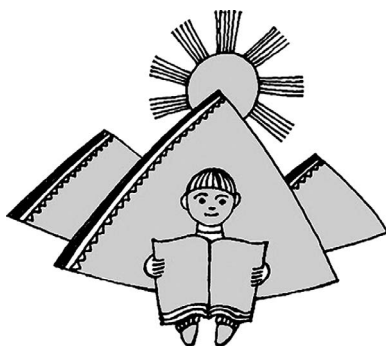


Прикарпатський національний університет
імені Василя Стефаника



Гірська школа Українських Карпат

НАУКОВЕ ФАХОВЕ ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК

№ **30**
2024

Івано-Франківськ
2024

**Засновник та видавець – Прикарпатський
національний університет імені Василя Стефаника**
Видається з 2006 року

РЕДАКЦІЙНА КОЛЕГІЯ

Головний редактор: Галина Білавич

**Заступник головного
редактора:** Юрій Москаленко

Відповідальний секретар: Інна Червінська

Ігор Цепенда	Олена Біда (м. Берегово)
Оксана Блавт (м. Львів)	
Наталія Богданець-Білоskalенко (м. Київ)	
Войцех Валят (Республіка Польща)	Тетяна Горпініч (м. Тернопіль)
Ірина Зварич (Київ)	Оксана Кондур
Тетяна Котик	Олександр Кучай (м. Київ)
Неллі Лисенко	Пьотр Мазур (Республіка Польща)
Борис Максимчук (м. Ізмаїл)	Мар'яна Марусинець (м. Київ)
Алія Момбек (Казахстан)	Наталія Мукан (м. Львів)
Марія Оліяр	Ірина Пальшкова (м. Одеса)
Ришард Пенчковські (Республіка Польща)	
Світлана Романюк (м. Чернівці)	Руслана Романишин
Тетяна Федірчик (м. Чернівці)	Надія Федчишин (м. Тернопіль)
Марія Чепіль (м. Дрогобич)	Андрій Яблонський (м. Миколаїв)

Літературні редактори: Ірина Гуменюк

Марина Василик

Технічні редактори: Ярослав Никорак

Олеся Власій

Адреса редакційної колегії: «Гірська школа Українських Карпат», Прикарпатський національний університет імені Василя Стефаника, вул. Шевченка, 57, м. Івано-Франківськ, Україна, 76000. Тел. (0342) 53-15-74, fax (0342) 53-15-74.
E-mail: mountainschool@pnu.edu.ua; <https://journals.pnu.edu.ua/index.php/msuc>.

Внесено до Переліку наукових фахових видань України (категорія «Б»), в яких можуть публікуватися результати дисертаційних робіт на здобуття наукових ступенів доктора наук, кандидата наук та ступеня доктора філософії, наказом Міністерства освіти і науки України № 409 від 17.03.2020 р. (педагогічні науки, спеціальності – 011, 012, 013, 014, 015)

Свідоцтво про державну реєстрацію друкованого ЗМІ серія КВ № 18273-7073ПР від 05.09.2011 р.

Сторінки журналу відкриті для дискусійних матеріалів, а тому їх зміст не завжди відображає погляди редакційної ради.

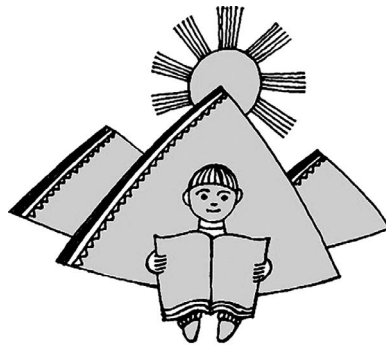
При передруці матеріалів посилання на це видання обов'язкове.

ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ. 2024. № 30. 134 С.

© Прикарпатський національний університет
імені Василя Стефаника, 2024

© «Гірська школа Українських Карпат», 2024

Vasyl Stefanyk Precarpathian National University



Mountain School of Ukrainian Carpaty

SCIENTIFIC EDITION ON PEDAGOGICAL SCIENCES

No. 30
2024

Ivano-Frankivsk
2024

Founder and publisher – **Vasyl Stefanyk Precarpathian National University**
Issued since 2006

EDITORIAL BOARD

Editor in chief:	Halyna Bilavych	
Deputy chief editor:	Yuriy Moskalenko	
Executive secretary:	Inna Chervinska	
	Igor Tsependa	Olena Bida (Beregovo)
	Oksana Blavt (Lviv)	
	Nataliya Bohdanec-Biloskalenko (Kyiv)	Wojciech Walat (Poland)
	Tetiana Horpinich (Ternopil)	Iryna Zvarych (Kyiv)
	Oksana Kondur	Tetyana Kotik
	Oleksandr Kuchay (Kyiv)	Nelly Lysenko
	Borys Maxymchuk (Izmail)	Peter Mazur (Poland)
	Marianna Marusinets (Kyiv)	Aliya Mombek (Kazakhstan)
	Nataliya Mukan (Lviv)	Mariya Oliyar
	Irina Palshkova (Odesa)	Ryszard Pęczkowski (Poland)
	Svitlana Romaniuk (Chernivtsi)	Ruslana Romanyshyn
	Tetiana Fedirchuk (Chernivtsi)	Nadiya Fedchyshyn (Ternopil)
	Maria Chepil (Drohobych)	Andrii Yablonskyi (Mykolayiv)
Literary editors:	Iryna Humeniuk	
	Maryna Vasylyk	
Technical editors:	Yaroslav Nykorak	
	Olesia Vlasii	

Address of editorial staff: «Mountain School of Ukrainian Carpaty», Vasyl Stefanyk Precarpathian National University, 57 Shevchenko Street, Ivano-Frankivsk, Ukraine, 76000. Tel. (0342) 53-15-74, fax (0342) 53-15-74.
E-mail: mountainschool@pnu.edu.ua; <https://journals.pnu.edu.ua/index.php/msuc>.

The journal is added to the «List of scientific professional publications of Ukraine, in which the results of dissertations for the degree of doctor and candidate of sciences can be published». Order № 409 by Ministry of Education and Science of Ukraine from 17.03.2020.

Certificate of publishing media State registration series KV №18273-7073 PR from 05.09.2011.

The articles in the magazine are open to discussion, therefore, their content does not always reflect the views of the Editorial Board. Reference to this publication is required when reprinting the material.

MOUNTAIN SCHOOL OF UKRAINIAN CARPATY. 2024. No. 30. 134 Pg.



Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

doi: 10.15330/msuc.2024.30.5-10

Марина ВАСИЛИК,

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

Марына VASYLYK,

Ph. D (PEDAGOGY), Associate Professor of the Department of Foreign Languages,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

maryna.vasylyk@pnu.edu.ua

ORCID ID 0000-0002-0515-9251

Надія МЕЛЬНИК,

кандидат медичних наук, доцент, доцент кафедри терапевтичної стоматології,
Івано-Франківський національний медичний університет (м.Івано-Франківськ, Україна)

Nadiia MELNYK,

Candidate of medical Sciences, Associate Professor,
Associate Professor of the Department of Therapeutic Dentistry
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

melnykmns73@gmail.com

ORCID ID 0000-0002-7593-7100

Оксана ПРИТУЛЯК,

кандидат медичних наук, доцент кафедри внутрішньої медицини,
Івано-Франківський національний медичний університет (м.Івано-Франківськ, Україна)

Oksana PRYTULIAK,

candidate of medical sciences (Ph.D.), Associate Professor,
Associate Professor of the Department of Internal Medicine,
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

dr.oprytuliak@gmail.com

ORCID ID 0000-0001-5159-5209

Інна ЧЕРВІНСЬКА,

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

Inna CHERVINSKA,

Doctor of Sciences (Pedagogy), Professor, Professor
of the Primary Education Department and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

inna.chervinska@pnu.edu.ua

ORCID ID 0000-0003-0745-1413

УДК 37.062



АДАПТИВНЕ НАВЧАННЯ ЯК ЧИННИК ОПТИМІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. На підставі контент-аналізу наукової літератури з окресленої проблеми та вивчення практичного досвіду організації освітнього процесу здобувачів вищої освіти, які навчаються за індивідуальною програмою підготовки та варіантів застосування різноманітних форматів навчання, авторами розкрито сутність адаптивного навчання та описано особливості його застосування в закладах вищої освіти (ЗВО) в умовах воєнного стану.

Методологічними засадами дослідження виступають концептуальні розробки вітчизняних та зарубіжних учених у галузі педагогіки вищої школи, адаптивного навчання, вивчення інноваційних методик організації освітнього процесу в закладах вищої освіти із використанням форматів адаптивного навчання. Під час роботи над організацією дослідження використовувалася комплекс загальнонаукових методів: теоретичні, емпіричні та методи контент-аналізу даних. Теоретичні методи сприяли узагальненню та аналізу психолого-педагогічної літератури, нормативно-правової бази щодо розвитку і впровадження в освітній простір адаптивного навчання. Емпіричні методи підбору науково-дослідницького матеріалу (опитування здобувачів вищої освіти, опрацювання нормативно-правової бази), бесіди з науково-педагогічними працівниками щодо їхньої готовності до реалізації ідей, форм та моделей адаптивного навчання в освітній процес сучасних закладів освіти.

Застосування в освітньому процесі ЗВО технологій адаптивного навчання дозволяє запобігти появі освітніх втрат та прогалин у знаннях за умови індивідуальної підготовки здобувачів вищої освіти. Автори наголошують, що адаптивне навчання передбачає гнучку систему організації навчальних занять з урахуванням індивідуальних особливостей здобувачів освіти. При цьому процесі особлива увага приділяється особистості студента, провідним видам діяльності, особистісним та професійним якостям, рівню сформованості компетентностей.

Наголошується, що оптимальним рішенням для застосування технологій адаптивного навчання є організація навчальної взаємодії з персональним викладачем за індивідуальним графіком у зручний для всіх час.

Ключові слова: адаптація, адаптивне навчання, технології адаптивного навчання, заклади вищої освіти, інновації в навчанні, персоналізований підхід.

ADAPTIVE LEARNING AS A FACTOR IN OPTIMIZING THE EDUCATIONAL PROCESS IN INSTITUTIONS OF HIGHER EDUCATION

Abstract. On the basis of the content analysis of the scientific literature on the outlined problem and the study of practical experience of organising the educational process of higher education applicants studying on an individual training programme and options for using various learning formats, the authors reveal the essence of adaptive learning and describe the features of its application in higher education institutions (HEIs) under martial law.

The methodological foundations of the study are the conceptual developments of domestic and foreign scientists in the field of organization of adaptive learning, the study of innovative methods of organization of the educational process in institutions of higher education using adaptive learning formats. The methodological foundations of the study are the conceptual development of domestic and foreign scholars in the field of adaptive learning, the study of innovative methods of organising the educational process in higher education institutions using adaptive learning formats.

