etc.) researchers.

Thus, H. Klochek described fiction as an educational subject in a modern school. Theoretical and methodological aspects of language and literature education are represented by Y. Holoborodko, Y. Kuznetsov, L. Matsko, and L. Skurativskiy. At different levels, the system of general secondary and higher literary education was analyzed by O. Isayeva, V. Martynenko, R. Movchan, V. Naumenko, O. Nikolenko, V. Panchenko, E. Pasichnyk, M. Sulima, B. Shalaginov, V. Shulyar and other scientists and authors of concepts, programs, textbooks and manuals.

The motivation to read and the development of children's reading, features of the modern reader were highlighted by N. Vashchenko, U. Hnidec, M. Kiyanovska, L. Matsevko-Bekerska, G. Ostrovska, G. Tkachuk, B. Shalaginov and others.

**AIM AND TASKS RESEARCH** are to investigate the content and clarify such concepts, terms and categories as "literary pedagogy" and "literary education"; to analyze the achievements of domestic and foreign pedagogical science in developing the concept of literary pedagogy and to outline the prospects for the development of the field of literary pedagogy.

#### **RESEARCH METHODS**

The study uses general scientific and sectoral methods: analysis of psycho-pedagogical and educational-methodical scientific literature, dissertation research, and the legislative framework of education to determine the state of development of literary pedagogy and literary education, in particular at the level of general secondary education in Ukraine; synthesis, induction, and deduction to conduct a theoretical analysis of the problem of introducing literary pedagogy into educational practice, as well as a problematic and chronological method of studying the development of literary pedagogy.

#### **RESULTS OF THE RESEARCH**

Considering the early history of the study of literary pedagogy, it can be said that in the Middle Ages it was mainly religious since the church played a large role in the educational system. The main principles were reading and studying the Bible and religious texts. Latin was the main language in education, and this limited the availability and possibilities of literary pedagogy. In the Renaissance period, literary pedagogy began to develop more widely. Great importance was attached to humanistic ideas and the study of classical works of Latin and Greek literature. During this period, the first textbooks on literary studies appeared. With the beginning of the Enlightenment in the 18th century, literary pedagogy underwent significant changes. The main goals became the formation of civic identity and the development of mental abilities, and learning through literature began to be considered as a means of personality development and the formation of moral values. In the XVIII century significant progress was made in literary pedagogy. New methods of literary analysis appeared, and the emphasis in education shifted from religious and moral aspects to the formation of artistic taste and the development of critical thinking. In the XIX century, literary pedagogy began to enter the general education system, and teaching methods expanded due to the use of new pedagogical approaches (interpretation of texts, critical thinking, development of creative skills, etc.) (Guiney, M. Martin, 2017).

In the modern world, literary pedagogy continues to develop, and it is applied already taking into account innovative methods and pedagogical approaches. The importance of literature as a tool for personal development and the formation of critical thinking remains an important priority.

The goal of training and education in general in the information age is not to obtain ready-made knowledge and mechanical memorization, but to include this knowledge in a wider context – the ability to find and use information (Simon, H. A., 1996). Reading as a source of information, depending on the goals, includes various methods and technologies of reading, while being a multidimensional integrated skill. In the functional approach to learning, "reading" is considered by researchers from the point of view of content, with the help of a prepared reading guide, the readers' ability to recognize the compositional features of the text, perceive its content, social component and general understanding was studied (Vacca, R. T., 1975).

The study of reading, as a complex cognitive process, made it possible to develop a theory of creative understanding, which considers the mechanism of long-term memory, mapping using analogies, building a basic constructive analogy, and



reformulating the problem as prerequisites for creative reading (Moorman, K. A., 1994). The dependence of the level of understanding in the process of reading an artistic text on the emotional state of a person was also revealed (Kneepkens, E. W. E. M. & Zwaan R. A., 1994).

Reading literature, as a way of developing critical thinking, has become the subject of special research: it has been established that reading aloud to students has a qualitative effect on the development of vocabulary, improves language skills, expands understanding of the diversity of cultures, develops critical thinking and problem-solving skills, allows learning about different types of conflicts and possible solutions, and also develops the ability to empathize and understand other people (Johnston, V., 2015; Tung, C., S., Chang, Chia, Feng, 2009).

Critical reading is considered as an incentive to observe linguistic phenomena in the text, which are capable of conveying a variety of meanings, over different points of view, and even as an incentive for the reader to actively evaluate. The model of learning critical thinking skills, which involves the formation and development of the reader's reaction to a work of art, was substantiated (Bobkina, J. & Stefanova, S., 2016).

Melanie Green and Timothy Brock studied the deeper changes that occur in a person's mind under the influence of reading as changes in their worldview (Green, M. C. & Brock, T. C., 2000). Reading fiction affects a person's ability to empathize. Based on the theory of transference, researchers have shown that readers become more empathetic when they are deeply emotionally immersed in a story. The connection between the degree of empathy of readers and their emotional immersion in a literary text has also been studied (Bal, P. M., Veltkamp, M., 2013; Mar, R. A., Oatley, K.M., Peterson, J. B., 2009).

A group of scientists substantiated a multifactorial model of reading fiction to study the skills of "absorbing" reading. A correlation was found between such categories as "attention" (deep concentration, as a result of which readers cease to be aware of themselves and the surrounding time), "mental images" (mental visualization of the artistic world of the work), "emotional immersion" (the emergence of feelings for the characters and immersion in their feelings, such as keenness, empathy and identification with the characters), "transfer" (a feeling of immersion in the artistic world of the work, when the reader at the same time remains in contact with the real world) and «satisfaction» (Kuijpers, M. M., Hakemulde, F., Tanb, E. S. & Doicaru, M. M., 2014).

A promising area today is the study of the phenomenon of shared reading, or collective reading, of the same text by different readers, comprehension of similarities and differences in their interpretation and understanding of the text, the experience of collective reading applied to the modeling of literary characters in computer analysis of literary phenomena (Galleron, I., Idmhand, F. & Meynard, C., 2018). The role of parents and family reading in the development of children's reading skills has been studied for a long time (Senechal, M., LeFevre, J., 2002).

More and more researchers are raising the topic of reading transformation, as children born in the information society are mostly focused on digital technologies. That is, the awareness of the need to use all possible sources and channels of information to systematically work with children to encourage reading, because the habit of reading is formed at an early age, so it must become a need at all stages of personality development. A decrease in a child's interest in literature leads to a deterioration in reading literacy in general, which in the future will lead to cultural and intellectual degradation.

The relevance of the development of literary pedagogy is related to the fact that reading is a key competence for needs that are constantly changing and increasing in number. PISA 2018 showed this global competence – the ability to move easily between the local and global spheres – is strongly correlated with reading performance. This is not surprising, since both reading and global competence require weighing the reliability and relevance of information, reasoning with evidence, and describing and analyzing complex situations and problems.

Therefore, the issue of developing a systematic approach to the formation and development of reading competence and reading skills during the educational process throughout life remains relevant even today. In this regard, all resources of institutional, formal, and informal education should be used. The use of the term "literary pedagogy" is one of the directions of innovative educational technologies and a way of transferring cultural experience to the younger generation.

The term "literary pedagogy" consists of two complex concepts that require clarification: "literature" and "pedagogy". Stephanie Yentgens in her work "Literary Pedagogy. An Introduction to the Theory and Practice of Teaching Literature" understands "literature" as the broad field of figurative language in epic, drama and lyric, transmitted through oral narratives, books (including non-fiction), films, audiobooks and radio plays, hyperfiction, interactive games and other cross-media works. The researcher focuses the main attention on written forms of literature, although oral and media forms of literature are also mentioned. Pedagogy is the science that deals with the theory and practice of teaching and upbringing. The term is derived from Greek παιδαγωγική ("paidaieia") - education, nurture, where "pais" means a boy, a child and "agein" means to lead, and "describes the activity of a person who leads a boy; that is a teacher". Pedagogy studies educational and upbringing contexts, but it is also a science of action, which provides suggestions on how educational and upbringing practices can be developed and improved (Jentgens, S., 2016, p. 4).

Literary pedagogy is part of the educational process that helps the individual to develop his potential. At the same time, it supports the child in acquiring relevant competencies, such as reading or writing, which are crucial for social acceptance. S. Jentgens also distinguishes between "literary education" and "literature" as means and guides of educational activity. Literary education is an interaction with the aesthetic field of literature for a deeper understanding of connections, structures and varieties. Learning with the help of literature, on the contrary, means communicating with literature as a means of developing an attitude to the world (Jentgens, S., 2016, p. 18).

The Concept of Literary Education, approved by the Order of the Ministry of Education and Science of Ukraine on 26 January 2011, № 58, defines literary education as "an educational system of studying literature in general education



institutions of Ukraine" (Order of the Ministry of Education, Culture and Sports № 58 dated January 26, 2011). The document also contains attempts to outline the essence, purpose, tasks, principles and structure of literary education in the secondary schools of that time.

At the same time, the State Standard of Basic Secondary Education, approved by the Cabinet of Ministers of Ukraine on 30 September 2020, № 898, does not define literary education. It is a component of the language and literary education field, which, as stated in the State Standard, aims to "develop competent speakers and readers with a humanistic worldview who speak Ukrainian, read informational and fiction texts, including classical and contemporary fiction (Ukrainian and foreign), able to communicate in the languages of indigenous peoples and national minorities, foreign languages for spiritual, cultural and national self-expression and intercultural dialogue, to enrich the emotional and sensual experience, creative self-realization, formation of value orientations and attitudes" (Resolution of the Cabinet of Ministers of Ukraine; Standard, Requirements on September 30, 2020 № 898, 2020).

The development of a child's interest in literature begins with listening - understanding what is heard by ear, only then does the question of reading arise. Such an algorithm for the development of perception is indisputable, it is only necessary to correctly manage this process, which is one of the tasks of literary pedagogy. Literature as a component of the educational process acts as a tool that forms a critical perception of reality, develops cognitive and emotional spheres of human life, develops an axiological approach to culture, etc. So, literary education can be considered as one of the aspects of literary pedagogy. Literary pedagogy as a part of a holistic system of lifelong education should be considered in the context of activities to support children's, youth and family reading.

Literary pedagogy covers a wide range of different areas, including language development, speaking, reading and writing. There are many options for specialization, depending on the context in which literature teachers work. The English term "literacy", commonly used in early childhood education, encompasses a large number of skills that literature education seeks to provide. Firstly, this term describes the ability of a person to navigate the world of letters. UNESCO defines literacy as "the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials related to different contexts" (Jentgens, S., 2016, p. 474).

Literacy involves lifelong learning to enable individuals to achieve their goals, improve their knowledge and develop their potential, and be fully included in a global society. Literacy encompasses much more than reading and writing skills; it also includes speaking, narrating, listening, understanding and imagining skills, which are the various uses of language. The UNESCO definition also makes it clear that literacy is a key competence for the development of individual potential and participation in society. While the term literacy encompasses the fundamental skills that enable communication with literature, the term literary education refers to working with literature in a narrower sense. It includes knowledge of literary works as well as skills of working with them (Jentgens, S., 2016, p. 474).

The researcher Esther Skat uses a schematic representation to describe that literary education encourages reflection through two types of dialogue: "dialogue with literature" and "dialogue about literature". The first dialogue concerns the interaction between the learner and the text: through internal dialogue, learners become aware of the feelings, thoughts and experiences they bring to a literary text. The second dialogue concerns social interaction with the text: through external dialogues about literary texts, students share their reading experiences and explore the personal reactions of their peers (Schat, E., van der Knaap, E., de Graaff, R., 2021, p. 335).

Thus, in the course of analyzing the above-mentioned sources, we will attempt to define the term "literary pedagogy" as a system of methods, means and techniques of teaching, upbringing, development and formation of a personality throughout life with the help of literature.

Summing up the above, we can state that literary pedagogy is an important field of education that combines literature and pedagogy. It is aimed at studying and using literature as a means of education and personal development.

#### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

Literary pedagogy is of great importance in preparing the younger generation for life, shaping future citizens capable of creative and critical thinking, and rich in spiritual values and cultural heritage. It helps to broaden the worldview, develop language skills, cultivate aesthetic taste and partnerships between teacher and student. Literary pedagogy helps to discover the sources of culture, reveals the past of humanity and contributes to the development of national consciousness. Through literature, students are introduced to a variety of works of art, learn to see the world from different perspectives, and understand the emotions and feelings of other people.

Literary pedagogy is actively used in the work of teachers with students, acting as a mechanism to support intellectual, emotional and spiritual development. It helps to reveal the creative abilities of students, develops their imagination and creativity through the analysis of works of art and the creation of their own. Thus, the importance of literary pedagogy in the educational process is to form a holistic personality, develop students' thinking, emotional sphere and creative abilities, as well as expand cultural horizons and prepare them for independent perception and analysis of literary works.

Literary pedagogy can also be defined as an approach to teaching that focuses on the development of students' reading skills and literary thinking. It is based on the use of various methods and techniques that contribute to the formation of not only reading competence, but also mental activity, language competence, critical thinking, analytical skills and creative potential of students.

Modern educational practice provides an opportunity for the development of literary pedagogy, namely: the expansion of the concept of literary pedagogy and its inclusion in the educational process at various levels (the use of literary texts in various educational subjects, the inclusion of literature in extracurricular work, the organization of literary circles





and clubs); the development of interactive learning methods (modern literary pedagogy is aimed at the development of interactive learning methods that involve the active participation of students in the process of studying literature (discussions, group projects, role-playing games, creative tasks, etc.); the use of modern technologies (the development of information technologies opens up new opportunities for literary pedagogy: electronic resources, video materials, websites and other interactive means to increase interest in literature and develop reading skills); implementation of an interdisciplinary approach (literary pedagogy can be successfully combined with other fields of knowledge, such as art, music, history, sociology, etc., which will allow a deeper understanding of literature, as well as expand opportunities for its use in the educational process; development of critical thinking and ethical competence (literary pedagogy can contribute to the development of critical thinking of students, as well as the formation of ethical competence: studying various literary works helps students understand different aspects of human life, develop empathy and moral values); research of literary pedagogy and literary education on the territory of independent Ukraine.

Literary pedagogy introduces various methods and techniques of interaction with texts, helping to involve students in active communication. The introduction of literary pedagogy into the educational process will contribute to the improvement of the quality of education and the development of students.

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## **ПЕРІОДИЗАЦІЯ РОЗВИТКУ ДОСЛІДЖЕНЬ ПРО КУЛЬТУРНО-ОСВІТНІХ ДІЯЧІВ ЗАКОРДОННЯ В УКРАЇНСЬКІЙ ПЕДАГОГІЧНІЙ КОМПАРАТИВІСТИЦІ**

**Анотація.** Стаття присвячена проблемі періодизації розвитку досліджень про культурно-освітніх діячів закордоння в українській педагогічній компаративістиці. З'ясовано, що предметом вивчення українських компаративістів є культурно-освітні діячі закордоння, чия освітня діяльність і педагогічна спадщина представляють інтерес для історико-педагогічної науки України. У процесі здійснення умовної періодизації враховували загальні чинники, що впливають на цей процес: суспільно-політичні (зміни в ідейних орієнтирах, міжнародних стосунках України, російсько-українська війна тощо); культурно-освітні (інтеграція у європейський освітній простір, зростання інтересу до зарубіжного соціокультурного досвіду, розвиток інформаційного суспільства та ін.); зміни в українській національній гуманітаристиці та історико-педагогічній науці і компаративістиці зокрема. За основний критерій розробки такої схеми періодизації брали кількісні та якісні зміни, які позначалися на історіографічному процесі нагромадження знань з порушеної проблеми. Зокрема зважали на зростання чисельності наукових праць (передусім дисертацій, фахових статей тощо), зміни, модифікацію їх сутнісно-змістових характеристик (методологія; уведення до наукового обігу нових імен тощо).

Визначено три основні періоди розвитку досліджень про зарубіжні персоналії в українській педагогічній компаративістиці. Перший період, який виходить за основні хронологічні межі нашого дослідження, визначено як «початковий» («зародковий»), він охоплює 70–80 рр. ХХ ст. Другий період розвитку персоналізованого напрямку української педагогічної компаративістики охоплює умовно 1991/92 – 2004/05 рр., його визначено як «перехідний пострадянський». За цього періоду відбуваються істотні зміни в методології дослідження, радянську соціологізаторську парадигму аналізу освітньо-педагогічних процесів змінила національно-орієнтована модель їх вивчення і трактування. Третій період 2005/06 – 2025 рр. визначено як «євроорієнтований», «науково-плюралістичний». З'ясовано, що за цього періоду вивчення представників зарубіжної педагогічної думки сприяла активна дерадянська і демодернізація національної історико-педагогічної науки та активна адсорбція західноєвропейських і американських методологічних підходів, концептів, дослідницького інструментарію і науково-педагогічних ідей; приєднання України до Болонського процесу (2005 р.) та орієнтація і перехід на європейські вимоги і стандарти розвитку освіти; поступовий відхід від впливів російських наукових наративів та остаточна відмова від них, спричинена військовою агресією РФ.

**Ключові слова:** періодизація, зарубіжні культурно-освітні діячі, педагогічна компаративіста, педагогічна біографістика, педагогічна персоналія, історико-педагогічна наука, історіографія, порівняльна педагогіка.

## **PERIODIZATION OF THE RESEARCH DEVELOPMENT ON FOREIGN CULTURAL AND EDUCATIONAL WORKERS IN UKRAINIAN PEDAGOGICAL COMPARATIVE SCIENCE**

**Abstract.** This article delves into the concept of periodization concerning the evolution of research on cultural-educational figures from other countries within the context of Ukrainian pedagogical comparativism. It sheds light on Ukrainian comparativists' emphasis on cultural-educational figures abroad, whose educational contributions and pedagogical legacies hold significance in Ukraine's historical-pedagogical field. In formulating a structured periodization, various overarching factors influencing this process were taken into account: socio-political elements (such as shifts in ideological perspectives, Ukraine's international relationships, the impact of the Russo-Ukrainian conflict, etc.); cultural-educational aspects (integration into the European educational sphere, heightened interest in foreign socio-cultural practices, the evolution of the information society, etc.); and the transformations within Ukrainian national humanitarianism and historical-pedagogical science, particularly in the realm of comparativism. The primary criterion for developing such a periodization scheme considered quantitative and qualitative changes that affected the historiographic process of accumulating knowledge on the discussed issue. This included the increase in the number of scholarly works (especially dissertations, professional articles, etc.), changes, and modifications in their substantive characteristics (methodology, introduction of new names into scholarly circulation, etc.).

This study identifies three principal periods in the evolution of research on foreign figures within Ukrainian pedagogical comparativism. The initial phase, termed 'incipient' or 'initial,' spans from the 1970s to the 1980s, extending beyond



the primary chronological boundaries of our research. The second period, characterized by a personalized direction in Ukrainian pedagogical comparativism, roughly spans from 1991/92 to 2004/05, denoted as the 'transitional post-Soviet' era. This phase marked notable shifts in research methodology, transitioning from a Soviet sociologized paradigm of analyzing educational-pedagogical processes to a nationally-oriented approach for study and interpretation. The third period, encompassing 2005/06 to 2025, is referred to as the 'Euro-oriented' and 'scientifically pluralistic' era. During this phase, active de-Sovietization and de-communization of national historical-pedagogical science facilitated the integration of Western European and American methodological approaches, concepts, research tools, and pedagogical ideologies. Ukraine's adoption of the Bologna Process in 2005 steered the country towards European educational standards, gradually distancing itself from Russian academic narratives due to the military aggression of the Russian Federation, ultimately leading to a clear rejection of these narratives.

**Keywords:** periodization, foreign cultural-educational figures, pedagogical comparativist, pedagogical biographistics, pedagogical personality, historical-pedagogical science, historiography, comparative pedagogy.

## INTRODUCTION

**The problem formulation.** Within Ukrainian pedagogical science, ongoing endeavors revolve around the pursuit of new scientific paradigms, innovative educational models, exploration of foreign educational experiences, and a heightened focus on accumulating historical-pedagogical knowledge. Scholars are reevaluating the contributions of educators, scholars, and educational figures whose activities were either suppressed under communist ideology or examined subjectively until 1991. Presently, there's a concerted effort to explore innovative educational-pedagogical processes that hold historical significance. This exploration extends to Ukrainian comparativism, evolving within an expanding scholarly discourse encompassing both theoretical-methodological frameworks and practical applications. Since gaining independence, Ukrainian pedagogical comparativism has actively delved into the lives, scholarly contributions, and professional experiences of foreign educators and cultural-educational figures. This not only underscores the necessity for specialized advancements in the methodological foundations of pedagogical biographistics but also aims to comprehend scientific accomplishments and identify areas for further exploration in this realm. Introducing a periodization approach to studying the personas of foreign cultural-educational figures within Ukrainian pedagogical comparativism (from the 1990s to the first quarter of the 21st century) will significantly contribute to achieving these objectives.

**Analysis of recent research and publications.** Pedagogical biographistics in the second half of the 20th and the beginning of the 21st century is the subject of study for representatives of various fields of pedagogical science, as it has an interdisciplinary, polystructural, and multilevel nature. Different aspects of the problem indicated in the title have been explored, among other things, in works related to the history of pedagogy (O. Adamenko, H. Bilavych, K. Binytska, L. Berezivska, T. Havrylenko, L. Holubnycha, N. Hupan, E. Dniprov, I. Kulyk, I. Rozman, B. Savchuk, I. Strazhnikova, O. Petrenko, N. Pobirchenko, D. Raskin, O. Savchenko, O. Sukhomlynska, etc.), historiography of pedagogical science (I. Rozman, B. Savchuk, I. Strazhnikova, O. Sukhomlynska, etc.), comparative pedagogy (A. Bevor, A. Prizhen, O. Halus, L. Shaposhnikova, A. Kazamias, R. Cohen, M. Lavrychenko, D. Mertens, O. Ovcharuk, S. Tsiura, H. Shchuka, etc.), theory and practice of source study, bibliography, particularly pedagogical biographistics (O. Adamenko, L. Berezivska, H. Bielan, N. Dichek, O. Petrenko, etc.), biographistics in the fields of philosophy (I. Holubovych, V. Menzhulin, etc.), history (A. Valevskiy, V. Popyk, etc.), psychology and sociology (V. Klymchuk, Ya. Moysiienko, V. Konovalchuk, V. Onoprienko, etc.), and literary studies (M. Bagriy, I. Kolesnyk, etc.).

## THE AIM AND RESEARCH TASKS

The aim To establish a periodization of studying the personalities of foreign cultural-educational figures in Ukrainian pedagogical comparativistics (the 1990s - the first quarter of the 21st century).

## RESEARCH METHODS

The methodology of research, functioning as an operational toolkit, encompasses a collection of specific methods, techniques, and approaches that facilitate purposeful and logically grounded actions and procedures when investigating identified issues. Categorized by their essential-functional features, these methods are divided into three primary groups: general scientific, interdisciplinary, and specialized. Each group, as well as individual tools within them, possesses instrumental-cognitive and cognitive capabilities. Under the domain of general scientific methods, we include analysis and synthesis, induction and deduction, abstraction and specification, generalization and comparison, among others. These methods dictate the overall logic of the cognitive process and the substantive direction of our research. Interdisciplinary and disciplinary methods comprise periodization, historical-genetic and historical-structural approaches, retrospective synthesis, historical-logical and comparative-historical methods, retrospectives, historical actualization, and more. These methods define the dynamics, stages, and trends of the overall biographical process and the life path of individual personalities. They aid in dividing biography into distinct components – life path, pedagogical creativity, social activities, etc. – for study and comparison based on specific criteria, features in developmental dynamics and relationships, comprehension of the 'spirit of the era, "past through the present", and the "modernization" of past experiences for effective utilization in addressing contemporary educational-pedagogical issues. Partial-scientific methods such as content analysis, discourse analysis, systemic-structural, and systemic-functional methods facilitate the study and development of various aspects of pedagogical biography from the perspective of scientific discourse and the creative legacy of the researched personalities. Source-critical methods (heuristic-search, interpretative, etc.) and historiographical methods (monographic, analysis of the main body of



sources, analysis of knowledge systems, discourse analysis, etc.) ensure critical analysis of extensive historical-pedagogical and biographical literature, alongside the scientific works of individual scholars. They are complemented by sociological and mathematical methods contributing to the generalization, formalization, and comparison of various factual materials. Specialized biographical methods (biographical, biographical reconstruction, etc.) define methodologies, techniques, and approaches to study various aspects of the life and work of pedagogical personalities. A comprehensive understanding of these methods is pivotal for analyzing research on foreign pedagogical figures.

### RESULTS OF THE RESEARCH

Realizing the stated goal involves addressing a complex set of issues. Firstly, it pertains to understanding the dynamics and stages of accumulation in Ukrainian comparative pedagogy regarding scientific knowledge about foreign cultural-educational figures. This includes the determinants of this process, such as its institutionalization, influences of socio-political and sociocultural factors, shifts in ideological and scientific paradigms, etc. Secondly, employing the operational tools mentioned (methods), we structure the historiographical sources themselves, characterizing their individual components reflecting the trends in the development, modernization of approaches, and the increase/decrease in the level of accumulated empirical and theoretical knowledge about the life and creative legacy of pedagogical figures.

Periodization involves determining the stages of development in the study of cultural-educational figures within Ukrainian pedagogical comparativistics. When clarifying this, we rely on established scientific principles by Ukrainian scholars (Hupan, 2000; Rozman, 2020, p. 159-167; Strazhnikova, 2015, p. 62-70; Sukhomlynska, 2003), according to which periodization is defined as the Ariadne thread, a 'core model.' In our case, it defines the dynamics and trends in accumulating scientific knowledge about pedagogical personalities abroad. In doing so, we consider general factors influencing this process: 1) socio-political (changes in ideological orientations, Ukraine's international relations, the Russian-Ukrainian war, etc.); b) cultural-educational (integration into the European educational space, growing interest in foreign socio-cultural experience, development of the information society, etc.); c) changes in Ukrainian national humanitarianism and historical-pedagogical science, particularly in comparativistics.

Considering the subject and other fundamental parameters of our research, we use quantitative and qualitative changes as the main criterion for developing such a periodization scheme. These changes marked the historiographic process of knowledge accumulation about the addressed issue, involving both an increase in the number of scientific works (primarily dissertations, specialized articles, etc.) and modifications in their substantive-content characteristics (methodology, introduction of new names into scientific circulation, etc.).

The identified and other aspects allow for defining three primary periods in the development of studies on foreign personalities in Ukrainian pedagogical comparativistics. The first period extends beyond the main chronological scope of our research and is termed as the "initial" or "incipient", covering the 1970s and 1980s. During this time, amidst the complex circumstances of the communist ideological regime, we perceive three crucial shifts in the study, particularly regarding notable foreign educators and the promotion of their creative legacy.

Firstly, the circle of "permissible" figures and the characteristics of their ideas and views were defined. This "template" is illustrated in the significant textbook on the "History of Pedagogy" (1973). In the sections written by well-known Ukrainian Soviet scientists B. Mityurov and M. Grytsenko, there is a fairly extensive array of figures in the development of foreign schools and pedagogy, starting from Socrates, Plato, M. Quintilian, V. Feltre, E. Rotterdam, F. Rabelais, T. More, T. Campanella, M. Luther, and ending with "revolutionary Marxists" A. Bebel, K. Zetkin, and others. They opposed the "bourgeois pedagogy" of the late 19th and early 20th centuries, particularly G. Spencer, G. Kerschensteiner, E. Key, G. Charlemagne, M. Montessori, E. Demolena, W.-A. Lay, E. Meumann, and J. Dewey. Therefore, it cannot be claimed that the names of these educators became "known" in Ukraine only in the 1990s. However, their ideas and views were interpreted as "anti-scientific", "reactionary", etc. (History of Pedagogy, 1973, pp. 9-26; 79-109).

During this time, within the ideological canons, biographies and pedagogical ideas of "classics of foreign pedagogy" such as J. A. Comenius, J. Locke, D. Bellers, C. Helvetius, D. Diderot, J. J. Rousseau, J. H. Pestalozzi, C.-F. Vander, J.-F. Herbert, R. Owen, C. Fourier, A. K. Sensemann, and others were subjectively represented (History of Pedagogy, 1973, pp. 27-78). Therefore, the coverage of the development of foreign pedagogical thought indicates a high degree of personification of this process and the presence of a fairly wide range of its representatives in the field of attention of Ukrainian Soviet historical-pedagogical science, who undoubtedly characterized the dominant ideological canons.

Secondly, during this period, the initial steps were taken in the specialized scientific study of foreign pedagogical figures. Despite certain ideological engagement, the original biographical studies by B. Mityurov on J. A. Comenius, A.-F. Froebel (Mityurov B. N. Friedrich Wilhelm August Froebel. Kyiv: Znannia, 1974. 47 p.; Mityurov B. N., J. A. Comenius: biografiia okremoho litsa. Kyiv: Znannia, 1970. 32 p.; and others) have not lost their scientific value to this day.

Thirdly, within Ukrainian Soviet historical-pedagogical science, institutional foundations were laid for the formation of a personified direction in national pedagogical comparativistics. This refers to the establishment in 1971 of the Department of Scientific-Pedagogical Information at the Ukrainian Research Institute of Pedagogy (later - the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine). Among its serial publications, the project "Outstanding Educators of the World" (Vydatni pedahohy Ukrainy ta svitu) was successfully implemented, initiating an unbiased study and introduction into scientific circulation of the names and scientific-pedagogical legacy of figures from abroad such as M. Montessori, R. Steiner, P. Freinet, and others (Celetskyi, 2019; Comparative Pedagogy: Methodological Guidelines of Ukrainian Comparativists, 2015).

The second phase in the development of personified direction in Ukrainian pedagogical comparativistics spans roughly from 1991/92 to 2004/05 and is termed as the "transitional post-Soviet" period. Ideologically and theoretically, it is





characterized by "methodology battles" wherein the Soviet sociologizing paradigm for analyzing educational-pedagogical processes was replaced by a nationally oriented model for their study and interpretation. As evidenced by the topics of articles, dissertations, and other scientific materials, the range of researched figures did not significantly expand during this period: figures like J. Locke, J.-F. Herbert, C. Freinet, M. Montessori, G. Spencer, G. Kerschensteiner, M. Gandhi, J. Korczak, among others, remained within the scope of investigation.

The institutional progress within the historical-pedagogical science contributed to the advancement of studies in this direction. Particularly, the transformation of the aforementioned department into the Laboratory of Comparative Pedagogy at the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine in 1991 facilitated the development of methodological principles of pedagogical comparativistics and the preparation of fundamental research on the development of foreign educational systems (Celetskyi, 2019; Comparative Pedagogy: Methodological Guidelines of Ukrainian Comparativists, 2015).

The third period from 2005/06 to 2025 is defined as "Euro-oriented" and "scientifically pluralistic". Active de-Sovietization and de-communization of national historical and pedagogical science facilitated the study of representatives of foreign pedagogical thought. There was active assimilation of Western European and American methodological approaches, concepts, research tools, and pedagogical ideas. Ukraine's accession to the Bologna Process in 2005 led to the orientation towards and transition to European education requirements and standards. There was a gradual departure from the influence of Russian scientific narratives, culminating in a definitive rejection prompted by the military aggression of the Russian Federation.

The distinctive dynamics of this process are marked by dividing the third period into three phases of formation and development of the personified direction of pedagogical comparativistics. The first phase (2005-2008) was characterized by an intensification of studies and an expansion of their thematic spectrum. Alongside well-known figures, the life and work of understudied figures, whom Soviet propaganda portrayed as "bourgeois reactionaries" such as O. Nill, E. Meiman, P. Natorp, P. Petersen, and others, became the subject of comprehensive works.

The second phase from 2009 to 2020 is characterized by an intensification of biographical studies on foreign figures, refinement of methodological principles, the development of typological schemes for their research, expansion of the bibliographic database, and a deeper understanding of this process within scholarly discourse. Alongside the development of the mentioned group of comparative-personified studies, the subject field of pedagogical comparativistics widens with the emergence of new names. This accumulation of knowledge is traced not only in scholarly articles (such as those by Sh.-M. de Lep'ie (Mikhno, 2022) and others) but also in dissertation research dedicated to the creative legacy of J. Holt (Ruban, 2012), K. Rogers (Bochkarova, 2013), E. Rayerson (Huk, 2014), N.F. Gruntvig (Shuhalii, 2015), J. Tolkien (Labunets, 2016), Ch. V. Eliot (Liatyrynska, 2016), A.Reichwein (Torbunova, 2017), Al-Farabi (Al-Samarrai Alaa Khussein Malu, 2020), E.-O. Chartier (Martianova, 2021), and others.