The research was organised using a set of general scientific methods: theoretical, empirical and data content analysis methods. Theoretical methods contributed to the synthesis and analysis of psychological and pedagogical literature, the regulatory framework for the development and implementation of adaptive learning in the educational space.

Empirical methods of selecting scientific and research material (surveys of higher education applicants, development of the regulatory framework), interviews with academic staff on their readiness to implement ideas, forms and models of adaptive learning in the educational process of modern educational institutions. The use of adaptive learning technologies in the educational process of higher education institutions allows to prevent the appearance of educational losses and gaps in knowledge, provided that students are individually trained, and acquire the desired level of knowledge. The authors emphasise that adaptive learning provides a flexible system of organising training sessions taking into account the individual characteristics of higher education applicants. In this process, special attention is paid to the student's personality, the leading kinds of activities chosen by him/her, personal and professional qualities, and the level of competence. It is noted that the optimal solution for the use of adaptive learning technologies is to organise learning interaction with a personal tutor according to an individual schedule at a convenient time for everyone.

Keywords: adaptation, adaptive learning, adaptive learning technologies, higher education institutions, innovations in education, personalised approach.

INTRODUCTION

The problem formulation. A specific feature of the current stage of development of the educational space of Ukraine is the transition from traditional learning to new pedagogical forms of organising educational interaction, which create a favourable environment for the development of a fully developed personality of a higher education applicants.

In accordance with these priorities, higher education institutions face the need to adapt educational systems and pedagogical technologies to the diverse needs and demands of students and academic staff in organising the educational process, based on the realities of martial law, the location of the university, formats (traditional, distance, mixed) and modes (synchronous and asynchronous) of learning.

The content of the didactics contains a large number of pedagogical innovations, non-standard formats for organising the educational process, which take into account the social needs of society and respond to the realities



of wartime. The implementation of such social demands has led to the need to find new methods and strategies for organising the educational process. Adaptive learning belongs to such formats of educational interaction.

The use of adaptive technologies as a means of improving the professional training of future specialists is of particular relevance.

Given the described realities, a personalised approach to the organisation of student learning, based on the position of student centrism, is of particular relevance and is one of the topics that are widely discussed in the context of the development of higher education pedagogy.

Analysis of scientific research. Adaptive processes that are increasingly taking over the educational space of higher education institutions every year lead to the development of new research and innovative projects that will help optimise the educational process. Today, scientific and pedagogical sources consider adaptive learning in the context of traditional approaches to the organisation of the educational process and in the context of the digitalisation of education.

A significant number of scholars' works are devoted to the study of the problem of using adaptive technologies in the education system: social adaptation is in the circle of scientific interests (I. Haletska, L. Tkachenko, I. Shaposhnikova, V. Shulga). A separate group includes scientific research that addresses the problems of adaptive learning as a component of the professional training of students (O. Vynnychuk, M. Lazarev, M. Litvinova, N. Morze, T. Opaliuk, and others). The issue of adaptation of the educational process to the realities of wartime is studied by M. Levchenko, O. Kovtun, A. Kokareva, I. Kramarenko.

AIM AND TASKS RESEARCH

The purpose of the article is to reveal the essence of adaptive learning and describe the peculiarities of its application in higher education institutions under martial law based on the content analysis of scientific literature on the outlined problem and the study of practical experience in organising the educational process of higher education students studying under an individual training programme and options for using various learning formats.

RESEARCH METHODS

The methodological basis of the study is the conceptual development of domestic and foreign scientists in the field of adaptive learning, the study of innovative methods of organising the educational process in higher education institutions using adaptive learning formats.

A set of general scientific methods was used to organise the study. Theoretical methods contributed to the generalisation and analysis of psychological and pedagogical literature, regulatory framework, which made it possible to identify key aspects of the problem of adaptive learning. Empirical methods of selecting research material (surveys of higher education applicants, study of the regulatory framework), interviews with academic staff on their readiness to implement ideas, forms and models of adaptive learning in the educational process of modern educational institutions.

RESULTS OF THE RESEARCH

«Adaptive learning is a learning technology that is based on building an individual learning trajectory for education applicants, taking into account his or her current knowledge, abilities, motivation and other characteristics» (Sikora, 2022).

Adaptive learning is the provision of full-fledged learning on an individual basis according to a personally created programme and taking into account the individual trajectory of personal development.

Adaptive learning is becoming more and more popular in modern education, as it allows for the needs and abilities of each student to be taken into account. Adaptive learning can optimise the educational process in higher education institutions in several ways. It allows you to create personalised learning paths that take into account the level of preparation, learning style and interests of each student. This helps to increase their involvement and motivation to acquire knowledge and develop professional competences. Adaptive technologies can provide real-time feedback, allowing teachers to respond quickly to students' needs. It also promotes the development of independent learning skills, which is key in the modern world (Liashenko, 2017).

Adaptive learning technologies can be used in different ways.

Firstly, these are adaptive platforms and software that adjust the educational content of a discipline (educational component of an educational and professional programme) to individual needs and opportunities to organise learning interaction of students, offering materials and tasks of the appropriate level of complexity.

Secondly, it is the use of analytics of educational data from electronic journals, digital platforms (Zoom, Google Meet, Classroom, Moodle, D-learn) to monitor student progress and adjust the educational process in online and offline modes. Finally, it is the use of intelligent tutors or chatbots that can provide students with instant feedback and support.

Adaptive learning is implemented at three educational levels:

- at the level of certain territories (as the educational space of a country, region, city, where there are enough higher education institutions of different types and levels);
- at the level of a higher education institution (adaptive university);
- at the level of the classroom (adaptive learning system).

Adaptive learning involves a flexible system of organising classes, taking into account the individual characteristics of students. In this process, special attention is paid to the student's personality, chosen leading activities, personal and professional qualities, and the level of competence.



When applying an adaptive learning system in a modern higher education institution, a teacher must clearly understand what tasks can be achieved through the use of this type of learning and what problems need to be solved for its successful implementation.

There are several popular platforms that can be useful for adaptive learning. For example, Smart Sparrow allows you to create interactive courses with adaptive elements. In this context, it is interesting to note the developments of Knewton (USA), which has developed the adaptive learning platform of the same name and is successfully leading the way among progressive platforms of this type.

Knewton offers an adaptive learning platform that uses data analysis to personalise learning. Adaptive learning researcher Yu. Nosenko notes that «Knewton’s adaptive learning platform provides continuous adaptability, constantly accumulating data about each pupil/student and properly building an individual learning trajectory, generating appropriate recommendations in real time» (Nosenko, 2018).

Another effective resource is DreamBox. This educational platform specialises in adaptive mathematics teaching for different levels.

These programmes can be integrated into the educational process in order to make the learning of higher education applicants more effective and individualised.

We agree that «of course, there are no identical pupils/students - each person learns, perceives and assimilates didactic material at his/her own pace, based on his/her own previous experience, mental characteristics (voluntary attention, memory, intellectual capabilities, specificity of thinking, temperament) etc. In this regard, the creation of a universal software tool that can quickly and efficiently, in real time, «track» all these features and «respond» appropriately is an extremely difficult task» (Nosenko, 2020). Adaptive learning is a type of learning in which education applicants are provided with appropriate individual resources (textbooks, didactic materials, software, video support of lecture material), options for learning in simulation laboratories, workshops and seminars to meet the realisation of their unique abilities and the goals and mission of the individual trajectory of personal development through adaptive learning technologies.

The combination of components of adaptive learning, educational content through the educational content of first-, second-, and third-order disciplines forms an integral adaptive system, the model of which is shown in Fig. 1.1.

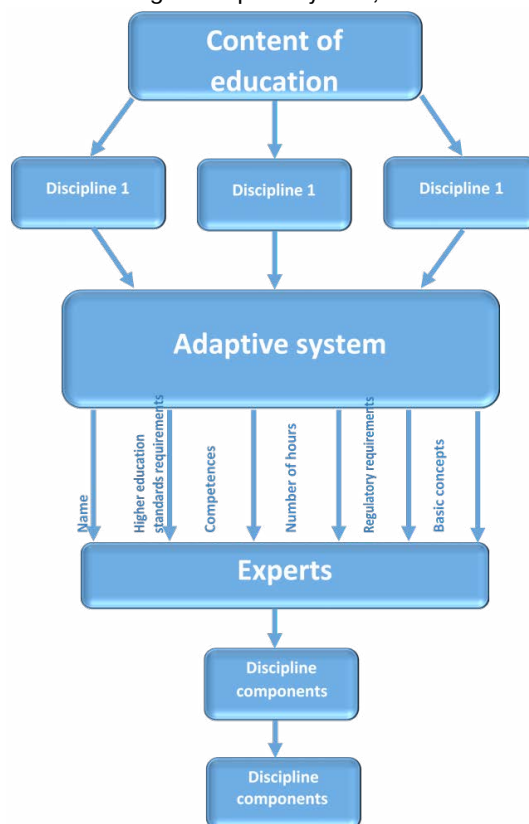


Fig. 1.1. The system of adaptive learning in HEI.

The leading tools of adaptive learning are technologies, the interactive format of which allows you to establish interaction with the student in real time.

«Adaptive learning technologies are technologies that are used in the educational process and can respond in real time to student actions and support the learning process step by step» (Sikora, 2022). Such technologies play the role of a teacher’s assistant, a personal tutor, and automatically provide help, advice, and support to each student individually.



Intelligent centres of adaptive technologies accumulate analytical information on how students answer questions, how quickly they cope with group or individual tasks, and how they react to difficulties. After appropriate synthesis of the information, the teacher's further actions, the amount of educational material and the time for its preparation and delivery are determined.

Adaptive learning technologies include the following components: adaptive educational content, sequence and time of study, adaptive survey, assessment forms (adaptive mode of test control and self-control).

The optimal solution for using adaptive learning technologies is to organise learning interaction with a personal tutor according to an individual schedule at a time convenient for everyone. However, such cooperation is quite resource-intensive and expensive, and cannot be successfully organised for large flows of students at the same time.

Adaptive learning technology helps to save teachers' time, provides ample opportunities for individualised learning, reveals problem areas in the educational process, analyses the appropriateness of the choice of the algorithm of students' learning activities and the time spent on studying the material.

Adaptive learning technologies with the help of digital resources and innovative interaction tools help to optimise students' learning activities in real time and build an individual flexible learning path.

Adaptive learning can be implemented in HEIs in various forms. The main ones include:

Adaptive courseware, whose software adjusts the complexity and type of learning material based on the student's level of performance.

Adaptive tests are tests that change the level of difficulty of questions depending on the student's answers to more accurately assess their knowledge. «An adaptive test should consist not only of tasks of optimal complexity relevant to the acquired level of competence of the subject of study, but also diagnose potential difficulties that may arise in the course of further study. Therefore, the set of tasks during adaptive testing for each student will be different and will differ both quantitatively and qualitatively - in terms of the difficulty of tasks, time of their execution, sequence and form of presentation, etc.» (Fedoruk, 2008).

Intelligent educational systems are systems that use artificial intelligence to personalise learning by offering relevant individual tasks and providing quality feedback. Such intelligent open systems include massive open online courses (MOOCs) with adaptive elements.

Massive open online courses (MOOCs) are online courses with large-scale interactive participation and open access via the Internet. MOOCs, in addition to traditional materials and programmes, contain innovative resources for creating platforms for interactive forums to establish effective interaction between all subjects of the educational process.

It is worth noting that in the early 2000s, video recordings of lectures on university subjects began to appear on the Internet in free access. However, it was only the process of creating massive online courses that made it possible to establish broad interactive interaction between higher education students and teachers online.

MOOCs are an innovative form of distance learning that is actively developing in the global educational practice. Such forms of education are designed for students of different levels of training - both beginners and experienced professionals.

Online courses of this format can be tailored to the individual curriculum of the education applicants, choosing the appropriate time and pace of learning, educational components of free choice, according to the level of knowledge and individual development trajectory of each participant in the educational process. These types of adaptive learning help make the educational process more individualised and effective.

«Adaptive systems and platforms are currently evolving, gradually gaining favour with users. Such systems are better and faster to set up and are open to modifications. Their algorithms process the results of each pupil/student in real time and, depending on this, adjust the content, pace, etc., which ultimately contributes to the personalisation of learning, building effective individual educational trajectories» (Nosenko, 2020).

Adaptive learning can be applied to various subjects in higher education institutions. In pedagogy, adaptive platforms can be used to study the theory and practice of teaching, allowing students to learn on an individual trajectory.

In psychology, adaptive systems can help learn complex concepts through personalised tasks and tests that adapt to the student's level of knowledge.

In the field of economics and management, adaptive learning can help students learn complex concepts at their own level by providing content and tasks that are relevant to their knowledge and skills.

Such technologies can also be useful in other fields, such as philology, foreign languages, medical disciplines, as a variant of a workshop or final colloquium, art history, computer science, etc.

In general, adaptive learning is used in all disciplines where it is possible to personalise the learning process according to the level of knowledge and abilities of students.

The use of adaptive learning technologies in the educational process of higher education institutions helps to prevent educational losses and gaps in knowledge, provided that students are individually trained, and acquire the desired level of knowledge.

The analysis of trends in educational processes confirms the effectiveness of adaptive learning technologies in case of the need for changes in the educational process.

Adaptive learning is often called universal because it can be adapted to different educational contexts. However, it is worth noting that the use of adaptive learning has its positive and negative aspects.

Among the positive aspects are the following:



- Individualisation of the educational process - learning is tailored to the needs and level of each student, which significantly increases efficiency.
- Flexibility of the learning mode gives students the opportunity to study at their own pace, focusing on the aspects that are problematic for them.
- Adaptive systems provide instant feedback, which helps to quickly establish communication, identify and eliminate knowledge gaps.

Among the negative aspects of implementing adaptive learning is the high cost of developing and implementing adaptive systems can be expensive. This includes purchasing software, setting it up, maintaining it, and updating it.

Technical limitations on the use of adaptive learning technologies. Not all educational institutions have the necessary infrastructure to support adaptive technologies. In addition, teachers need to be trained and adapt their working methods to new technologies. This may require additional effort and time, which can be problematic in resource-limited environments.

Thus, the implementation of adaptive learning requires careful planning, resources, and close monitoring to avoid or minimise these negative effects.

Teaching in an adaptive system is not only about communicating new information to students, but also about teaching them how to work independently, self-control, mutual control, research techniques, the ability to acquire knowledge, summarise and draw conclusions, and capture the main points in a condensed form. The ability to work independently is something a student must learn. The main feature of the adaptive learning system is a significant increase in the time for independent work in the classroom and, as a result, the normalisation of students' workload with independent work at home.

Thus, adaptive learning is an innovative educational technology or virtual educational system designed to ensure equal access to quality education for all categories of higher education applicants. It is the combination of educational equipment and learning software into a single solution for all students to gain knowledge. By using adaptive learning technologies in the educational process, teachers can offer students a unique combination of sequencing of content and providing instructions that act as good motivators for mastering academic disciplines (Liashenko & Zhuk, 2008).

Continuous improvement of applied skills and the need for new professional competencies. In order to work with adaptive learning technologies, teachers may need additional knowledge and practical skills in working with software to effectively implement them in their disciplines. Adaptive learning can improve the quality and effectiveness of the educational process by making it more personalised and efficient, and it also helps to increase accessibility by providing a variety of learning and feedback methods to help students with different abilities and backgrounds. In general, adaptive learning can significantly improve the quality of education, but requires careful planning, clear analysis, and well-thought-out implementation techniques.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, it is worth noting that the implementation of adaptive learning in a higher education institution is a complex, long-term process associated with systemic transformations, restructuring of the educational process (pedagogical system of higher education institutions) in accordance with the needs and demands of higher education applicants, taking into account their individual educational trajectories and developmental features. Identification of priority learning objectives during updating the content of syllabuses, educational professional programmes, information and didactic materials. The successful application of adaptive learning involves updating the content of the educational components of the EPP (competences, programme learning outcomes).

Further scientific research is associated with the improvement of the mechanisms for implementing adaptive learning technologies and effective software and methodological support for the educational process.

REFERENCES

- Bondar V., Shaposhnikova, I. (2013). Adaptive learning of students as a prerequisite for the implementation of a competence-based approach to teacher training. *Ridna Shkola*, 11, 36-41. URL: http://nbuv.gov.ua/UJRN/rsh_2013_11_ [in Ukrainian]
- Liashenko, O. I. (2017). Adaptive learning as a feature of modern didactic systems. Annotated results of the research work of the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine for 2017. K.: Institute of Pedagogy. URL: https://undip.org.ua/wp-content/uploads/2021/08/anotovani_2017.pdf [in Ukrainian]
- Nosenko, Yu. G. (2018). Adaptive learning systems: essence, characteristics, state of use in domestic teacher education institutions. *Physical and mathematical education*. 3 (17), 73-78. [in Ukrainian]
- Nosenko, Yu. G. (2020). Analytical review of Knewton as a platform for personalisation of educational content. *Information technologies in education*, 44 (3), 65-76. [in Ukrainian]
- Sikora, Y. B. (2022). The essence of the adaptive system of professional training of future specialists in information technology. *Science and technology*, 13(13), 367-379. [in Ukrainian]
- Test technologies for assessing students' competences (2017). Edited by Liashenko O. I., Zhuk, Yu. O. Kyiv: Sam Publishing House. 128. [in Ukrainian]
- Fedoruk, P. I. (2008). Adaptive system of distance learning and knowledge control based on intelligent Internet technologies. Ivano-Frankivsk: Publishing and Design Department of CIT. 326. [in Ukrainian]

Received 10.05.2024
Accepted 30.05.2024

**Оксана КОНДУР,**

доктор педагогічних наук, професор, декан педагогічного факультету,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana KONDUR,

Doctor of Pedagogical Sciences, Professor, Dean of the Pedagogical Faculty,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oksana.kondur@pnu.edu.ua
ORCID ID 0000-0001-9342-1127

Оксана ЦЮНЯК,

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

Oksana TSIUNIAK,

Doctor of Pedagogical Sciences, Professor of Department of Primary Education and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oksana.tsiuniak@pnu.edu.ua
ORCID ID 0000-0002-4573-1865

Світлана ВЕРБЕЩУК,

кандидат педагогічних наук, викладач кафедри початкової освіти та освітніх інновацій,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Svetlana VERBESCHUK,

Candidate of Pedagogic Sciences (Ph.D.), Department of Primary Education and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
svitlana.verbeshchuk@pnu.edu.ua
ORCID ID 0000-0002-4209-416X

УДК 378.147

ІНТЕГРАЦІЯ ТА ЦИФРОВІЗАЦІЯ ЯК СУЧАСНІ ОСВІТНІ ТRENДИ

Анотація. У статті розглянуто актуальність інтеграційного підходу та цифровізації в освіті, зокрема їх значення для початкової школи. Підкреслено, що інтеграція сприяє формуванню міжпредметних зв'язків, розвитку критичного мислення, креативності та цілісного розуміння світу. Використання інтеграційного підходу дозволяє побудувати цілісне розуміння матеріалу, підвищуючи мотивацію дітей до навчання. Висвітлено роль цифровізації у впровадженні інтеграційного підходу, яка надає нові можливості для навчання учнів та вдосконалення освітнього процесу. Цифрові інструменти сприяють створенню адаптивного навчання, що враховує індивідуальні особливості учнів. Описано сучасні цифрові інструменти, які ефективно підтримують міжпредметне навчання. Наведено приклади їх використання для створення інтегрованих уроків і проєктів.

Зроблено акцент на необхідності підготовки майбутніх педагогів до впровадження інтеграційного навчання з використанням цифрових технологій, що включає педагогічну практику та розвиток професійних цифрових компетентностей. Підготовлений учитель здатен впроваджувати ці елементи в навчальний процес, забезпечуючи його відповідність сучасним вимогам. Учитель, який володіє цифровими технологіями та методиками інтеграції, допомагає учням не лише засвоювати знання, а й розвивати критичне мислення, креативність, комунікативні навички та цифрову грамотність.

Ключові слова: інформатизація освіти, інтеграція в освіті, підготовка вчителя, освітній простір, початкова школа, цифрове покоління, цифрові інструменти.

INTEGRATION AND DIGITALIZATION AS MODERN EDUCATIONAL TRENDS

Abstract. The article examines the relevance of the integration approach and digitalization in education, in particular their significance for primary school. It is emphasized that integration contributes to the formation of interdisciplinary connections, the development of critical thinking, creativity and a holistic understanding of the world. The use of an integration approach



allows building a holistic understanding of the material, increasing children's motivation to learn. The role of digitalization in the implementation of an integration approach is highlighted, which provides new opportunities for teaching students and improving the educational process. Digital tools contribute to the creation of adaptive learning that takes into account the individual characteristics of students. Modern digital tools that effectively support interdisciplinary learning are described. Examples of their use for creating integrated lessons and projects are given.