A positive trend emerged with the broadening of the chronotope of studies. «Horizontally» this manifested in increased attention to studying personalities not only from European countries and the USA but also from the Asian continent. Vertically, alongside the traditionally prioritized focus on figures whose activities spanned the late 19th to early 20th centuries (a constellation of educational reformers) and the second half of the 18th to 19th centuries (the "founders" of scientific pedagogy), there was a reinforced, synthesized, scholarly-theoretical study conducted in a distant historical retrospective—not only at the level of reference and educational literature. This was reflected in comprehensive studies, both personified (such as on Confucius (Shparyk, 2012) and others) and prosopographical. For example, studies on the development of pedagogical thought in the ancient world and the Middle Ages (Marmurash, 2009), on the spiritual-moral paradigm of education among early Christian educators in medieval Europe, and more.

The onset of the third phase is associated with the large-scale armed aggression by the Russian Federation against Ukraine in February 2022. This aggression temporarily paralyzed and became a significant brake on the development of the educational process and scientific research in our country. Simultaneously, it led to a definitive and resolute rejection of using the scientific-pedagogical heritage of representatives of the aggressor country and Belarus as its accomplice. This rejection impacted not only on a "mental" level but also in official resolutions prohibiting the use and citation of works by Russian scholars in professional scientific articles, dissertations, and more.

For the third period, there was further development of the institutional structure of comparative pedagogy in Ukraine, which stimulated the development of its methodology and the expansion and growth of various priority directions in scientific research. Three main academic centers in this field intensified their activities. The staff of the Laboratory (renamed to Department in 2015) of Comparative Pedagogy at the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine in 2009 initiated the publication of the specialized journal "Comparative Pedagogical Studies," prepared valuable scientific and methodological materials (N. Lavrychenko, O. Lokshyna, and others), and a series of fundamental works that deepen the understanding of the development of educational systems in the countries of the European Union and the United States ("Comparative Pedagogy: Methodological Orientations of Ukrainian Comparativists," 2015), and so forth. This strengthened the scientific-theoretical foundation for the development of the personalized direction of Ukrainian pedagogical comparative studies.

Active work in these directions is carried out by the Department of Foreign Pedagogical Education for Adults established in 2015 within the structure of the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine (since 2016, the Department of Foreign Systems of Pedagogical Education and Adult Education) (Avsheniuk, 2015; "Modern Models of Professional Education and Training in EU Countries: Comparative Experience," 2018), which, together with Khmelnytskyi National University since 2011, publishes the scientific journal



“Comparative Professional Pedagogy”. The third academic center, the Department of Comparative Studies of Information and Educational Innovations at the Institute of Information Technologies and Learning Tools of the National Academy of Pedagogical Sciences of Ukraine, has accumulated valuable experience in the development of educational and methodological support for implementing innovations in various types of educational institutions. An important component of it is the dissemination of knowledge about representatives of foreign pedagogical thought.

The analysis conducted provides grounds to assert the accumulation of knowledge in the field of Ukrainian comparative studies. However, as of the end of 2023, it's premature to speak of the formation of scientific schools specifically focused on the development of the personalized direction of Ukrainian pedagogical comparative studies. Nevertheless, judging from the results of the preparation of scientific and pedagogical personnel (defended dissertations) and publishing activities, their future contours are emerging in the form of academic institutions and universities in Ukraine, such as the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, Pavlo Tychyna Uman State Pedagogical University, Ivan Franko Drohobych State Pedagogical University, Taras Shevchenko Luhansk National University, among others.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The subject of research for Ukrainian comparativists encompasses cultural and educational figures abroad, whose educational activities and pedagogical legacy are of interest to the historical-pedagogical science of Ukraine. Given this, there is a need for the periodization of the study of personalities of foreign cultural-educational figures in Ukrainian pedagogical comparativistics (the 1990s - the first quarter of the 21st century).

The periodization involved defining the stages of development in the research of cultural-educational figures within Ukrainian pedagogical comparativism. Ukrainian scholars (N. Hupan, I. Rozman, I. Strazhnikova, O. Sukhomlynska, and others) relied on the scientifically theoretical propositions, according to which periodization is defined as a "core model" that determined the dynamics and trends in the accumulation of scientific knowledge by Ukrainian comparativism regarding pedagogical personalities abroad. In the process of implementing this conditional periodization, general factors influencing this process were taken into account: socio-political factors (changes in ideological orientations, international relations of Ukraine, the Russo-Ukrainian war, etc.); cultural-educational factors (integration into the European educational space, increased interest in foreign socio-cultural experiences, the development of the information society, etc.); changes in Ukrainian national humanities and the historical-pedagogical sciences, particularly comparativism. The main criterion for developing such a periodization scheme was based on quantitative and qualitative changes that affected the historiographic process of accumulating knowledge on the discussed issue. Specifically, consideration was given to the increase in the number of scientific works (primarily dissertations, professional articles, etc.), changes, and modifications in their substantive characteristics (methodology, introduction of new names into scientific circulation, etc.).

These and other aspects allowed for the identification of three main periods in the development of research on foreign personalities in Ukrainian pedagogical comparativistics. The first period, falling outside the primary chronological boundaries of our research, is defined as "initial" or "nascent," covering the 1970s-1980s. The second period of the development of the personalized direction in Ukrainian pedagogical comparativistics spans approximately from 1991/92 to 2004/05 and is termed as the "transitional post-Soviet" period. During this period, significant changes occurred in the methodology of research, shifting from a Soviet sociological paradigm of analyzing educational processes to a nationally-oriented model of their study and interpretation. The third period from 2005/06 to 2025 is identified as "Euro-oriented" and "scientifically pluralistic". It was revealed that during this period, the study of representatives of foreign pedagogical thought was supported by active de-Sovietization and de-communization of national historical-pedagogical science, absorption of Western European and American methodological approaches, concepts, research tools, and pedagogical ideas, Ukraine's accession to the Bologna Process (2005), orientation towards European educational requirements and standards, gradual departure from Russian scientific narratives, and the final rejection of prompted by the military aggression of the Russian Federation.

Further research requires a more detailed elucidation of the achievements of Ukrainian comparativists during each of the conditionally delineated periods.

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## РОЗВИТОК МЕДІАПЕДАГОГІКИ ЯК СКЛАДОВОЇ МЕДІАОСВІТИ РЕСПУБЛІКИ ПОЛЬЩА (ПЕРША ЧВЕРТЬ ХХІ СТ.)

**Анотація.** Публікація присвячена аналізу розвитку медіапедагогіки в Польщі протягом першої чверті ХХІ століття та її ролі у системі медіаосвіти країни.

У статті досліджується стратегія державної політики щодо розвитку медіаосвіти, вивчаються ініціативи та програми, спрямовані на підвищення рівня медіаграмотності населення та формування критичного мислення щодо медіа. Також розглядаються досягнення, проблеми та перспективи розвитку медіапедагогіки в Польщі, враховуючи виклики сучасного інформаційного суспільства. Вивчення медіапедагогіки в Польщі в першій чверті ХХІ століття є важливим з огляду на сучасні виклики та можливості в цій галузі. Це дослідження має на меті виявити досягнення та проблеми, а також визначити майбутні перспективи.

Розуміння стратегій, реалізованих Польщею в галузі медіапедагогіки, може сприяти подальшим дослідженням і запропонувати практичні рекомендації щодо вдосконалення медіаосвіти в Польщі та інших країнах. У розвитку медіапедагогіки в Польщі існують суперечності. З одного боку, доступність інформації через медіа сприяє освіті та свідомому споживанню новин. З іншого боку, велика кількість інформації може призвести до інформаційного перевантаження і змішування фактів з фейковими новинами, що підкреслює необхідність підвищення медіаграмотності. Крім того, стрімкий розвиток медіа-технологій може призвести до втрати традиційних культурних цінностей, що також зумовлює необхідність збереження та популяризації культурної спадщини. Медіа-платформи надають можливість для самовираження особистості, але водночас можуть сприяти поширенню негативного контенту, що вимагає ефективного захисту від медіа-насильства та дискримінації. Це дослідження є актуальним з огляду на складність сучасного медіасередовища та необхідність збалансованого підходу до медіаосвіти і педагогіки.

**Ключові слова:** медіапедагогіка, медіаосвіта, Республіка Польща, розвиток, стратегія, програми, медіаграмотність, критичне мислення, інформаційне суспільство.

## THE DEVELOPMENT OF MEDIA PEDAGOGY AS A COMPONENT OF MEDIA EDUCATION IN THE REPUBLIC OF POLAND (FIRST QUARTER OF THE XXI CENTURY)

**Abstract.** The publication analyzes the development of media pedagogy in Poland during the first quarter of the twenty-first century and its role in the country's media education system.

The article examines the strategy of state policy for the development of media education, studies initiatives and programs aimed at increasing the level of media literacy and forming critical thinking about media. It also examines the achievements, problems and prospects of media pedagogy in Poland, taking into account the challenges of the modern information society. The study of media pedagogy in Poland in the first quarter of the twenty-first century is important in view of the current challenges and opportunities in this field. This study aims to identify achievements and problems, as well as to identify future prospects.

Understanding the strategies implemented by Poland in the field of media pedagogy can contribute to further research and offer practical recommendations for improving media education in Poland and other countries. There are contradictions in the development of media pedagogy in Poland. On the one hand, the accessibility of information through the media contributes to education and conscious consumption of news. On the other hand, the abundance of information can lead to information overload and mixing of facts with fake news, which emphasizes the need to improve media literacy. In addition, the rapid development of media technologies can lead to the loss of traditional cultural values, which also necessitates the preservation and promotion of cultural heritage. Media platforms provide an opportunity for personal expression, but at the same time can contribute to the spread of negative content, which requires effective protection against media violence and discrimination. This study is relevant given the complexity of the modern media environment and the need for a balanced approach to media education and pedagogy.





**Keywords:** media pedagogy, media education, Poland, development, strategy, programs, media literacy, critical thinking, information society.

## INTRODUCTION

**The problem formulation.** The rapid pace of development of information and communication technologies and media in the modern world requires systematic training of individuals to use them skillfully and safely. Interaction with various media, such as the press, radio, cinema, television, and the Internet, takes up a significant portion of the free time of Ukrainian citizens and has a significant impact on all social groups, including young people. The media influence the education of the younger generation, often acting as a key factor in their education and training. This influence is exacerbated by the presence of a borderless information market, low-quality media products, and the spread of negative ideologies, which leads to a decrease in society's resilience to negative media influences.

One of the countries that actively implements and develops media education is the Republic of Poland. The development of media pedagogy in Poland in the first quarter of the XXI century is reflected both at the state level and at the level of educational institutions and public initiatives. In the Republic of Poland, media pedagogy is a component of media education, an important tool of the general education system and mass information processes, contributing to global transformations, economic competitiveness and the development of democracy in the information society. The growing number of media outlets and platforms, the rapid pace of information flows, and the changing media behavior of society make the development of media pedagogy a topical issue. In the digital era, where access to information is universal, it is critical to develop critical thinking skills, media literacy, and the ability to analyze and evaluate information flows. That is why the development of media pedagogy is an important component of the media education policy of many countries, including the Republic of Poland.

In the context of current challenges and opportunities, the study of the development of media pedagogy in Poland during the first quarter of the twenty-first century is of great importance. This study will reveal the strategies of state policy in the field of media education, identify key achievements and problems in this area, and determine the prospects for further development. Such an analysis will be useful both for academic research and for the development of practical recommendations for improving media education practice in Poland and other countries. Contradictions in the context of this publication may arise due to the following factors.

The development of media pedagogy in the Republic of Poland faces certain contradictions: on the one hand, the increasing availability of information through the media contributes to the development of education and conscious perception of news. On the other hand, a large amount of information can cause overflow and mixing of facts with fake news, which requires a high level of media literacy from society to properly understand and analyze information.

The rapid development of media technologies leads to the emergence of new formats and media, which can cause the loss of traditional cultural values. At the same time, it is necessary to preserve and promote the values that form the basis of cultural heritage.

On the one hand, the media provide an opportunity for everyone to express their thoughts and ideas individually through social networks and other platforms. On the other hand, this freedom of expression can lead to the spread of negative content, including media violence and discrimination, which requires effective protection against such phenomena. They reflect the complexity of the modern media environment and the need for a balanced approach to the development of media education and media pedagogy. In this context, the issues of our study are becoming more relevant.

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The purpose of this publication is to reveal the key aspects of the media education process in Poland, promoting scientific discourse and formulating practical recommendations for improving media education practice in the country and abroad.



**Analysis of recent research and publications.** Polish scholars and researchers have also been actively engaged in the problem of media pedagogy and media education. Among them are such scholars as N. Walter, T. Guck, and W. Strykowski. Semenetsky developed the foundations of media pedagogy. V. Kwiatkowska and M. Skibinska studied the essence and features of media pedagogy in Polish higher education institutions.

Within the framework of academic networks and international projects, there is an exchange of experience and cooperation between scholars from different countries, including Ukraine and Republic of Poland. Such joint research focuses on various aspects of media pedagogy, such as media literacy, the impact of media on education and upbringing, the development of new teaching methods, etc. That is why the topic of our publication is necessary.

**THE PURPOSE OF THE RESEARCH** – to find out the state of research on the problem of media pedagogy development in the Republic of Poland (first quarter of the XXI century).

#### **RESEARCH METHODS**

The research is based on the use of a set of general scientific theoretical methods, theoretical analysis, systematization, methodological, and special literature? historical and logical method, method of generalization, method of analysis and synthesis, systematic method, method of structuring.

#### **RESULTS OF THE RESEARCH**

The relevance of the development of media pedagogy in the Republic of Poland in the first quarter of the twenty-first century is an integral part of the modern educational paradigm. First of all, due to the rapid development of technologies and the spread of the digital environment, media pedagogy is becoming a key tool for preparing the modern generation for the active use of media in various spheres of life.

Polish scholars interpret the concept of «media pedagogy» in different ways. The term «media pedagogy» was first introduced into Polish pedagogical discourse in 1983 by L. Bandura [1]. He believed that media pedagogy is a social science closely related to the theory of communication.

At the beginning of the twenty-first century, the first substantive works of Polish educators were A. Lep's «Pedagogy of Mass Media» [2] and B. Siemieniecki's «Media Pedagogy» [4; 5]. These scientific works offer original ideas and provide scientific justification for the use of media in teaching, education, and socialization. Media pedagogy, as a new sub-discipline of pedagogy, considers, first of all, the didactic aspect of media to improve the effectiveness of learning. The educational role of media in shaping the system of values, beliefs and life positions of the subjects of the educational process is also important.

Researcher A. Lepa, following L. Bandura, also considered media pedagogy as part of social pedagogy, which studies media as a necessary component of the human environment. He notes that media pedagogy is seen as an independent discipline based on the achievements of related sciences, such as social psychology, sociology, mass communication science, cinema studies, press studies, etc. [2].

Instead, B. Semenetsky considers media pedagogy in three areas: ontological, axiological, and epistemological. It is clear that each of them covers an interconnected set of philosophical, ethical, sociological, psychological, pedagogical, psychophysiological and other issues [4].

We agree with the opinion of W. Strykowski, who notes that media pedagogy forms a close connection with media education, which is manifested in the fact that media pedagogy, as a science of media research, creates the necessary base in the form of knowledge, methodological approaches and human resources for the implementation of media education practice - media teaching [6].

M. Valchak notes that media pedagogy as a component of media education has at least three key functions:

1. diagnostic function: media pedagogy describes and analyzes various educational and upbringing situations related to media.
2. explicative function: media pedagogy explains educational and upbringing phenomena, referring to knowledge from various scientific fields.
3. practical function: media pedagogy points to measures and actions aimed at eliminating the negative impact of media, as well as promotes ways to use media in a conscious and responsible way [7].

V. Strykovsky notes that both theoretical and practical work includes «a multidimensional analysis of media properties that defines the educational functions of media, the discovery and explanation of mechanisms of learning from media, the study of media effects with a special emphasis on the impact of media on the formation of aggression in children and youth, modeling of didactic and educational media messages, development of methodology for using media in the process of education, upbringing, self-education, and the creation of concepts of distance and parallel education» [6].

Thus, researcher V. Strykovsky identifies the following main components of media pedagogy:

- general media pedagogy - covers media in social communication, problems of the social nature of media, effects of communication in society, media institutions and mechanisms that determine their agenda, concepts of media societies and their impact on educational systems, educational systems and media;
- media education considers the didactic and educational process in all forms of education, advanced training and self-education, methodology of media and information education, educational technologies;
- information technologies - knowledge about the technological side of media, their use, application in everyday life;
- computer-based pedagogical diagnostics and therapy involves the use of information technologies in various fields of special pedagogy and the use of computers in the process of re-certification and resocialization;



- media in the human world records the bio-sociocultural conditions and civilizational aspects of media use in human learning [6].

Let us describe in more detail the area of media education as a component of media pedagogy.

We believe that media education is a key area of media pedagogy that focuses on the didactic and educational process, as well as on further education, self-education and self-development.

Media education as a field of knowledge is aimed at developing media competence, i.e. the ability to use media effectively, critically evaluate information, analyze media content and create one's own content. Below are some key elements related to media education as a component of media pedagogy:

- Development of media competence: The goal of media education is to develop the skills necessary to function effectively in a media-based society. This includes developing the ability to critically analyze information, understand how social media work, and have the skills to create content;
- critical thinking about media: this includes analyzing content, recognizing manipulation, and being able to assess the reliability of information sources;
- Internet safety: skills to use the Internet safely, protect one's privacy online, recognize risks on the Internet and use new technologies responsibly;
- development of media literacy: the ability to analyze the media context, understand the communication goals of the media and identify hidden messages;
- Integration of technology into the educational process: media education involves digital technologies in the educational process, using interactive tools, e-learning platforms, educational games and other means that contribute to the development of media competence.

Based on the above, we can note that media pedagogy is the basis for organized media learning, which is denoted by the concept of "media education."

According to V. Osmańska-Furmanek and M. Furmanek, media education is the practical side of media pedagogy, the key to understanding and constructing meanings in a reality dominated by media culture [3].

Thus, knowledge of the thesaurus of the problem expands scientific knowledge about media pedagogy, which is considered by scholars as a pedagogical science and consists of media culture, media literacy and media education. Media pedagogy plays an important role in modernizing the content of education and gives it an innovative character to meet educational needs.

#### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, in the first quarter of the twenty-first century, the Republic of Poland witnessed a significant development of media pedagogy as an important component of media education. The active use of innovative technologies and interactive media platforms in the educational process contributes not only to raising the level of media literacy, but also to the development of critical thinking and creative abilities of participants in the educational process.

The process of developing media pedagogy in the Republic of Poland is accompanied by contradictions. On the one hand, the availability of information through the media promotes education and conscious consumption of news. However, on the other hand, information overload and the spread of fake news emphasize the need to increase media literacy among the population. It is also important to consider the possible risks associated with the loss of traditional values and the spread of negative content through media platforms.

Thus, media pedagogy played an important role in the formation of media literacy among the subjects of the educational process. In particular, the emphasis was on the development of critical thinking and the ability to analyze media content, which is an important skill in the modern media environment.

In general, the study confirms the relevance and prospects of media pedagogy as a component of media education, which contributes to the formation of critical thinking and the development of media culture in the modern educational environment.

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## ШКІЛЬНА ОСВІТА ДІТЕЙ-РОМІВ У ЗАКАРПАТТІ: ІСТОРІЯ СТАНОВЛЕННЯ ТА РОЗВИТКУ

**Анотація.** Ромське населення завжди було невід'ємним складником демографічної строкатості Закарпаття, проте представники саме цієї національної спільноти традиційно найменше включені до освітніх процесів. Ураховуючи визначені Конституцією України права та можливості щодо рівного доступу усіх громадян, незалежно від їхньої національної приналежності, до здобуття освіти, а також необхідність інтеграції ромського населення до громадянського суспільства актуалізують розв'язання проблеми залучення дітей-ромів до здобуття освіти, що залежить від низки умов (соціальних, економічних, світоглядних та ін.). Питання «зашколення» дітей-ромів у Закарпатті на державному рівні почало розв'язуватися ще на початку XX століття як засобами нормативно-правового врегулювання, так і через створення першої школи для ромських дітей в Ужгороді 1926 р.

Мета дослідження: стаття присвячена дослідженню історії становлення та розвитку шкільної освіти дітей-ромів у Закарпатті.

Методи дослідження: контент-аналіз історичних, історико-педагогічних, архівних і довідникових джерел із досліджуваної проблеми; проблемно-хронологічний метод для вивчення тенденцій розвитку шкільної освіти дітей-ромів Закарпаття.

Розглянуто історико-педагогічну ретроспективу становлення та розвитку шкільної освіти дітей-ромів. Уперше питання про необхідність ведення осілого способу життя ромських сімей виникло за часів Австро-Угорщини, коли угорським урядом було видано постанову про виконання громадянського обов'язку в контексті захисту Батьківщини напередодні Першої світової війни та необхідність реєстрації дітей-ромів, їх соціалізацію та заборону жебракування. Згодом, уже в період перебування території Закарпаття в складі Чехословацької республіки, чехословацький уряд ініціював питання щодо залучення ромських дітей шкільного віку до навчання в школі. 1923 р. за сприяння Реферату шкільництва Підкарпатської Русі в м. Ужгороді ромські діти розпочали навчання в окремих класах Ужгородської української школи. А вже 1926 р. двадцять двоє дітей-ромів вступили до першого класу новоствореної ромської школи, яка вважається першим таким закладом освіти на теренах Східної Європи. У радянський період закарпатські роми зберігали відокремлений спосіб життя, переїжджаючи з одного кінця країни в інший у пошуках заробітку, а ромські діти дуже рідко залучалися до шкільної освіти (переважно навчалися тільки в початкових класах). Початок XXI ст. для закарпатських ромів характеризується консолідацією дій з боку обласної влади, громадських організацій та представників ромської інтелігенції задля розв'язання освітніх проблем дітей-ромів та поступове збільшення рівня їх охопленості загальною середньою, професійною та вищою освітою.

**Ключові слова:** освіта, початкова освіта, ромське населення, Закарпаття.

## SCHOOL EDUCATION OF ROMA CHILDREN IN TRANSCARPATHTIA: THE HISTORY OF FORMATION AND DEVELOPMENT

**Abstract.** The Roma population has always been an integral part of the demographic diversity of Transcarpathia. However, representatives of this particular national community are traditionally the least involved in educational processes. Given the rights and opportunities for equal access to education for all citizens, regardless of their nationality, as well as the need to integrate the Roma population into civil society, the problem of involving Roma children in education, which depends on a number of conditions (social, economic, ideological, etc.), is relevant. The issue of "harming" Roma children in Transcarpathia at the state level began to be addressed in the early twentieth century, both through legal regulation and by establishing the first school for Roma children in Uzhhorod in 1926.

Purpose: article is devoted to the study of the history of the formation and development of school education of Roma children in Transcarpathia.





The methods are content analysis of historical, historical-pedagogical, archival and reference sources on the problem under study; problem-chronological method for studying trends in the development of school education of Roma children in Transcarpathia.

Results. The article deals with the historical and pedagogical retrospective of the formation and development of school education of Roma children. For the first time, the question of the need for a settled lifestyle for Roma families arose during the Austro-Hungarian Empire, when the Hungarian government issued a decree on the fulfillment of civic duty in the context of protecting the homeland on the eve of World War I and the necessity of registering Roma children, their socialization and prohibition of begging. Later, when the territory of Transcarpathia was part of the Czechoslovak Republic, the Czechoslovak government initiated the issue of involving Roma children of school age in school. In 1923, with the assistance of the Abstract of Schooling of Subcarpathian Rus in Uzhhorod, Roma children began studying in separate classes of the Uzhhorod Ukrainian School. And in 1926, twenty-two Roma children entered the first grade of the newly built Roma school, which is considered the first such educational institution in Eastern Europe. During the Soviet period, the Transcarpathian Roma maintained a secluded lifestyle, moving from one end of the country to the other in search of work, and Roma children were rarely involved in school education (mostly only in primary school). The beginning of the twenty-first century for the Transcarpathian Roma is characterized by the consolidation of actions by the regional authorities, NGOs and representatives of the Roma intelligentsia to solve the educational problems of Roma children and the gradual increase in their coverage of general secondary, vocational and higher education.

**Keywords:** education, primary education, Roma population, Transcarpathia.

## INTRODUCTION

**The problem formulation.** The Roma population has always been an integral part of the demographic diversity of Transcarpathia. However, representatives of this particular national community are traditionally the least involved in educational processes. Given the rights and opportunities for equal access to education for all citizens, regardless of their nationality, as well as the need to integrate the Roma population into civil society, the problem of involving Roma children in education, which depends on a number of conditions (social, economic, ideological, etc.), is relevant. The Roma issue has been studied by domestic scholars in different contexts: socio-economic problems and issues of Roma integration in European countries were studied by M. Lendiel, T. Martsenyuk, G. Melehanych, R. Ofitsynskyi and others; cultural aspects of the Roma population development – E. Baloha, M. Zan, S. Melnyk, S. Chernychko and others. The issues of education and schooling of Roma in Transcarpathia are covered in the scientific research of T. Atroshchenko ("Peculiarities of work of primary school teachers with Roma children"), K. Labosh ("Creation of educational environment for the Roma population of Transcarpathia in the early twenty-first century"), A. Papp ("Hungarian-speaking education of Roma"), M. Cherepanya ("Education of Roma children in Transcarpathian orphanages of the first half of the twentieth century") and others. It should be noted that the generalization and systematization of the current historical and pedagogical experience of organizing school education of Roma children in Transcarpathia will help to expand the possibilities of determining the prospects for reforming the Ukrainian primary school in the context of a single educational space and maximum coverage of Roma children with schooling.

**AIM AND TASKS OF THE RESEARCH** – to study the history of the formation and development of school education of Roma children in Transcarpathia during the XX-XXI centuries.

**RESEARCH METHODS:** content analysis of historical, historical-pedagogical, archival and reference sources on the problem under study; problem-chronological method for studying trends in the development of school education of Roma children in Transcarpathia.

## RESULTS OF THE RESEARCH

The Roma population of Zakarpattia, according to the last All-Ukrainian census conducted in 2001, is 1.1% (14 thousand people) (Pro kilnist ta sklad naseleння Zakarpatskoi oblasti za pidsumkamy Vseukrainskoho perepysu naseleння 2001 roku, 2001). At the same time, researchers of demographic processes in Zakarpattia believe that the number of Roma is much higher, because "their number is characterized by the same uncertainty as the results of censuses of other European countries regarding the number of Gypsies: during the census, a significant part of Roma identify themselves with another nationality," note J. Molnar and S. Molnar D., comparing the results of the census with data from educational institutions and their own research, according to which in 2001 the real number of Roma was about 32 thousand people (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura, 2010, p. 489-490). Demographic issues have a significant impact on the problems related to the school education of Roma children, and not only at the present stage. These problems were also present in the XX century, because Roma (Gypsies) led a predominantly nomadic lifestyle. The issue of involving Roma children in education in Transcarpathia at the state level began to be addressed at the beginning of the twentieth century, both through legal regulation and by establishing the first school for Roma children in Uzhhorod in 1926.

The first initiatives in Transcarpathia to regulate the way of life and education of the younger generation in the Roma environment were made by the Hungarian government in the early XX century, when the Transcarpathian lands belonged to Austria-Hungary. In particular, in 1916 The Ministry of the Internal Affairs of the Kingdom of Hungary adopted a decree "On Nomadic (Tent) Gypsies", which obliged all Roma who lived a nomadic (tent) lifestyle to register at their place of residence and provide information to obtain an identity card. This "passportization" also included information about children in the identity cards of both fathers and mothers. If a child was under the age of 7 and neither parent recognized him or her, such a child was placed under state guardianship in the nearest orphanage. In addition, children who had reached the age of twelve were also issued an identity card. Of course, this document was intended to involve the Roma male population in fulfilling their civic duty to defend Hungary during World War I. However, the identity card also allowed Roma



to receive state aid, employment opportunities, and, most importantly, obliged them to undergo medical care (A m. kir. beľgyminiszter 1916. ıvı 15.000. ein. szbıť rendelete, a kybor (sđtoros) cigbnyokryl, 1916, pp. 438-441). Thus, all these measures contributed to the gradual integration of the Roma population into the life of the society of that time.

The next important step in the involvement of Roma children in schooling was made during the Czechoslovak period, when the territory of the Transcarpathian lands (Subcarpathian Rus) became part of the Czechoslovak Republic, which was established after the end of World War I and as a result of the Treaty of Saint-Germain (1919) and the Trianon Agreement (1920). In the context of the new administrative structure, the education and schooling authorities were reformed (the creation of the Uzhhorod Education and Schooling Department) (1919), which allowed for a large-scale policy of involving all children of school age, including Roma children, in education at the local level. In the works devoted to the study of demographic processes of the Czechoslovak period, scholars (V. Zadorozhnyi, M. Tokar, and others. ) on the number of the Roma population of Subcarpathian Rus mainly indicate only the results of the 1930 census, in particular, they note that "according to official statistics, as of 1930, the population of the region numbered 725.957 people", of which "Gypsies – 1.357 people" (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura, 2010, p. 67, 151). We consider this figure not an absolute number of the Roma population in the region, but only an indicator of the number of registered persons, because in the postwar period many Roma returned to a nomadic lifestyle and, accordingly, not being registered in a particular community, it was difficult to establish the exact number of Roma. Therefore, in 1927, the Czechoslovak government issued the Law on Nomadic Gypsies (Zđkon ze dne 14. řervence 1927 o potulnřch cikbnech, 1927), which obliged Roma to obtain identity cards, which included information about children under the age of fourteen (§ 4). Roma who did not take proper care of their children, including in cases where children were deprived of the opportunity to study at school, had their children removed and placed in foster families or boarding schools by court order (§ 12, paragraphs 1, 4). The law provided for compulsory education for Roma children, as upon completion of education, children had to have not only basic knowledge, but also practical skills for an adult non-nomadic lifestyle (§ 12, paragraph 2).

At the same time, the Abstract of Education and Schooling of Subcarpathian Rus already in the first decade made every effort to organize school education for Roma children. For that purpose, in 1923, the first classes for Roma children were opened at the Ukrainian school in Uzhhorod, where they were taught the elements of literacy, numeracy, and, most importantly, basic hygiene skills, social behavior, etc. The problem of involving Roma children in education was drawn attention to during the Social and Medical Congress held on June 4-7, 1922 in Mukachevo, whose delegates appealed to the Abstract of Education and Schooling of Subcarpathian Rus to provide opportunities for education and upbringing of the Roma population of the region, because many Roma children "grow up without education and upbringing, without knowledge of ethics, aesthetics, husbandry and without participation in the life of our humane institutions" (Fizeshi, 2015, p. 115-116). Subsequently, with the support of the Czechoslovak government (10,000 Czech crowns) and the governor of Subcarpathian Rus (5,000 Czech crowns), construction began on a separate school for Roma children in Uzhhorod. Researchers (B. Kachur, P. Strichyk, V. Khymynets and others) note that the Roma community took an active part in the construction of the school, which made it possible to start classes in December 1926 (Khymynets, Strichyk, Kachur, Talapkanych, 2009, p. 231). In the report of J. Peshina (the first school inspector of Subcarpathian Rus), it was noted that 56 Roma children studied in the new school, and the teaching was carried out in Slovak (Peľina, 1933, p. 9). It is worth noting that this school for Roma children was the first not only in the Czechoslovak Republic, but also in the whole of Eastern Europe.

The events of the Second World War and the state-territorial subordination of Transcarpathia to Hungary (1939-1944) again made adjustments to the school education of Roma children, which had been relatively well established in the previous period. It should be noted that the Roma population of Subcarpathia, like the Jewish population, (here: the name of the Transcarpathian lands in 1939-1944 – O.F.) was persecuted: Roma families living in cities were evicted to camps outside the city, deported from the country, etc. Local authorities involved the Roma population in forced labor, in particular, in April 1941, they appealed to the Hungarian Minister of the Internal Affairs to "lock all Roma in special camps and use them for the construction of river dams, planting forests, harvesting timber, and other works. Roma camps were surrounded by barbed wire and guards were posted. It was forbidden to enter and leave the ghetto camps without permission" (Romolohiia: istoriia ta suchasnist, 2013, p. 81).

The situation with the Roma population did not improve much in the postwar period (November 26, 1944 - January 22, 1946 – transitional state formation of Transcarpathian Ukraine), and later in the Soviet period (from January 22, 1946 Transcarpathian region as part of the Ukrainian Soviet Socialist Republic). This was confirmed by the decree "On the employment of Gypsies engaged in vagrancy" (1956), according to which Roma who evaded socially useful work were brought to criminal responsibility. "In this regard," notes R. Ofitsynskiy, Transcarpathian Roma resorted to tricks and disguised their ethnicity" (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura, 2010, p. 300). It should be noted that, in addition to the Roma, in the first postwar years, representatives of other national communities living in Transcarpathia had to "disguise" their ethnicity, as they were subjected to repression, eviction, forced labor, etc. by the Soviet authorities. As for the Roma, this led to the fact that even at the present stage of independent Ukraine, they continue to identify themselves as Hungarians and Ukrainians. This problem was pointed out by J. Molnar, S. Molnar D., analyzing the results of the All-Ukrainian census of 2001, they concluded that "only one fifth of Roma named Gypsy as their native language; almost the same proportion speaks mainly Ukrainian, more than 60% – Hungarian" (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura, 2010, p. 498). Thus, during the Soviet period, Roma children studied in educational institutions according to their place of residence, but their attendance at schools was extremely unsatisfactory, as their parents often changed



their place of residence in search of seasonal work. For this reason, a large number of Roma children were also brought up in boarding schools in Transcarpathia, but at least there they had access to a full education.

After the declaration of Ukraine's independence (1991), the policy on national minorities was significantly democratized. The Roma population began to identify themselves as a separate national group. National and cultural organizations and societies played an important role in this, encouraging the Roma population to preserve their identity in the context of culture, language, traditions and customs, and to engage in schooling. For example, in 1996, within the framework of the project "Spiritual Heritage for Children", the organization "Romani Yag" (headed by A. Adam) initiated the creation of a preschool for Roma children with 75 places, and with the assistance of the organization "Roma" (headed by J. Adam), in 1998, a Roma Sunday school was opened, where students had the opportunity to study the Roma language and literature (Romolohiia: istoriia ta suchasnist, 2013, p. 13-14). It should be noted that both institutions were opened in Uzhhorod and were the first such institutions in Ukraine. With the support of the regional state administration, targeted programs for the development of the Roma population of the region were introduced in Transcarpathia, according to which the regional education department, together with public, religious, cultural and educational organizations of the region, promoted the involvement of Roma children of school age in education. Large-scale educational activities have yielded results, as in the early twenty-first century the number of Roma children enrolled in school education was increasing, for example: at the beginning of the 2005-2006 school year in Transcarpathia, there were 5,383 Roma students in 115 educational institutions, mostly in schools in Beregovo (No. 7), Mukachevo (No. 14), Svaliava (No. 3, 5), Uzhhorod (No. 13, 14), Vyshkovo village in Khust district (only primary school), etc. (Khymynets, Strichyk, Kachur, Talapkanych, 2009, p. 232). The Roma population is also intensively integrating into Ukrainian- and Hungarian-language schools, for example, in Berehove, Vynogradiv, Mukachevo and Uzhhorod districts, which creates certain staffing problems, as there are no pedagogical education institutions for primary school teachers in the region that would teach the Roma language and methods of teaching the Roma language at least at the disciplinary level (Fizeshi, 2015, p. 274). This problem also applies to preschool education institutions, which need educators trained to work with the growing number of children of Roma origin.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Equal access to school education for representatives of different nationalities is a guarantee of training conscious and active citizens of their country, capable of self-development and self-realization, as well as a means of preserving national identity, language, and culture. In this context, representatives of the Roma nation of Transcarpathia have always belonged to outsiders, mainly because of their nomadic lifestyle, difficulties in socialization and integration into society, etc. The historical and pedagogical experience of the formation and development of school education of Roma children allows us to identify the following trends: the introduction of legal regulation of the nomadic way of life of Roma and the establishment of parental responsibility for the education of children (Austro-Hungarian, Czechoslovak, Soviet periods), the use of the Roma population as a labor resource (Hungarian and Soviet periods), the democratization of Roma school education in the context of the establishment of educational institutions and the mandatory involvement of school-age children in education (Czechoslovakia, Hungary, Slovakia, Poland), the assimilation of Roma children, which was observed in all periods, as education was conducted mainly in the state language (Slovak, Hungarian, Russian, Ukrainian) due to the lack of curricula, textbooks and staffing for teaching in the Roma language, which outlines the prospect for further research and development.

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

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### ПІДГОТОВКА МАЙБУТНІХ ПЕДАГОГІВ ДО ДОБРОЧИННОСТІ ТА ВОЛОНТЕРСТВА ЗА УМОВ ВІЙНИ

**Анотація.** Українська система освіти сьогодні стоїть перед надзвичайно складними викликами, з-поміж яких війна, яка фактично триває з 2014 р. Незважаючи на повномасштабне вторгнення росії 24 лютого 2022 р., українська система освіти продовжує активно розвиватися.

Мета статті – проаналізувати окремі аспекти підготовки майбутніх педагогів до доброчинності та волонтерства за умов війни.

Наголошено, що за умов сучасних викликів актуалізується проблема професійної підготовки майбутніх фахівців, формування майбутніх педагогів як національно-свідомих патріотів і громадян України. Щоб сформувати таких українців, необхідно опиратися на християнську мораль, оскільки християнство – виховний чинник, що виховує її духовно багату, сильною. Благодійність, доброчинність – це ті засади, на яких ґрунтується християнство, і ті якості, які споконвіку були притаманні українству, і ті цінності, які повинні бути особливо виражені у фахівця. Їх формують через участь студентства в різного роду доброчинних акціях, різноманітних формах благодійництва, у процесі волонтерської діяльності. За результатами активної волонтерської діяльності студентів Прикарпатського національного університету імені Василя Стефаника, Івано-Франківського фахового коледжу Прикарпатського національного університету імені Василя Стефаника зроблено висновок про формування в них доброчинності в процесі професійної підготовки в закладах вищої освіти за умов війни. Особливого значення набуває така добродійна діяльність студентів та викладачів з огляду на підтримку та допомогу ЗСУ, роботу з дітьми тимчасово переміщених осіб, волонтерську діяльність в Університеті обдарованої дитини, організацію майстер-класів, занять, спрямованих на всебічний розвиток особистості. Постійною є матеріальна підтримка професорсько-викладацьким складом та студентством різного роду доброчинних акцій, різноманітних форм благодійництва, дієва участь у волонтерських організаціях тощо. Усе це засвідчує про масовий благодійницький рух в Україні, в авангарді цього процесу – діяльність викладачів та студентів як волонтерів і благодійників.

**Ключові слова:** благодійні фонди, заклад вищої освіти, волонтерська діяльність, умови війни, майбутні педагоги, професійна підготовка, доброчинність, студенти, викладачі, благодійні акції, Університет обдарованої дитини, християнська мораль.





## PREPARATION OF FUTURE TEACHERS FOR BENEVOLENCE AND VOLUNTEERISM IN TIMES OF WAR

**Abstract.** The Ukrainian education system today faces extremely complex challenges, including a full-scale war that has been ongoing since 2014. Despite Russia's full-scale invasion on February 24, 2022, the Ukrainian education system continues to actively develop.

The purpose of this article is to analyze certain aspects of preparing future teachers for benevolence and volunteerism in times of war. Emphasis is placed on the need to address the challenges of professional preparation in the face of modern challenges, focusing on shaping future teachers as nationally conscious patriots and citizens of Ukraine. To cultivate such individuals, it is necessary to draw upon Christian morality, as Christianity serves as a formative factor that enriches and strengthens one's spirit. Benevolence and charity are principles rooted in Christianity, qualities that have been intrinsic to Ukrainian culture throughout history, and values that should be particularly pronounced in professionals. These qualities are nurtured through students' participation in various charitable activities, diverse forms of philanthropy, and volunteer work. The results of active volunteer activities by students of Vasyl Stefanyk Precarpathian National University and Ivan-Frankivsk College of Vasyl Stefanyk Precarpathian National University lead to the conclusion that benevolence is being cultivated in them during their professional training in higher education institutions during wartime. This benevolent activity by students and teachers holds special significance in terms of support and assistance to the Armed Forces of Ukraine (AFU), working with temporarily displaced persons' children, volunteer activities at the Gifted Child University, organizing master classes and sessions aimed at comprehensive personal development. Continuous support from the teaching staff and students in various forms of charitable activities, diverse forms of philanthropy, and active participation in volunteer organizations, among other efforts, attests to the widespread charitable movement in Ukraine, with educators and students at the forefront as volunteers and benefactors.

**Keywords:** charitable foundations, higher education institutions, volunteer activities, wartime conditions, future teachers, professional preparation, benevolence, students, educators, charitable actions, Gifted Child University, Christian morality.

### INTRODUCTION

**The problem formulation.** The Ukrainian education system today faces extremely complex challenges, including a full-scale war that has been ongoing since 2014 when Russia violated the territorial integrity of Eastern Ukraine and subsequently annexed the Crimean Peninsula. With the full-scale invasion on February 24, 2022, the entire education system in Ukraine (preschool, primary, secondary, higher, etc.) operates under wartime conditions and responds to the challenges dictated by the war. Despite the difficulties, the Ukrainian education system continues to develop actively, clearly defining its priorities, including the formation of nationally conscious patriots of Ukraine, individuals with civic ideals who prioritize state interests. As a result, the focus in the professional training of future experts should not only be on developing their professional competence but also on acquiring qualities such as benevolence, compassion, mutual aid, Christian values, and readiness for volunteer activities. To cultivate such individuals, it is necessary to draw upon the strength of Christian morality, as Christianity directs the individual towards perfection, shaping them as spiritually rich, strong, and highly moral beings. Benevolence and charity are principles rooted in Christianity and qualities that have been intrinsic to Ukrainians throughout history (Bilavych, Mukan, & Horokhivska, 2023, p. 25).

Today in Ukraine, there are numerous examples of the activities of charitable foundations in support of the Armed Forces of Ukraine (AFU), providing material and moral support to internally displaced families and their children, assisting families who have lost loved ones in the war, and more. Ukrainian higher education institutions (HEIs) are actively involved in charitable actions, diverse forms of philanthropy, and volunteer activities. All of this underscores the mass charitable movement in Ukraine, including within HEIs, with educators and students at the forefront as volunteers and benefactors.

**Analysis of recent research and publications.** Scholars, when analyzing the problems of preparing future professionals, emphasize the importance of benevolence within the framework of professional training. Authors of scientific works study the phenomenon of benevolence in various aspects. Some explore it as a phenomenon of spiritual development among Ukrainians. Others delve into the historical aspects of this phenomenon. There are also those who focus on the activities of charitable foundations. However, the comprehensive problem of preparing future teachers for benevolence and volunteerism in the context of Russian aggression has not been studied by the authors.

### THE AIM AND RESEARCH TASKS

The purpose of the article is to analyze certain aspects of preparing future teachers for benevolence and volunteerism in times of war.

### RESEARCH METHODS

Research methods: theoretical – analysis of scientific literature of research problems; experimental and empirical – pedagogical observation, conversation, interviewing, surveying students to determine understanding the essence of the concepts of "benevolence" and "volunteerism". the state of patriotic education of students; its systematization and generalization results.

### RESEARCH RESULTS

Ukraine has a long tradition of charity (our separate publications (Bilavych, Mukan, & Horokhivska, 2023; Bilavych, Mukan, & Kozlovskiy, 2023). On September 5, the civilized world observes International Day of Charity, established by



the United Nations General Assembly. This day is meant to draw the global community's attention to the importance of charity, patronage, and volunteer activities. This date, September 5, coincides with the Day of Remembrance of Mother Teresa, a missionary of the Roman Catholic Church.

Ukrainian society, which has united around the idea of defending its independence and sovereignty since 2014, deeply understands the importance of benevolence and demonstrates it daily over the past 9 years. National Ukrainian students and educators in higher education institutions actively participate in volunteer activities.

The development of charity in Ukraine is legislatively supported by a series of documents, including the Law of Ukraine "On Charity and Charitable Organizations" (1997), a resolution of the Cabinet of Ministers of Ukraine "On the Procedure for State Registration of Charitable Organizations" (1998), the Laws of Ukraine "On Humanitarian Assistance" (1999) and "On Charitable Activities and Charitable Organizations" (2020), a presidential decree "On Supporting Charitable Activities in Ukraine" (2000), draft laws "On Amending Some Laws of Ukraine on Charity Activities" (2005) and "On Amending Some Laws of Ukraine Regarding State Support for Charity (Patronage)" (2005). Key legal regulations governing charitable activities in Ukraine are outlined in the Law of Ukraine "On Charitable Activities and Charitable Organizations" (Stynska, 2021, p. 397).

This document defines "the general principles of charity, provides legal regulation of social relations aimed at the development of charitable activities, the promotion of humanism and mercy, and creates favorable conditions for the formation and operation of charitable organizations" (Stynska, 2021, p. 397).

The full-scale Russian invasion on February 24, 2022, led to significant changes not only in the everyday lives of Ukrainians but also in the perception of charity and volunteerism by the citizens of Ukraine. The main factor that altered the world's perception of charity is the phenomenon of Ukrainian donations. The world is astonished at how, in Ukraine, where a terrible war has been raging for two years, people (including students) "collect billions of hryvnias in a matter of days, not just for 'good causes,' but for combat and naval drones, satellites, military vehicles and equipment, ammunition, and other weapons». The number of people in Ukraine who have devoted their primary efforts and time to volunteer activities probably does not compare to any other country in the world (Jak ukrintsi pid chas viiny zminyly uiavlennia svitu pro blahodiinist).

For Ukrainian volunteers, as practice shows, nothing is impossible. In Ukrainian higher education institutions, students and educators are actively involved in volunteer activities. An illustrative example is the charitable activities and numerous initiatives that took place during the full-scale invasion at the Vasyl Stefanyk Precarpathian National University.

Among the recipients of charitable assistance from Vasyl Stefanyk Precarpathian National University, organized by the university's leadership, faculty, and students, are the Kherson State University (food, hygiene products, medical supplies, and construction protective masks), several military units of the Ministry of Defense of Ukraine (orthopedic mattresses, inflatable mattresses, bedding, camping mats, blankets, food, rescue stretchers, sleeping bags, hygiene products, etc.), the Charitable Organization "Sister of Mercy" in Kharkiv (food, children's hygiene products, a variety of clothing), the Skalat City Council in the Kolodyivskiy district for transfer to the Bahmut Frontline (hygiene products, technical tools, camping mats, clothing, food, flashlights, medical supplies), and the National Aerospace University named after M.E. Zhukovsky "Kharkiv Aviation Institute" (protective helmets and safety glasses), and others. Therefore, Ukrainian student volunteers and educators have become a reliable rear support for the Armed Forces of Ukraine.

Let's list some of the charitable initiatives organized by students at Vasyl Stefanyk Precarpathian National University (Blahodiini aktsii).

During the First Intellectual University Game "What? Where? When?" (4080 UAH was raised), and funds collected by the Faculty of Natural Sciences (12,200 UAH) were used to purchase warm clothing items for students serving in the Armed Forces of Ukraine. These included berets, gloves, thermal socks, and more. To support the defenders, students painted and decorated the Ukrainian flag with their well-wishes. Part of the funds was allocated for purchasing a charging station for doctors providing medical assistance to the wounded in Bahmut.

An initiative called "24 Hryvnias by February 24 for the Armed Forces" managed to raise 35,213 UAH. With these funds, 300 kg of paraffin was purchased, which was used by students at the Ivano-Frankivsk College of Precarpathian National University to handcraft over 1,000 candles.

On April 3, 2023, students from the Institute of Postgraduate Education and Pre-University Training at Precarpathian National University organized a charity fair in support of the Armed Forces of Ukraine, raising 21,640 UAH.

On May 12, 2023, a charity fair was held, organized by the Student Senate of Precarpathian National University, with the goal of raising funds to purchase a drone for a student-warrior from the Faculty of History, Political Science, and International Relations.

Each of the university's structural units contributed to the fair, collecting a total of 209,925 UAH. In total, through joint efforts, they have raised 250,000 UAH for charitable initiatives (Blahodiini aktsii).

On September 26, 2023, a charity fair took place in the Department of Preschool Education at the Ivano-Frankivsk College of Precarpathian National University. This fair raised over 27,000 UAH, which was then handed over to one of the military brigades, one of whose graduates from the college is currently defending Ukraine (Studenty fakhovoho koledzhu orhanizuvaly blahodiinyi yarmarok dlia ZSU).

According to the researchers V. Stynska and I. Zavulichna, several factors influence the development of the charity institution in Ukraine today. These factors include the pandemic and the Russo-Ukrainian war, which have led to the



emergence of new charitable foundations. Existing foundations have also adapted to new tasks, expanding beyond education, healthcare, science, culture, art, maternal and child protection to provide assistance to internally displaced persons (Stynska, & Zavulichna, 2022, p. 13).

Researcher N. Seiko emphasizes that charity, especially at the end of the 19th and the beginning of the 20th century, is considered a key factor in personal socialization (Seiko, 2009, p. 61–62) in its historical retrospective.

An example of such an initiative can be found in the activities of the University for Gifted Children (UGC), which is headed by Professor H. Bilavich at Vasyl Stefanyk Precarpathian National University (Universytet obdarovanoi dytyny). This institution operates within the Scientific Park "Precarpathian University" and was established on May 29, 2017, with the support of the university's rector, Professor I. Tsependa. The University for Gifted Children has become a unique pedagogical phenomenon.

What makes it unique is not only the absence of a similar educational environment for schoolchildren in domestic educational institutions but also the fact that children can develop in various directions, including:

- educational (School of Educational Entertainment, School of Logic, School of Interesting Mathematics, etc.);
- language and Literature (Polyglot School, School of Language Ecologists, Literary Studio, "Visiting a Writer," School of Journalism, etc.);
- physical Education (Olympic Reserve School, and more);
- arts (School of Painting, "Skilled Hands" School, School of Vocal, School of Dance, and more);
- general Technical (IT School, Eco School, and more);
- social (Business and Management School "How to Become a Millionaire," and more);
- spiritual (Spiritual Meetings, Master Classes with Priests and Theology Students).

The uniqueness of UGC also lies in its highly professional teaching staff, which, based on coaching technologies, has effectively created a form of supplementary education for both university students and school pupils. This provides the opportunity for students from both the university and the college to self-improve and acquire professional skills from their first year as part of the "Interesting Holidays" project.

What sets UGC apart is that it operates exclusively on volunteer principles. In times of war, this characteristic is especially important, as volunteering for UGC is not a one-time event but a way of life. For instance, in the "Interesting Holidays-2023" project, about 90 volunteer lecturers and student volunteers designed an intensive program for the comprehensive development of children. From June 5 to June 16, 2023, approximately 25 sessions were held for children.

A tradition at the Pedagogical Faculty is the involvement of young students from the University for Gifted Children (UGC) and student and teacher volunteers in organizing educational events. This includes participation in the festive academy "We Are Your Children, Ukraine!" held on May 30, 2023, dedicated to Ukraine's defenders and other initiatives (Universytet obdarovanoi dytyny).

The University for Gifted Children has started working with children who have been internally displaced due to the war. For example, on May 19, 2022, student volunteers from UGC, along with student volunteers, visited children who had been internally displaced in Ivano-Frankivsk to celebrate Ukrainian Embroidery Day together (Universytet obdarovanoi dytyny vidsviatkuvav Den vyshyvanky z ditmy vymusheno peremishchenykh osib; Universytet obdarovanoi dytyny).

These are just a few of the activities that demonstrate how students of Vasyl Stefanyk Precarpathian National University, Ivan-Frankivsk Vocational College of Vasyl Stefanyk Precarpathian National University, actively engage in volunteer work, developing qualities of philanthropy, charity, patriotism, and Ukrainian citizenship.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the face of modern challenges, the issue of preparing future professionals and shaping future educators as nationally conscious patriots and Ukrainian citizens is becoming increasingly relevant. To cultivate such individuals, it is necessary to rely on Christian morals, as Christianity is a formative factor that makes one spiritually rich and strong. Benevolence and charity are the principles on which Christianity is based, and these qualities have historically been inherent in Ukrainian culture. They are values that should be particularly pronounced in professionals and are developed through students' participation in various charitable actions, diverse forms of charity, and through their volunteer activities. Based on the results of active volunteer work by students at Vasyl Stefanyk Precarpathian National University and Ivan-Frankivsk Vocational College of Vasyl Stefanyk Precarpathian National University, conclusions have been drawn regarding the formation of benevolence in them during their professional training at higher education institutions in the context of war. The charitable activities of students and teachers are of special importance in supporting and helping the Armed Forces of Ukraine, working with children who are temporarily displaced, volunteer activities at the University for Gifted Children, and the organization of masterclasses and sessions aimed at comprehensive personal development.

The activities of charitable foundations operating in higher education institutions will be a promising area for our further research.

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## **ІНКЛЮЗИВНЕ ФІЗИЧНЕ ВИХОВАННЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ З ІНВАЛІДНІСТЮ: АКЦЕНТИ В СУЧАСНОМУ ВИМІРІ**

**Анотація.** Актуальність дослідження зумовлена стрімким збільшенням здобувачів вищої освіти з інвалідністю внаслідок війни та нагальною потребою адаптації освітнього процесу вищої школи до викликів воєнного стану. Орієнтири розв'язання зазначеної проблеми розглядаємо з позицій вітчизняної педагогічної науки з акцентом на врахуванні детермінант інклюзивної освіти й використання форм, засобів, методів фізичного виховання.

Мета дослідження – виявлення та обґрунтування акцентів інклюзивного фізичного виховання здобувачів вищої освіти з інвалідністю в сучасному вимірі.

В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення.

Результати. Досліджено, що зміна акцентів у трактуванні концепції інвалідності призводить до необхідності забезпечення комплексного підходу у створенні умов, які б сприяли повною мірою реалізації інклюзії здобувачів вищої освіти з інвалідністю під час навчання в закладах вищої освіти. Виявлено, що інклюзивне фізичне виховання нині є найефективнішим засобом інклюзії, основна ідея якого полягає в забезпеченні психологічного комфорту й зацікавленості здобувачів вищої освіти з інвалідністю в процесі занять за рахунок повної свободи вибору засобів, методів і форм реалізації їхнього фізичного виховання. Основна мета сучасного інклюзивного фізичного виховання за допомогою різних видів рухової активності полягає у формуванні і розвитку фізичного стану, фізичних і психологічних здібностей, що забезпечують пристосування здобувачів вищої освіти з інвалідністю до свого стану здоров'я, мінливості навколишнього середовища, зумовленими трансформаціями в суспільному житті країни. Акцентовано на впливі інклюзивного фізичного виховання на психічну сферу здобувачів вищої освіти з інвалідністю за умов воєнного стану. Визначена необхідність спрямованості інклюзивного фізичного виховання на створення підґрунтя для набуття досвіду студентами з інвалідністю навичок здоров'язбереження, включення до активної рухової активності, скерованої на поліпшення стану їхнього здоров'я. Зауважено, що для багатьох здобувачів вищої освіти з інвалідністю за умов воєнного стану інклюзивне фізичне виховання є єдиним способом «розірвати» замкнений простір, увійти в соціум, знайти нових друзів, отримати можливість для активної фізичної діяльності.

Висновки. За умов воєнного стану першочергово інклюзивне фізичне виховання скеровано на створення умов для повної реалізації фізичного та психічного розвитку здобувачів вищої освіти з інвалідністю в процесі навчального процесу, організованого на основі сучасних загальнонаукових і спеціальних технологій теорії, методики і практики фізичної культури, адаптованих до потреб сучасності.

**Ключові слова:** інклюзія, фізичне виховання, здобувачі вищої освіти з інвалідністю, воєнний стан, заклад вищої освіти, рухова активність.

## **INCLUSIVE PHYSICAL EDUCATION OF STUDENTS WITH DISABILITIES: ACCENTS IN THE MODERN DIMENSION**

**Abstract.** The relevance of the study is due to the rapid increase of students with disabilities as a result of the war and the urgent need to adapt the educational process of higher school to the challenges of the state of war. We consider the benchmarks for solving the mentioned problem from the standpoint of domestic pedagogical science with an emphasis on taking into account the determinants of inclusive education and the use of forms, means, and methods of physical education. The purpose of the research is to identify and justify the emphasis on inclusive physical education of students with disabilities in the modern dimension. The research is based on the use of a complex of general scientific theoretical methods: analysis, synthesis, systematization, and generalization. The results. It has been studied that the change of emphasis in the interpretation of the concept of disability leads to the need to provide a comprehensive approach to creating conditions that would contribute to the full realization of the inclusion of students with disabilities during their studies in higher education institutions. It was found that inclusive physical education is currently the most effective means of inclusion, the main idea of which is to ensure the psychological comfort and interest of students with disabilities in the course of classes due to complete freedom of choice of means, methods, and forms of implementation of their physical education. The main goal of modern inclusive physical education with the help of various types of motor activity is the formation and development of



physical condition, physical and psychological abilities, which ensure the adaptation of students with disabilities to their state of health, the variability of the environment, caused by transformations in the social life of the country. Attention is focused on the influence of inclusive physical education on the mental sphere of students with disabilities under martial law. The necessity of focusing inclusive physical education on creating a basis for students with disabilities to gain experience in health care skills and inclusion in active motor activity aimed at improving their health is determined. For many students with disabilities under martial law, inclusive physical education is the only way to "break" the closed space, enter society, find new friends, and get an opportunity for active physical activity. Conclusions. In the conditions of martial law, inclusive physical education is primarily aimed at creating conditions for the full realization of the physical and mental development of students with disabilities during the educational process, organized based on modern general scientific and special technologies of the theory, methodology and practice of physical culture, adapted to the needs of modern times.

**Keywords:** inclusion, physical education, student with disabilities, martial law, institution of higher education, physical activity.

## INTRODUCTION

**The problem formulation.** Providing opportunities for students with disabilities to obtain quality education in accordance with their characteristics, needs, and opportunities is one of the key priorities of modern Ukrainian social and educational policy (Blavt, O., Kozibroda, L., & Rozhko, E., 2021). Despite this, it must be stated that the integration of the mentioned vulnerable groups in higher education often has only a declarative nature, which additionally actualizes the specified problem in connection with the long-term hostilities on the territory of Ukraine.

There is no doubt that the war affects changes and perspectives on the priorities of the educational process in higher education. Considering the rapid increase of students with disabilities as a result of the war, there is a need to adapt the educational process of the higher school to the challenges of the war. Particular attention is paid to the possibility of providing students with disabilities with a comprehensive education that is individualized, accessible, and based on needs and opportunities (Page, A., Anderson, J. & Charteris, J., 2021).

It was determined (Keles, S., Ten Braak, D., & Munthe, E., 2022) that the main component of social interaction and integration of students with disabilities in institutions of higher education is inclusion, which involves the possibility of obtaining quality educational knowledge. We consider the benchmarks for solving the mentioned problem from the standpoint of domestic pedagogical science with an emphasis on taking into account the determinants of inclusive education and the use of forms, means, and methods of physical education (PE). Taking into account today's challenges, there is a need to move to a new pedagogical concept and redefine the goals of physical education in higher education institutions.

**Analysis of recent research and publications.** With the beginning of the large-scale war unleashed by the Russian Federation on the territory of Ukraine, the educational process of the higher schools underwent reorganizational changes to meet the challenges of today (Gurtova, T., & Nezhoda, S., 2023). Among the main tasks of the development of the education system of Ukraine in the period of martial law and the post-war period, it is determined to carry out measures to provide all participants of the educational process with opportunities to acquire quality educational knowledge along with strengthening their spiritual, physical and social well-being (Blavt, O., 2023).

Scientists (Lidor, B. R., & Hutzler, Y., 2019, Tant, M., & Watelain, E., 2016) agree that an effective way to reduce the educational maladjustment of students with disabilities is to involve them in systematic classes with inclusive PE. Currently, there is a fairly wide list of empirical studies on the relationship between inclusive PE classes and the educational inclusion of students with disabilities.

It was noted (Pocock, T., & Miyahara, M., 2018) that full-fledged physical activity is often the first thing students with disabilities are deprived of as a result of a serious injury. At first, such students face restrictions in the institution of higher education. In the future, problems with self-esteem and self-realization arise. As a result, students with disabilities find themselves on the sidelines of society. Often - on one's initiative. It has been studied (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019), that physical injuries are a factor in psychological problems.

According to research (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022), the essence of inclusive PE is to integrate students with disabilities into a fully active life through physical activity. At the same time, it was researched (Baglieri, S., Bacon, J., 2020) that such integration occurs not only due to the adaptation of the individual to the educational environment of the higher school, but also vice versa - through the creation of appropriate conditions.

Certain works (Lizkan, Z., & Kale, R., 2021) prove that the specificity of inclusive PE consists of creating conditions that would promote the realization of opportunities for students with disabilities in the environment of a higher school on an equal basis with other students. However, the topic of inclusive PE is now intensively researched in a wide range of issues, in particular as a means of inclusion (Baglieri, S., Bacon, J., 2020; Blavt, O., 2022; Page, A., Anderson, J. & Charteris, J., 2021): in a series of theoretical and empirical studies. Therefore, given the intense change in the external situation of the martial law in the country, and the variability of socio-political conditions, there is a change in the paradigm of inclusion in higher education, that is, a new vision of this process in terms of inclusive PE.

**AIM OF THE RESEARCH:** identification and substantiation of the accents of inclusive physical education of students with disabilities in the modern dimension.

## RESEARCH METHODS

The research is based on the use of a set of general scientific theoretical methods, theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific, methodological, and special literature.



## RESULTS OF THE RESEARCH

The change in emphasis in the interpretation of the concept of disability leads to the need to provide a comprehensive approach to creating conditions that would contribute to the full implementation of the inclusion of students with disabilities during their studies in institutions of higher education. Over the last decade, the social policy of many European and leading countries in the world regarding students with disabilities has undergone significant changes. The attitude towards this social group of students, as patients who only need to be cared for and who cannot participate in active life in the educational environment of a higher school, has changed to an attitude towards them as full members of the educational community, who have equal rights with other students (Maxwell, G., Granlund, M., & Augustine, L., 2018).

However, many countries, including Ukraine, do not take these changes into account when formulating educational policies for students with disabilities. Therefore, priority is given to the "medical" approach in this matter, which affects the content and quality of measures aimed at reducing the negative consequences of "disability" in the environment of a higher education institution. Most importantly, it does not contribute to the wider involvement of students with disabilities in participation in the life of the university, the realization of their opportunities in motor activity, but, therefore, inclusion.

Nowadays, the conceptual apparatus of disability problems is developing at a rather rapid pace. For specialists in inclusive PE, mastery of special terminology is an urgent necessity. Therefore, to carry out scientific research in a certain direction, we will distinguish the concept of "motor activity" - a term that covers participation in sports, dancing, or any type of physical exercise (Uzkan, Z., & Kale, R., 2021).

Many definitions of inclusive PE can be found in textbooks, journal articles, and other sources. Most of these definitions are very general to cover as many cases and situations as possible, thus reducing the sensitivity of the term. Researchers in the field are constantly studying issues related to inclusive PE and, therefore, the involvement of students with disabilities in physical activity, recreation, and sports.

In general, the concept of "inclusive PE" is multi-meaning and multi-functional. Thus, on the one hand, inclusive PE is a profession, scientific discipline and field of knowledge and empowerment systems that have been created specifically to make physical activity healthy, enjoyable and accessible (Blavt, O., 2022). Along with ensuring equal rights to sports education, training, medicine, recreation, competition and performance of students with disabilities. The latter aims to ensure both the physical and psychosocial development of such students (Baglieri, S., Bacon, J., 2020; Tant, M., & Watelain, E., 2016).

On the other hand, inclusive PE is an interdisciplinary set of practical and theoretical knowledge aimed at eliminating health disorders, activity limitations, and participation in any type of physical activity (Pocock, T., & Miyahara, M., 2018). It is an academic field of study that supports an attitude of acceptance of difference, advocates access to active student life and sports, and promotes the support and empowerment of such students (Page, A., Anderson, J. & Charteris, J., 2021).

Some sources position inclusive PE as a professional field of kinesiology/physical education/sport and human movement sciences that targets students who need adaptations to participate in a PE context (Lidor, B. R., & Hutzler, Y., 2019). As an interdisciplinary collection of practical and theoretical knowledge, inclusive PE is designed to ensure the elimination of limitations of students with disabilities in the process of their PE and participation in all possible forms of its implementation (Lidor, B. R., & Hutzler, Y., 2019). That is, let us consider that inclusive PE is oriented to the philosophy that every student with a disability with physical or psychological diseases, without exception, receives quality PE in the learning process.

From a pedagogical science perspective (Pocock, T., & Miyahara, M., 2018), inclusive PE is research, theory, and practice that addresses students of all ages who are underserved, underresourced, or underserved by mainstream PE to get equal opportunities in the PE process.

We support scientific approaches (Lidor, B. R., & Hutzler, Y., 2019) that inclusive PE, as a term, combines all types of PE that contribute to the expansion of opportunities for students with disabilities, that is, with impairment of certain functions, as well as students who need pedagogical, therapeutic, and adaptive support.