The emphasis is placed on the need to prepare future teachers for the implementation of integration learning using digital technologies, which includes pedagogical practice and the development of professional digital competencies. A trained teacher is able to introduce these elements into the educational process, ensuring its compliance with modern requirements. A teacher who is proficient in digital technologies and integration techniques helps students not only acquire knowledge, but also develop critical thinking, creativity, communication skills, and digital literacy.

Keywords: informatization of education, integration in education, teacher training, educational space, primary school, digital generation, digital tools.

INTRODUCTION

The problem formulation. The modern educational process requires teachers to be able to build learning on an integrative basis, which involves combining knowledge from different subject areas into a single educational system. This allows children to create a holistic perception of the world, improve their understanding of interdisciplinary connections, and develop critical thinking and creativity. The use of digital tools in the educational process of primary school helps to develop not only mathematical, language, and digital skills of students. With their help, interdisciplinary connections can be easily formed. Therefore, it is important to correctly select and apply modern information technologies to create an integrated learning space. Future teachers need to be taught this. This approach meets the requirements of modern educational reform.

Analysis of recent research and publications. In the context of education reform, one of the key aspects is the integration of digital tools into the educational process. The issue of digitalization of education is devoted to the publications of many scientists, in particular, it was studied by S. Bader, V. Bykov, O. Bilyakovska, L. Bogdanovich, A. Gurzhiy, R. Gurevich, M. Zhaldak, T. Koval, A. Kocharyan, V. Lapinsky, S. Lytvynova, A. Lytvyn, N. Morse, O. Ovcharuk, O. Piskun, L. Romanyshyna, O. Spivakovsky, O. Spirin, M. Shyshkina, M. Shvardak, L. Sushchenko etc.

Modern problems of organizing the educational process on an integrative basis were studied by I. Bekh, N. Bibik, S. Goncharenko, M. Grinova, M. Masol, M. Murashchenko, L. Nikolenko, O. Savchenko, S. Skvortsova, V. Fomenko, etc. It should be noted that pedagogical integration is interpreted differently by researchers, depending on the objects and levels of its application in education.

AIM AND TASKS RESEARCH – analyze the features of using digital tools for the effective implementation of an integration approach in the educational process.

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

RESULTS OF THE RESEARCH

The idea of integrated learning is currently extremely relevant, since its successful methodological implementation is expected to achieve the goal of quality education (Yakimchuk, Kolupaeva, 2019). Examples of the use of integrative educational technologies in higher education institutions and their effectiveness are presented in more detail in our work (Mykhailyshyn & Kondur, 2022).

The integration approach is becoming an important component of the pedagogical activity of primary school teachers. It involves combining different academic disciplines in order to achieve better assimilation of knowledge through the creation of interdisciplinary connections. We agree with T. Zasekina that «establishing connections between different scientific fields leads to new ways of thinking and knowledge, combines different abilities, develops critical thinking and forms a deep understanding of the overall picture of the world» (Zasekina, 2020, p.64). The global task of integration is not so much to combine separately existing educational subjects or parts into a whole, but to extend the principle of expediency to the entire content of education.

Integration increases students' interest, allows them to be taught not in isolation within a specific discipline, but in the context of real situations that form a holistic vision of the world. In the context of primary school, integration involves the joint use of materials from different subjects, which allows students to develop critical thinking and creativity.

In recent years, the informatization of education has been actively taking place (Kondur & Fuchynska, 2021). Digital technologies not only change the way material is presented, but also provide new opportunities for student development, particularly in primary school. Thanks to information technologies, it is possible to improve students' access to various educational materials through educational online platforms and electronic textbooks. In the process of working with digital technologies, students acquire the skills necessary for successful adaptation to the modern information environment and develop digital literacy.

The interactivity of digital tools helps to activate students in the learning process. They can work with materials in the lesson. At the same time, digital content is available to children anywhere and at any time. This stimulates the development of their independent work.

The integration of digital tools into the educational process is especially effective at the primary school stage, when children are still forming the foundations of their cognitive abilities.



Generations X, Y, Z and Alpha perceive the integration approach in education differently, which is due to the technological and socio-cultural characteristics of their development.

Generation X (born in 1965–1980) grew up in a world where information was less accessible than today. This generation is inclined to more structured and systematic learning, which did not always include the integration of subjects. They value a deep understanding of each discipline separately, so it may take them time to adapt to an integrative approach, where knowledge from different disciplines is combined into a single topic. At the same time, representatives of this generation, who are educators in the educational process today, are more likely to introduce innovative methods, as they strive to provide modern and practical learning for younger generations.

Generation Y (millennials born between 1981 and 1996) has actively integrated into the digital age and perceives learning through technology and a multidisciplinary approach. They easily accept integration as a way of learning because it fits their style of working with information - fast search, adaptation to change and interdisciplinary thinking. Millennials are flexible in applying knowledge and open to learning at the intersection of several disciplines. This approach contributes to their ability to integrate knowledge in professional life, particularly in areas such as technology and creative industries. (Șchiopu, Nica, Pădurean & Țală, 2023)

Generation Z (born between 1997 and 2012), who grew up in the era of smartphones and social networks, is accustomed to visual and interactive presentation of information. They prefer active learning methods, including an integration approach, where they can see the practical application of the material. This generation values learning that has real-world applications and enjoys integrated projects and interdisciplinary learning, especially through digital tools and virtual platforms. They are prone to independent research, so they like methods where they can find connections between different subjects themselves. (Koulopoulos & Keldsen, 2016).

Generation Alpha (born since 2013) is the first digital generation, as they were born into a world of technology. They have been exposed to remote classrooms, tablets, and ubiquitous streaming services since early childhood. They will be influenced by new uses of artificial intelligence (AI) through both voice assistants and natural language processing tools such as ChatGPT. This generation is learning in an environment where an integrative approach is central to education. Alphas easily adapt to interactive, digital, and flexible learning that encompasses the simultaneous use of different disciplines.

Therefore, an integrative approach promotes a deep understanding of the connections between disciplines for all generations, but is best understood by millennials, Gen Z, and Alphas. At the same time, technological developments allow us to adapt this approach to the needs of each of them: from structured learning for Generation X (lifelong learning) to an interactive and digital environment for Generation Alpha.

Generation Alpha children are accustomed to instant feedback and visual learning tools, so integration through practical exercises, the use of VR and AR technologies, and artificial intelligence (AI) is extremely effective for them.

“It is obvious that the model of education for children of the digital generation should be different from the one that exists now, and school should not turn into a drill, the child should feel the joy of learning» (Kondratenko & Manilova). S. Skvortsova and O. Onoprienko justify that «representatives of the digital generation are mainly visual people who need a clear schematization of educational actions. To take into account this ability of modern children, textbooks, study notebooks, multimedia presentations should implement printing tools - highlighting words that need attention in color; using a system of arrows and bars that help the student establish connections or prompt certain operations and are components of the guiding basis of action» (Skvortsova & Onoprienko, 2020). At the same time, scientists in the publication (Skvortsova, Onoprienko & Britzkan, 2020) warn about the possible risks of deterioration of cognitive processes in modern students through uncontrolled interaction with the virtual environment. Therefore, it is necessary to satisfy the needs of modern children in the use of information technologies, but this virtual reality must be controlled by the teacher. Then it implements educational goals, involves the child in collective activities.

The issues of digital transformation of education, which includes training future teachers in the use of digital tools and technologies for organizing integrated learning, are actively addressed by scientists from the Institute of Digitalization of Education of the National Academy of Pedagogical Sciences of Ukraine. Their recommendations (Scientific and Methodological Support for the Digitalization of Education in Ukraine ...) help future teachers use multimedia resources, digital platforms and interactive tools to create a flexible and convenient educational environment adapted to the individual needs of students. When training future teachers, it is necessary to focus on the fact that digital tools can effectively organize interdisciplinary classes. There are various types of practices for integrating digital tools into learning on an interdisciplinary basis. In particular, using digital tools, students can be offered to create projects that cover several subject areas. For example, in a lesson on the subject "I Explore the World", students virtually model an ecosystem using mathematical calculations, research natural science issues, and apply artistic skills in the form of spatial visualization.

Using digital platforms like Google Classroom and Moodle, teachers can integrate different subjects so that students can work with materials from math, science, art, etc. at the same time.

The digital tool Canva is convenient for creating visual materials that can be part of integrated lessons. Future teachers can use Canva to develop integrated presentations that combine elements of different subjects in one topic.

The interactive application Kahoot! can be used to create integration quizzes that will consist of tasks from several subjects. It is good to combine math with elements of science or language. This way, students develop an idea of integration in the learning process.



Using VR/AR tools, students can immerse themselves in an interactive environment where they can study educational objects from different perspectives. Such virtual simulations create conditions for experiments and research in which students can see examples of interdisciplinary thinking and learning.

Effective is the development of cases that require the integration of knowledge from different fields. For example, the analysis of a problematic environmental situation using mathematical knowledge. In this way, Case Study develops critical thinking in students, forms skills in analyzing and solving complex problems.

Cross-curricular quests, organized using digital tools, help students integrate knowledge from different subjects in an interesting way. For example, in a mathematics lesson, you can create a task, the solution of which will give students a clue for the next stage of studying material from language or literature.

In the context of the New Ukrainian School, the educational environment should be creative, ensure the use of different forms of work, promote the development of a sustainable cognitive interest in students, form needs for knowledge and motivate them to learn (Savchenko, 2018). The use of digital technologies and tools, such as computers, gadgets, interactive whiteboards and visualization tools, is a necessary step in the development of education, which will increase the efficiency and interactivity of the learning process. Using digital technologies in the educational process, the teacher can achieve a new educational result that will meet the requirements of a modern digital society. In particular, students will be able to study not only traditional educational fields, but also acquire skills in working with artificial intelligence, big data, programming, etc. (Goncharova, 2024).

An important form of training a future teacher to use digital tools and implement integration processes in teaching is pedagogical practice. We agree with the opinion of O. Pyskun that «during pedagogical practice, future teachers have the best opportunities to master the techniques of working with an interactive whiteboard/panel, as well as to improve their digital skills in creating the necessary educational content and, most importantly, to test it in action, to assess the advantages and disadvantages in organizing interactive interaction of applicants» (Pyskun, 2024. p.67)

Future teachers should be fluent in modern digital interactive tools in order to effectively use them in their further professional activities. Therefore, significant attention should be paid to the formation of these competencies during student training.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The integration of digital tools into the primary school learning process is an important stage in the development of modern education. The use of digital technologies not only enriches the learning process, but also opens up new opportunities for the development of interdisciplinary connections. Modern digital tools contribute to the development of students' critical thinking, help them better assimilate the material and develop practical skills necessary for life in the digital world. Therefore, it is important that educational institutions actively implement these tools to form students who are ready for the challenges of modern society.