Based on the generalization of the existing information, it was established that inclusive PE in institutions of higher education is aimed at involving students with disabilities in physical education, but its principles can also be applied to students with obesity, elderly students, young students and any other individual differences that may limit participation in regular (non-adapted) physical activity.

Therefore, in the future, we propose to position inclusive PE as a concept of individualizing learning, matching personal strengths and interests with appropriate activities, and adapting the environment to promote full participation in PE of students with disabilities.

It should be noted that, unlike physical rehabilitation, inclusive PE is devoted to the concepts of increasing physical capabilities. This means that inclusive PE for students with disabilities is an independent discipline that aims to achieve mastery in specific types of motor activity and physical excellence.

However, if we refer to the definition of inclusive PE in a global sense, it is the art and science of designing, implementing, and monitoring a carefully designed PE program for students with disabilities, based on a comprehensive assessment, to give such students the skills necessary for fulfilling lives, leisure, recreation and sports to improve physical fitness and well-being.

Some research (Lidor, B. R., & Hutzler, Y., 2019; Pocock, T., & Miyahara, M., 2018) views inclusive PE as an individualized learning program designed for students with disabilities that ensure success in their PE. According to other sources, it is a science that studies various aspects of the PE of students who have lost for a long time or permanently any body functions, including motor ones.

In summary, inclusive PE means adapting or adapting modifications to meet the needs of students with disabilities and defines this process as the development of physical qualities, basic motor skills (throwing, catching, walking, running, etc.), skills in certain sports, dances, individual and group games, etc.



In general, inclusive PE is a relatively new direction in the domestic system of education and science, which studies the aspects of physical education of students with disabilities and related physical limitations. By definition, the main goal of modern inclusive physical education with the help of various types of motor activity is the formation and development of the physical condition, physical and psychological abilities that ensure the adaptation of students with disabilities to their state of health, environmental variability, changes in society.

According to empirical evidence (Tant, M., & Watelain, E., 2016), inclusive PE proves to be effective in many ways. There are opinions (Lidor, B. R., & Hutzler, Y., 2019) that inclusive PE helps integrate students with disabilities into typical physical education by changing activities and games to make it more accessible. However, attention is now especially focused on the impact of inclusive PE classes on the mental sphere. According to (Gurtova, T., Nezhoda S., 2023), inclusive PE in martial law is an important factor that promotes mental health. At the same time, the organization of physical education classes under martial law conditions is due to the importance and necessity of conducting activities to create the most favorable conditions for improving the mental health of students of higher education. considering the war situation.

We support scientific approaches (Pocock, T., & Miyahara, M., 2018) that inclusive PE encourages and focuses on physical fitness, sports and motor skills. Inclusive PE classes have been noted to provide opportunities for students with disabilities to learn to take turns, participate in group games, improve endurance, balance, strength, and coordination skills while working to make classes fun and educational.

It is believed (Blavt, O., Kozibroda, L., & Rozhko, E., 2021) that inclusive PE, as part of the active life of students with disabilities, provides the development of basic motor skills, improves self-esteem, physical independence, reduces complications, associated with deviations in the state of health, makes it possible for students with disabilities to successfully realize themselves in the usual academic environment of a higher school.

As stated (Lızkan, Z., & Kale, R., 2021), inclusive PE has significant potential for correcting and improving the motor skills of students with disabilities. A significant number of physical exercises and the variability of their performance allow you to select appropriate combinations for each case.

According to domestic sources (Gurtova, T., & Nezhoda, S., 2023), inclusive PE is an educational phenomenon, the main goal of which is the inclusion of students with disabilities and their treatment with the help of physical exercises and all possible forms of motor activity. The process of inclusive PE is generally aimed at adapting students with disabilities to the physical and social conditions of the educational environment of a higher school.

Maximizing the vitality of students with disabilities through the means and methods of inclusive PE, maintaining their optimal psychophysical condition provides an opportunity to realize their creative potential and achieve significant results, not only in comparison with the results of students without disabilities but also to exceed them. Therefore, for many students with disabilities under martial law, inclusive PE is the only way to "break" the closed space, enter society, find new friends, and get an opportunity for active physical activity. At the same time, in the process of full-fledged physical activity, students with disabilities receive communication, and full-fledged positive emotions that contribute to the achievement of psychological balance. The latter acquires extraordinary importance in the conditions of martial law.

Based on the results of the search activity, it was possible to systematize the main areas of implementation of inclusive PE in the conditions of a higher education institution, taking into account the challenges of martial law:

- formation of motivational and behavioral orientations for a healthy lifestyle;
- creation of conditions for meeting needs for health promotion, physical and spiritual development;
- increasing the amount of motor activity during the school day and outside school hours;
- activation of reserve forces and capabilities of the body, compensation of reduced or lost functions of organs and systems;
- recovery, training and acceleration of treatment of organs, systems and their functionality;
- normalization of psychological conditions and mental health.

This required the definition of an arsenal of forms of physical activity aimed at solving specific tasks. The following is recommended: daily hygienic gymnastics, health activities (walking, hardening activities, etc.), active rest using types of motor activity according to preference, and independent classes using recreational types of exercises.

As for the latter, the term "inclusive physical recreation" has been introduced into scientific circulation. As defined (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019), its content is aimed at activating, maintaining, and restoring the physical strength that students with disabilities expend during any type of motor activity: work, study, walks, sports and for the prevention of fatigue, health improvement, "increasing the level of vitality through pleasure."

So, in conclusion, it is worth determining that inclusive PE and motor activity, which is implemented in this process, are the most effective means of inclusion. The main idea of inclusive PE in the implementation of the inclusion of students with disabilities is to ensure the psychological comfort and interest of students participating in it, due to the complete freedom of choice of means, methods, and forms of classes.

In this perspective, modern inclusive PE is based on what a person can do. Therefore, inclusive PE is formed in relation to various characteristics of certain groups of students, which differ not only in physical condition but also in the context of expectations, etc. Belonging to a group, working in a group is an experience necessary for personal growth in its inclusive dimension.

It should be noted that inclusive PE involves the presence in the content of this process of a significant amount of sports games and recreational activities, purposefulness to encourage physical education, if possible, the largest number of participants: equally students with disabilities and healthy students (Baglieri, S., Bacon, J., 2020).





In general, without a doubt, the inclusion of students with disabilities should be the result of their rehabilitation. Significant scientific achievements highlight the leading place of inclusive PE in the general physical development of students with disabilities, the high level of which is a factor in stimulating the development of other capabilities, qualities, and functions (Maxwell, G., Granlund, M., & Augustine, L., 2018). In addition, physical development determines the state of health and determines the functional capabilities of body systems (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022).

Finally, we note that inclusive PE involves the formation of students with disabilities knowledge about health, a healthy lifestyle, safe behavior, the development of motivation to take care of one's own health, a conscious desire to lead a healthy lifestyle, and, most importantly, the acquisition of one's own health and saving experience, taking into account the existing violations in the state of health.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Due to the long-term military aggression of the Russian Federation on the territory of Ukraine, which caused certain social and psychological phenomena, attention to the topic of disability has intensified today. An effective way to reduce the educational maladjustment of students with disabilities, along with eliminating defects in their health, is to involve them in systematic classes with inclusive PE.

The evolution of higher education, together with the expansion of access to inclusive PE for students with disabilities, initiated a modification of the perception and meaning of inclusive PE, emphasizing the educational and social value and reducing the competitive component. In this perspective, modern inclusive PE is based on what a person can do. The latter involves the focus of inclusive PE on creating a foundation for students with disabilities to gain experience in health care skills, and inclusion in active motor activity aimed at improving their health.

In the conditions of martial law, inclusive PE is primarily aimed at creating conditions for the full realization of the physical and mental development of students with disabilities during the educational process, organized on the basis of modern general scientific and special technologies of the theory, methodology and practice of physical culture, adapted to the needs of today.

Prospects for further research we see the development of models of physical education for students with disabilities during their studies at the university in the conditions of martial law.

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## ФОРМАЛЬНА ТА НЕФОРМАЛЬНА МЕДІАОСВІТА В УКРАЇНІ: ПРОБЛЕМИ І ПЕРСПЕКТИВИ

**Анотація.** У статті розглянуто сучасний стан розвитку формальної та неформальної медіаосвіти в українському освітньому просторі. Здійснено комплексний аналіз формальних та неформальних аспектів медіаосвітньої парадигми, ідентифіковано ключові напрями їх розвитку. Систематизовано формальні та неформальні аспекти медіаосвіти із урахуванням її впливу на розвиток медіаграмотності та критичного мислення учасників освітнього процесу. Висвітлено медіаосвітній досвід та найкращі практики медіапросвітницької діяльності у формальній та неформальній освіті України.

Визначено, що медіа – один із чинників практичної реалізації теорії діалогу культур, а отже, виступає як важливий соціальний інститут сучасного інформаційного суспільства. Проаналізовано сучасний стан формування медіаграмотності педагогів в Україні у вимірі формальної та неформальної освіти та зазначено, що проблема медіаосвіти потребує наукового обґрунтування та пошуку способів модернізації системи професійного розвитку науково-педагогічних працівників.

Очевидним є переважання аспектів неформальної медіаосвіти, проте наявність і диференційованість медіаосвітніх програм надає педагогам значний обсяг можливостей для розвитку особистісної та професійної медіакультури. Сучасний педагог повинен стати генератором формування навичок медіаграмотності в учасників освітнього процесу. Цінність медіакомпетентності педагогів набуває нового значення задля забезпечення безперервної освіти та сталого розвитку українського суспільства.

**Ключові слова:** медіаосвіта, формальна освіта, неформальна освіта, медіаграмотність, медіакультура, медіаосвітні проекти.

## FORMAL AND INFORMAL MEDIA EDUCATION IN UKRAINE: PROBLEMS AND PROSPECTS

**Abstract.** The article examines the current state of development of formal and non-formal media education in the Ukrainian educational space. A comprehensive analysis of the formal and informal aspects of the media education paradigm is carried out, and the key areas of their development are identified. The formal and non-formal aspects of media education are systematized, taking into account its impact on the development of media literacy and critical thinking of participants in the educational process. The media education experience and best practices of media education activities in formal and non-formal education in Ukraine are highlighted.

It is determined that the media is one of the factors in the practical implementation of the theory of dialogue of cultures, and therefore acts as an important social institution of the modern information society. The current state of media literacy of teachers in Ukraine in the framework of formal and non-formal education is analyzed, and it is noted that the problem of media education requires scientific substantiation and the search for ways to modernize the system of professional development of scientific and pedagogical workers.

The predominance of non-formal media education is obvious, but the availability and differentiation of media education programs provides teachers with a significant amount of opportunities for the development of personal and professional



media culture. A modern teacher should become a generator of media literacy skills for participants in the educational process. Therefore, the value of teachers' media competence is gaining new importance for ensuring continuous education and sustainable development of Ukrainian society.

**Keywords:** media education, formal education, non-formal education, media literacy, media culture, media education projects.

## INTRODUCTION

**The problem formulation.** In the current educational context of Ukraine, there is an urgent need to carefully study and improve media education approaches. Despite the growing importance of the role of media in society, existing research is not sufficiently specific about the interaction of formal and non-formal media education in the Ukrainian educational space.

This problem is highlighted in the context of the need to introduce media education to develop media literacy skills among students, which requires a deeper understanding of the interaction between formal and informal media education initiatives. In addition, the lack of articulation and analysis of these interactions in the national context complicates the process of developing effective strategies and pedagogical approaches to media education in the Ukrainian educational system. The lack of a comprehensive study of certain aspects casts a shadow on the possibilities of optimizing media education programs and adapting them to modern society's requirements. Thus, the problem of the interaction between formal and informal media education in Ukraine requires a deeper and more systematic study to ensure the proper development of the main components of media education (media literacy, media culture, media awareness) among the educational community.

**Analysis of recent research and publications.** The general theoretical issues of media education were described by M. McLuhan, J. Pargente, V. Ivanov, G. Onkovych, B. Potiatynnyk. The study of the problems of media influence on society and the individual is devoted to the works of R. Hobbs, S. Livingston, N. Dukhanina, O. Petrunko, and others. The role of practical aspects of using media education technologies is the subject of research by O. Volosheniuk, L. Naidenova, O. Baryshpoletz, N. Cherepovska and others.

There are various approaches to defining the concept of "media education". For example, A. Lytvyn formulates the content of the concept of "media education" as "learning on the material and with the help of the media, the ultimate goal of which is media literacy, the ability to critically perceive media messages" (Lytvyn, 2009, 7).

Media education in the sense of scientific discourse can be defined as a system of educational strategies and methods aimed at developing media competencies in the educational process, including critical thinking, media literacy, and understanding of the media ecosystem. It includes not only the transfer of knowledge, but also the active participation of participants in the process of comprehending and using media resources in order to develop information literacy and a culture of media consumption.

According to A. Ogonovska, media education is a process of development and self-development of a personality with the help and on the material of mass communication (media) (Onkovych, 2010).

From the point of view of M. Imiridze (Imiridze, 2016), media education is a phenomenon created in the media space on the basis of the integration of education and information and communication technologies and acts as a way of comprehending media culture, which is based on a comprehensive understanding of media activities, as well as a special type of educational and creative microenvironment that ensures fruitful and adequate interaction of the individual with media culture through the formation of a set of media competencies and the creation of a hypermedia educational process.

**THE AIM AND RESEARCH TASKS** – analyze media education activities in Ukraine in terms of the existence of regulatory and legal support for media education and the experience of its practical implementation in formal and informal contexts.

**RESEARCH METHODS:** historical and logical method, method of generalization, method of analysis and synthesis, systematic method, method of structuring.

## RESULTS OF THE RESEARCH

The development of media education in Ukraine is still at an early stage and is aimed at integrating media education and media literacy into the educational process. At the same time, scientific research on media education in Ukraine is being conducted on various planes and is being actively accelerated, directing its efforts towards bringing it closer to the achievements of the global scientific community.

More details on the development of media education are provided in the Concept for the Implementation of Media Education of May 20, 2010.

The development of the Concept for the Implementation of Media Education in 2010 was an important step towards its comprehensive support in Ukraine. Media education was seen as an important factor in the modernization of the education system as a whole, contributing to the construction of an information society, the development of economic knowledge and the formation of civil society.

The 2010 Concept is aimed at:

- preparing and conducting a large-scale phased nationwide experiment to introduce media education at all levels;
- prioritize the launch of school media education, which will become the main integrating link in the formation of a holistic media education system;



- providing media education in higher education, especially in the training of pedagogical specialists; taking into account the tasks of media education in the course of educational reforms and planning appropriate budget allocations;
- initiating broad public support for the media education movement, including international cooperation in this area (Konceptija vprovadzhennja mediaosvity v Ukrajinі, 2010).

During the first experimental stage in 2011 alone, various forms of school media education covered more than 250 secondary schools with more than 40,000 students. These included high school media education electives, electives, workshops, or master classes. In such media education initiatives, it was important to engage students, because they feel that media education is "about their lives today, which have already been largely virtualized and are passing in interaction with the media" (Najdjonova, 2016). Thus, the results of the experimental stage of media education implementation have shown its relevance, practical significance and motivational potential.

It is clear that objective factors required urgent changes, including a rethinking of the 2010 Concept for the Implementation of Media Education. These significant changes arose as a result of events at the international level and in the context of Ukrainian media education development.

Researcher L. Naydenova identified three groups of objective reasons that stimulated the revision and supplementation of the existing Concept:

- achievements of media education at the international level during 2010-2016
- experience of experimental implementation of media education, feedback from pedagogical practice;
- the conditions of external information aggression, media coverage of the armed conflict in the east of the country and the annexation of Crimea, the need to overcome the psychological consequences of war (Najdjonova, 2016).

For example, in 2016, a new version of the Concept for the Implementation of Media Education was approved, which defines the main stages of its implementation until 2025.

The main goal of the Concept is to promote the development of an effective media education system in Ukraine, which should become the foundation of the state's human security, development and consolidation of civil society, countering external information aggression, comprehensively prepare children and youth for safe and effective interaction with the modern media system, and to form media information literacy and media culture in citizens in accordance with their age, individual and other characteristics (Konceptija vprovadzhennja mediaosvity v Ukrajinі, 2016).

According to the Concept, the forms of media education in Ukraine include: preschool, school, extracurricular, higher education, parental, adult and media education (informal).

Let us characterize the development of formal media education, which includes preschool, school and higher education media education. It should be noted that formal media education in Ukraine is regulated by curricula approved by the Ministry of Education and Science of Ukraine, while informal media education is spontaneous and is implemented not through government policy but through the work of enthusiasts.

In today's environment, media education is especially relevant for preschool children, who, almost from birth, are in interaction with various electronic and digital media, such as smartphones, tablets, laptops, etc.

Given the impact of media on preschool children, the main tasks facing preschool education include the following

- providing children with the skills to identify reliable and safe sources of information, as well as understanding the basics of digital security;
- promoting the creative use of media resources to develop children's attention, memory, thinking and imagination;
- teaching preschoolers the basics of media ethics and ethical norms in the media space;
- ensuring partnership between parents, educators and children in the process of implementing media education.

Today, media education is introduced into the school process mainly through two forms: as a separate school discipline and as an integrated element in other subjects of the curriculum. There are several main forms of developing school media education, including a compulsory media literacy lesson, optional training at the request of students, integration into other subjects, media clubs, and circles. The main topics raised by teachers are the analysis of media messages, detection of manipulations, information security, and visual media culture (practical creation of own media products). Among the most urgent areas of media education development, school teachers mentioned: 1) training more teachers in media education, 2) establishing a mechanism for transferring experience, methods and practical skills from more experienced schools, 3) changing the style of methodological materials and textbooks from theoretical to more practical and applied, 4) bringing textbooks and assignments closer to the needs of students.

An interesting feature of the Ukrainian experiment is the participation not only of district and regional centers, but also of mostly small towns that lack powerful research centers, media, and libraries with extensive collections. Despite this, schools are intensively engaged in developing students' media literacy and are achieving significant results.

Media education is also a subject of interest for higher education institutions.

It is believed that there are three powerful media education centers in Ukraine: in Kyiv (Institute of Social and Political Psychology and Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine) and in Lviv (Institute of Mass Information Ecology of Ivan Franko National University of Lviv). These media education centers pay considerable attention to the creation of teaching and learning materials, including the preparation of teaching aids, organization of scientific and practical conferences, methodological seminars, round tables, trainings, etc.





Media education was first discussed in Ukraine in 1999, when the Institute of Mass Information Ecology was established at the Ivan Franko National University of Lviv. The Institute's research activities are carried out in three areas: media philosophy (understanding the functioning and impact of mass communication); media criticism (analysis of media discourse); and media education (aimed at disseminating knowledge about the media, in particular about psychological threats associated with propaganda and falsification, pornography and screen violence) (Instytut ekolohiji masovoji informaciji: oficijnyj sajt, 2019).

Hanna Onkovych has made a significant contribution to the development of the scientific component of Ukrainian media education. The researcher is the developer of such areas of research as "media didactics" and "professionally oriented media education." In her primary program "Media Didactics of Higher Education," she emphasizes that it is time to talk not just about media education, but about professionally oriented media education. It is believed that "to provide students with knowledge of media and information literacy in such a way that they can independently develop it and use it not only on the student's bench, but also throughout their lives to maintain an appropriate level of professional competence."

The Academy of the Ukrainian Press (AUP) is extremely important in the development of formal media education in Ukraine. The curricula developed by the AUP are approved and recommended by the Ministry of Education and Science of Ukraine and are widely used in educational practice.

The AUP maintains a media education and media literacy portal, which can be called an interactive professional platform for communication between media educators and anyone who wants to gain knowledge and skills in media literacy. The portal contains sections for all categories of educators and media consumers.

In 2016, the AUP published the Media Literacy Road Map. Its preparation was the result of numerous discussions with various stakeholders in the process of promoting media education and media literacy in Ukraine and abroad (public institutions, government agencies, educational institutions and libraries) (Dorozhnja karta mediaosvity i mediaghramotnosti Ukrajinjy, 2016).

Let's move on to analyze what we believe to be the most effective measures of non-formal Ukrainian media education: out-of-school media education, parental media education, adult media education, and media education through the media.

The implementation of media education in Ukraine "is aimed at developing ways of creative self-expression of the individual, ... is based mainly on the activities of public organizations, volunteer and commercial principles, and includes media education of parents, family media education" (Konceptcija vprovadzhennja mediaosvity v Ukrajinji, 2016). L. Naydenova defines extracurricular media education as "participation in children's media festivals of various levels, competitions, classes in creative centers, specialized institutions, etc." (Najdjonova, 2013, p. 92). Extracurricular media education, in particular, provides an opportunity for media creativity - the process of "creation in the media sphere and its substantive results; interrelated processes of project activity and production of media texts" (Ivanov, & Ivanova, 2014). It means that the creation of media products and educational projects contributes to the development of media literacy.

For example, in 2016, the public organization Detector Media presented an online textbook called Media Driver. The main goal of this innovative educational project is to teach adolescents the ability to navigate the media world and critically perceive the information they receive from their native media sources (Richnyj zvit MBF «Akademija ukrajinskoji presy» za 2015 rik). The textbook consists of 16 thematic units with elements of gamification (for example: Photo, Video, Audio, Cinema, Knowledge in the modern world, Evolution of media, Fakes, Plagiarism and copyright, What and how to search the Internet, etc.) Each section is accompanied by a test to assess how well the user has understood the material, i.e. whether there is progress in visual achievements.

"The Media Literacy Program for Citizens (2015-2016) is one of the largest media education projects in Ukraine, which was implemented in 2015-2016. The project's goal is to increase the population's resilience to the destabilizing power of disinformation. As part of the project, 428 trainers were trained to teach media literacy to citizens (each trainer conducted information events for a group of 30 people; thus, as of March 2016, more than 15,000 Ukrainians over the age of 18 received media literacy training).

The StopFake project is engaged in verifying and refuting false information and propaganda about events in Ukraine disseminated by the media. The site also contains a hub that studies the phenomenon of "Kremlin propaganda" in all its aspects and manifestations (<http://www.stopfake.org/o-nas/> closing date : 01.02.2024).

The MediaSapiens project (2014) is the only online resource in Ukraine whose main goal is to increase media literacy of the audience, help media content consumers better understand the essence of media, navigate the information space, learn to be critical of the media, distinguish between quality and truthful information, identify manipulative attempts to influence public opinion and resist them, and learn about information rights and the possibilities of using them (Richnyj zvit MBF «Akademija ukrajinskoji presy» za 2015 rik).

The Verify website (<http://verify.org.ua>) is an interactive guide to checking information from the web that helps users determine whether the information is true. The project's uniqueness lies in the fact that it does not provide a definitive answer, but rather provides tips so that users can quickly gather information and determine the authenticity of the content on their own. The website contains accessible step-by-step instructions illustrated with specific examples on how to check videos and images and how to respond to inaccurate information, how to find experts or eyewitnesses on social media, a list of fake news sites, etc.

Informal media education also includes games aimed at developing media literacy. For example, in 2014 The Academy of Ukrainian Press, together with the Institute of Innovative Technologies and Educational Content of the Ministry of Education and Science of Ukraine and the State Library of Ukraine for Youth, developed the online game "Media Knowledge". This



is the first media education game in Ukraine, and its goal is to help learn as much as possible about the information and media field.

Taking into account all of the above, it is possible to identify trends in the development of non-formal media education in Ukraine:

- development and implementation of a unified strategy for the development of extracurricular media education, which will include a media education component in the work of clubs, sections, film clubs, and school media editors, aimed not only at creating children's media content, participating in competitions, and career guidance, but also at developing critical thinking, skills in analyzing media text, and using modern information and communication technologies;
- conducting trainings, seminars, lectures for parents, meetings during parent-teacher conferences in educational institutions (work of both classroom teachers and psychologists dealing with media psychology), etc.
- developing a strategy for adult education at the state level, a system of incentives that will stimulate and motivate people to use the achievements of information and communication technologies in their daily lives and work.
- organizing film clubs that stimulate the development of media literacy based on visual culture materials.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the above suggests that Ukrainian media education is defined as a separate area of educational activity and is implemented in two ways - formal (preschool, school, and higher education) and informal (out-of-school, parental, adult media education, and media).

In particular, formal media education is regulated at the state level - there are approved programs, textbooks, manuals, and an experiment in media education is still underway, involving volunteers.

Therefore, the potential for non-formal media education in the country is very high. Today, a large number of media education projects and events are taking place, but, unfortunately, they are not systematic. In our opinion, it is important to create a unified strategy for the development of formal and non-formal media education in Ukraine, in which the state will be primarily interested and will support it at all stages of development. Prospects for further research may include the study of social phenomena that will enable participants in the educational process to analyze, thoroughly argue their vision, form personal opinions, correctly use information sources, create and analyze texts from various media platforms.

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## **СУЧАСНІ АСПЕКТИ ДІЯЛЬНОСТІ АСИСТЕНТА ВЧИТЕЛЯ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ**

**Анотація.** У статті досліджено роль та значення діяльності асистента вчителя в інклюзивному освітньому середовищі для дітей з особливими освітніми потребами. Зосереджено увагу на сучасних тенденціях та викликах, з якими стикаються асистенти вчителя в роботі з цією категорією учнів щодо створення інклюзивного освітнього середовища. Зазначено ключові аспекти ролі асистента вчителя, з-поміж яких: індивідуалізація навчання, сприяння соціальній інтеграції та психосоціальної підтримці. Особлива увага приділяється використанню технологій та інновацій у наданні ефективної підтримки дітям із різними освітніми потребами, а також розглядаються питання доступності технологій навчання для всіх учнів, незалежно від їхніх індивідуальних обмежень чи потреб.

Автори наголошують на взаємодії асистента вчителя з іншими учасниками навчального процесу, такими як батьки, вчителі та інші спеціалісти, і важливість командної роботи та обміну досвідом для досягнення оптимальних результатів у вихованні та навчанні дітей з особливими освітніми потребами. Окреслено виклики та перспективи розвитку інклюзивної освіти в сучасному освітньому середовищі, визначено напрями поліпшення підготовки асистента вчителя, зазначено компетентності, якими повинен володіти асистент вчителя інклюзивного освітнього середовища для роботи з дітьми з особливими освітніми потребами. Результати дослідження слугують важливим джерелом інформації для педагогів, дослідників та практиків, що працюють у сфері інклюзивної освіти.

Зроблено висновки і пропонується перспективи подальших досліджень щодо розвитку методів, спрямованих на оптимізацію ролі асистента вчителя в інклюзивному освітньому середовищі. Автори підкреслюють, що дієве забезпечення навчання та розвитку дітей з особливими освітніми потребами залишається актуальним та важливим завданням сучасної педагогічної науки і практики.

**Ключові слова:** асистент учителя, інклюзивна освіта, дитина з особливими освітніми потребами, освітнє середовище.



## MODERN ASPECTS OF THE ACTIVITY OF A TEACHER'S ASSISTANT IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

**Abstract.** The article explores the role and importance of a teacher's assistant in an inclusive educational environment for children with special educational needs. It focuses on the current trends and challenges faced by teaching assistants in working with this category of students. The key aspects of the role of a teacher's assistant, such as individualization of learning, promotion of social integration and psychosocial support, are indicated. Particular attention is paid to the use of technology and innovation in providing effective support to children with different educational needs, and the issue of accessibility of technology for all students, regardless of their individual limitations or needs, is also addressed.

Emphasizes the interaction of the teacher's assistant with other participants in the educational process, such as parents, teachers and other professionals, and the importance of teamwork and exchange of experience to achieve optimal results in the upbringing and education of children with special educational needs. It considers the challenges and prospects for the development of inclusive education in the modern educational environment, identifies ways to improve the training and support of teacher assistants. The study serves as an important source of information for educators, researchers and practitioners working in the field of inclusive education.

Conclusions are drawn and prospects for further research and development of methods aimed at optimizing the role of the teacher's assistant in an inclusive educational environment are proposed. Effective support for the learning and development of children with special educational needs remains an urgent and important task, and the article makes an important contribution to understanding this issue in the modern educational context.

**Keywords:** teacher's assistant, inclusive education, child with special educational needs, educational environment.

### INTRODUCTION

**The problem formulation.** In the context of European integration changes in the Ukrainian education system, it is important to adopt the positive experience of European countries and adapt it to the Ukrainian national context. Every child in Ukraine has the right to equal access to quality education, which is enshrined in the Constitution and other legal documents. Recognizing this, the country pays special attention to inclusive education, making fundamental changes in the understanding and provision of quality education for children with special needs.

"Inclusive education is a process that aims to meet the diverse needs of all children by increasing their participation in learning, cultural activities and community life. This process involves changes and transformations in the content, approaches, strategies and structures of education. A defining feature is the general concept that it is the regular school system that is designed to educate all children, with special attention paid to those students at risk of exclusion, exclusion and marginalization". Declaration of the World Education Conference (Jomtien, 1990).

An important aspect is to support inclusive education as a means of developing the potential of children with special needs in educational institutions. This contributes to a significant improvement in the quality of their lives and opens up new opportunities for personal growth. An important condition is the adaptation of the educational environment to the individual needs of children and the provision of quality educational services.

In today's educational space, it is important to create an environment where every student has the opportunity to develop their potential and gain knowledge, regardless of their special educational needs. Inclusive education has become a key area that promotes diversity in classrooms and takes into account the needs of each student. However, an effective support system is essential for the successful implementation of an inclusive approach, and the role of a teacher's assistant is very important.

**Analysis of recent research and publications.** A large number of scientific studies and publications by Ukrainian and foreign scholars are devoted to the problem of inclusive education: I. Bekh, M. Bratko, M. Vidninchuk, O. Havrylova, O. Dubaseniuk, A. Kolupaieva, T. Lapanik, A. Markova, Y. Naida, L. Savchuk, O. Semenog, S. Sysoieva, N. Sofiy, S. Tyshchenko, J. Raven, I. Khafizullina, V. Khitryuk, and others. However, the role of a teacher's assistant as a specialist capable of facilitating social interaction in different settings and under different circumstances in the system of inclusive education in Ukraine remains insufficiently studied and requires further research.

A teacher's assistant in an inclusive classroom is a professional educator who provides additional support for children with special educational needs. He or she becomes a key player in creating a positive and friendly learning environment where every student feels important and able to succeed. An important aspect is the training and professional development of a teacher's assistant. Knowledge of pedagogical methods, understanding of the developmental characteristics of children with different needs, and teamwork skills are important components of successful work.

In the modern world, technology is becoming an important tool for teaching children with special educational needs. A teacher's assistant must be competent in using various technologies that help individualize the learning process.

### RESEARCH AIM AND TASKS

The purpose of the article is to determine the importance of the role of a teacher's assistant in creating an effective inclusive learning environment. Focusing on the interaction of the teacher's assistant with students with different educational needs, and the impact of this role on the quality of the educational process, as well as taking into account the individual characteristics of each student, contributes to the improvement of learning and development in an inclusive environment, and the use of various pedagogical methods and strategies to provide optimal support to each student.





## RESEARCH METHODS

The research is based on the use of a complex of general scientific theoretical methods. In particular, the methods of theoretical analysis, systematization, comparison of different views on the investigated problem are used. Data obtained from scientific, methodical and special literature are also summarized. This set of methods allows for a deeper understanding and analysis of the selected research topic, as well as to create a conceptual foundation for further conclusions and recommendations.

## RESULTS OF THE RESEARCH

The ratification of the UN Convention on the Rights of Persons with Disabilities and the Optional Protocol (December 2009) contributed to the acceleration of inclusive education in Ukraine.

In parallel with the radical transformations in the process of integrating children with special educational needs into the educational environment, Ukraine has needed to revise and adopt a number of regulations that clearly define the role of the teacher's assistant in the educational process. These legislative changes take into account the importance of the assistant's role in creating an effective inclusive environment for children with special needs, namely: The Law of Ukraine "On Education" of September 5, 2017, No. 214S-VIII Article 19: "Education of Persons with Special Educational Needs", Article 20. "Inclusive education"; Order of the State Committee of Ukraine for Consumer Protection and Public Utilities of 28.07.2010 No. 327, according to which the Classifier of Professions was supplemented with the position of assistant teacher of inclusive education; Order of the Ministry of Education and Science of December 06, 2010, No. 1205, on the basis of which the position of teacher's assistant is provided for in the Standard Staffing Standards for General Education Institutions; Resolution No. 872 of August 15, 2011 "On Approval of the Procedure for Organizing Inclusive Education in General Education Institutions" states that "the personality-oriented direction of the educational process is provided by a teacher's assistant who participates in the development and implementation of individual curricula and programs, adapts teaching materials to take into account the individual characteristics of the educational and cognitive activities of children with special needs;" Resolution of the Cabinet of Ministers of Ukraine No. 635 dated July 18, 2012, according to which the position of "assistant teacher of a general education institution with inclusive and integrated education" was included in the List of positions of pedagogical and scientific and pedagogical staff; Order of the Ministry of Education and Science of Ukraine No. 665 dated 01.06.2013, which approved the qualification description, the position is classified as a specialist in the field of education (code of the classifier of professions - 3330).