Preparing primary school teachers to use digital tools in an integrated approach is a necessary condition for ensuring the effectiveness of the educational process. This contributes to the formation of basic 21st century competencies in students, improves the quality of education, and stimulates the development of a modern school.

REFERENCES

- Honcharova I.P., (2024). Tsyfrovi tekhnologii v osviti yak zasib pokrashchennia dostupnosti ta efektyvnosti navchannia.[Digital technologies in education as a means of improving the accessibility and effectiveness of learning] URL: https://lib.iitta.gov.ua/734946/1/Гончарова_тези.pdf [in Ukrainian]
- Kondratenko L, Manylova L. Shkilni problemy ditei informatsiinoi ery [School problems of children of the information age] ULR: <https://core.ac.uk/download/pdf/141487958.pdf> [in Ukrainian]
- Kondur O., Fuchynska N. (2021) Information society and informatization of education. Mountain school of Ukrainian Carpaty. № 24. 11-15.
- Kouloupoulos, T., & Keldsen, D. (2016). Gen Z Effect (1st ed.). Taylor and Francis. Retrieved from <https://www.perlego.com/book/1573131/gen-z-effect-the-six-forces-shaping-the-future-of-business-pdf> (Original work published 2016)
- Mykhailyshyn H., Kondur O., Sorokolita O., Dyakiv I., Kryzhanivska A. (2022) Integrated Technologies in the Educational Process of Professional Training AD ALTA: Journal of Interdisciplinary Research. 2022. Vol. 12, Issue 2, Special Issue XXIX. 160- 165.
- Naukovo-metodychne zabezpechennia tsyfrovizatsii osvity Ukrainy: stan, problemy, perspektyvy. [Naukovo-analitychna dopovid Scientific and methodological support for the digitalization of education in Ukraine: status, problems, prospects. Scientific and analytical report] V.Iu. Bykov, O.I. Liashenko,S.H. Lytvynova, V.I. Luhovyi, Yu.I. Malovanyi, O.P. Pinchuk, O.M. Topuzov /za zah. red. V.H. Kremenia. Kyiv: ITS O NAPN Ukrainy, 2022. 96. [in Ukrainian]
- Pyskun O. (2024) Pidhotovka maibutnikh pedahohiv do zastosuvannia tsyfrovyykh zasobiv dlia orhanizatsii interaktyvnoi vzaiemodii uchasnykiv osvitnoho protsesu. [Preparing future teachers to use digital tools to organize interactive interaction between participants in the educational process] Visnyk Natsionalnoho universytetu "Chernihivskiy kolehium" imeni T. G. Shevchenka. Tom. 182. №26. 64-68. [in Ukrainian]
- Tsyunyak,O.P. (2021). Vykorystannya tsyfrovyykh tekhnologiy u profesiyniy pidhotovtsi maybutnikh pedahohiv u zakladakh osvity [Use of digital technologies in professional training of future teachers in educational institutions]. Pedahohika formuvannya tvorchoyi osobystosti u vyshchii i zahal'noosvitniy shkolakh –Pedagogy of creative personality formation in higher and secondary schools. 75 (3). 128–133. [in Ukrainian].
- Savchenko O. A. (2018) Pochatkova osvita v konteksti idei Novoi ukrainskoi shkoly i uchniv. [Primary education in the context of the ideas of the New Ukrainian School and students] Dyrektor shkoly, litseiu, himnazii. T. 19. № 2. 4–10. URL: <https://director-ua.info/index.php/dslg/article/view/51> [in Ukrainian]
- Şchiopu A., Nica A-M., Pădurean A., Ţală M-L. (2023) Generation Z vs. generation Y: different from or similar? a comparison of centennials and millennials regarding the use of social media for travel purposes. Cactus Tourism Journal Vol. 5, No. 1. New Series, 20-35.



- Skvortsova S., Onopriienko O. (2020). Nova ukrainska shkola: metodyka navchannia matematyky u 3-4 klasakh zakladiv zahalnoi serednoi osvity na zasadakh intehtatyvnoho i kompetentnisnoho pidkhodiv.[New Ukrainian School: Methodology for Teaching Mathematics in Grades 3-4 of Secondary Education Institutions Based on Integrative and Competency-Based Approaches] URL: <https://nuschool.eu/lessons/mathematics/3-4klas/2.html> [in Ukrainian]
- Shvardak,M.V. (2023). Tsyfrovi interaktyvni tekhnolohiyi v osvith'omu protsesi pochatkovoyi shkoly [Digital interactive technologies in the educational process of primary school]. Naukovyy zhurnal Khortyts'koyi natsional'noyi akademiyi. Seriya «Pedagogika. Sotsial'na robota»–Scientific journal of the Khortytsk National Academy. Series «Pedagogy. Social work».Zaporizhzhia, Ukraine. 1. 39–49. [in Ukrainian]
- Skvortsova S., Onopriienko O., Britskan T. (2020) Osoblyvosti navchannia matematyky v pochatkovii shkoli ditei tsyfrovoho pokolinnia. [Peculiarities of teaching mathematics in primary school to children of the digital generation] Problemy suchasnoho pidruchnyka : zb. nauk. prats / [red. kol. ; holov. red. – O. M. Topuzov]. Kyiv: Pedahohichna dumka, V. 25. 160-181. [in Ukrainian]
- Zasiekina T. (2020) Intehtatyvnyi pidkhid u shkilnii pryrodnychii osviti. [Integrative approach in school science education] Ukrainskyi pedahohichnyi zhurnal. № 4. 61-68. URL: http://nbuv.gov.ua/UJRN/ukrpj_2020_4_7 [in Ukrainian]
- Yakymchuk A.Ia., Kolupaieva T.Ie. (2019) Nova ukrainska shkola: intehtatsiinyi pidkhid u pochatkovii zahalnoi osviti. [New Ukrainian school: an integration approach in primary general education] Nauka, osvita, suspilstvo ochyma molodykh. 165-167. [in Ukrainian]

Received

12.04.2024

Accepted

02.05.2024

**Неоніла КРИВЦУН,**

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

Neonila KRYVTSUN,

Postgraduate student at the Department of Pedagogy and Educational Technologies named after B. Stuparyk,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

neonilakryvtsun@gmail.com

ORCID ID 0000-0002-3619-0083

УДК 37+929(477)

РОЗВИТОК ЗАРУБІЖНОЇ ПЕДАГОГІЧНОЇ ДУМКИ В РЕЦЕПЦІЇ УКРАЇНСЬКИХ НАУКОВЦІВ

Анотація. Актуальність статті зумовлюється потребою осмислення нагромадженого в українській педагогічній науці масиву наукових праць про персоналії, які уособлюють розвиток зарубіжної педагогічної думки. Мета статті полягає в здійсненні синтезованого аналізу досліджень українських компаративістів про носіїв зарубіжної педагогічної думки задля визначення здобутків, вузьких місць і перспектив розвитку історіографії цієї проблеми. У процесі її підготовки використано методи: загальнонаукові (аналіз і синтез, індукція і дедукція, узагальнення і порівняння); міждисциплінарні (історико-генетичний, історико-структурний, ретроспективний); частково-наукові (контент-аналіз, дискурс-аналіз); історіографічні (монографічний, аналізу основного корпусу джерел, аналізу системи знань). Результати дослідження полягають у з'ясуванні значення і впливу на історіографію порушеної проблеми знакових підручників і навчальних посібників М. Гриценка (1973), В. Кравця (1996), І. Зайченка (2010), Д. Скільського (2011); визначенні групи праць методичного спрямування, які призначені для підготовки до лекційних і семінарських занять, організації самостійної роботи та навчально-наукової праці; виявленні тенденції щодо розширення наукового і навчально-методичного контенту з порушеної проблеми завдяки міждисциплінарним студіям з філософії, психології, історії культури та ін.

Проаналізовано процес нарощування нових знань з досліджуваної проблеми, який відображають різновидові науково-аналітичні студії (монографії, дисертації, статті, матеріали конференцій). За підходами до вивчення персоналії як носіїв зарубіжної педагогічної думки їх поділено на дві групи: 1) умовно «просопографічні», які вивчають формальні і неформальні спільноти діячів як представників певних наукових, педагогічних, освітніх течій, напрямів, шкіл; 2) персоналізовані, які зосереджуються на вивченні окремих діячів (біографій).

Ключові слова: зарубіжна педагогічна думка, педагогічна персоналія, педагогічна компаративіста, педагогічна біографістика, історіографія української історико-педагогічної науки, просопографія.

EVOLUTION OF FOREIGN PEDAGOGICAL THOUGHT IN THE RECEPTION OF UKRAINIAN SCIENTISTS

Abstract. The relevance of the article is determined by the need to comprehend the accumulated in the Ukrainian pedagogical science array of scientific works about personalities who personify the development of foreign pedagogical thought. The purpose of the article is to carry out a synthesised analysis of the research of Ukrainian comparativists on the bearers of foreign pedagogical thought in order to identify the achievements, bottlenecks and prospects for the development of the historiography of this problem. In the process of its preparation, the following methods were used: general scientific (analysis and synthesis, induction and deduction, generalisation and comparison); interdisciplinary (historical and genetic, historical and structural, retrospective); partial scientific (content analysis, discourse analysis); historiographical (monographic, analysis of the main body of sources, analysis of the knowledge system). The results of the study are to clarify the significance and influence on the historiography of the problem raised by the landmark textbooks and manuals by M. Hrytsenko (1973), V. Kravets (1996), I. Zaichenko (2010), D. Skilskyi (2011); identifying a group of methodological works intended for preparation for lectures and seminars, organisation of independent work and educational and scientific work); identifying the tendency to expand the scientific and educational content on the problem raised through interdisciplinary studies in philosophy, psychology, cultural history, etc.

The article analyses the process of building up new knowledge on the problem under study, which is reflected in various types of scientific and analytical studies (monographs, dissertations, articles, conference materials). According to the approaches to the study of personalities as carriers of foreign pedagogical thought, they are divided into two groups: 1) conditionally 'prosopographical', which study formal and informal communities of figures as representatives of certain scientific, pedagogical, educational trends, directions, schools; 2) personalised, which focus on the study of individual figures (biographies).

Keywords: foreign pedagogical thought, pedagogical personality, pedagogical comparativist, pedagogical biography, historiography of Ukrainian historical and pedagogical science, prosopography.



INTRODUCTION

The problem formulation. Ukrainian pedagogical science has accumulated a significant body of research on the development of foreign pedagogical thought, which requires analysis and comprehension. In a broad sense, this formulation of the problem refers to the entire body of research by Ukrainian scholars on foreign personalities. Therefore, in this article we present a general description of its two main components – educational literature and scientific and analytical studies, as well as important historiographical features of the problem.