Thus, on the basis of the above-mentioned normative legal documents of Ukrainian legislation and based on the study of the experience of practical work of a teacher's assistant in educational institutions of Canada, the USA, and the UK, we will determine the qualification requirements and features of teacher's assistant training; consider in more detail some aspects of the organization and content of the teacher's assistant's activity (Lapin, 2014). A teacher's assistant (tutor, assistant) is an equal member of the teaching staff of the institution, participates in the educational process in accordance with his or her duties (letters of the Ministry of Education and Science, Youth and Sports of Ukraine dated 25.09.2012 No. 1/0-675 "On the job duties of a teacher's assistant" and No. 1/9-694 "On the introduction of the position of an educator (teacher's assistant) in general education institutions with inclusive education" dated 28.09.2012).

The analysis of regulations and personal practical experience in the field of inclusive education has helped to clarify the qualification criteria that are necessary for a teacher assistant. This review of standards identifies key aspects of the competencies and skills that are essential for an assistant to participate effectively in an inclusive learning environment (Lapin, 2014): complete higher pedagogical education; obtain a diploma or certificate confirming the qualification of a teacher's assistant and training in working in an inclusive environment; possess the knowledge, skills and abilities necessary to perform the functions of the position held; high level of professionalism, initiative, creativity; perfect knowledge of effective forms and methods of working with children with special educational needs; general culture, high moral qualities; developed communication and organizational skills, conflict resolution skills; physical and mental health condition allows to perform professional duties in the educational institution; participation in trainings and educational courses on special services.

An analysis of the recommended job descriptions (Letter of the Ministry of Education, Youth and Sports No. 1/9-675 of 25.09.12 "On the Job Duties of a Teacher's Assistant") allows us to identify the key functions of a teacher's assistant (Manevychi, 2016).

**Organizational:** assists in organizing the educational process in an inclusive classroom; assists students with special educational needs in organizing the workplace; observes the child to study his or her individual characteristics, aptitudes, interests and needs; helps to concentrate attention, promotes the formation of self-regulation and self-control of the student; cooperates with specialists who work directly with a child with special educational needs and participate in the development of an individual development program. The teacher's assistant ensures, together with other employees, healthy and safe conditions for learning, education and work. Maintains the established pedagogical documentation.

**Educational and developmental:** the teacher's assistant, working with the classroom teacher, provides educational services aimed at meeting the educational needs of students; provides social and pedagogical support for children with special educational needs, takes care of professional self-determination and social adaptation of students. Promotes the development of children with special educational needs, improving their psycho-emotional state. Stimulates the development of children's social activity, promotes the identification and disclosure of their abilities, talents, and gifts through their participation in scientific, technical, and artistic creativity. It creates educational situations, an environment of optimism and confidence in their abilities and future.



Diagnostic: together with a group of specialists who develop an individual development program for children with special educational needs, assesses the academic achievements of students; evaluates the implementation of the individual development program, studies and analyzes the dynamics of student development.

Prognostic: based on the study of the actual and potential development of the child, participates in the development of an individual development program.

Advisory: constantly communicates with parents, providing them with the necessary advisory assistance; informs the class teacher and parents about the student's achievements. Adheres to pedagogical ethics, respects the dignity of the child's personality, protects him/her from any form of physical or mental violence.

By constantly improving their professional level, developing their pedagogical skills and improving the overall culture, teaching assistants actively contribute to the formation of a positive atmosphere in the student body and stimulate the development of self-esteem in all students. Drawing on the experience of teachers in inclusive education, it is important to note that teaching assistants regularly explore the capabilities and needs of each child, study the dynamics of their development, and assist teachers and staff in effectively supporting students.

Particular attention is paid to assisting in the organization of medical and personal care, as well as ensuring the safety of children's behavior. Thus, all the activities of a teacher's assistant are focused on achieving the main goal - social adaptation and integration of a child into society. Due to the absence of universal instructions for the work of a teacher's assistant in inclusive education and the availability of only recommendations, it is impossible to foresee all possible options that may arise in their practical activities. For this reason, we consider it appropriate to highlight the main practical skills that teacher assistants should have: involve students in activities aimed at improving their learning and development; to motivate and encourage students to actively participate in educational and school-wide activities; provide support to students and ensure successful movement throughout the school day; to assist students in organizing and collecting information, meeting deadlines and conditions of assignments; support the learning process by providing explanations, demonstrating skills and modeling appropriate classroom behavior; help students resolve interpersonal conflicts and develop social interaction skills; create positive relationships and an environment conducive to effective learning; encourage students' independence and use supportive strategies to help them develop; foster an atmosphere of safety and respect in the learning environment; communicate effectively with students, using appropriate language and tone, taking into account specific situations and conditions of students; interact with school staff in a manner that promotes positive collaboration and fosters a supportive atmosphere; collaborate with other professionals in developing individualized education plans for students; organize and coordinate daily activities to ensure successful completion of assignments; define work requirements and deadlines for completion of tasks, providing advice; collect, organize and create materials as directed by the teacher; observe the student and objectively record information about the performance of tasks and behavior, informing the teacher about it; work with special tools, equipment and technologies, facilitating their use by students and ensuring compliance with safety requirements; use equipment at the professional level necessary to perform various tasks effectively.

In view of the above, the role of a teacher's assistant is extremely important and includes not only providing assistance to children with special educational needs and their parents, but also active participation in teamwork with other professionals (educator, social worker, speech and language therapist, psychologist). The main purpose of this team of specialists is to combine various efforts to successfully integrate such children into school life. Children with special educational needs often have special requirements that require the cooperation of experts in various fields. Taking into account the experience and analyzing the work of specialists in the field of inclusive education, it can be argued that the work between European teachers, specialists, parents and teacher's assistants is a key element in planning and implementing educational programs for children with special educational needs. This collective approach ultimately has a positive impact on the learning success of students with special needs, contributing to their successful adaptation in the educational environment (Kolupaieva, 2012) This interaction between members of the professional team proves to be effective in addressing the individual needs of each child. The joint efforts are aimed at creating an inclusive environment where every student has the opportunity to reach their potential and develop in accordance with their characteristics. The teacher's assistant is a key intermediary between the child with special needs, the teacher and other specialists. Their task is not only to provide specific assistance to the student, but also to promote mutual understanding and effective communication throughout the team. The success of this joint work is manifested in the achievement of positive changes in the learning and behavior of students with special needs. Individually designed curricula, support from a psychologist, work with a speech and language therapist, and active parental involvement create optimal conditions for the development and self-realization of each child in the educational process.

The interaction of this team becomes the basis for successful inclusive education, where every child has the opportunity to feel part of the educational environment, receive the necessary support and grow as a person.

Cooperation between a teacher and a teaching assistant is an integral part of a differentiated team. Together, they interact, clearly defining their role in the learning process, and complement each other harmoniously. The assistant, as a team member, should not only have appropriate training, but also constant support and assistance from the teacher.

Effective communication between a teacher and a teaching assistant is a key aspect of their collaboration. It requires important listening skills and the exchange of information needed to solve various problems. It is also important to receive negative information and use it to create a positive working atmosphere in the children's team. This approach increases the effectiveness of the team and improves the overall climate in the learning environment.

In order to be effective in the classroom, it is important that the assistant is familiar with the teacher's goals, which are included in each student's individualized learning plan. It is also important that the assistant be able to track student



progress and recognize when certain outcomes have been achieved. Knowing how to report observations to the teacher is also a key element of an effective teaching assistant. Appropriate training of the assistant successfully fulfills the role of ensuring student safety and increasing student productivity.

Coordinated cooperation between the teacher's assistant and the teacher himself or herself is essential to the effectiveness of the educational process in an inclusive institution. In addition, the teacher's assistant's cooperation with the team of specialists and parents plays an important role in improving the quality of education. The assistant takes into account the advice of specialists, provides information about the child, and maintains constant contact with the parents of students, involving them in the planning and implementation of the program. The assistant's presence at lessons, extracurricular activities, and during additional classes allows him or her to observe and consult with specialists if necessary, which helps to resolve important issues in the learning process.

The teacher's assistant actively assists parents of children with special educational needs, helping them to establish a productive dialog with the teacher. He or she takes into account the reasons for the child's conflict behavior, helps parents cope with anxiety and doubts, teaches them to match their expectations of learning success with their child's real capabilities, and supports the joy of even minor achievements.

Thus, the teacher's assistant acts as an important member of the team that brings together professionals and parents, contributing to the key role in the education and socialization of students with special needs. Their participation provides person-centered guidance in the educational process. It is important to pay attention to the cooperation between the teacher's assistant and the child. The assistant should establish and maintain a positive relationship with the student, creating a favorable climate for effective learning and development (Chornoboi, 2012): treating children with respect and recognizing their dignity, taking into account their physical, social and psychological development; showing respect for the child's strengths and concerns; maintaining effective and cooperative relationships; demonstrating appropriate responses to child-initiated interactions.

The key element in the assistant's work is the report study of information about the child, his or her current level of development, knowledge and skills. The teacher's assistant studies an extract from the PMPC protocol, psychological diagnostics by a psychologist, diagnostics by a social pedagogue, results of a defectologist's examination (speech therapist, sign language therapist, oligophrenic therapist, typhlopedagogue) and receives information from parents. For two weeks, the assistant observes the child's learning in different classes, studies his or her behavior during lessons and breaks, and communicates with parents of students with special educational needs. The ability to communicate effectively is a key feature in the work of a teacher's assistant with a child.

The teacher assistant is required to be patient, attentive, calm, flexible and adaptable, and to be able to fulfill different social roles simultaneously, being among adults (parents and professionals) and among students. The teacher's assistant is in a unique position where he or she needs to interact effectively with other groups. The results of observations, comprehensive examinations and discussion of their results by the teacher's assistant serve as the basis for determining specific teaching strategies and approaches to the education of a child with special educational needs. The teacher's assistant has a significant impact on mobilizing children's individual capabilities, stimulating their knowledge formation, development of communication skills. Maintaining competition in the work of a teacher's assistant clearly understand the entire scheme of inclusive education, plan daily and long-term activities of students, monitor the outcome of the educational process and make adjustments to the work with the student, taking into account the observations and detailed analysis of the activities of all participants in inclusive education.

This approach to inclusive education, which is based on the active role of the teaching assistant and his/her cooperation with all participants in the process, contributes to the creation of a true environment of support and development for children with special educational needs.

Thus, a teacher's assistant, in fulfilling his or her duties, becomes a necessary link in the interaction of all participants in the educational process. Their work is based on an individual approach to each student with special educational needs. Through the common interests and efforts of the teacher, assistant, and parents, they together contribute to the formation of an optimal environment for the development of each child. The teacher's assistant not only chooses effective teaching strategies, but also interacts with students, creating support and hope for success. Through their ability to communicate effectively and analyze in detail, the teacher's assistant contributes to the improvement of the education and upbringing of each child in an inclusive environment. His/her participation in the work with students with special educational needs is an invaluable component of the successful functioning of inclusive education.

It is also important to note that throughout the school year, the teacher's assistant is obliged to systematically study methodological literature, gain experience, interact with educational and rehabilitation centers, participate in district and regional seminars, and take their own professional development courses. To further their self-educational growth, teacher assistants should initiate participation in trainings and courses focused on various aspects, from inclusive education and student characteristics to maintaining the learning environment, behavior management, and professional development.

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

To summarize, we can conclude that the active implementation of inclusive education in the educational space becomes possible only with the participation of a teacher's assistant as a member of a professional team. Professional experience, practical skills, and the ability to effectively organize special work professionally play a role in assisting teacher assistants in implementing the educational process for children with special educational needs.

In my opinion, one of the key roles of a teacher's assistant is to teach a child with special educational needs to learn independently and to create a favorable educational environment for them. The teacher's assistant should be



defined as a reliable friend for the child, always ready to help and understand his or her words, thoughts, views, feelings, and inner state. These important aspects only outline the wide range of significance of the role of a teaching assistant in inclusive education.

These aspects, while important, do not cover the full significance of the role of the teacher assistant in inclusive education. Thus, they encourage further research and analysis of issues related to the coherence of regulations aimed at improving social interaction in the educational environment.

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## **ПІДГОТОВКА МАЙБУТНІХ ВИХОВАТЕЛІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ ДО РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ**

**Анотація.** У статті розкрито проблему фахової підготовки майбутніх вихователів закладів дошкільної освіти (ЗДО) до розвитку в дітей старшого дошкільного віку емоційного інтелекту. Представлено декілька визначень понять «емоції» та «емоційний інтелект». Зазначено, що емоційний інтелект трактується як сукупність ментальних здібностей до розуміння власних емоцій та емоцій інших людей, а також управління емоційною сферою.

Наголошено, що перші дослідження проблеми емоційного інтелекту належать Дж. Мейєру, П. Селовею, Д. Гоулмену. Схарактеризовано складники емоційного інтелекту, представлені вченими, а саме: усвідомлення та розпізнавання почуттів, прагнення зрозуміти іншу людину, розуміння емоцій; керування емоціями.

Здійснено аналіз емоційного розвитку дітей старшого дошкільного віку, зокрема, вказано, що для них характерними є широкі соціальні контакти, як-от: батьки, вихователі, вихованці із ЗДО, друзі за місцем проживання тощо. Унаслідок наявного широкого кола спілкування, дошкільники часто перебувають у взаємодії з оточенням, що потребує від них уміння виражати власні емоції та розуміти емоції інших людей. Акцентовано, що дитина старшого дошкільного віку здатна розуміти такі емоції інших, як радість, здивування, сум, гнів, роздратованість, страх, тощо.

Доведено, що вихователь відіграє значну роль в емоційному розвитку дошкільників. Задля ефективного здійснення окресленої діяльності, підготовка майбутніх вихователів ЗДО повинна включати такі компоненти: когнітивний (оволодіння фаховими знаннями та компетентностями), мотиваційний (умотивованість до взаємодії з дітьми та наявність бажання реалізувати професійну діяльність), діяльнісний компонент (сукупність практичних умінь і навичок, які необхідні для успішної роботи з дошкільниками).

Зазначено, що з метою розвитку емоційного інтелекту старших дошкільників майбутнім вихователям ЗДО доцільно організувати такі види діяльності: читання художніх творів з подальшим аналізом емоцій та почуттів різних героїв, проведення ігрових вправ відповідної тематики, організація різних видів театралізованої діяльності тощо.

**Ключові слова:** емоції, емоційний інтелект, підготовка майбутніх вихователів ЗДО, діти старшого дошкільного віку.

## **TRAINING OF FUTURE EDUCATORS TO THE DEVELOPMENT OF THE EMOTIONAL INTELLIGENCE OF CHILDREN OF OLDER PRESCHOOL AGE**

**Abstract.** The article reveals the problem of professional training of future preschool teachers for the development of emotional intelligence in children of older preschool age. Several definitions of the concepts of «emotions» and «emotional intelligence» are presented. It is noted that emotional intelligence is interpreted as a set of mental abilities to understand one's own emotions and the emotions of other people, as well as managing the emotional sphere.



It is emphasized that the first studies of the problem of emotional intelligence belong to J. Meyer, P. Selovey, and D. Goleman. The components of emotional intelligence presented by scientists are characterized, namely: awareness and recognition of feelings; the desire to understand another person; understanding emotions; managing emotions.

An analysis of the emotional development of older preschool children was carried out, in particular, it was indicated that they are characterized by wide social contacts, namely parents, educators, pupils from kindergarden, friends at the place of residence, etc. As a result of the existing wide circle of communication, preschoolers are often in interaction with others, which requires from them the ability to express their own emotions and understand the emotions of other people. It is emphasized that a child of older preschool age is able to understand such emotions of others as joy, surprise, sadness, anger, irritation, fear, etc.

It has been proven that the teacher plays a significant role in the emotional development of preschoolers. In order to effectively carry out the outlined activities, the training of future teachers of preschool education institutions should include the following components: cognitive (mastery of professional knowledge and competences), motivational (motivation to interact with children and the presence of a desire to implement professional activities), activity component (set of practical skills and abilities, which are necessary for successful work with preschoolers).

It is noted that in order to develop the emotional intelligence of older preschoolers, it is expedient for future preschool educators to organize the following types of activities: reading the books with further analysis of the emotions and feelings of various characters; carrying out game exercises of the corresponding topic; organization of various types of theatrical activities, etc.

**Keywords:** emotions, emotional intelligence, training of future teachers of preschool education institutions, children of older preschool age.

## INTRODUCTION

**The problem formulation.** Throughout life, a person experiences a huge range of emotions every day, which can both positively and negatively affect the well-being of an individual, his mood and the specifics of his perception of himself, surrounding people and events. Quite often, a person is guided by emotions when making certain important decisions. Also, the fast pace of life and a high level of emotional stress often have a negative effect on a person's well-being, therefore, in today's conditions, the ability to understand one's feelings and experiences, as well as to be aware of the emotions of the surrounding people, is a very important ability.

In the Basic component of preschool education (2021), the educational direction «Personality of the child» indicates that preschoolers should master personal competence. It involves orienting the child in basic emotions and feelings; awareness of one's own experiences, desires; justification of one's own attitude towards people and events. The importance of mastering this competence lies in the fact that it will be easier for the child to interact with other children, build communication with them, and also participate in joint activities. Therefore, a child's understanding of his own emotions and the emotions of other people is established in preschool childhood. A significant role in this process is assigned to the educator who, as a competent specialist, will be able to explain to children in a form accessible to them how to understand themselves and others. Therefore, the preparation of future preschool teachers for the development of emotional intelligence of older preschool children is considered relevant (Basic component of preschool education, 2021).

**Analysis of recent research and publications.** The problem of the development of emotional intelligence was studied by domestic and foreign scientists, in particular, they studied the following aspects of this issue: features and functions of emotional intelligence (I. Arshava, N. Kovriga, E. Nosenko, N. Trofaila), social importance and ways of developing emotional intelligence (O. Vlasova, V. Zarytska), emotional intelligence as an internal cause of personality freedom (H. Berezyuk, O. Lyash), factors of social and psychological adaptation (S. Derevyanko), emotional stability of personality (L. Zasekina, O. Tempruk), features of the formation of emotional intelligence of preschoolers (I. Beh, A. Golota, Zh. Kucherenko, M. Shpak). The professional training of future preschool educators was studied by such scientists as (L. Artemova, I. Beh, A. Bogush, N. Gavrish, K. Krutiy, N. Lysenko, T. Tanko and others).

## AIM AND TASKS RESEARCH

The purpose of the article is to reveal the specifics of training future educators of preschool education institutions to carry out the emotional development of preschoolers.

**RESEARCH METHODS:** study of scientific sources and modern approaches to solving the problem of training future educators for the development of emotional intelligence of preschool children; analysis, synthesis, generalization and systematization to highlight various characteristics and requirements for this process.

## RESULTS OF THE RESEARCH

The problem of studying emotional experiences and feelings of a person, which reflect his spiritual needs, aspirations and attitude towards himself and the surrounding environment, has always attracted the attention of scientists. The impact of emotional manifestations on the formation and development of personality, ensuring harmonious functioning and vital activities in society is an important object of discussions and discussions among scientists. For this purpose, we consider it appropriate to reveal the interpretation of the terms «emotions» and «emotional intelligence», which are relatively new.

Emotions (lat. *emovere* – to excite, excite) are mental states and processes expressed in the form of direct experience of a person's attitude to the world, to what he feels and does (Pavelkiv, 2015).

The study of the psychology of emotions has – been carried out in science quite recently, since the beginning of the 20th century. Previously, the term "emotions" did not acquire such a meaning for study, although it was mentioned in some contexts. Today, there are many opinions and theories about the origin and functions of emotions. H. Good in his



work «Emotional sphere of personality: theoretical and methodological aspect of research» emphasizes that the emotional sphere is a key aspect of behavior and personality development. He argues that emotions have a significant impact on the formation of personality and interaction with the world (Good, 2018).

Another important term in the context of our research is emotional intelligence. This concept is defined by A. Chernyavska as a dynamic integral psychological formation that determines the success of interpersonal interaction, adequate self-esteem, positive thinking, as well as leadership abilities based on awareness of the importance of emotions and the ability to manage them (Lazarenko, 2019).

I. Andreeva defined the concept of «emotional intelligence» as a set of mental abilities to understand one's own emotions and the emotions of other people, as well as managing the emotional sphere. According to the scientist, changes in the emotional sphere are connected with the development of not only the motivational, but also the cognitive sphere of the individual, self-awareness (Lazarenko, 2019).

In general, «emotional intelligence» as a scientific category emerged in foreign psychology in the 1990s in the works of J. Meyer, P. Salovey, and D. Goleman. They interpreted it as a set of mental abilities to receive and realize one's own emotions and the emotions of others. Researchers also tried to determine the components of emotional intelligence, which include:

- awareness and recognition of feelings;
- the desire to understand another person (empathy);
- understanding of emotions (acceptance and awareness that behavior and thoughts are subject to the emotional state);
- managing emotions (the ability to use one's own emotions to influence the behavior of others).

According to the researchers S. Bader and K. Borysenko, at the stage of senior preschool age, a child's social contacts are quite wide - parents, closest relatives, pedagogical and children's teams of preschool education institutions, friends and acquaintances outside kindergarten, etc. In addition, the intensity and frequency of children's interaction with the wider society is increasing. Observing their behavior, entering into interaction during communication and play activities, the senior preschooler indirectly learns to understand the emotions of others, which are manifested in gestures, facial expressions, verbal form, intonation and rhythmic characteristics of speech (Borysenko, 2021). Thus, a child of older preschool age is able to understand such emotional manifestations of others as joy, surprise, sadness, anger, irritation, fear, fatigue, etc. In addition, an older preschooler is capable of verbalizing his own emotional state in which he is here and now (situation of emotions), instead, verbally characterizes his feelings quite succinctly (for example: «I am offended by you», «I am bored, play with me», «I was scared!») (Borysenko, 2021).

Therefore, the task of adults (parents, educators) is to help the child understand the entire range of information regarding the expression of his own feelings and experiences. It is appropriate to teach a child from preschool age to understand his emotions and experiences, as they become more complex over time and contain multi-component types of expression. A great role in this aspect is assigned to the teacher of the preschool education institution, who is a kind of guide for the child in the «world of emotions».

The emotionality of a special education teacher is extremely important for the development of children's emotional intelligence, as it allows them to establish emotional contact with the group, puts children in a positive mood, and motivates them to actively participate in various activities. No less important is the teacher's ability to empathize, the ability to perceive, analyze and respond to children's emotions in accordance with the situation. An atmosphere of emotional comfort involves friendly, sincere, tolerant relations between all members of the children's group; accepting her as she is. Emotional communication in ED forms the basis of the relationship between the teacher and pupils, between the children themselves, makes it possible for the latter to receive useful, meaningful, inspiring information in emotional interaction.

Therefore, it is considered important to prepare future teachers of early childhood education for the development of emotional intelligence of preschool children. In this regard, N. Trofaïla notes that the professional formation of a future teacher of a preschool education institution is a complex and multidimensional process of personality formation, starting from the time of studentship and up to pedagogical activity in preschool education (Trofaïla, 2019).

Considering the problem of forming the readiness of future educators for the emotional development of preschoolers, N. Trofaïla identified the following components of readiness:

1. The cognitive component involves the formation of education seekers in the system of knowledge about emotions, the emotional sphere of children, its components and their influence on the emotional well-being of preschoolers.
2. The motivational component is characterized by the positive motivation of the future teacher to interact with preschool children.
3. The activity component – provides practical skills and abilities that are necessary for future educators to solve the problems of emotional development of children in the process of their education and training in preschool education (Trofaïla, 2019).

Thus, the readiness of future educators for the emotional development of preschoolers requires their mastery of a set of professional knowledge, the presence of motivation for future pedagogical activities, as well as the mastery of the necessary practical skills and abilities.

Also, the researcher N. Trofaïla noted that for the professional training of students for the emotional development of preschool children, it is advisable to adhere to the following principles (Trofaïla, 2017):



- awareness and activity in education;
- systematicity of educational and cognitive activity;
- integrity, expediency, predictability;
- sequence and continuity, dynamism and multi-functionality.

Therefore, the future educator, during the formation of the components of the emotional intelligence of an older preschooler, needs to provide children with information about the expression of emotions and feelings in an accessible form. For this purpose, it is advisable for future teachers of special education to organize the following types of activities with children:

- reading works of art with further analysis of emotions and feelings of various characters;
- carrying out game exercises of the corresponding topic;
- organization of various types of theatrical activities;
- use of handouts with images of certain emotions;
- analysis of situations that happened to children;
- drawing techniques that help to express the «inner world» of the child, his thoughts about close and surrounding people, their relationships.

According to D. Sabol, special attention should be paid to the reading and discussion of fairy tales, as well as the use of fairy-tale therapy in working with children regarding the development of emotional intelligence. It is appropriate to pay attention to role-playing games, which can be educational in nature and introduce children to the basics of emotional intelligence (Sabol, 2020). Such games will teach preschoolers to manage the manifestations of their emotional experiences.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, emotional intelligence is an important component of the process of personality formation, which improves throughout a person's life. Preschool age is the first stage where a purposeful influence on the quality, pace and efficiency of the functioning of emotional intelligence can take place. The teacher acts as a kind of guide for the child into the unknown world of emotions, therefore, it is important that the future teacher of special needs has a set of necessary knowledge and skills for the successful development of the emotional intelligence of older preschoolers.

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## Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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### ФОРМУВАННЯ КУЛЬТУРИ МОВЛЕННЕВОГО СПІЛКУВАННЯ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ З ВИКОРИСТАННЯМ НОВІТНІХ ТЕХНОЛОГІЙ

**Анотація.** У статті досліджено проблему формування культури мовленнєвого спілкування учнів початкової школи, розкрито новітні технології, які рекомендує до застосування Нова українська школа.

Мета статті – виокремити педагогічні умови формування культури мовленнєвого спілкування учнів початкової школи засобами новітніх технологій.

У статті окреслено характерні ознаки культури мовленнєвого спілкування молодших школярів засобами новітніх технологій. Проаналізовано базові поняття «мовленнєва культура» та «культура мовлення». Доведено, що культура є специфічною характеристикою суспільства і визначає рівень історичного розвитку людства. Нагромаджений уже сьогодні в Україні та за кордоном досвід переконливо свідчить, що інтерактивні методи сприяють інтенсифікації та оптимізації навчального процесу. Розкрито базові поняття, рівні виявлення мовленнєвої культури особистості. Зазначено, що проблеми, пов'язані з розвитком культури спілкування, набувають у наш час не тільки освітнього, а й соціального значення. Мова і мовлення є продуктами культури, своєрідною пам'яттю світу, яка концентрує все, чого навчилося людство. З огляду на ці та інші чинники автори до змісту поняття «культура мовлення» як складного комплексу включають систему основних ознак спілкування, розуміють під нею вміння мовця правильно, точно і логічно висловлюватися, добирати мовленнєві одиниці відповідно до мети й обставин спілкування, український мовленнєвий етикет тощо. Підкреслено, що з-поміж першочергових завдань учителя початкової школи є формування нормативності українського мовлення учнів. Проблема виявлення та попередження мовних помилок особливо актуальна: здобувачі



початкової освіти починають оволодівати нормами усної та письмової української мови, вчать використовувати мовні засоби в різноманітних умовах спілкування відповідно до цілей і змісту мови, а за допомогою новітніх технологій цей процес стає більш ефективним.

**Ключові слова:** культура мовленнєвого спілкування, початкова школа, новітні технології, Нова українська школа, учні початкової школи.

## FORMATION OF SPEECH COMMUNICATION CULTURE OF PRIMARY SCHOOL STUDENTS USING THE NEWEST TECHNOLOGIES

**Abstract.** The article examines the formation of the culture of speech communication of primary school students, reveals the latest technologies that are recommended for use by the New Ukrainian School.

In the article outlines the characteristic features of culture speech communication junior pupils by means of new technologies. Analyzes the basic concept of «speech culture» and «culture of speech». Proved, that culture is a specific characteristic of society and determines the level of historical development. Accumulated today in Ukraine and abroad experience convincingly demonstrates that interactive methods promote intensification and optimization of the educational process. Disclosed basic concepts the level of speech culture of the personality.

**Keywords:** culture of speech communication, primary school, latest technologies, New Ukrainian School, students of primary school.

### INTRODUCTION

**Formulation of the problem.** The formulation of the problem is due to the fact that modern education is based on innovative processes associated with changing technologies, content, means of learning and education. Among the modern directions, the formation of a culture of personal communication, which the young generation strives for, establishing relationships, communication skills, understanding, finding common solutions when discussing certain problems, interaction, etc., stands out.

Today, the problem of culture is undoubtedly gaining relevance in communication, as there is an insufficient level of formation of the culture of communication and behavior in society. Important assumptions of the process of formation of skills and skills of the culture of communication, communications, the ability to create interpersonal communication arise precisely in elementary school.

The main task of a modern school is to educate a cultured person, capable of critical thinking, who has not only mastered the knowledge system, but also knows how to use this knowledge in life, solve problems in any life situations, and most importantly - knows how to communicate and has an internal culture. The goal of primary education is the formation of a culture of speech communication. It is in primary school that children begin to master the norms of oral and written literary language, learn to use language tools in various communication conditions in accordance with the goals and objectives of speech. At the same time, the teacher should help children understand the requirements for language, teach younger schoolchildren to monitor the correctness, accuracy, variety, expressiveness of language means when formulating thoughts.

Speech culture is an integral spiritual property of a person, which reflects a person's ability to cultural and speech activity aimed at general cultural communication. Speech culture is an important factor in successful professional activity, gives a person confidence in himself, in his ability to convince people and forms a speech personality. "Speech personality is a person who is considered from the point of view of his readiness to perform speech acts. A speech personality is characterized not only by what he knows about language, but also by how he can use it" (Budenkevich, 1997, p. 11–13).

The category "speech culture" is closely related to the patterns and features of the development of certain societies, nationalities, nations, as well as specific spheres of activity or life. Culture is a specific feature of society and determines the level of historical development of mankind, which determines the attitude of a person to nature and society. This means that it is a reflection of a specifically human unity with nature and society, characteristic of the development of the individual's strengths and abilities. Culture contains not only the objective results of people's activities, but also the subjective forces and abilities of a person, which are realized in the process of activity, namely: knowledge and skills, professional skills, the level of intellectual, aesthetic, moral and spiritual development of a person. individual. . It should be emphasized that spiritual culture encompasses the sphere of consciousness, spiritual production: knowledge, morality, education and enlightenment, including law, philosophy, ethics, aesthetics, science, art, literature, mythology, religion. The category "speech culture" is closely related to the patterns and features of language development and functioning, as well as to various types of speech activity. The language system makes it possible to find a new speech form for expressing a certain content in every real situation of speech communication. The culture of speech develops the skills of regulating the selection and use of language means in the process of speech communication, contributes to the formation of a conscious attitude to their use in speech practice.

Mastering the culture of speech communication is a necessary condition for the formation of a socially active personality. It is necessary for everyone to learn to speak clearly and correctly, to have a well-balanced voice, to express one's thoughts in oral and written form, to be able to express one's emotions using various intonation means, to adhere to language culture and to develop the ability to communicate. A person must "learn to use his speech in such a way as to interest the interlocutor, to influence him, to sway him to his side, to speak successfully with those



who sympathize with you and with those who are against you, to participate in a conversation in a narrow circle and to speak before a wide public" (Baranovska, 2002, p. 256).

Therefore, one of the most important tasks not only of the elementary school, but of the modern education system in general is the development of the culture of speech communication.

The culture of speech communication includes the culture of language, thinking, and emotional culture and involves mastering the norms of the literary language, the ability to adequately choose and use means of communication when solving communicative tasks.

The formation of the culture of speech communication of primary school students is the process of mastering the necessary competences, the rules of communication culture, the grammatical design of speech, the appropriate use of expressive means of speech and the formulas of speech etiquette.

According to the State Standard of Primary Education (State standard of primary education, p. 2018.) key competencies include:

1) fluency in the state language, which involves the ability to verbally and in writing express one's thoughts, feelings, clearly and reasonably explain facts, as well as a love of reading, a sense of the beauty of words, awareness of the role of language for effective communication and cultural self-expression, readiness to use the Ukrainian language as native in various life situations;

2) the ability to communicate in the native (if different from the state) and foreign languages, which involves the active use of the native language in various communicative situations, in particular in everyday life, the educational process, the cultural life of the community, the ability to understand simple expressions in a foreign language, to communicate in it in appropriate situations, mastering the skills of intercultural communication.