RESEARCH AIM AND TASKS

to carry out a synthesised analysis of the research of Ukrainian comparativists on the carriers of foreign pedagogical thought in order to identify the achievements, bottlenecks and prospects for the development of the historiography of this problem.

RESEARCH METHODS

The following methods were used in the preparation of the study: general scientific (analysis and synthesis, induction and deduction, generalisation and comparison – to determine its logic and content orientation); interdisciplinary (historical-genetic, historical-structural, retrospective - to determine the dynamics, stages, trends of the historiographical process); partially scientific (content analysis, discourse analysis – to study various aspects of the development of foreign pedagogical thought); historiographical (monographic, analysis of the main body of sources, analysis of knowledge systems – for critical analysis of historical and pedagogical literature and individual works).

RESULTS OF THE RESEARCH

Despite the predominantly negative attitude to the work of Ukrainian Soviet historical and pedagogical science, it is worth noting the landmark textbook 'History of Pedagogy' edited by M. Hrytsenko, which had a significant impact on the development of its post-Soviet historiography. It is characterised by a high degree of personification, so in modern studies we trace the influence of its authors' characterisations of representatives of pedagogical thought of the Ancient, Renaissance, and Enlightenment periods, in particular, J. A. Comenius, J. Locke, D. Belles, C. A. Helvetius, D. Diderot, J. J. Rousseau, J. G. Pestalozzi, F. A. W. Dysterweg, K. Wander, J. F. Herbert, O. Owen, S. Fourier, A. C. Saint-Simon, and others. Their biographies, main works, core ideas, concepts that define their active role and place in the development of world pedagogical thought are presented in a clearly structured format (Hrytsenko, 1973, pp. 9-70).

These evaluative characteristics apply to two more significant and most cited works by contemporary scholars, 'Foreign School and Pedagogy of the Twentieth Century' and 'History of Classical Foreign Pedagogy and Schooling' (both 1996). They reflect the approaches to the study of world pedagogical thought inherent in the post-Soviet historiographical period of the 1990s. Given the systematic chronological approach and structured format (biographical data; theoretical ideas, views, concepts; educational, methodological, and educational activities, etc.), these works can be called a real 'encyclopedia' of personalities of foreign pedagogical thought. The analysis, interpretation, and evaluation of the work of prominent world teachers presented by the scientist takes these studies beyond the didactic literature and demonstrates their scientific and analytical significance (Kravets, 1996a; Kravets, 1996b).

These features and characteristics to some extent also apply to D. Skilskyi's popular in the scientific and educational environment textbook 'History of Foreign Pedagogy' (2011), which adsorbed methodological approaches to the study of pedagogical personalities abroad during the second historiographical period of 2001-2011. The author's attempts to present their creative ideas and scientific and methodological developments in the context of actualisation of European integration narratives based on interpretations of post-Soviet scientific discourse are evident (Skilskyi, 2011). However, in our opinion, this is also a certain limitation of the work under review, as well as of V. Kravets' work. In both cases, the materials of Soviet and contemporary Ukrainian and Russian authors were articulated, while the work of Western scholars remained virtually unused. This gap in Ukrainian historiography, as we will show below, is filled mainly in dissertations on individual representatives of foreign pedagogical thoughts.

The following works stand out from the refereed works in terms of the format of presentation of the material: 'Essays on the History of the Development of Pedagogical Thought' by S. Sysoiev and I. Sokolova (2003). Each pedagogical personality (including such 'little-known' ones as A. Adler and others) is presented through the prism of a chronology of life: birth, education, appearance of scientific works, educational and social activities, etc. This approach makes sense, as it shows the personality/biography against the background of the era, although it does not always give a clear picture of its role and significance in the development of world pedagogical thought.

Together with another thematically oriented 'History of Foreign Pedagogy' (A. Ratsul et al., 2008), we can outline a gallery of 40-45 pedagogical personalities who, according to the reception developed by Ukrainian scholars, should represent foreign pedagogical thought. According to our analysis, compared to the aforementioned History of Pedagogy of 1973, their list has changed by about 20-25%. Its 'unchanged backbone' is made up of figures of the Renaissance (V. de Feltre, F. Rabelais, T. More, T. Campanella), the New Age (J. A. Comenius, C. A. Helvetius, D. Diderot, J. J. Rousseau, J. G. Pestalozzi, W. Humboldt, A. Dysterwegh, J. F. Herbart, R. Owen, S. Fourier, A. C. Saint-Simon) and a cluster of reformist teachers of the late nineteenth and early twentieth centuries, which will be discussed below.

The so-called philanthropic educators of the late eighteenth and early nineteenth centuries (J. Bazedov, H. G. Saltzman, I. G. Kampe, etc.) constitute the 'second tier' of personalities, which are somewhat less represented in the educational and scientific literature. Ideological, scientific and methodological considerations prompted scholars to adjust the 'pantheon' of foreign personalities. In particular, the representatives of pedagogical thought of the French Revolution of the late eighteenth century (J. A. Condorcet, M. Lepelletier, G. Babeuf) present in Soviet and post-Soviet publications were replaced by figures from North American states, etc.



This trend towards updating and expanding the constellation of representatives of foreign pedagogical thought is reflected in the textbook on the history of pedagogy by I. Zaichenko (Vol. 1; 2010). Compared to the above-mentioned studies, this work is less personalised, as it presents significant factual material on the development of schooling and education abroad. At the same time, it actualises the study of lesser-known personalities by higher education students and the need for substantive scientific research: encyclopaedic scholars of the Arab East (Kindi, Farabi, Biruni, Avicenna, Averroes, Tusi, Ibn Khaldun, etc.); representatives of Byzantine pedagogical thought (Plutarch, Proclus, Porphyry, Edesius of Cappadocia, Ammonius, Damascus, Simplicius, Emperor Justinian, Gregory the Theologian, Basil of Caesarea, Gregory of Nyssa, John Chrysostom, etc.), Jesuit education system (I. Loyola, etc.), European pedagogical thought of the Renaissance and Reformation (B. Lamy, F. Bacon, P. Charron, R. Descartes), the New Age (W. Rathke), the North American states of the Enlightenment (B. Franklin, T. Jefferson, T. Paine), philanthropic educators (J. Bazedova, H. Saltzman, W. Humboldt), etc. We positively evaluate I. Zaichenko's return to the bosom of pedagogical science of the work of Ukrainian scientists of the first third of the twentieth century, who have accumulated significant experience in studying foreign teachers of the nineteenth and early twentieth centuries (Zaichenko, 2010).

Brief descriptions of the life and work of foreign figures in textbooks and manuals on the history of pedagogy and the history of foreign school and pedagogy by O. Meshko, O. Yankovych, H. Meshko (1998), M. Levkivskiy (2004, 2008, 2011), H. Trotsko (2008), T. Zavorodnia, L. Prokopiv, I. Strazhnikova (2014), O. Pronikova (2015), L. Sushchenko, Y. Zubtsova (2020), L. Malyar, M. Kukhta (2020), etc. reflect the professional experience of teaching these disciplines and meet the needs of students in educational and methodological support. In scientific, theoretical and factual terms, they almost do not reflect the process of building new knowledge, but articulate the narratives developed by the national historical and pedagogical scientific community.

Part of this group of works is purely methodological, as it is intended for preparation for lectures and seminars, organisation of independent and educational and scientific work. As examples of systematic and original approaches to solving these problems, we note 'History of Pedagogy in Schemes, Maps, Diagrams' (2015) and 'Workshop on the History of Pedagogy' (2019) by A. Sbruieva and others; 'History of Foreign Pedagogy' by S. Chovrii (2022), etc.

Scientific and educational content on the issue is expanded by interdisciplinary studies in philosophy, psychology, cultural history, etc. For example, let us note the work 'Historical Portraits of Antiquity and the Middle Ages'. Out of the 30 biographies contained in it, about 12-15 are devoted to figures who are considered pedagogical personalities in the above-mentioned works. These essays broaden the understanding and present them as well-rounded intellectuals who contributed to the development of various fields of knowledge (Balukh, Vozniy, Kotsur, 2007).

Collections of documentary materials, in particular, in the form of textbooks on the history of preschool pedagogy (Z. Borysova et al., 1990), on the history of foreign pedagogy (A. Sbruieva, 2006; E. Kovalenko, N. Belkina, 2006), etc. are considered as an important component of the scientific and methodological content of national pedagogy on the problem under discussion. An acceptable format is when they are combined with lecture texts (E. Fedorchuk, 2007), etc.

A characteristic feature and a certain disadvantage of these publications is that most of the materials contained in them are tests borrowed from Ukrainian Soviet publications of the 1920s and later Soviet and modern Russian-language books. They contain virtually no authentic translations of works by foreign teachers. In our observation, such documentary collections have not only didactic but also scientific significance, as they are actively used by researchers in the preparation of analytical studies.

Given the above-mentioned scientific and methodological perspectives, A. Rozsokha's 'Ancient Pedagogy' (2012) deserves to be noted. The author has managed to organically combine a number of important components: educational and methodological (programme of a specialised training course, tests and keys to them, etc.); scientific and cognitive, represented by fragments of historical and pedagogical sources; educational and auxiliary in the form of a dictionary and a chronological table on ancient and world pedagogy, etc. (Rossoha, 2012). This informal approach improves the scientific and methodological level of the literature, making it attractive in cognitive and intellectual terms.

The process of accumulating new knowledge is reflected in various types of scientific and analytical studies (monographs, dissertations, articles, conference materials). According to the approaches to the study of personalities as carriers of foreign pedagogical thought, they can be divided into two groups: 1) conditionally 'prosopographical', which study formal and informal communities of figures as representatives of certain scientific, pedagogical, educational trends, directions, schools; 2) personalised, which focus on the study of individual figures (biographies).

As an example of the first group of works, we note the thorough research of L. Vakhovskiy, L. Murmurash, I. Tsebrii and others on representatives of foreign pedagogical thought of the Ancient World and the Middle Ages, the Renaissance, and the Enlightenment. Although the component of biography is poorly represented in these studies, they comprehensively reflect the common, general and special features that each figure brought to the development of humanistic pedagogy and the implementation of its ideas in the organisation of schooling and the development of the educational process.