Developing key competences and forming a culture of speech communication, the school adheres to a number of absolutely clear, well-defined language characteristics that should be strived for and which are the criteria for evaluating students' oral and written expressions. First, mastering the norms of literary language, the ability to distinguish literary language from non-literary language, from colloquial speech, dialects, and jargon. The school teaches the literary language in its artistic, scientific and colloquial versions. Here, a system of educational and educational influence on students and planned work with a clear dosage of material and observance of consistency in language formation are necessary. Secondly, students' mastery of reading and writing, i.e. language skills and skills based on the language system, on knowledge of its phonetics, vocabulary, grammar, spelling, on the skills of building one's own language and perceiving the language of other people. Mastering written speech, children learn the features of genres: descriptions, stories, letters, essays, etc. Thirdly, bringing the language skills of children to a certain minimum, below which no student should remain, as well as improving the language, improving the culture of speech communication. For this, traditional exercises and tasks are used.

Among the latest technologies for the formation of the culture of speech communication, an important role is played by the technology for the formation of critical thinking in primary grades (primarily in the lessons of the native language and reading), which includes conducting discussions and participation in them by all students of the class, revealing the student's own opinion, connecting new information with already learned, teaching students to think critically on the basis of already learned, ability to combine collective and individual work (Pometun, & Pyrozhenko, 2004; Syrotynko, 2003).

Game technologies are widely used in primary school. The new Ukrainian school also recommends the use of: ICT technologies through demonstration and own work on an interactive whiteboard, with a laptop, smart TV, listening through headphones, etc., in order to activate the memory and mental processes of students; pair-group technologies; technologies of personally oriented training; author's technologies of well-known masters of pedagogical work; technologies of level differentiation and others (Nush and innovative technologies in primary school).

**Analysis of recent research and publications.** Scientists, analyzing theoretical approaches to the use of the latest learning technologies, which have deep historical roots, attracted the attention of many scientists. They were interested in the psychological side of the problem – the question of human activity, activation of his educational and cognitive activity.

Conversations, trainings, and educational classes, which included both theoretical and practical types of educational activities, were used to increase the level of students' communication culture. In these forms of work, multimedia learning tools were actively used, thanks to which the educational environment was complemented by video, sound, and animation. All this had a significant impact on the emotional sphere of younger schoolchildren, increasing the cognitive activity of interest in learning, activating the educational activity of students.

#### **AIM AND TASKS RESEARCH**

Outline of the characteristic features of the culture of speech communication of younger schoolchildren by means of the latest technologies.

#### **RESEARCH METHODS**

Research methods: theoretical – analysis of scientific literature on research problems; experimental-empirical – pedagogical observation, conversation, survey, questionnaire of students to determine the understanding of the essence of the concepts "speech culture" and "speech culture".

At the same time, the use of the latest technologies recommended for use by the New Ukrainian School.

#### **RESEARCH RESULTS**

Based on the analysis of the psychological process of the emergence of the statement of position about its four-phase structure (direction, planning, implementation and control), as well as psycholinguistic features, we came to the conclusion



of speech activity about the need for the gradual formation of a culture of communication through a comprehensive approach to the development of its main features.

At the first stage, the task was to create primary speech skills related to the cultural requirements of speech: listening and understanding speech, pronouncing words in accordance with the actions of the orthoepic norms of the modern Ukrainian language. For the correct pronunciation of words, spelling skills were used in the exercises "Learning literacy and its friends" and "Literacy trainer".

At the second stage, children of primary school age were engaged in various speech situations, as well as in various types of activities, which stimulated children's desire for interaction and compliance with etiquette. With the help of educational cartoons, various speech situations were created, which represent different communication situations between different communicators: children-children, children-adults (good acquaintances, family members, foreigners), children – people of different professions (doctor, salesman, bus driver, school director, etc.). By participating in the construction and analysis of speech situations, children gain experience in solving personal problems using their native language and expressing requests, apologizing for certain behavior errors, writing down necessary information, etc.

The third stage included the development of the ability to reflect and objective self-assessment. At this stage, group and pair types of work were analyzed, speech situation, applied mutual analysis, self-analysis. The range of exercises of this stage was quite wide. To develop the ability of reflection and objective self-assessment of students in elementary school lessons, communication situations close to real life were offered, which were provided by staging works of children's fiction, improvisation, retelling of poems and fairy tales, dramatic plays, an interview with elements of self-evaluation, etc. Ensuring the activity of younger schoolchildren in communication with their peers took place by creating and using educational situations, organizing dialogues, acting out scenes, etc. Involvement of children of primary school age in various types of activities, especially playful, cognitive, important for self-realization, was carried out with the help of didactic, plot, moving games and exercise games; application of types of information work with younger schoolchildren; creative task; contests; solving moral, problem-situational tasks, solving crosswords, "coded" words and others.

The system of proposed exercises is built taking into account the fact that the process of forming the communication culture of younger schoolchildren consists of several closely related links: perception, reproduction, understanding of new material, formation and consolidation of acquired knowledge, abilities, skills, independent application of secondary skills v own speech practice during the active production of speech units.

#### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

The culture of speech is an integral part of the spiritual culture of an individual and is organically connected with all its other components. Interactive learning cannot be considered as a universal means of teaching the speech culture of younger schoolchildren.

The latest technologies, when optimally applied and combined, can significantly increase the effectiveness of the educational process in the primary level, form a culture of speech communication that contributes to the development of thinking, socialization of younger schoolchildren, develops interest in the world around them, helps the child to fully develop his abilities.

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## ЛІТЕРАТУРНА КАЗКА ЯК ЗАСІБ ФОРМУВАННЯ ТОЛЕРАНТНОСТІ МОЛОДШОГО ШКОЛЯРА

**Анотація.** Стаття присвячена дослідженню педагогічного потенціалу літературної казки як засобу формування толерантності молодшого школяра. У якості ілюстративного матеріалу використано ЛГБТ-казки, які фактично відображають ту тематику, яка раніше вважалася табуованою. Мета дослідження – проаналізувати сучасні квір-казки у контексті сучасних суспільних та літературознавчих тенденцій, визначити тематичний спектр та простежити особливості характеротворення, а також дослідити можливий потенціал таких творів у формуванні толерантного ставлення до інших. Предмет дослідження – сучасні літературні квір-казки, що займають свою нішу у культурному та освітньому просторі а також викликають неоднозначні суспільні реакції. Дослідницька методологія включає історико-порівняльний, герменевтичний та культурологічний методи. У постмодерному світі відбуваються суттєві зміни в усвідомленні людиною свого місця в родині та між людьми, відбувається пошук самоідентифікації та розуміння того, що є моральним чи аморальним. Суспільні зміни, ціннісні орієнтири, моральний вибір людини осмислюються художньою літературою, що фіксує «можна – не можна», «правильно – хибно», «погано – добре» на певних етапах суспільного розвитку. Поява квір-літератури і дикусій довкола неї є маркером готовності суспільства до діалогу і розуміння, що світ прекрасний у своєму розмаїтті та різноманітності. Людина з її якостями, цінностями унікальністю та бажаннями бути корисною для суспільства у квір-казках відіграє важливу роль. Не менш важливим є питання свободи вибору життєвого шляху, життєвої мети, партнера, а також права на самовираження. У дослідженні простежується історія виникнення та розвиток квір-літератури, її місце у колі дитячого читання, зосереджено увагу на найновіших і найпопулярніших казках. Визначено структурні особливості цих казок, здійснено порівняльний аналіз народної казки та літературної, а структурна матриця аналізованих казок визначена як традиційна: наявність завдання, героя та помічника, подорожі, ініціації, чарівних предметів, щасливого фіналу. Визначено проблематику та провідні мотиви цих творів, охарактеризовано персонажів, підкреслено, що мета такої літератури – формування толерантної особистості, яка усвідомлює, що у світі є місце для всіх і для кожного.

**Ключові слова:** толерантність, початкова школа, літературна казка, народна казка, квір-казка.

## LITERARY FAIRY TALE AS A MEANS OF FORMING THE TOLERANCE IN PRIMARY SCHOOL CHILDREN

**Abstract.** The article deals with the study of the pedagogical potential of a literary fairy tale as a means of forming tolerance in primary school children. As illustrative material, the authors use LGBT fairy tales that actually reflect the topics that previously considered taboo. The aim of the research is to analyze modern queer tales considering social and literary tendencies, to determine the thematic section and to investigate the peculiarities of character creating process, as well as to generalize and



systematize the literary experience of queer texts and trace how such fairy tales help to form a tolerant attitude towards others. The object of research is modern queer tales, which have become significant in culture and have caused mixed reaction. The research methodology involves historical-comparative, existential, hermeneutic and culturological methods. In postmodern world, there are significant changes in a person's awareness of his/her place in the family and among people, there is also a search for self-identification and understanding of what is moral or immoral. The changes in social, value, and morality are reflected in fiction, which captures "possible – impossible", "right – wrong", "bad – good" at certain stages of development of the society. The appearance of queer literature and discussions around them testify to the readiness of the society for dialogue and understanding that the world is beautiful in its diversity. A person with his/her qualities, values, uniqueness and desire to be useful to the society in queer tales occupies an important place. Equally important is the issue of freedom to choose a life path, life purpose, a partner, as well as the right to self-expression. The origin and development of the issue is researched, the first LGBT books for children are briefly analyzed, and the most recent and most popular tales are focused on. Among them are "King and King" by Linda De Haan and Stern Nijland (2002), "The bravest Knight that Ever Lived" by Daniel Errico (2014), "The Princes and the Treasure" by Jeffrey A. Miles (2014), "Princess Princess Ever After" by Katie O'Neill (2016). The narrative features of these tales are elucidated, a comparative analysis of the folklore tale and a new literary one is carried out. The structural matrix of the queer tale has been determined as a traditional one: tasks, hero and helper, journey, initiation, magic objects and happy end. Attention is focused on the characteristics of queer characters: their traits, actions, relationship with people. The problems and the leading motives of the tales are identified, and it is emphasized that the purpose of such literature is to show the world in its diversity, where there is a place for everyone. It is also advisable to focus on the deeds and actions of the characters but not on their sexual preferences.

**Keywords:** queer, LGBT, tale, literary tale, queer tale.

## INTRODUCTION

**The problem formulation.** Tolerance is one of the key concepts in the system of human relations. The United Nations Declaration of Principles on Tolerance states that tolerance is respect, acceptance and a true understanding of the diversity of cultures, expressions and manifestations of human individuality. Education and upbringing are among the key factors in the formation of a tolerant society, and this work should be carried out throughout the educational process, starting with primary school. The Declaration identifies education for tolerance as one of the leading educational tasks of the twenty-first century. Our modern world is featured by topics, which are considered taboos in the past but opened for discussion now. Our society speaks openly about what has been silent before or ignored. Therefore, there is a great need to be able to discuss daunting problems in the literature, especially with little readers. The best way to talk about hard, dark and uncomfortable topics with the help of a fairy tales. The appearance of queer-fairy tales in the literary space is caused by necessity to speak about our world that is diverse in its essence.

Recently, we have been observing more and more interest in queer topics. Actually, it is not resistance or aggression but an attempt to understand. The ways to study this issue are different: you can attend trainings, study popular science and popular literature, and you can read art books on relevant topics, which reveal not only individual facts but the full range of emotions, experiences, feelings of heroes and their relationship with society. Queer literature is one of the hallmarks of the postmodern era, and is a kind of marker of the society's transition from the era of intolerance and homophobia to the era of tolerance and empathy. "Literature is a comprehensive content linking art, in particular the art of words, with the realities of the modern society. It is that harbor where a person appears as an orator, seeking his expression through the proclaimed word, presenting his thoughts, aspirations, hopes and dreams. Undisputed is the fact of the impact of literature on the society life. Its invaluable contribution is into the understanding and recognition of the social-cultural context of all those changes that the postmodern society brought to us" (Zubenko, Sytnykova, 2020).

It is important to start a tolerant society from childhood. Queer tales are ideal for this, in which good always defeats evil, where kindness and love are perceived precisely as love and empathy, and not through the prism of intolerance and prejudice. Such tales are great for reading in the family circle, at school and with friends and provide answers to questions that may interest a young reader, say, why some of their peers have mom and dad, and someone dad and dad, and in someone mom and mom. After all, the family of the postmodern era is significantly different from the family of previous eras. "Also, the postmodern family suffers from transformations along with the emergence of transmodernity. The connection between postmodernity and transmodernity is made by transhumanism, considering that postmodernity has a centrifugal tendency of deconstruction, and transmodernity has a centripetal tendency of reconstructing values, including in the area of the family" (Vlad, 2017).

The educational potential of these tales is not to bring out queer characters, but to depict empathy, true friendship, heroism and courage. The characters are just evidence that our world is different and it is beautiful in its diversity, that we must pay attention to the moral qualities of people regardless of gender, we should know people by their actions and deeds, and not by who the character marries or does not marry. Of course, such families are not immune to prejudice in real life, as well as the children brought up in these families. "The risk of the society treating the children born in gay families differently is big, especially when the level of education is low. This aspect involves, on one side, the violation/failure to comply to certain fundamental rights of the individual, since the child of such a family ends up being a victim, given the fact that it wasn't his choice to be part of a homosexual family" (Vlad, 2017). In this case queer literature for children teaches them to be tolerant from early age.

**Analysis of recent research and publications.** Austrian author Karl-Maria Ertbeny introduced the term "homosexual" in 1869. Psychology is the first to deal with homosexuality as a phenomenon. In 1886, in "Psychopathia Sexualis" Richard



von Kraft Ebing operated the terms homosexual and heterosexual. He made an attempt to demonstrate sexual practice caused by either "congenital inversion" or an "acquired inversion" as a deviant behavior. As a form of human being, homosexuality is presented in Henry Havelock Ellis's works. In "Sexual Inversion", sexual relations of homosexual males are described. It is the first effort to research homosexuality. Ellis demonstrates homosexuality as a genetic quality which is actualized later in life. The world-known scientist Sigmund Freud admitted the fact that all people were innately bisexual. Becoming heterosexual or homosexual is a result of observing the parents' behavior in childhood. The scientist writes: "Homosexuality is no advantage but it is nothing to be ashamed of, not a vice, not degradation, it cannot be classified as an illness; we consider it to be a variation of the sexual function produced by sexual development. Many highly respected people of ancient and modern times have been homosexuals, some of them are the greatest men (Plato, Michelangelo, Leonardo da Vinci, etc.). It is great injustice to persecute homosexuality as a crime, and cruelty as well... "If your son is unhappy, neurotic, torn by conflicts, inhibited in his social life, analysis may bring him harmony, peace of mind, full efficiency whether he remains a homosexual or gets changed..." (Facts About Homosexuality and Mental Health). Evelyn Hooker investigated the fact whether homosexuals and heterosexuals differ in their psychological adjustment. In 1957 she proved that homosexuality is an inborn gift, not just a person's choice; moreover, she stated that homosexuality is not mental or health problem. In the studies Berube denies the fact that homosexual recruits cannot be good soldiers. Freedman uses Hooker's research works in his studying lesbian and heterosexual women. Gonsiorek states that "Homosexuality in and of itself is unrelated to psychological disturbance or maladjustment. Homosexuals, as a group, are not more psychologically disturbed concerning their homosexuality" (Facts About Homosexuality and Mental Health). In 1992 homosexuality as a disease was removed from the International Classification of Diseases (ICD-10). It was a great victory at the stage of the LGBT development.

Since the 1980s, thanks to Teresa de Lauretis, namely her article, "The Queer Theory: Lesbian and Homosexual Sexuality: Introduction", the public has been introduced to the term "Queer". In fact, she "legalized" a term that was previously used as a homophobic or slang one. In 1996, Annamari Jagoza published "Queer Theory" to investigate the history of formation and development of new theoretical concepts of queer theory. Today queer studies remain relevant.

So, we have much evidence that homosexuality is not a form of mental illness or psychopathology. The aim of present-day literature is to show LGBT-heroes without abnormality or deviations. One more crucial task is to know how to read and discuss these plots with children.

**THE PURPOSE OF THE RESEARCH** is to analyze modern queer tales considering social and literary tendencies, to determine the thematic section and to investigate the peculiarities of character creating process and thus to generalize and systematize the literary experience of queer texts as well as to determine how they will help to form a tolerant attitude of younger students towards others. The object of research is modern queer fairy tales, which have become significant in culture and have caused mixed reactions.

**RESEARCH METHODOLOGY** involves the use of the following methods: historical-comparative, existential, hermeneutic, cultural.

### **RESULTS OF THE RESEARCH**

Now the issue of reading queer tales to children is generating more and more discussions. Is it worth doing this? What can they teach little readers? What role models can children find in the behavior and actions of these characters? In Ukraine, the appearance of such tales (it may be a translation or Ukrainian one) is accompanied by active discussion, frequently with negative connotation and reproaches about the corrupting of the younger generation and propaganda of deviant forms of sexuality. "The standardization of activities of society's members is achieved by developing a set of rules, requirements, constraints, obligations, rights and duties of moral, religious, judicial, economic, political, aesthetic, etc., regulating the individual and group behavior within the social system. Different categories of existing norms in society give rise to specific types of social order" (Duminica, 2014). It is time to change outdated models of biased social perception and behavior. So, it turns out to be vital that we should understand what these fairy tales are about: whether they are about same-sex relationships or moral and ethical norms, whether homosexual behavior of the character can only be one of the additional characteristics which does not affect the content of the text or not.

The beginning of the 21st century is marked by appearance of tales for children ending in an "unusual" way like the same-sex marriages or love and passion between the same sex characters. The most popular of them are as following: "King and King" by Linda De Haan and Stern Nijland (2002), "The bravest Knight that Ever Lived" by Daniel Errico (2014), "The Princes and the Treasure" by Jeffrey A. Miles (2014), "Princess Princess Ever After" by Katie O'Neill (2016). The writers of these texts are making serious attempts to find a way of talking with children about taboos without any aggression. The most comfortable way is to appeal to a fairy tale, which is known to children with its typical structure and heroes.

Such tales are not new for people. Of course, "the problem of homosexual relationships in traditional fairy tales is not highlighted, because in many cultures, such relationships were taboo. According to unwritten rules and public expectations, folklore characters were exclusively heterosexual and did not demonstrate "unnatural" interest for their gender". But homoerotic motifs can be traced in literary tales, for example, in the tales by Oscar Wilde (Derkachova, 2014).

The purpose of our research work is to analyze contemporary queer tales and to clarify their status in literature. Queer fairy tales are fairy tales where main characters are homosexual and in some way they demonstrate it, or in the process of plot development they come up to understanding their identities. That is, we distinguish queer tales, first of all, by characters, and secondly, by content.



Generally, fairy tales can be divided into three groups: animal tales, fairy tales and social-cultural tales. As for queer tales, most of them are magic ones. Our research will deal with the following texts: "King and King" (2002), "The Princes and the Treasure" (2014), "The Bravest Knight Who Ever Lived" (2013), "Princess Princess Ever After" (2016).

The first children's book on LGBT topic was published in 1989. It was "Heather has Two Moms" by Leslie Newman. The book is about the first Heather's day in the kindergarten, where the kids start boasting of their dads. Not understanding what dad is, Heather bursts out crying as she doesn't have dad. The child minder reassures her and says that it is okay, because all the families are different. Some families have two moms or two daddies, some families have just a mom or a dad. In 1990 "Daddy's Fellow" by Michael Wilholt was published. It tells the story about the boy whose father begins living with another man after getting a divorce. One of the most important books appeared in 2002. This is "Garvey Milk's story" by Kari Krakow. It is based on a true story about Garvey Milk, one of the first open gay men, he was elected a member of the San Francisco City Board of Supervisors. He also took great pains to protect the rights of LGBT communities. This story is about Garvey Milk's childhood and political career, as well as his murder. In 2005, another book was published, based on the true story of homosexual penguins. This is "And tango makes three" written by Peter Parnell and Justin Richardson and illustrated by Henry Cole. Roy and Silo is a pair of penguins who live in New York Zoo. They build a nest together, they are together everywhere. Having found a stone looked like an egg and they begin hatching it. A worker from the zoo notices this and replaces the stone with an egg. A little penguin hatches out. In 2013 "The Superhero of Purim" by Elizabeth Kushner and Michael Byrne was published. The story tells us about Nate who has two dads. The dads give him important life tips and the most valuable one is to be yourself. In 2017 "Maya and Her Mothers" by Larysa Denysenko and Maria Foya was published in Ukraine. The story is told on behalf of the girl named Maya who tells about her classmates, their families, and her two mothers. "Nowadays, the relationships tend to produce more families than the families tend to produce relationships, the individuals no longer being strained by culturally pre-established rules regarding conjugality, gender reports or role distribution" (Apostu, 2016). As we have traced and can see that the history of queer literature for children did not begin with fairy tales, but with real stories. Little readers are also offered to queer tales as well. One of the most popular fairy tales is "King and King" which appeared in 2002.

Parents criticized a teacher of primary school (Omar Currie) for reading the book "King and King" to children. This decision was made up by the teacher because of the situation in the class "one boy in his class who behaves "a little feminine" was called a girl and the word gay was used in a derogatory way" (Gay-themed children's book challenged in North Carolina). Heated debates signals that our society is still not ready to take new changes in literature. The teacher is convinced that reading such literature will help children to be ready to accept realities of life: "Now I read this book to my son along with all his other fairy tales, and he doesn't make a difference. It's normal to him. If every parent did the same, the next generation of kids would be well-educated on diversity, and homophobia might possibly become extinct. This book is important for many reasons, but it has a nonchalant quality in its charm. I am thrilled to have had this come into our lives, and I'm sure you will feel the same" (Gay-themed children's book challenged in North Carolina).

Unfortunately, because of some principles, highlighting of LGBT relationships is avoided in children's media and is labeled as age-inappropriate. It generates problems with accepting these facts in adult life. So, a teacher should be ready and taught to discuss these topics with pupils. D. Errico told The Huffington Post: "It's important for kids' movies and TV to introduce the world in a nurturing and positive way, which means creating multi-dimensional LGBT main characters... I would like the kids to see courage and kindness in Cedric. This is a story about reaching your potential and being true to yourself. Regardless the fact whether kids grow up to relate to Cedric or not, I hope that they find a message of acceptance for themselves and others" ("The Bravest Knight Who Ever Lived", Queer Fairytale, Premieres On Hulu).

Let us consider the tale "King and King" ("Koning en Koning" in the original). In 2002 this tale was published in the USA and in 2009, 20 000 copies of the book were successfully sold in this country. We can meet this book in eight languages at least! The tale deals with two married princes. Thanks to the social opposition of traditionalists, the tale has become extremely popular and the sales of the book increased enormously. The problem is that traditionally orientated people believe that children should be avoided from LGBT themes described in any books. For the first time in the history of books for children, this tale presents two men passionately kissing each other.

Next tale is "The Princes and the Treasure". It is a picture book. Published in the USA it was translated into 26 languages. It is also available in 137 countries. This tale deals with two brave men who are saving a princess but falling for each other. The tale about a poor pumpkin farmer is presented in "The Bravest Knight Who Ever Lived". The main character is turned into a courageous knight. He does not accept the rescued princess' offer to be with her and marries the prince instead.

"Princess Princess Ever After" is "a middle-grade graphic novel that follows the story of Amira and Sadie, two very different princesses who have a lot to learn from each other. They quickly form a bond that blossoms into a happily-ever-after, as they take on ogres, chauvinist princes and an older sister with a hatred of Sadie. Through their adventures they learn to appreciate their own strength and all about what kind of princess they would like to be". Its awards: 2014 Cybils Awards Finalist, 2014 Autostraddle Comic Art Award for Favorite Graphic Novel, 2017 ALA Rainbow Book List Top Ten, 2018 Sakura Medal Nominee.

The tale "King and King" was accepted negatively by critics who claimed that the book contained the information which children do not need at all (Children's book portraying homosexual romance and marriage - read to second-grade class by teacher). This tale won a special award "Most Unusual Book of the Year" in 2002. It tells the story of a queen, crown kitty and young prince living in the mountains above the town (Haan, Nijland, 2002). Being tired of ruling the country, the queen wants her son to marry and take the burden of ruling the country instead of her. This tale has a game frame with several levels.





The prince cannot and does not want to choose the princess-bride, because he understands that the family is important, in particular, communication in the family is no less important. In general, such communication depends on various factors: "personal characteristics of the individual family members; environment in which communication takes place; the participation of other people in communication; the quality and intensity of relations between people who are communicating; perceptive capability of individual participants of communication; timeframe of communication; family atmosphere; motivation for communication; standards to which communication is subjected" (Banovcinova, Levicka, 2015). He does not see in any of the potential chosen ones the one with whom he could establish the communication that will later become part of their family, and with whom he could create a family where it will be comfortable.

Then the prince meets a princess accompanied with her brother. His reaction is as following "At last, the prince felt a stir in his heart... It was love at first sight. What a wonderful prince!" (Haan, Nijland, 2002). Finally, the communication from which family can be born. The picture shows a beautiful prince and princess. Therefore, our prince takes the princess because of love, not because of beauty. The thing is in feelings. He is honest in it. The tale has a happy end: "The wedding was very special. The queen even shed a tear or two". And the wedding was special of crying queen, not of the marriage of two princes. They became kings. In such tales the wedding is the necessary attribute to confirm a certain status and normality of the characters: "Marriage is essentially a financial and legal contract that allocates the movement of property, power and privilege from one person to another". In addition, in order to maintain the narrative features, the tales must contain travel, trials, triumphs and marriages.

The following characters as Earnest, Gallant, Princess Elena, Enchantress, King Rufus we can meet in the tale "The Princes and the Treasure". Earnest is presented as a quiet, shy and preferring happy ends boy. He was keen on great adventures, but only in books. Gallant is presented as the strongest and most handsome person in the Kingdom of Evergreen. Elena is a beautiful and gracious lady. Her father wants her to marry, however she does not want to live the life in the way her father orders. Having made a wish, Elena is taken away by an old lady in a carriage who prompts Elena's father to announce that the king will marry Elena to anyone who is able to rescue her. So, Earnest and Gallant are eager to save the princess and set out in search of her. Earnest and Gallant are given a task to bring the "greatest treasure in the land". While searching for land's five greatest treasures they fall in love with each other and understand that the greatest treasure is their love for each other. After returning to the witch with this "discovery", she is turned into a beautiful enchantress and Elena is free. The King gives them the title of a prince. So, two princes get married. "I now pronounce you are married", said the Vicar. "May you love each other forever. "Oh, Earnest has never looked happier", sighed Earnest's mother" (Miles, 2014). The writer explains the appearance of this tale in this way: "As I stared at the handsome princes singing and dancing in front of me, I suddenly wondered, Why aren't there any gay princes or lesbian princesses? Why can't the handsome prince marry another handsome prince? Why can't a damsel in distress be rescued by a beautiful princess? When I got home from the trip, I thought, I have to get busy and create my own romantic prince and princess adventure story" (One Book to Change Them All).

One more tale ending in homosexual marriage is "The Bravest Knight Who Ever Lived" (Errico, 2014). The main character Cedric who grows up on a farm, dreams about becoming a knight. He takes the opportunity to make his dream come true. Cedric sets out in search of his own experiences. He battles against a dragon in order to save a prince and a princess. But finally, instead of marrying the princess he marries the prince. "Cedric, the knight in the story, is a regular hero who happens to have a different idea for his happy ending than someone else might," Errico told Buzz Feed in the email. "I hope that readers see that there is great bravery and beauty in being true to yourself. I believe it's important to show kids different forms of love in a positive light instead of just one. Alternatively, avoidance could potentially put kids at a disadvantage towards understanding and acceptance later on in life" (This Children's Book Is Super Adorable And Just Happens To Have A Gay Protagonist).

Jeffrey Brown said about "Princess Princess Ever After": "... a witty and lovely story that is very timely. Like all good fairy tales, it portrays the world where a happy ending is always possible, no matter who you are". And John Ellison adds: "You won't find a more optimistic, kinder, and more positive tale than "Princess + Princess: long and happy". It is a good parable about the standards we are imposed are simply monsters to defeat them". This comic book tells about two lesbians one of whom is Afro-American. Harassment, complexes about appearance, shame of the body, freedom of choice are the main problems of this story. The main characters are Princess Amir and Princess Sadie. Amira leaves her kingdom as she does not want to rule it, but she is eager to protect her land and do good deeds. Princess Sadie is imprisoned in the tower. They meet by chance. In this tale, the author tries to overcome the most popular gender stereotypes in appearance, clothing, male-female roles, victimhood and sacrifice. Let us consider one of the dialogues between Amir and Sadie:

- "But I heard you screaming?"
- I wasn't screaming. I was singing!
- Okay.
- But don't you want me to bust you out of that tower?
- Pff, as if you could. Dozens of princes already failed. What makes you any different?
- Because I am no Prince! My name is Princess Amira... And I have a grappling hook.
- Oh, sweet"

Sadie's sister puts her to the tower as she wants to rule the kingdom by herself. Moreover, Sadie, like Amira, does not want any crowns. On their way, they meet Prince Vladrick, who also does not want to rule the kingdom. What matters to these three heroes is the freedom to choose and the ability to do what they want but not their relatives. The characters



in this fairy tale mix wonderfully: at first, Amira frees Sadie; then Sadie, Amira and Vladrick save the village from the one-eyed giant who does not realize that his dances provoke the earthquake that destroys people's homes, then Sadie rescues Amira from her rude witch sister. The witch sister is so eloquent about her younger sister: "We both understand that foolish people cannot be queens!!! You can't even spell!" After all, Sadie agrees to become the queen, Vladrick becomes her advisor, and Amira leaves for good deeds and to find out who the real heroes are. Eventually, when she becomes an Admiral, she returns and the girls get married. The tale, of course, is not about marriage, but about not being afraid of being yourself only in this case you will be happy. When you do what you like and when you are not afraid of being different. The heroes of this story demonstrate that community-based roles do not always match your desires, and then the main thing is to be able to confront them and know exactly what you want.

It is worth mentioning the relationship of young people with their parents in this tale. "The fundamental basis of the relationship between parents and their children is anchored in the fact that the parents provide security and help" (Hubinska, Doktorova, 2019). In the case of the characters in this book, there is a conflict between generations and traditions. Parents prepare pre-planned responsibilities and roles for their children, but the young characters resist or dare to resist and then run away to show their protest.

The writers have used the following story elements in their tales:

- Characters: protagonists, good characters, young heroes;
- Setting: magic kingdom and fantasy world;
- Plot: simple and provoking to didactic, containing a single move; conflict resolved with deeds of a positive hero;
- Theme: happiness, kindness, friendship, love, loyalty, bullying, petting.

All LGBT-protagonists have a journey in which they are brave, courage, smart and kindhearted (Derkachova, 2017). The important thing is not their homosexuality but human qualities.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The tales, we have put our attention to, illustrate the following features of characters as graciousness, helpfulness, bravery as well as affection. Thanks to classic plot of the tale, these features help to create the mood of the world. Our tales include elements of magic fairy tales (magic, magical powers, objects and creatures, fairy tale chronotope), princes, kings, princesses are the main characters, they must do some good deeds and they are to be saved. Formally, the authors follow the structure of magical fairy tales (hero, task, journey, guide, assistants, deed and victory), but the initiation and final scene are different because other accents are important: not the salvation of the kingdom or people, but the awareness of their identity. Traditionally, the tale ends with a wedding. In our case, queer tales also end with weddings but not between the saved victim and the hero, but between two heroes understanding how important they are to each other, who understand that the greatest treasure is the person with their feelings. In traditional fairy tales, feats and deeds involve a specific and obvious purpose: for example, to kill a dragon, to save a princess, whereas, in queer fairy tales, which we have analyzed, the journey of heroes is necessary for self-identification and recognition of themselves.

In fact, for heroes, this is the greatest victory: not to be afraid to express yourself. The reaction of the society is also important. In queer tales, it is not aggressive; the authors emphasize the importance of heroes' self-identification and world's diversity. The defining feature of queer tales is the presence of homosexual characters, but not a plot structure. As far as the content concerns, it is not special; it is a usual tale with the struggle between the good and the evil, the victory of good, with a happy end, without promotion of homosexual relationship or same-sex marriages. These tales aim at showing the most important values, namely it is a Person with his/her moral and ethical qualities. These fairy tales teach children that your personality and what you do are important, that a person should be valued and respected for his / her actions and qualities. The practical value of this research is that a teacher is offered specific fairy tales to use in educational process, for reading with the youngest, as well as strategies for working with such literature (involving working with the text, a system of characters, with structural and compositional features. Moreover, historical retrospective of queer studies is valuable.

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## **ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ДИФЕРЕНЦІЙОВАНОГО НАВЧАННЯ В ПОЧАТКОВІЙ ШКОЛІ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ**

**Анотація.** У статті розкрито особливості впровадження диференційованого навчання в освітній процес початкової школи.

Зазначено, що кожна дитина є неповторною індивідуальністю із характерними тільки їй природними задатками, психологічними і фізичними можливостями, різними рівнями адаптації до навчання. Тому необхідно впроваджувати в освітній процес диференційоване навчання, що розглядаємо як спеціально організовану освітню діяльність молодших школярів, у процесі якої за допомогою врахування індивідуальних ознак, добору форм, прийомів і засобів навчання відбувається спрямування на оптимальний інтелектуальний розвиток кожної дитини відповідно до її типологічних особливостей.

Для визначення типізації здобувачів початкової освіти аналізували типи навчованості учнів, використовували рівневе оцінювання навчальних досягнень здобувачів початкової освіти та типологію, розроблену В.О. Сухомлинським про поділ школярів на групи та вибір способів керування їхнім навчальним процесом, використовували спостереження за навчальною діяльністю учнів, діагностичні методики, анкетування, тестові завдання, творчі завдання.

Конкретизовано етапи впровадження диференційованого навчання в освітній процес початкової школи, які відповідають етапам організації уроку і включають перевірку самопідготовки здобувачів початкової освіти, підготовку їх до засвоєння нових знань на уроці, первинну перевірку усвідомлення і розуміння нового матеріалу, закріплення, узагальнення та систематизацію знань, інструктаж щодо виконання завдань із самопідготовки.

Звернено увагу, що диференційоване навчання варто використовувати не тільки на уроках у початкових класах, але й у процесі самопідготовки учнів у домашніх умовах.

Визначено напрями диференціації процесу учіння учнів третього класу Нової української школи.

Дібрано актуальні прийоми для організації диференційованого навчання в третьому класі Нової української школи.

Проаналізовано педагогічні умови ефективного впровадження диференційованого навчання в освітній процес початкової школи.

**Ключові слова:** здобувачі початкової освіти, типи учнів, диференціація навчання, освітній процес, самопідготовка.

## **FEATURES OF THE ORGANIZATION OF DIFFERENTIATED EDUCATION IN THE PRIMARY SCHOOL OF THE NEW UKRAINIAN SCHOOL**

**Abstract.** The article reveals the peculiarities of the implementation of differentiated education in the educational process of primary school.

It is noted that each child is a unique individual with unique natural gifts, psychological and physical capabilities, different levels of adaptation to learning. The refore, it is necessary to introduce differentiated learning into the educational process, which we consider as a specially organized educational activity of younger schoolchildren, in the process of which, with the help of taking into account individual characteristics, the selection of forms, techniques and means of learning, there is a direction towards the optimal intellectual development of each child in accordance with his typological characteristics.

In order to determine the typification of primary education students, we analyzed the types of learning abilities of students, used the level assessment of educational achievements of primary education students and the typology developed by V.O. Sukhomlynskyi about the division of schoolchildren into groups and the choice of methods of managing their educational process, and used observation of students' educational activities, diagnostic methods, questionnaires, test tasks, and creative tasks.

The stages of the implementation of differentiated education in the educational process of primary school are specified, which correspond to the stages of lesson organization and include checking the self-training of students of primary education, preparing them to learn new knowledge during the lesson, initial verification of awareness and understanding of new material, consolidation, generalization and systematization knowledge, instruction on self-training tasks.

Attention is drawn to the fact that the use of differentiated education is worthwhile not only during the lessons in primary classes, but also in the process of self-training of students at home.

The directions of differentiation of the learning process of third-grade students of the New Ukrainian School have been determined.





Current techniques for organizing differentiated education in the third grade of the New Ukrainian School have been selected.

Pedagogical conditions for the effective implementation of differentiated education in the educational process of primary school are analyzed.

**Keywords:** students of primary education, types of students, differentiation of learning, educational process, self-training.

## INTRODUCTION

**The problem formulation.** The development of a modern primary school, which takes place in the conditions of the war with Russia and in the process of implementing the New Ukrainian School, is aimed at the harmonious formation of the child's individuality, his upbringing as a nationally conscious citizen of Ukraine, which involves the creation of educational conditions for the optimal development of each schoolboy and schoolgirl.

The State Standard of Primary Education (2018) states that "The purpose of primary education is the comprehensive development of a child, his talents, abilities, competences and all-round skills in accordance with age and individual psychophysiological characteristics and needs, the formation of values, the development of independence, creativity and curiosity».

One of the ways of organizing school education is the differentiation of learning, that is, the creation of such an educational environment that takes into account the individual characteristics of schoolboys and schoolgirls, their study and the identification of typological groups in order to organize the introduction of various methods, techniques and means of learning into the educational process.

**Analysis of recent research and publications.** The problem of the organization of the educational process and, in particular, the implementation of the principle of differentiation of education, was studied by Ya.A.Komenskyi, K.D.Ushynskyi, V.O.Sukhomlynskyi, and didactists of the last century V.Bondar, S.Bondar, and V.Onyshchuk.

At the end of the XX - the beginning of the 21st century this problem was investigated by V. Vykrushch, O. Hilbukha, N. Dichek, Ya. Kodlyuk, S. Logachevska, Z. Onyshkiv, O. Savchenko.

Among modern researchers, we can name N. Antonets, M. Hoyanyuk, N. Gupan, T. Kaskevich, O. Kosyakevich, T. Kulish, S. Narolska, O. Nikolaev, O. Sviatchenko, L. Shevchuk and others.

V. Sukhomlynsky repeatedly noted that the main task of the school is "Not to lose a single child". He wrote: "There is no abstract student to whom all the regularities of learning and upbringing can be mechanically applied. There are no uniform prerequisites for academic success for all schoolchildren". "And this means that education should be individualized - both in the content of intellectual work (in the nature of tasks) and in time" (Sukhomlynsky, 1976, p. 437).

We believe that the analysis of the concept of the organization of differentiated education in primary school should be carried out in the following directions: considering it as a basic position (principle) and as a specific organizational form. We agree with L. Prokopiv's opinion, who indicates that differentiation in the educational process at school contributes to solving the following tasks:

- the study of differentiation taking into account the organization of the educational system, namely through the possibilities of opening different types and types of educational institutions;
- differentiation taking into account the content of education, through the introduction into the curriculum of subjects that meet the needs of education, taking into account regional conditions and with in-depth study of relevant academic disciplines;
- the use of differentiation and individualization of the educational process itself (Prokopiv, 2015, p. 38).

We consider it necessary to supplement the definition of this problem with the definition of the influence of school textbooks on differentiated learning.

To specify the meaning of "differentiated learning", let's analyze modern research. In particular, I. Popova (2014) and S. Logachevska (1998), consider differentiated learning to be a skillful and systematic combination of collective and individual forms of work in groups, taking into account the advancement of students' learning.

According to P. Sikorskyi, we understand differentiation as an organized form of lessons, where the composition of classes takes place according to the individual capabilities and characteristics of students and their individual pace of learning (Sikorskyi, 1998, p. 3).

According to T. Kulish, "It is the differentiation of education, as is known, that is an effective means of implementing an individual approach to the organization of educational activities" (Kulish, 2018, p. 1).

A number of authors consider differentiation as a system of education, when every schoolchild has the opportunity to master a certain minimum of general education, which is generally significant and which contributes to ensuring the ability of the child to adapt to constantly changing life conditions, guarantees the right and opportunity to pay attention mainly to those areas that correspond to his inclinations.

According to the researchers, it is worth distinguishing between the concepts of individualization and differentiation of education. Individualization is taking into account the individual characteristics of each student, but differentiation is determined by taking into account the typological characteristics of students.

V. Volodko notes that individualization and differentiation are two sides of a single process that includes preservation, consideration and development of the properties and qualities of each student. They should not be considered separately, because individualization is the basis of differentiation. Knowledge of individual typological



characteristics of students helps to differentiate and group them into high-quality educational activities (Volodko, 1997, p. 10).

In pedagogical science, we encounter the concepts of "individual approach" and "differentiated approach".

An individual approach is a pedagogical principle that involves taking into account the individual educational characteristics of all participants in the educational process (pupils and teachers). It is implemented through the organization of individual perception, understanding, memorization and application of knowledge, development of skills and abilities in group learning conditions. It is the basis for the principle of naturalness, when the feature of the content of education is its accessibility.

Differentiated approach is a special approach for organizing educational work for different groups of primary education students. We define it as:

- purposeful educational activity of teachers, which is carried out in the process of diversifying educational components and is organized both in arbitrary and in specially organized educational conditions (Bilik, Hikolaiva, 2017, p.123);
- a tool that affects the creation of various learning conditions of different schools, classes, groups to account for the educational features of their contingent (Pokhodzhai, Shost, 2016);
- purposeful pedagogical influence on structural or informal groups of students (Yarmachenko, 2001).

This approach not only helps students of primary education to improve their personality, but also lies between the frontal educational activity of the entire team and the individual work of each student. According to O. Vashulenko, a differentiated approach contributes to the creation of comfortable learning conditions, when every schoolchild will feel his success, intellectual capacity (Vashulenko, 2015, p. 14).

Therefore, we define differentiated education as a specially organized educational activity, in the process of which, with the help of taking into account individual characteristics, there is a direction towards the optimal intellectual development of each child and the structuring of the content of the educational material is foreseen, as well as the selection of forms, techniques and means of education in accordance with their typological features (Bratanych O., 2000, p. 50).

**The purpose of the article:** to determine the main provisions of the organization of differentiated education in the primary classes of the New Ukrainian School.

**THE PURPOSE OF THE RESEARCH** – проаналізувати загальні методи дослідження стратегій позиціонування провідних університетів Західної Європи.

#### **RESEARCH METHODS**

To implement the purpose of the article, we used the following research methods: theoretical analysis of pedagogical literature to determine the state of the researched problem, observation, abstraction, generalization, survey, testing, questionnaire, which contributed to the determination of the peculiarities of the organization of the differentiation of the educational process in primary school.

#### **RESULTS OF THE RESEARCH**

It is known that each child is a unique individual with unique natural gifts, psychological and physical capabilities, different levels of adaptation to learning, which contribute to the differentiation of educational material in accordance with the individual characteristics of students and target attitudes.

In order to organize the optimal differentiation of the educational process, we analyzed approaches in psychological and pedagogical studies regarding the typification of education seekers. The research was organized in the 3-A class of the Lyceum No. 3 of the Ivano-Frankivsk City Council (teacher Ludykova T.S.) and in the 3-A class of the Gvizd Lyceum of the Nadvirna District of the Ivano-Frankivsk Region (teacher G.M. Kravchuk).

To determine the typification of primary education students, we used observations of students' educational activities, methods (according to S.M. Martynenko, M.D. Oskolova) (Martynenko, Oskolova, 2014), test tasks that included exercises for choosing the correct answers from the proposed ones and by supplementing sentences with figurative words, creative tasks.

Important significance in the process of differentiation of education is played by the teacher's knowledge of the types of learnability of students, which we consider as an opportunity for students of primary education to achieve defined and projected results in a defined time, which include the following system of factors: erudition, attention, thinking, learning motivation, work capacity, health, age of students, moral qualities, social environment and others. The components of students' learnability include: interest in learning, cognitive activity, attitude and need for learning, and students' ability to work.

Also, when organizing the differentiation of the educational process, it is worth using the typology developed by V.O. Sukhomlynskyi about the division of schoolchildren into groups and the choice of methods of managing their educational process, which is presented in article 5. "Remember that there is not and cannot be an abstract student" from "One Hundred Tips for the Teacher" (Sukhomlynskyi, 1976, p. 438-439).

Just as level-based assessment of the educational achievements of primary education students is introduced in the third grade, it is worth using the Methodological recommendations for evaluating the learning outcomes of students of grades 1-4 of general secondary education institutions (2021) when differentiating, where it is stated that "The level of learning outcomes is recommended to be determined taking into account the dynamics of its achievement and denote by letters: "initial" (I), "average" (A), "sufficient" (S), "high" (H)" (2021, p.4).



Therefore, the analysis of approaches to the typification of students for the purpose of introducing differentiated education made it possible to determine such types of primary education students (see Table 1).

**Table 1****Typing primary education recipients for the organization differentiated education**

No n/p	Type of education seekers	Characteristics of the type	Quantity of education seekers in the 3-A class of Lyceum No. 3	Quantity of education seekers in the 3-A class of Hvizd Lyceum
1	The first type	Pupils with positive academic achievements who are able and willing to cooperate with the teacher	5	4
2	The second type	Pupils whom the teacher considers capable or talented. However, they are undisciplined and not always reliable	7	6
3	The third type	Obedient children who are grateful to teachers for every show of sympathy towards them. However, teachers consider them to be incompetent with low academic performance	6	8
4	The fourth type	Problem students	4	4
5	The fifth type	Children who try not to draw the teacher's attention to themselves	2	3

We believe that the following stages should be distinguished when organizing differentiated education in primary school:

1. The stage of checking the self-training of students of primary education.

In the third grade, in order for all students to better summarize the knowledge gained in the lesson, self-training should be differentiated, and therefore its examination should be differentiated.

2. Preparation of students of primary education to learn new knowledge during the lesson. To implement it, the teacher can connect to the work of students 1, 2 groups (highest levels), which repeat the material from previous lessons, update basic knowledge. Later, the teacher can provide students of the 1st and 2nd groups with additional tasks based on alternative textbooks or other sources of knowledge. And continues the frontal survey of students of other groups. Who can receive tasks for independent work after the answers. It is worth introducing individual and individual-group tasks.

Cards for individual work or work in groups are considered appropriate here. You can also use Internet resources: Google Forms, Kahoot!, Plickers, Mentimeter.

3. The stage of assimilation of new knowledge.

This stage depends on the specifics of the discipline, the topic and the students' previously acquired knowledge, developed abilities and skills, educational opportunities, and the complexity of the material. It should be noted that this stage should be divided into several blocks: a block of frontal explanation, a block of group and intergroup work, a block of individual work. Some students can be assigned self-study.

4. The initial check of awareness and understanding of the new material should be organized head-on. Differentiation can be introduced through the system of "address" questions.

5. Consolidation, generalization and systematization of knowledge should be carried out in several stages:

a) implementation of frontal work (for example, students' execution of 1-2 groups of tasks according to the sample on the board);

b) implementation of group or individual work for some children.

At this stage, it is worth introducing differentiation by the number of tasks.

6. Information and instruction on self-training tasks.

We believe that homework for third-grade students should be differentiated in accordance with their individual-typological educational characteristics. As stated in the "Instructional and Methodological Recommendations for Teaching Subjects in General Secondary Education Institutions in the 2023/2024 Academic Year," it is noted that "Tasks for self-training should ensure the differentiation of the educational process, taking into account the age and individual psychophysiological characteristics of the students, their cognitive interests and willingness to independently perform this or that task" (2023, p.5). When choosing tasks, it is worth following the provision that "Along with didactic expediency, tasks for self-training should be interesting and challenging for students, build confidence and responsibility for their own actions, develop creativity and initiative. For the purpose of preparing materials for educational projects, options for tasks for self-training can be familiarization with reference materials in the library, observation and sketching/photographing the results, interviewing parents/friends, etc." (2023, p. 5-6).

It is necessary for the teacher to pay attention to the correct determination of the volume of tasks for self-training, so that children do not feel overloaded.



The analysis of scientific-pedagogical and methodical sources, the experience of primary school teachers contributed to the determination of the following directions of differentiation of the learning process of third-grade students of NUS:

- 1) differentiation of educational material and the degree of its perception, assimilation, taking into account the complexity of the tasks;
- 2) differentiation of educational material and the degree of its perception, assimilation, taking into account the level of independence of students;
- 3) differentiation of educational material according to the degree of supplementing the main content with additional tasks;
- 4) focus on systematic, consistent development of thinking of students of primary education, their attention, imagination, creativity;
- 5) phasing in the differentiation of the content of the educational material in the lessons in the third grade;
- 6) differentiation of the content and methods of performing tasks for self-training.

To organize the educational process in primary school, it is worth using differentiated tasks, which are divided by the degree of independence and differentiated tasks by the degree of complexity of the tasks.

When organizing differentiated education in the third grade of NUS, the following teaching methods are appropriate:

1. Organization of differentiated training according to the degree of difficulty of tasks. It is worth using tasks that require generalization and conclusions of different "depth", designed for different levels of theoretical substantiation of concepts, topics, provisions, can be reproductive or creative in nature.

2. The use of tasks whose content is the same for the whole class, but with certain conditions for "strong" students. For which the time to complete the task may be reduced, the scope of the task may be increased, or the method of its completion may be complicated.

3. Implementation of an individual approach using instruction, an algorithm, a scheme, a solution plan, differentiated cards, where there is a specification of the problem using a picture or a short note, the beginning of the solution or a sample solution.

The definition of pedagogical conditions for the effective implementation of differentiated education, as shown by the analysis of scientific works and the practical experience of primary school teachers, includes:

1. Systematic application of non-printing differentiated learning in elementary school lessons.
2. Prospective analysis and planning of the place and time of implementation.
3. Use of differentiated tasks in individual, individual-group and group work.
4. Prediction of possible difficulties in the implementation process.
5. Mandatory check of completed tasks, self-check, mutual check.
6. Introduction of differentiated tasks that would create the same conditions for all students of primary education.

#### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

The main goal of modern primary education is the development of intellectual, creative, self-sufficient individuals. In order to realize the goal, it is necessary to introduce differentiated learning into the educational process of primary school. It is especially important to determine the specifics of its use in wartime. We will continue our research in this direction.

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## ПЕДАГОГІКА ПАРТНЕРСТВА ЯК ЗАСАДНИЧІ ПІДВАЛИНИ ОРГАНІЗАЦІЇ ІНКЛЮЗИВНОГО НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ

**Анотація.** У статті акцентовано увагу на значенні педагогіки партнерства та співробітництва в організації навчання, виховання та розвитку молодших школярів з особливими освітніми потребами. Мета статті – продемонструвати значення педагогіки партнерства у створенні сприятливих умов навчання, виховання та розвитку молодших школярів з особливими освітніми потребами за умов закладу загальної середньої освіти. Методологічною основою дослідження є системний підхід до аналізу організації інклюзивного навчання молодших школярів з особливими освітніми потребами, інтегрованих у заклади загальної середньої освіти на засадах педагогіки партнерства. Під час дослідження використано такі загальнонаукові методи: порівняльний аналіз наукових і навчально-методичних джерел, нормативно-правового підґрунтя інклюзивної освіти в Україні; теоретичні та емпіричні методи (опитування та бесіди з учнями, педагогами, батьками; спостереження, педагогічний експеримент, обробка отриманих даних та ін.), методи узагальнення. Акцентовано на видах соціального партнерства, їх напрямках реалізації в практичній діяльності фахівців освітнього закладу з інклюзивним навчанням. Виокремлено основні критерії та показники партнерської взаємодії, наголошено на вимогах до діяльності педагогів та інших фахівців щодо підвищення ефективності співпраці за умов інклюзивного середовища.

Наукова новизна здобутих результатів полягає в систематизації поглядів на проблему налагодження партнерської взаємодії в процесі навчання, виховання та розвитку молодших школярів з особливими освітніми потребами; виокремленні актуальних проблем та перспектив підвищення ефективності інклюзивної діяльності шкільного закладу на засадах партнерства та співпраці учасників навчально-виховного процесу. Установлено, що показниками ефективного навчання, виховання та розвитку молодших школярів з особливими потребами є створення сприятливої атмосфери в освітньому закладі, налагодження дружніх міжособистісних взаємин, організація освітнього процесу на засадах партнерства. Розкрито переваги соціально-педагогічного партнерства та співпраці в порівнянні з традиційними формами взаємодії адміністрації, педагогів освітнього закладу з батьками учнів, громадськістю та позашкільними установами.

**Ключові слова:** партнерство, взаємодія, спілкування, рівність, свобода вибору, відповідальність, лідерство.



## PEDAGOGICS OF PARTNERSHIP AS THE FUNDAMENTAL FOUNDATIONS OF THE ORGANIZATION OF INCLUSIVE EDUCATION OF YOUNGER SCHOOL STUDENTS

**Abstract.** The article emphasizes the importance of pedagogy of partnership and cooperation in the organization of education, upbringing and development of younger schoolchildren with special educational needs. The purpose of the article is to demonstrate the importance of partnership pedagogy in creating favorable conditions for learning, upbringing and development of younger schoolchildren with special educational needs in the conditions of a general secondary education institution. The methodological basis of the study is a systematic approach to the analysis of the organization of inclusive education of primary school students with special educational needs, integrated into general secondary education institutions on the basis of partnership pedagogy.

The following general scientific methods were used during the research: comparative analysis of scientific, educational and methodological sources, normative and legal basis of inclusive education in Ukraine; theoretical and empirical methods (questionnaire and conversations with students, teachers, parents; observation, pedagogical experiment, data processing, and others), methods of generalization. Emphasis is placed on the types of social partnership, their directions of implementation in the practical activities of specialists of an educational institution with inclusive education. The main criteria and indicators of partnership interaction are highlighted, the requirements for the activities of teachers and other specialists to increase the effectiveness of cooperation in the conditions of an inclusive environment are emphasized.

The scientific novelty of the obtained results lies in the systematization of views on the problem of establishing partnership interaction in the process of education, upbringing and development of younger schoolchildren with special educational needs; identification of current problems and prospects for improving the effectiveness of inclusive activities of schools based on partnership and cooperation of participants in the educational process. It has been established that the indicators of effective learning, upbringing and development of younger schoolchildren with special needs are the creation of a favorable atmosphere in an educational institution, the establishment of friendly interpersonal relationships, and the organization of the educational process on the basis of partnership. The advantages of socio-pedagogical partnership and cooperation in comparison with traditional forms of interaction of the administration, teachers of the educational institution with parents of students, the public and extracurricular institutions are revealed.

**Keywords:** partnership, interaction, communication, equality, freedom of choice, responsibility, leadership.

### INTRODUCTION

**The problem formulation.** At the current stage, education reform is associated with solving a number of important tasks, one of which is the integration of persons with developmental disabilities into general educational institutions, the creation of a tolerant environment in schools, and the transfer of a new democratic system to society. The development of democracy in education, the emphasis on the individual and his needs, and, accordingly, the creation of favorable conditions for the harmonious development of education seekers require the establishment of interpersonal interaction of all participants in the educational process, a change in communication strategies and styles, which will be aimed at satisfying all the students' requests. This approach conditions the establishment of new partnership relations, which will be based on complete trust in the individual, faith in his strengths and abilities, support in various circumstances, joint interaction at all stages and decision-making. In this way the ideas of unity, commonwealth and solidarity of higher state institutions, the public, educational institutions, and families in realizing the right to education, comprehensive development, satisfaction of interests, and the search for individual talents are popular today.

Today, special accent is placed on cooperation not only for the study and implementation of advanced pedagogical experience, but also, above all, to promote the implementation of inclusive education for persons with developmental disabilities. And this is understandable, because this category of education seekers needs additional resources – material, psychological and pedagogical, medical support and assistance, etc. On the other hand, partnership and teamwork serve to effectively diagnose the specifics of the development of such students, to improve the quality of educational services, to create appropriate conditions for learning, upbringing, correction and development of schoolchildren. In this case, we are talking about a socio-pedagogical partnership, which consists in the interaction of managers and teachers of educational institutions, other specialists and parents for the benefit of education seekers. This is particularly emphasized in the regulatory and legal documents of Ukraine: Constitution of Ukraine, the Laws "On Preschool Education", "On General Secondary Education", "On Higher Education", "On the Protection of Childhood", the Concepts of the "New Ukrainian School" and others, which actualize the personality, the principle child-centrism, the self-worth of childhood, the philosophy of humanism.

The relevance of our research lies in the fact that due to partnership interaction, coordination in the work of all participants in the educational process, cooperation between the school and the public, extracurricular institutions, social organizations and students' families, favorable conditions are created for the harmonious development of the personality, the search for its strengths and abilities, their further improvement in the process of learning and life activities.

**THE PURPOSE OF THE RESEARCH** – to demonstrate the importance of partnership pedagogy in creating favorable conditions for learning, education and development of younger schoolchildren with special educational needs in the conditions of a general secondary education institution.

**RESEARCH METHODS** include survey, observation, analysis and characterization of results.

### RESULTS OF THE RESEARCH



Providing high-quality educational services to various heterogeneous groups of learners in an educational institution is currently one of the important prerequisites not only for reforming education, creating a new Ukrainian school, but also for the formation of a democratic society. On the one hand, the focus is on the personality with all its advantages and disadvantages, opportunities and weaknesses, needs and interests, and on the other hand – a holistic educational process, adapted and modified to the needs of education students. This is stated in the Law of Ukraine "On Education": "The purpose of education is the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization..." («Pro osvitu», 2017). In this case, partnership, cooperation, friendly interpersonal relations are an integral condition for providing students with special educational needs with favorable conditions for learning, upbringing and development. Thus, the program "New Ukrainian School" in progress towards values" under the leadership of modern scientist I. Bekh emphasizes: "The established basic guidelines for the competence education of the student's personality can be creatively filled with specific content, taking into account the peculiarities of the functioning of the educational institution, the age and individual capabilities of students, other actual social challenges" (Pro vykhovannia movnoi svidomosti). Therefore, a modern school, aimed at the individual and its development, cannot be separated from other institutions, the community and, in particular, the family of schoolchildren. Famous pedagogues of the past, B. Stuparyk, M. Stelmakhovich, R. Skulskyi, and L. Ukrainka, noted this. The basis of such cooperation is the study of traditions and experience of family upbringing, the use of the best methods in the educational process, emphasis on personal, universal, civic values. This is noted in the Law of Ukraine "On General Secondary Education", which states that modern education should be aimed at promoting the harmonious development of the individual through his training, upbringing and development of individual talents and abilities, which in turn are based on universal human values and traditions.

Therefore, changes in education have a profound nature and determine the organization of the educational process on the basis of humanism, democracy, pedagogy of cooperation and partnership. The implementation of educational programs, in particular, is based on value guidelines, such as: "recognition of the uniqueness and giftedness of each child; ...the value of childhood, which is protected by establishing educational requirements that correspond to the child's age characteristics, recognizing the child's rights to learning through activities, in particular play, limiting the amount of homework to increase the time for the child's motor activity and creativity; the joy of knowledge; ...development of a free personality by supporting independence, independent thinking, optimism and self-confidence..." (Derzhavnyi standart pochatkovoi zahalnoi osvity). The organization of inclusive education requires a special approach in all aspects of the integral educational process and, of course, the renewal of traditional ways of interpersonal interaction, teaching methods, the specifics of decision-making and decision-making, their implementation, etc. In the context of the mentioned pedagogy of cooperation acts as a direction of creating new methods of teaching and education of schoolchildren.

This question is relevant and has been in the field of view of a number of foreign and domestic scientists since the second half of the 20th century. As evidenced by the analysis of updated sources on the specified problem, a special contribution to the development of partnership pedagogy was made by scientists: H. Altshuller, Sh. Amonashvili, V. Bibler, M. Guzik, O. Zakharenko, M. Yefimenko, V. Dyachenko, D. Kovalevsky, M. Kravets, O. Kushnir, H. Selevko and others. Scientists characterize partnership pedagogy as one that involves teamwork based on the principles of humanism, namely: the prevalence of freedom of choice, social justice, joint creative work; building interaction according to the principle of anticipatory development; organization of collective educational influence on personality. Researchers in this field V. Grabovskiy, H. Yelnikova, S. Krysyuk, T. V. Pikelna, A. Pinsky, and others. emphasize the need to find the most effective ways of cooperation, to recognize the pedagogical, social-organizational orientation of such interaction: "Parents and teachers must unite in choosing key values, in wise love for the child, striving to understand him, together mastering the skill of educating with love; to rethink the concept of authority, to instill in the child the ability to create goodness and beauty, to respect oneself and others" (Novyi format vzaiemodii z rodynamy. Shliakhy vdoskonalennia vzaiemodii z batkamy cherez «Batkivske vikonechko»). The basic foundations of partnership pedagogy are communication, interaction and cooperation between the teacher, pupils and their parents, other institutions and organizations, out-of-school education institutions, etc. In the case of education of children with special needs, this list is supplemented by special institutions for children with various nosologies, such as: inclusive resource centers, educational rehabilitation centers, speech therapy centers, boarding schools, medical institutions, and others. Scientists note that the creation of such a joint interaction of institutions quite different in terms of style and content of activity is based on the unity in the observance of the prevailing ideas and principles of their socio-pedagogical activity. Let's pay attention to some of them, such as:

- principles of humanism (respect for the individual, recognition of its value, uniqueness and inimitability);
- the principle of voluntariness (learning, participation in various activities, communication and interaction without coercion);
- the principle of common purpose and activity;
- the principle of pedagogical optimism (belief in the child's capabilities);
- the principle of democracy (freedom of choice, creativity, participation, self-expression);
- the principle of conformity with nature, etc.

Therefore, partnership pedagogy acts as a kind of clearly structured, integral system of relationships between participants in the educational process, based on the principles of voluntary participation and common interests, equality of participants, consideration of value guidelines, organization of active inclusion in solving joint tasks, etc. Thus its main principles are (Fig. 1):



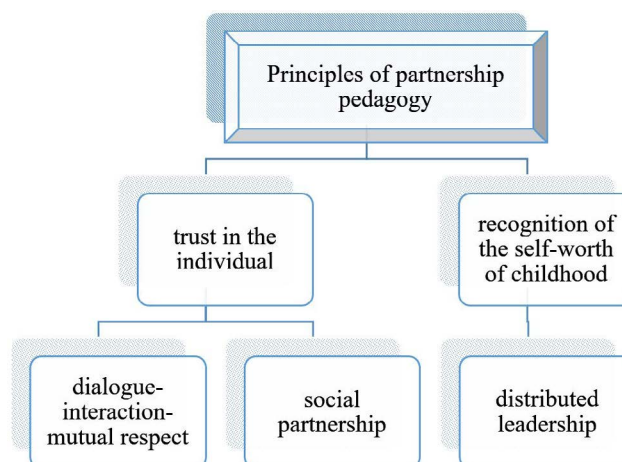


Fig. 1. Principles of partnership pedagogy

In particular, social partnership as a component of pedagogy contains several elements that facilitate the adaptation of students with special educational needs to new conditions, increase their self-esteem and self-confidence, condition voluntary participation in education along with other peers, the obligation to fulfill assignments. Partnership pedagogy is, first of all, joint interaction on the basis of the equality of the parties, which requires responsibility in the collaborative and obligatory performance of assigned tasks and assignments.

The organization of inclusive education and upbringing of younger schoolchildren with different nosologies is a difficult, long-term and multifaceted task that requires not only knowledge of the specifics and features of the development of such education seekers, but also the possession of practical skills and abilities of all those who carry out the educational and educational process. Thus, the active participation of parents, members of the public, colleagues and other specialists of special, medical, extracurricular institutions in the activities of the educational institution is aimed at the implementation of a number of tasks, which include:

- creation of a tolerant educational environment, establishment of friendly relations by expanding the forms of cooperation of all participants in the educational process;
- implementation of systematic support by school teachers of families of students with developmental disabilities;
- provision of assistance (by specialists and teachers) to students' parents in order to increase the efficiency of the student's adaptation to the conditions of study, his involvement in school life;
- uniting the public around the current problems of integrating students with special educational needs into general secondary education institutions, creating prerequisites for partnership interaction;

Implementation of partnership pedagogy takes place by expanding the circle of communication, involving various participants and representatives of other organizations in school life, as well as using a wide range of forms of such interaction. Relevant in this aspect are joint educational events, establishing the activities of discussion clubs, holding conferences and seminars, "round tables" where the most pressing problems are discussed. In the context of the above, the remarks of the scientist Yu. Zaporozhtseva are valid that: "The psychological basis of partnership pedagogy consists of subject-subject relations - the cooperation of two subjects, which is optimal for the educational process. Therefore, the task of teachers is to create an atmosphere of care and support for students, which would contribute to the development of their capabilities, satisfy their intellectual, emotional and social needs" (Zaporozhtseva Yu.S.). In other words, this is a partnership for the sake of the child, his comfort, creation of opportunities for self-improvement and active participation in the life of the school, society (Yak uchytelevi vporatysia zi «skladnymy batkamy», 2019, 1 (97), p. 22). Scientists claim that the phenomenon of partnership entered the pedagogical field from the social, labor and economic spheres, in which it acts as a kind of regulator of social relations, a way of interaction of social strata. Modern researcher O. Vozniuk, for example, singles out several types of social partnership and, in particular, in the field of education. The scientist attributes the following to them (Fig. 2).