Both of the above-mentioned research groups are reflected by the array of works on representatives of various currents, directions, and schools of reform pedagogy of the end of the 19th - the first third of the 20th centuries: free education, humanistic pedagogy, child-centrism - K. Wentzel, H. Vineken, O. Dekroli, Ya. Korchak, M. Montessori, O. Nill, S. Frene (O. Barilo, S. Belova, S. Vdovich, H. Kemin, O. Kvas, I. Dychkivska, S. Kurkina, A. Rastrygina, O. Sukhomlynska, T. Petrova and others); of experimental and pragmatic pedagogy - J. Dewey, V. A. Lai, E. Mayman, E. Thorndike, S. Hall and others. (L. Veremyuk, V. Kovalenko, N. Kravtsova, L. Lysenko, O. Radionova); R. Steiner's Waldorf pedagogy (S. Gozak, O. Ionova, S. Luparenko, L. Lytvyn, O. Lukashenko, V. Novoselska, V. Partola, etc.); G. Kershensteiner's labor school and civic education (T. Tokareva, V. Tyagur, etc.).



The array of personalised works reflects two important vectors of the historiography of the problem under study: 1) chronological, which shows the focus of research on the figures of the Renaissance (XV - XVI centuries), the Enlightenment (second half of the XVII - XVIII centuries), especially the reformist pedagogy of the late nineteenth - first third of the twentieth century and to a lesser extent on teachers of the second half of the twentieth - early twenty-first century; 2) country studies - indicates the focus of scholars on the study of the carriers of pedagogical thought in Western Europe and the United States.

Personalised studies reflect the accumulation of new knowledge due to the introduction into the scientific circulation of Ukrainian biographical comparative studies of the names of little-known and/or poorly researched figures such as Al-Farabi (A. Al-Sammarai), M. Gandhi, Ch. Dickens, R. Tagore (V. Vasylenko), H. Mann (M. Vakhovskiy), E. Ryerson (L. Huk), L. Gurlit (E. Demyda), N. L. Zinzendorf (V. Zavalniuk), P. Peter Zavalniuk, P. Petersen (B. Erzhbekova, B. Skomorovskiy), E. Klapared, B. Russell (O. Kerik, M. Klim), J. Tolkien (Y. Labunets), E.-O. O. Chartier (M. Martianova), H. Parkhurst (M. Petrechko), L. Malagusi (L. Platash), K. Denek (O. Zakharova), T. Gordon (S. Isaieva), N. F. S. Gruntvig (N. Shuhalii), and others.

Finally, we should mention a fairly large group of studies prepared in the spirit of biographical comparativism that compare the pedagogical systems of foreign personalities or certain aspects of their work. They have different content perspectives, as they compare the ideas of figures who lived in different countries at the same time, for example, J. Korchak, on the one hand, and A. Makarenko (Y. Hoyda) and O. Sukhomlynskyi (S. Denysiuk), on the other; represented different eras and educational systems - J. Comenius and Confucius (M. Alatarenko); had common and special views on certain educational and pedagogical problems - H. Mann and K. Ushynskiy (M. Vakhovskiy), S. Rusova and O. Decroli (O. Dvornik), J. Dewey, R. Steiner and K. Ushynskiy, V. Sukhomlynskyi (N. Dichek, O. Ionova, L. Lytvyn), M. Montessori and V. Sukhomlynskyi (M. Kargapolitseva), J. Decroli and S. Fr̄ny (O. Karamanov), J. Comenius and V. Sukhomlynskyi (K. Mazur), etc. These studies reflect the degree of methodological culture of Ukrainian scholars, as they produce a qualitatively new level of analysis, highlighting the diversity of personalised ideas, views, concepts at different stages of development of foreign and domestic pedagogical thought.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, the Ukrainian historical and pedagogical science has accumulated a significant array of various works on personalities representing the development of foreign pedagogical thought. Ukrainian Soviet historiography had a certain influence on this process. Overall, the field of study of Ukrainian scholars includes about 45-50 such figures, mainly from among the famous educators of the Enlightenment and representatives of reformist pedagogy of the late nineteenth and first third of the twentieth century. The introduction of new foreign personalities into the subject field of national pedagogy is slow, mostly due to individual articles and dissertations. Prospects for further research are seen in the study of the work of Ukrainian scholars on prominent representatives of foreign philosophy of education.

REFERENCES

- Balukh, V. O., Voznyi, I. P., Kotsur, V. P. (2007). Historical portraits of antiquity and the Middle Ages: a textbook. Chernivtsi: Books – XXI [in Ukrainian].
- Hrytsenko, M. S. (1973). History of pedagogy. Kyiv: Books [in Ukrainian].
- Kravets, V. P. (1996a). Foreign school and pedagogy of the 20th century. Ternopil, 1996 [in Ukrainian].
- Kravets, V. P. (1996b). History of classical foreign pedagogy and schooling: education. Ternopil [in Ukrainian].
- Ratsul, A. B., Radul, O. S., Ratsul, O. A. (2008). History of foreign pedagogy: education. Kirovohrad: KDNU im. V. Vynnychenka [in Ukrainian].
- Rozsokha, A. P. (2012). Ancient pedagogy. Pereiaslav-Khmelnyskyi [in Ukrainian].
- Skilskyi, D. (2011). History of foreign pedagogy. Kyiv: Torch [in Ukrainian].
- Sysoieva, S. O., Sokolova, I. V. (2003). Essays on the history of the development of pedagogical thought. Kyiv: Center for educational literature [in Ukrainian].
- Zaichenko, I. V. (2010). History of pedagogy: navch. posib. u 2 kn. Kn. I: History of foreign pedagogy. Kyiv: Word [in Ukrainian].

Received

02.05.2024

Accepted

23.05.2024

**Маріанна МАРУСИНЕЦЬ,**

кандидат філологічних наук, доцент, старший науковий співробітник, доцент кафедри історії та суспільних дисциплін, старший дослідник Науково-дослідного центру імені Тиводора Легоцькі, Закарпатський угорський інститут імені Ф. Ракоці II (м. Берегово, Україна)

Marianna MARUSYNETS,

candidate of philological Sciences, Associate Professor, Senior Research Fellow, Associate Professor Department of History and Social Sciences, senior researcher of the Tivadar Lehoczky Social Sciences Research Centre, F. Rakotsi II Transcarpathian Hungarian College of Higher Education (Beregovo, Ukraine)
maruszinec.marianna@kmf.org.ua
ORCID ID 0000-0001-7366-9328

УДК 37.015**ЕКОЛОГІЧНА ОСВІТА СУЧАСНОЇ ІРЛАНДІЇ: ДОСВІД ДЛЯ УКРАЇНИ**

Анотація. У статті розглянуто актуальні проблеми екології та екологічної освіти й виховання в контексті сучасних глобальних викликів, наголошується на необхідності формування екологічної грамотності, екологічної свідомості та високих моральних цінностей у зростаючій особистості. Шляхом ретроспективного та рефлексивно-аналітичного огляду наукових джерел, застосування компаративістських підходів, досліджуються концептуальні основи та методологічні підходи до реалізації мети та завдань екологічної освіти в українському та ірландському середовищах. У дослідженнях українських науковців підкреслюється важливість системної інтеграції екологічних принципів на всіх рівнях сучасної системи освіти, поєднуючи раціональні та емоційні аспекти взаємодії людини з природою для сприяння сталому розвитку та формування екологічної свідомості.

На відміну від українських наукових розвідок, ірландські дослідники зосереджуються на застосуванні в освітньому процесі інноваційних технологій та реалізації стратегічних державних програм, таких як «Fit for 55» і «Green Deal», які відзначають Ірландію серед світових лідерів у сфері захисту навколишнього середовища. У дослідженні висвітлено основні тенденції цього неоднозначного процесу, вказується на пріоритетність екологічної освіти в національній політичній думці, шляхом інтеграції в шкільні освітні програми, вплив на розвиток емоційного інтелекту й інтелектуального залучення особистості до природи, починаючи вже з раннього дитинства. Такі програми як «Зелена школа», акцентують увагу на практичному навчанні та відповідальному ставленні до управління ресурсами й зменшенню відходів, формування культури сталого розвитку.

Авторка наголошує на пріоритетності в освітньому процесі таких видів навчання, як уроки на відкритому повітрі для підвищення творчого потенціалу, розвитку мовлення та загального благополуччя, що узгоджується з ірландськими освітніми стратегіями. Проте залишаються певні виклики, пов'язані з прогалинами в соціальних дослідженнях екологічної освіти та дебати щодо балансу між утилітарним та емпатійним підходами до екологічного навчання. Аналізуючи ці питання, дослідниця долучається до дискурсу глобальної екологічної освіти та пропонує цінні ідеї для формування цілісної екологічної культури особистості.

Ключові слова: екологія, освіта, екологічна освіта, система екологічної освіти, екологічна культура, Ірландія, Україна.

**ECOLOGICAL EDUCATION PROGRAMS IN MODERN IRELAND:
EXPERIENCE FOR UKRAINE**

Abstract. This article addresses the critical issue of ecology and environmental education within the framework of modern global challenges, emphasizing the urgency of fostering environmental literacy and high moral values among the younger generation. Through a retrospective and reflexive-analytical review of scientific sources, the study explores the conceptual framework and methodological approaches of environmental education in Ukrainian and Irish contexts. Ukrainian research highlights the need for systematic integration of ecological principles across all levels of education, combining rational and emotional dimensions of human interaction with nature to promote sustainable development and environmental consciousness.

In contrast, Irish practices focus on innovative technologies and strategic state programs such as «Fit for 55» and the «Green Deal», positioning Ireland among the global leaders in environmental protection. The study highlights key trends, including the prioritization of environmental education in national policies, integration into school curricula, and the development of emotional and intellectual engagement with nature starting from early childhood. Notable programs such as Green Schools emphasize hands-on learning and practical applications, instilling responsibility for resource management and waste reduction in students and fostering a culture of sustainability.

Moreover, the article underscores the role of outdoor learning in enhancing creativity, speech development, and overall well-being, aligning with Irish educational strategies. However, challenges persist, including gaps in social research on environmental education and debates over the balance between utilitarian and empathetic approaches to ecological learning. By examining these issues, the article contributes to the discourse on global environmental education and offers valuable insights for fostering a holistic environmental culture.



Keywords: ecology, education, environmental education, system of environmental education, environmental culture, Ireland, Ukraine.

INTRODUCTION

The problem formulation. The humanity of the globalised world has entered a critical period in its history – the era of environmental crisis. In this regard, the problem of environmental literacy and high morality of the younger generation requires special attention, which should be addressed through the greening of modern science and education. The particular urgency of this issue is understandable, as is the identification of priority areas aimed at human interaction with the natural environment, optimisation of social and natural relations, and raising the level of environmental culture, the formation of which begins at an early age. The strength of its components (knowledge, beliefs, consciousness, love of nature) determines the further attitude of a person to the environment.