All these types of socio-pedagogical interaction of teachers, the administration of an educational institution, and other specialists are based on the study and exchange of learning and education experiences of students with special educational needs; implementation of educational influence on personality and joint management; monitoring the success of such interaction; participation in joint social, educational, cultural projects, educational events, meetings, conferences aimed at making joint decisions on solving didactic, corrective, developmental and other tasks. In addition, the criteria for partnership interaction should be distinguished, namely:

- I. Feedback from interaction participants.
- II. Pedagogical mentoring, self-improvement, use of best practices.
- III. Psychological and pedagogical comprehensive education of parents of students with special needs.
- IV. Promotion of comprehensive personality development.

The cooperation of teachers, parents and specialists of special institutions for persons with special needs and disabilities can have a twofold nature. On the one hand, this is consulting, providing methodical recommendations for the education,



upbringing and development of younger schoolchildren with special educational needs, and on the other hand, it is the adoption of joint decisions to create opportunities for the harmonious development of this category of education seekers (Vozniuk O.V.).

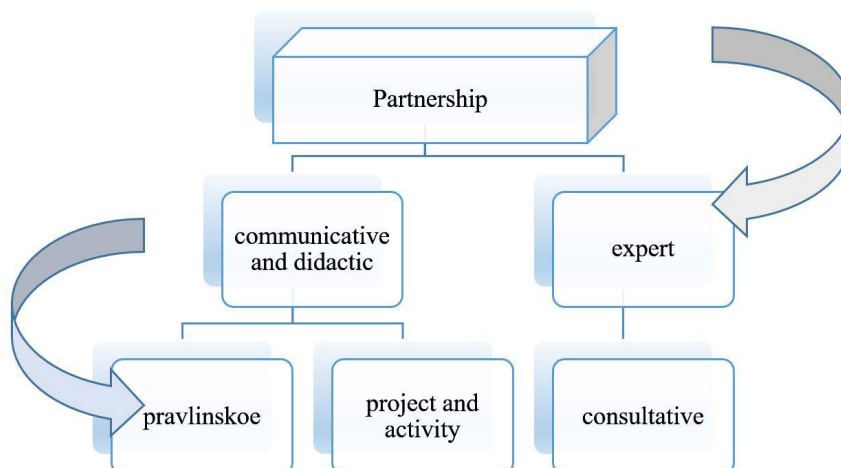


Fig. 2. Types of social partnership in the field of education

The implementation of partnership pedagogy involves, first of all, the implementation of an individual approach to students with special needs, systematic self-education and the organization of pedagogical education, the inclusion in practical work of traditional and innovative forms of interaction with parents of students (Sotsialno-pedahohichni umovy spivpratsi navchalnogo zakladu z batkamy yak faktor pidvyshchennia yakosti osvity, 2016, p. 109), other specialists and the public, as well as the use of advanced pedagogical and family experience in working with children with various nosologies. Indicators of such partnership interaction are primarily psychological readiness and practical focus of activity, openness to cooperation, awareness of a common goal, professionalism of teachers and other specialists; making joint efforts to solve the tasks of teaching, education and development of students with special needs that are relevant at a certain moment; personal responsibility, obligation, openness to communication, striving for self-improvement; the ability to realize interpersonal needs in the process of partner interaction. The partnership of the participants in the educational process also depends on the psychological and pedagogical support of this category of education seekers, the analysis of their own mistakes and omissions in the process of partnership interaction.

Importantly, by its very nature, partnership pedagogy is the most appropriate in the context of inclusive education and upbringing, as it is based on a respectful attitude towards the individual, his opportunities and interests; aimed at creating trusting and sincere relationships; aims to improve the effectiveness of education and training, the realization of individual rights and freedoms in the educational process; contributes to the education of responsibility, leadership qualities.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Conclusions and prospects of further research consist in a thorough analysis of current problems of partnership interaction of participants in the educational process of an educational institution with inclusive education and the search for the most effective ways of improving its results for the harmonious development of the individual.

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## **МЕДІАОСВІТА ЯК ЧИННИК РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ УЧНІВ НА УРОКАХ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ У СТАРШІЙ ШКОЛІ**

**Анотація.** У статті розглядається процес упровадження медіаосвіти для розвитку критичного мислення учнів на уроках зарубіжної літератури в старшій школі. Зазначається, що медіаосвіта допомагає учням розвивати навички критичного мислення щодо інформації, яку вони здобувають у медіа, сприяє аналізувати, оцінювати та сприймати різноманітні медійні формати, що робить їх менш вразливими до маніпуляції та недостовірної інформації.

У статті зауважено, що медіаосвіта – це складник сучасної освіти, яка спрямована на розвиток медійної грамотності учнів та охоплює різні аспекти роботи з медіа.

Наголошено, що доцільне використання медіаосвіти, уміння аналізувати, розуміти, критично сприймати та використовувати різноманітні медійні формати сприятиме розвитку критичного мислення учнів.

Доведено, що використання на уроках зарубіжної літератури інформаційних засобів навчання сприятиме використанню мультимедійних ресурсів для поліпшення розуміння текстів, створення контенту для літературного аналізу та активнішому вивченню матеріалу.

Запропоновано інтернет-джерела, які допоможуть результативно планувати уроки та позакласні заходи в закладах освіти.

Наголошено, що на уроках зарубіжної літератури в старшій школі доцільно використовувати різноманітні медійні джерела: фільми, відео, вебсайти, що стосуються творів, які вивчаються та пропонуються для додаткового читання. Медіаграмотність полягає в умінні критично оцінювати ці джерела та їхню відповідність оригінальному тексту.

Проведено порівняння теоретичних концепцій медіаосвіти вчених-дослідників, які доводять необхідність досліджувати не тільки теоретичні можливості медіаресурсів, а й наголошують на практичному значенні медіаграмотності, водночас варто не забувати про проблеми медійного насилля, наслідки його впливу на неповнолітню аудиторію.

З'ясовано, що в процесі медіаосвіти цілеспрямовано формується та розвивається інформаційна компетентність учня. Це передбачає вміння працювати з різною інформацією, створювати та інтерпретувати медіатекст, володіти навичками.

**Ключові слова:** зарубіжна література, старша школа, медіаосвіта, медіаграмотність, практичні навички, критичне мислення.

## **MEDIA EDUCATION AS A FACTOR IN THE DEVELOPMENT OF STUDENTS' CRITICAL THINKING IN THE LESSONS OF FOREIGN LITERATURE IN SENIOR CLASSES**

**Abstract.** The article examines the process of implementing media education for the development of students' critical thinking in foreign literature lessons in high school. It is noted that media education helps students develop critical thinking



skills about the information they consume in the media, helps them analyze, evaluate and perceive various media formats, making them less vulnerable to manipulation and inaccurate information.

The article notes that media education is a component of modern education, which is aimed at developing students' media literacy and covers various aspects of media work.

It is emphasized that the appropriate use of media education, the ability to analyze, understand, critically perceive and use various media formats will contribute to the development of students' critical thinking.

It has been proven that the use of informational teaching aids in foreign literature lessons will contribute to the use of multimedia resources to improve the understanding of texts, create content for literary analysis, and more actively study the material.

Internet resources are offered that will help effectively plan lessons and extracurricular activities in educational institutions.

It is emphasized that in high school foreign literature classes, it is appropriate to use a variety of media sources: films, videos, websites, etc., related to the works studied and offered for additional reading. We emphasized that media literacy consists in the ability to critically evaluate these sources and their correspondence to the original text.

A comparison of the theoretical concepts of media education of research scientists is carried out, which proves the need to explore not only the theoretical possibilities of media resources, but also to emphasize the practical importance of media literacy, not forgetting the problems of media violence, the consequences of its influence on a minor audience.

It was found that in the process of media education, the student's information competence is purposefully formed and developed. This involves the ability to work with various information, create and interpret media text, and possess skills.

**Keywords:** foreign literature, high school, media education, media literacy, practical skills, critical thinking.

## INTRODUCTION

**The problem formulation.** Modern education is characterized by the study of the influence of mass media on the mind, consciousness and habits of young people. Propaganda manipulations in the information field surround us non-stop. Both young people and adults fall under the influence of fakes, become familiar with violence through the informative space, and are unable to understand the truth of events.

The category that is particularly vulnerable to the negative effects of the mass media is those seeking education who constantly use various sites. It is necessary to be able to direct the media in the right direction in order to improve educational services.

Media education plays a key role in modern education for a variety of reasons. First of all, it is the development of critical thinking and the ability to analyze media content. Media education helps students develop critical thinking skills about the information they consume in the media. It teaches them to analyze, evaluate and perceive various media formats, which makes them less vulnerable to manipulation and false information.

Developing media literacy helps students develop media literacy, meaning the understanding and ability to create media content. It includes skills in writing, visual perception, working with video and audio, which are important in today's information world. The development and ethical standards of students play an extremely important role in the use of media. It teaches the rules of information use, privacy protection and responsible consumption of media resources. Media education promotes the development of students' creative skills, as it often includes the task of creating media content (video, audio, graphics, etc.) that stimulates creativity and innovation.

The analysis of legislative support shows that the activities of the media sphere in Ukraine relate specifically to the activities of the media or the regulation of the information sphere, in particular: Laws of Ukraine «On printed mass media (presy) in Ukraine», «On television and radio broadcasting», «On information agencies», «About communication», «About advertising», «About state support of mass media and social protection of journalists», «About National informatization program», «About scientific and technical information». Legislation may set standards for education, including media education, and require that it be included in curricula at various levels of education and provide for the funding of media education programs, the provision of appropriate resources, materials and infrastructure for their implementation.

In today's society, separate laws include rules for controlling the media industry, for example, requirements for the coverage of diversity of views in programs, ensuring objectivity and accuracy of information, etc.

**Analysis of recent research and publications.** Media education and media information literacy is an important component of modern education. Foreign and domestic scientists investigate the fundamental foundations of media education (D. Buckingham, M. McLuhan, J. Pangente, U. Potter, Ivanov, G. Onkovich, B. Potyatynnyk, G. Pocheptsov, O. Fedorov). Researchers D. Bachynskyi, M. Kovalova, A. Knyazev, M. Koropatkin, and O. Fedorov deal with the origins of media education in individual countries. R. Hobbs, L. Masterman, S. Livingston, M. Fitzula, O. Petrunko study the relationship between media, society and personality. O. Volosheniuk, L. Naidyonova, V. Ivanov, O. Boryshpolets, R. Buzhikov and others revealed the practical importance of media education in their works.

## AIM AND TASKS RESEARCH

Elucidation of the problem of media education as a factor in the development of students' critical thinking in the lessons of foreign literature in high school.

**RESEARCH METHODS:** method of researching innovative ways of studying media literacy, descriptive method, method of explanation and analysis, method of gathering information.

## RESULTS OF THE RESEARCH

Media literacy in the context of foreign literature lessons focuses primarily on understanding the context of an artistic work. The study of literature can include an analysis of the historical, cultural, and social context of the time when the work





was created. Media literacy consists in the students' ability to determine the influence of mass media, the Internet and modern means of communication on their understanding of this context and creative processing of the text.

Quite often, in conducting research on pedagogy, scientists use a symbiosis of qualitative and quantitative methods, and for testing the obtained results, the emphasis in the analysis shifts to quantitative indicators. The descriptive method is perceived only as a necessary addition, as part of the research (Golovchenko, 2020).

Using the acquisition of theoretical and empirical research methods, we note that the professional competences of teachers of foreign literature are built on the development of students' critical thinking, the ability to analyze and evaluate the actions of literary heroes.

High school foreign literature classes involve researching a variety of media sources: films, videos, websites, etc., related to the works being studied and suggested for additional reading. Media literacy is the ability to critically evaluate these sources and their correspondence to the original text.

Students can create media projects to convey their understanding and interpretation of foreign literary works. This may include creating videos, presentations, blogs, visual collages, etc. that will allow them to express their thoughts and understanding of the work through modern media formats.

Media literacy also includes the ability to analyze and critically evaluate information presented in the media, including online resources, social networks, and other sources. In the context of studying foreign literature, this can be manifested in the ability to distinguish between different interpretations and adaptations of a work in different media formats.

The task of a philologist teacher is to take into account ethical issues related to media literacy. For example, using the work on the creation of storytelling, the student draws conclusions about the social behavior of the hero, his attitude towards parents, friends and the surrounding environment.

The use of media literacy in foreign literature lessons will help students better understand and adapt the acquired knowledge to the modern media environment, as well as develop critical thinking and creative skills in the study of literature (Golovchenko, 2020).

For the effective implementation of media education and with the aim of reaching the general population of its implementation, it is necessary to use media tools in various extracurricular and extracurricular activities, in groups, at electives and individual classes. City and school libraries will also be widely involved in media education activities. Critical thinking will be formed in the lessons and media communication competence will be developed.

Since the beginning of the XXI century, the development of theoretical concepts of media education has accelerated. The most complete point of view is presented in the monograph of B. V. Potyatynnik «Media: keys to understanding» [Potiatynnyk B. V., 2004]. In particular, considerable attention is paid in it not only to the theoretical provisions of media education, but also to the problem of media violence, the consequences of its impact on a minor audience. Representatives of the Academy of Pedagogical Sciences of Ukraine, led by Professor H. V. Onkovich, focused on the problems of media didactics - a set of «ordered knowledge, principles, skills, methods and forms of organizing the educational process using the material of mass communication media while integrating media pedagogy with other disciplines» (Onkovych, 2007, 357-363). The researcher is convinced that media literacy should be extended not only to schoolchildren, but also to adults, paying attention to the need for self-improvement throughout life.

L.A. Naidyonova developed a model of media culture consisting of four interrelated blocks: «reaction» (search for information, its reading/scanning, identification/recognition of media texts; «actualization» (assimilation, integration of new knowledge related to media); «generation» (incubation, creative conversion, transformation of media knowledge and skills); «use» (information transfer, innovative activity, research in the field of media) (Naidonova, 2007, 165-166).

When studying media resources for students, we can recommend excellent media education materials on the website of the Academy of the Ukrainian Press. It offers free e-textbooks and manuals that they have developed. The website of the Academy of the Ukrainian Press has information about media education – [medialiteracy.org.ua](http://medialiteracy.org.ua), which is dedicated to educators with proposed development of classes and presentations. Developments for both extracurricular activities and lessons. There is a link to the game on the site «Медіазнайкolt is presented in the form of a quest and is closely related to the "Basics of Media Literacy" program.

There are a lot of materials on sites dealing with media education: "Media Detector", StopFake, site IREX. In addition, there are Facebook pages of individual educators who actively post materials on this matter. Also, specialized communities have already been formed on Facebook for posting and discussing media education materials [Mediaosvita – tse pidgruntia dlia vsikh shkilnykh predmetiv. Khto i yak navchaie mediahramotnosti vchyteliv (Media education is the basis for all school subjects. Who and how teaches media literacy to teachers, 2019)].

Mass media are mostly unsystematic and unpredictable. It is characteristic of the media that they sometimes provide random, superficial, unverified information that is aimed only at the ratings and interest of the audience of the media source.

The possibility of manipulation of the means of mass communication is increasing for both young people and adults.

Taking into account the above characteristics, media education is called to perform a unique function of preparing for life in the information space, that is why one of the ten key competencies of the student, defined by the Concept of the New Ukrainian School, is information and digital, which provides for the reliability and safety of the use of information and communication technologies, as well as information and media literacy.

The problem of education of modern students in modern life, which is characterized by the leading trends in the development of society and reflects the processes of global digitalization, is particularly acute. Modern education is impossible without the use of mass communication and information technologies.



A wide range of opportunities for the development of the student's individuality resonates with emotion, intellectuality, independence of creative thinking, worldview, activation of knowledge acquired in the process of studying academic disciplines, aesthetic consciousness (perception, artistic analysis, etc.).

The use of media education in the educational process of educational institutions is a modern priority, the goal of which is to introduce it into modern pedagogy.

We offer basic methods of using media education in foreign literature lessons.

The «plus and minus» approach, the purpose of which is to be able to distinguish high-quality video production from low-quality (work with video presentations of various authors «Goethe "Faust»»). There are many adaptations of the work, which will contribute to the development of students to compare critical articles about films, the performance of actors.

The reception «book trailer from the author» will help to emotionally use a short story about Julien Sorel or Quasimodo. Acquaintance with the writer and his literary heroes on behalf of the author himself (when studying the program works of Ibsen or Arthur Rimbaud).

Maurice Maeterlinck's dramatic work «The Blue Bird» will allow you to compare the reality and fiction of the thoughts of the author and the characters.

The «polyglot» reception will test knowledge of the plot (viewing fragments of Byron's «The Adventures of Childe Harold» in English without subtitles, further discussion of what was seen).

Reception «musical illustration» («Gustave Doré and Minkus ballet based on Cervantes' novel «Don Quixote or Eugene Delacroix's lithographs and Charles Gounod's opera based on J. Goethe's drama «Faust»»).

Reception «an important detail» (movie episode from the feature film Captain «Pilgrim», directed by A. Prachenko, 1986 - during the study of J. Verne's novel «The 15-Year-Old Captain»).

Media competence of students, preparation for adult life in modern information conditions, development of the ability to think critically and independently of one or another information, compare and evaluate messages transmitted by media channels - an important component of media literacy.

In the process of media education, the student's information competence is purposefully formed and developed. This involves the ability to work with various information, create and interpret media text, and possess skills.

#### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

All aspects of media education and media literacy come together to prepare students to function successfully in today's world, where media awareness and skills have become an important part of culture and education. Thus, media education in Ukraine has a certain instructional and normative support, its implementation is supported and popularized by public organizations, scientific institutions develop the necessary scientific, educational and methodological support, the coordination of activities is carried out by the National Academy of Pedagogical Sciences of Ukraine.

In the future, there is a need to outline the modern system of media education in Ukraine, to determine the forms and means of formal and informal media education, principles and criteria for evaluating the level of media information literacy of both specialists, in particular media educators, and ordinary citizens of various ages, and to submit proposals for consideration by the working group of the Ministries of Education, culture and digital transformation regarding the prospects of development of the all-Ukrainian project on media literacy.

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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.



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## РЕДАКЦІЙНА КОЛЕГІЯ НАУКОВОГО ФАХОВОГО ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

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### РОЗДІЛ I. ТЕОРЕТИКО-ПЕДАГОГІЧНІ ПРОБЛЕМИ СУЧАСНОЇ ОСВИТИ

<i>ГУМЕНЮК ІРИНА, БАГРІЙ МАРІЯ. ПЕРСПЕКТИВИ ТРАНСФОРМАЦІЇ КОМПЕТЕНТІСНОЇ ПАРАДИГМИ УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ</i> . . . . .	5
<i>ІЛІЙЧУК ЛЮБОМИРА. ІНСТИТУЦІЙНИЙ АУДИТ ЯК ВАЖЛИВИЙ ІНСТРУМЕНТ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВИТИ.</i> . . . . .	11
<i>ОДАРЧЕНКО ВЕРОНІКА. ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ КОНЦЕПЦІЇ УПРАВЛІННЯ ПРОФЕСІЙНИМ РОЗВИТКОМ НАУКОВО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ КОМУНАЛЬНОГО ЗАКЛАДУ ВИЩОЇ ОСВИТИ</i> . . . . .	17
<i>СНІТОВСЬКА ОЛЬГА. ІНТЕРНАЦІОНАЛІЗАЦІЯ ВИЩОЇ ОСВИТИ ЯК ОБ'ЄКТ ДОСЛІДЖЕННЯ УКРАЇНСЬКИМИ КОМПАРАТИВІСТАМИ</i> . . . . .	23
<i>СТИНСЬКА ВІКТОРІЯ, ПРОТАС ОКСАНА. «SOFT SKILLS» У ФОРМУВАННІ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ</i> . . . . .	27
<i>СУЛТАНОВА НАТАЛІЯ, ЛЕМКО ГАЛИНА, ВОРОЩУК ОКСАНА. ПРОФІЛАКТИКА НАСИЛЬСТВА НАД ЖІНКАМИ В НЕБЛАГОПОЛУЧНІЙ СІМ'Ї</i> . . . . .	31
<i>ХАРКІВСЬКА АЛЛА, ПРОКОПЕНКО АЛЬОНА. ПАРТНЕРСТВО В СИСТЕМІ УПРАВЛІННЯ ЗАКЛАДОМ ВИЩОЇ ОСВИТИ</i> . . . . .	36

### РОЗДІЛ II. ІСТОРИКО-ФІЛОСОФСЬКІ АСПЕКТИ ПЕДАГОГІЧНИХ ДОСЛІДЖЕНЬ

<i>БЛАГУН НАТАЛІЯ. ПЕРСОНАЛІСТСЬКИЙ НАПРЯМ В УКРАЇНСЬКІЙ ПЕДАГОГІЧНІЙ КОМПАРАТИВІСТИЦІ (90-ТІ РР. ХХ – ПОЧАТОК ХХІ СТ.)</i> . . . . .	41
<i>КВАС ОЛЕНА, ТЕРНОПІЛЬСЬКА ВАЛЕНТИНА. НОРМАТИВНО-ПРАВОВА БАЗА ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ДО ДОБРОЧИННОЇ ДІЯЛЬНОСТІ В УКРАЇНІ (90-ТІ РОКИ ХХ – ПОЧАТОК ХХІ СТ.)</i> . . . . .	46
<i>КІРДАН ОЛЕНА. РЕТРОДОСВІД БЛАГОДІЙНОЇ ТА МЕЦЕНАТСЬКОЇ ПІДТРИМКИ СТАНОВЛЕННЯ ЗАКЛАДІВ ВИЩОЇ ОСВИТИ УКРАЇНИ</i> . . . . .	51
<i>КОХАНОВСЬКА ОЛЕНА, КАСАТКІН ОЛЕГ. ЛІТЕРАТУРНА ПЕДАГОГІКА В СИСТЕМІ ОСВИТИ: ЗДОБУТКИ ТА ПЕРСПЕКТИВИ РОЗВИТКУ У ХХІ СТ.</i> . . . . .	55
<i>КРИВЦУН НЕОНІЛА. ПЕРІОДИЗАЦІЯ РОЗВИТКУ ДОСЛІДЖЕНЬ ПРО КУЛЬТУРНО-ОСВІТНІХ ДІЯЧІВ ЗАКОРДОННЯ В УКРАЇНСЬКІЙ ПЕДАГОГІЧНІЙ КОМПАРАТИВІСТИЦІ</i> . . . . .	61
<i>СЛЮСАРЕНКО НІНА. РОЗВИТОК МЕДІАПЕДАГОГІКИ ЯК СКЛАДОВОЇ МЕДІАОСВИТИ РЕСПУБЛІКИ ПОЛЬЩА (ПЕРША ЧВЕРТЬ ХХІ СТ.)</i> . . . . .	67
<i>ФІЗЕШІ ОКАВІЯ. ШКІЛЬНА ОСВИТА ДІТЕЙ-РОМІВ У ЗАКАРПАТТІ: ІСТОРІЯ СТАНОВЛЕННЯ ТА РОЗВИТКУ</i> . . . . .	71

### РОЗДІЛ III. ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ

<i>БІЛАВИЧ ГАЛИНА, ПРОКОПІВ ЛЮБОВ. ПІДГОТОВКА МАЙБУТНІХ ПЕДАГОГІВ ДО ДОБРОЧИННОСТІ ТА ВОЛОНТЕРСТВА ЗА УМОВ ВІЙНИ.</i> . . . . .	75
<i>БЛАВТ ОКСАНА. ІНКЛЮЗИВНЕ ФІЗИЧНЕ ВИХОВАННЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВИТИ З ІНВАЛІДНІСТЮ: АКЦЕНТИ В СУЧАСНОМУ ВИМІРІ</i> . . . . .	80
<i>КОНДУР ОКСАНА, ДІДУХ ІРИНА. РОЛЬ МЕДІАПЕДАГОГІКИ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ ПЕДАГОГІЧНОГО ПРОФІЛЮ.</i> . . . . .	85
<i>КОПЧУК-КАШЕЦЬКА МАРІЯ, ЦЮНЯК ОКСАНА, ДОВБЕНКО СВІТЛАНА. СУЧАСНІ АСПЕКТИ ДІЯЛЬНОСТІ АСИСТЕНТА ВЧИТЕЛЯ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ.</i> . . . . .	90
<i>СКОМОРОВСЬКА ІРИНА, МАТИШАК МАРІАННА. ПІДГОТОВКА МАЙБУТНІХ ВИХОВАТЕЛІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВИТИ ДО РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ В ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ</i> . . . . .	96

### РОЗДІЛ IV. ПРОБЛЕМИ НАВЧАННЯ І ВИХОВАННЯ ДІТЕЙ У ЗАКЛАДАХ ОСВИТИ ГІРСЬКИХ РЕГІОНІВ

<i>ВЕРБЕЦЬКА СВІТЛАНА, БАЙ ІГОР, ВИСОЧАН ЛЕСЯ. ФОРМУВАННЯ КУЛЬТУРИ МОВЛЕННЄВОГО СПІЛКУВАННЯ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ З ВИКОРИСТАННЯМ НОВІТНІХ ТЕХНОЛОГІЙ</i> . . . . .	100
--	-----



<i>ДЕРКАЧОВА ОЛЬГА, ТИТУНЬ ОКСАНА. ЛІТЕРАТУРНА КАЗКА ЯК ЗАСІБ ФОРМУВАННЯ ТОЛЕРАНТНОСТІ МОЛОДШОГО ШКОЛЯРА . . . . .</i>	<i>104</i>
<i>КІЛІЧЕНКО ОКСАНА. ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ДИФЕРЕНЦІЙОВАНОГО НАВЧАННЯ В ПОЧАТКОВІЙ ШКОЛІ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ. . . . .</i>	<i>111</i>
<i>МАТВЄЄВА НАТАЛІЯ, КЛЕПАР МАРІЯ, НИЧ ОКСАНА. ПЕДАГОГІКА ПАРТНЕРСТВА ЯК ЗАСАДНИЧІ ПІДВАЛИНИ ОРГАНІЗАЦІЇ ІНКЛЮЗИВНОГО НАВЧАННЯ МОЛОДШИХ ШКОЛЯРІВ . . . . .</i>	<i>117</i>
<i>РОЗМАН ІРИНА, КРАВЧЕНКО ЛЕСЯ. МЕДІАОСВІТА ЯК ЧИННИК РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ УЧНІВ НА УРОКАХ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ В СТАРШИХ КЛАСАХ . . . . .</i>	<i>122</i>



## CONTENTS

### CHAPTER I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

<i>HUMENIUK IRYNA, BAGRIY MARIYA</i> . PROSPECTS OF TRANSFORMATION OF THE COMPETENCE PARADIGM OF UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES . . . . .	5
<i>ILICHUK LIUBOMYRA</i> . INSTITUTIONAL AUDIT AS A KEY INSTRUMENT FOR ENSURING THE QUALITY OF EDUCATION . . . . .	11
<i>ODARCHENKO VERONIKA</i> . THEORETICAL JUSTIFICATION OF THE MANAGEMENT CONCEPT OF PROFESSIONAL DEVELOPMENT OF SCIENTIFIC AND PEDAGOGICAL STAFF OF THE MUNICIPAL ESTABLISHMENT OF HIGHER EDUCATION . . . . .	17
<i>SNITOVSKA OLHA</i> . INTERNATIONALIZATION OF HIGHER EDUCATION AS A SUBJECT OF RESEARCH BY UKRAINIAN COMPARATIVISTS . . . . .	23
<i>STYNSKA VIKTORIIA, PROTAS OKSANA</i> . «SOFT SKILLS» IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SOCIAL WORKERS . . . . .	27
<i>SULTANOVA NATALIA, LEMKO HALYNA, VOROSHCHUK OKSANA</i> . PREVENTION OF VIOLENCE AGAINST WOMEN IN DISADVANTAGED FAMILIES . . . . .	31
<i>KHARKIVSKA ALLA, PROKOPENKO ALONA</i> . PARTNERSHIP IN THE MANAGEMENT SYSTEM OF AN INSTITUTION OF HIGHER EDUCATION . . . . .	36

### CHAPTER II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

<i>BLAHUN NATALIIA</i> . THE PERSONALIST TREND IN UKRAINIAN PEDAGOGICAL COMPARATIVE STUDIES (THE 90S OF THE TWENTIETH - EARLY TWENTY-FIRST CENTURY) . . . . .	41
<i>KVAS OLENA, TERNOPILSKA VALENTINA</i> . LEGISLATIVE BASE OF PREPARATION OF THE FUTURE EDUCATORS FOR THE CHARITABLE ACTIVITY IN UKRAINE (90S OF THE 20 <sup>TH</sup> CENTURY – THE BEGINNING OF THE 21 <sup>ST</sup> CENTURY) . . . . .	46
<i>KIRDAN OLENA</i> . RETRO EXPERIENCE OF CHARITY AND PATRONAGE SUPPORT FOR THE ESTABLISHMENT OF HIGHER EDUCATION INSTITUTIONS IN UKRAINE. . . . .	51
<i>KOKHANOVSKA OLENA, KASATKIN OLEH</i> . LITERARY PEDAGOGY IN THE EDUCATION SYSTEM: ACHIEVEMENTS AND PROSPECTS OF DEVELOPMENT IN THE XXI CENTURY . . . . .	55
<i>KRYVTSUN NEONILA</i> . PERIODIZATION OF THE RESEARCH DEVELOPMENT ON FOREIGN CULTURAL AND EDUCATIONAL WORKERS IN UKRAINIAN PEDAGOGICAL COMPARATIVE SCIENCE . . . . .	61
<i>SLIUSARENKO NINA</i> . THE DEVELOPMENT OF MEDIA PEDAGOGY AS A COMPONENT OF MEDIA EDUCATION IN THE REPUBLIC OF POLAND (FIRST QUARTER OF THE XXI CENTURY). . . . .	67
<i>FIZESHI OKTAVIIA</i> . SCHOOL EDUCATION OF ROMA CHILDREN IN TRANSCARPATIA: THE HISTORY OF FORMATION AND DEVELOPMENT . . . . .	71

### CHAPTER III. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

<i>BILAVYCH HALYNA, PROKOPIV LIUBOV</i> . PREPARATION OF FUTURE TEACHERS FOR BENEVOLENCE AND VOLUNTEERISM IN TIMES OF WAR . . . . .	75
<i>OKSANA BLAVT</i> . INCLUSIVE PHYSICAL EDUCATION OF STUDENTS WITH DISABILITIES: ACCENTS IN THE MODERN DIMENSION . . . . .	80
<i>KONDUR OKSANA, DIDUKH IRYNA</i> . FORMAL AND INFORMAL MEDIA EDUCATION IN UKRAINE: PROBLEMS AND PROSPECTS . . . . .	85
<i>KOPCHUK-KASHETSKA MARIA, TSIUNIAK OKSANA, DOVBENKO SVITLANA</i> . MODERN ASPECTS OF THE ACTIVITY OF A TEACHER'S ASSISTANT IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT . . . . .	90
<i>SKOMOROVSKA IRYNA, MATISHAK MARIANNA</i> . TRAINING OF FUTURE EDUCATORS TO THE DEVELOPMENT OF THE EMOTIONAL INTELLIGENCE OF CHILDREN OF OLDER PRESCHOOL AGE. . . . .	96

### CHAPTER IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

<i>VERBESCHUK SVETLANA, BAI IHOR, VYSOCHAN LESIA</i> . FORMATION OF SPEECH COMMUNICATION CULTURE OF PRIMARY SCHOOL STUDENTS USING THE NEWEST TECHNOLOGIES . . . . .	100
---	-----





<i>DERKACHOVA OLGA, TYTUN OKSANA. LITERARY FAIRY TALE AS A MEANS OF FORMING THE TOLERANCE IN PRIMARY SCHOOL CHILDREN. . . . .</i>	<i>104</i>
<i>KILICHENKO OKSANA. FEATURES OF THE ORGANIZATION OF DIFFERENTIATED EDUCATION IN THE PRIMARY SCHOOL OF THE NEW UKRAINIAN SCHOOL . . . . .</i>	<i>111</i>
<i>MATVEIEVA NATALIIA, KLEPAR MARIA, NYCH OKSANA. PEDAGOGICS OF PARTNERSHIP AS THE FUNDAMENTAL FOUNDATIONS OF THE ORGANIZATION OF INCLUSIVE EDUCATION OF YOUNGER SCHOOL STUDENTS. . . . .</i>	<i>117</i>
<i>ROZMAN IRYNA, KRAVCHENKO LESYA. MEDIA EDUCATION AS A FACTOR IN THE DEVELOPMENT OF STUDENTS' CRITICAL THINKING IN THE LESSONS OF FOREIGN LITERATURE IN SENIOR CLASSES . . . .</i>	<i>122</i>



## 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.

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#### **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.

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