Analysis of recent research and publications. The issue of the peculiarities of environmental education formation is revealed in the scientific works of Y.Boichuk, M. Drobnokhod, L. Lukianova, I. Mazur, Y. Sayenko, S. Sovgir, O. Plakhotnyk, O. Prutsakova, L. Titarenko, T. Churilova. Environmental education is interpreted as an increase in attention to environmental education, which is due to the awareness of the irreversibility of environmental changes in the environment, the destruction of traditional views on the model of society's functioning, and the awareness of the need to form a new worldview that is consonant with the requirements of morality and law regarding the environment (Lukianova, 2006, p. 57). In addition, scientists note that the foundations for the formation of environmental culture should be laid from preschool age, especially at school, since at this age, knowledge of the world around us takes place, which in the future will contribute to the formation of the child's personality, development of the worldview and attitude to the environment.

THE PURPOSE OF THE RESEARCH is specified in the following tasks: to outline the essence of the concepts of «ecology» and «environmental education» in the scientific research of Ukrainian and Irish scientists; to determine the peculiarities of the formation of environmental education in students based on innovative technologies that are a priority in Ireland; to implement the best practices of the country that has been included in the which has the best practices in preserving ecology and the environment on the world stage.

RESEARCH METHODS: reflexive analysis of scientific sources on the research topic, comparison, and correlation.

RESULTS OF THE RESEARCH

THE CONCEPT OF ECOLOGY in scientific research is considered in the context of many sciences – philosophy, history, economics, sociology, psychology, pedagogy, etc. Among them, philosophy is the dominant one. According to philosophers, the doctrines of ecology go back to ancient times. Starting with primitive society, where every individual had to have some knowledge of the environment in order to survive. Like other branches of knowledge, ecology has developed continuously but unevenly throughout human history at the global, national and personal levels.

The reflexive and analytical resource of the basic concept made it possible to conduct a comprehensive and diverse analysis of polysemantic initial concepts in determination with scientific approaches adopted in Ukrainian and foreign practices. Thus, the issue of environmental education, its theoretical and methodological provisions are reflected in the scientific works of N. Bibik, L. Bilyk, L. Lukianova, I. Mazur, O. Plakhotnyk, S. Sovgira, L. Titarenko, T.Churilova, etc. Environmental education is recognised by scientists as:

- one of the main factors in the greening of all types of human activity;
- as a new meaning and purpose of the modern educational process - a unique means of preserving and developing a person and continuing human civilisation, a process that is in constant development and is the result of reorientation and coordination of various disciplines (Lukianova 2006, p. 54);
- combining the rational and the emotional in human relations with nature on the basis of the principles of goodness and beauty, reason and consciousness, patriotism and universalism, scientific knowledge and compliance with environmental law.

The most characteristic trends in the development of environmental education in the theory and practice of Ukrainian science at the present stage are:

- promotion the role of environmental education in solving modern environmental problems, as well as in the holistic process of forming a modern personality;
- provisioning the unity of education, upbringing and socially useful activities of children and youth in environmental protection
- strengthening the role of international cooperation in the field of environmental education and upbringing;
- strengthening value aspects of the content of environmental education;
- ecologisation the educational content of subjects of the humanitarian and natural science cycles;
- utilisation elements of the systemic approach, modelling methods and historicism in the process of environmental education;
- differentiation and individualisation of environmental and educational influences on the individual;
- searching new paradigms in environmental education and upbringing;

The transformation of the content of ecology has significantly deepened its role in modern scientific theory and made it possible to determine its status in the global and interdisciplinary context. In order to clarify the essence of the concept, it



is important to consider the point of view of foreign environmental scientists who emphasise the need to form a new culture of attitude to nature, a new consciousness that includes environmental values, norms, morality, etc.

Ukrainian scientists express a consensus on the introduction of a system of environmental education, which can be conditionally defined as formal, covering all levels of the general education system in Ukraine, and informal, which is educational in nature and is carried out through the media, public environmental organisations, and parties (L. Lukyanova, Y. Sayenko, S. Sovgir).

In the field of psychology and pedagogy, scientists consider the concept of «ecology» from the point of view of its influence on the development and formation of the individual, on the combination of the rational and the emotional in human relations with nature on the basis of the principles of goodness and beauty, reason and consciousness, patriotism and universalism, scientific knowledge and observance of environmental law. In pedagogy, the process of education and training. In other words, the process of forming ideas about the environment, the specifics of its internal relations, the nature of anthropogenic impact, as well as the principles of harmonious development of humans and the natural environment. (V. Skryabets, G. Filipchuk).

This approach allows scientists to consider the problem in question through the prism of two vectors – the hierarchical relationship between environmental education and environmental upbringing. The first one implies a certain distinction between these concepts. According to the second approach, these concepts are complementary and interdependent. A thorough analysis of this issue has shown that the second approach is more appropriate. It is proved that environmental education is one of the priority areas in the system of education, focused on the harmonious development of a person, his or her civic consciousness and has a deep value meaning. In this context, the experience of Ireland is a relevant one. Today, it is one of the most progressive countries, which in the world ranking for 2023 takes a leading position in protecting the planet's environment. It is carefully updating its policies to keep the land safe and thus making great strides to better preserve traditions and nature. It is a leader in the implementation of the «it for 55» and «Green Deal» programmes to preserve the environment. for future generations, a healthy and balanced nature (Department of Education and Skills, 2013). The roadmap for the formation of environmental education in educational institutions is reflected:

This approach allows scientists to consider the problem in question through the prism of two vectors – the hierarchical relationship between environmental education and environmental upbringing. The first one implies a certain distinction between these concepts. According to the second approach, these concepts are complementary and interdependent. A thorough analysis of this issue has shown that the second approach is more appropriate. It is proved that environmental education is one of the priority areas in the system of education, focused on the harmonious development of a person, his or her civic consciousness and has a deep value meaning. In this context, the experience of Ireland is a relevant one. Today, it is one of the most progressive countries, which in the world ranking for 2023 takes a leading position in protecting the planet's environment. It is carefully updating its policies to keep the land safe and thus making great strides to better preserve traditions and nature. It is a leader in the implementation of the «Fit for 55» and «Green Deal» programmes to preserve the environment. for future generations, a healthy and balanced nature. The roadmap for the formation of environmental education in educational institutions is reflected:

In state documents on environmental education, which determine its development in the country, priority attention is paid to the formation of environmental education and culture, which include such basic components (leading ideas) as: respectful attitude towards nature, awareness of environmental problems, responsibility for making decisions regarding the environment, creation of conditions for acquiring knowledge on environmental problems, stimulation of active participation of the individual in environmental protection activities and understanding of the need for economical and rational use of natural resources. They are reflected in the educational process of the school;

In the context of implementing the educational process, British educators use a four-component structure when constructing the content of environmental education: knowledge, skills, values and attitudes, activity. The content of environmental education is implemented in the National Curriculum, which is aimed at the formation of such universal human values as: goodness, justice, mercy, humanity, love and respect for all living things, a caring and responsible attitude towards nature, etc.;

in the process of educational work of the school, which is built on the principles of continuity and interdisciplinarity. In accordance with the goal of environmental education, the formation of the environmental culture of schoolchildren should begin in the first grade, with the development of the emotional sphere, the upbringing of a sense of love for nature and their involvement in the study and protection of the immediate natural environment. The ecological training of students continues throughout the entire period of schooling, gradually becoming more complicated. High school students are expected to have a conscious attitude towards the environment, holistic and systematic thinking, broad awareness in the field of ecology, and the ability to apply the acquired knowledge to creatively solve environmental problems at the local and global levels. The second involves the orientation of the content of all general education subjects provided for by the school curriculum to highlight environmental problems and search for ways to solve them, which requires coordination of the efforts of the administration and the teaching staff of the school.

1. At the same time, Ireland is critical of modern research and its implementation in the educational space of educational institutions. This is confirmed by the limited number of published studies and information that study the state of environmental education and its effectiveness/ineffectiveness in the attitude of children to the natural environment. (Department of Education and Skills, 2014).

Let us begin with the fact that in Ireland, as in the European Union in general, in recent years the number of social studies on the effectiveness of environmental education in the relationship of children with the natural environment has



increased significantly. A new argument in the studies is the connection between environmental education in the open air and increased creativity, speech development and an improved sense of well-being among students. There is growing evidence that when environmental education in the open air is properly planned and implemented, it can improve academic standards, as students demonstrate greater motivation in the classroom.

Irish scholars have suggested a distinction between environmental education and other types of education, such as education for sustainable development (ESD) and education for development (ED). The Department of Education and Training (2014) has developed a National Strategy for Education for Sustainable Development, which aims to mainstream education for sustainable development into the education system, promote public awareness, capacity building and high standards of environmental management in educational institutions. The author of the programme made a submission as part of the public consultation process on the National Strategy for Education for Sustainable Development to consider educational practices that meet the needs of learners and value diverse understandings of the natural environment as central to long-term sustainable development. Education for sustainable development emphasises the need to «change personal/individual and social relationships to local and global ecosystems», as well as consumption and production behaviours.

The Children's Voices project, as future environmentalists and policymakers, is central to current debates and discussions. The strategy recommends that the Department of Education and Skills should promote "greater account being taken of the views of children and young people in the development of new policies and programmes that affect them" (Department of Education and Skills, 2014). In the context of education for sustainable development, a process of consultation with children and young people should take place. Overall, the strategy comprises a diverse range of policy areas, including environmental education, but its position is ancillary and not singled out within the wider agenda. This raises concerns about the status of environmental education at a national level, particularly at a time when awareness of sustainable development issues is increasing in everyday discourse. Overall, there remains a gap in social research on the nature and effectiveness of the different forms of environmental education available in Ireland.

Being outdoors helps children develop a connection with the natural environment, which many believe is crucial to developing sustainable environmental attitudes and behaviors in adulthood. One environmental education teacher working with a government-funded environmental education program said she invites students to visit an education center. She believes this gives children a better opportunity to learn outside of school and in the natural environment. The program involves children participating in a variety of games, treasure hunts, insect hunts, and trash sorting to increase their environmental awareness and care. The teacher says that children remember and learn more through direct contact with nature than from a textbook. Teachers working with a semi-government-funded environmental education program share a similar view. (Dunlap, & Van Liere, Mertig, Jones, 2000).

The Green Schools (GS) program runs throughout the school year(s). This particular environmental education program was mentioned repeatedly in all interview groups. Some educators suggested that the GS program takes a different educational approach compared to other government, semi-government, and non-government programs that we have already discussed. According to one respondent, the focus of the GS is on «children going through the seven steps of environmental behavior» towards environmental management and responsibility in school. This suggests a more rational and focused form of environmental education that operates with programs that take a more experimental approach. On the other hand, another educator stated that the GS program is a success story regarding environmental management, and gave positive feedback for building environmental awareness and responsibility for reducing, reusing, and recycling waste. Parents are positive about the GS program and promoting environmental responsibility. Some of them talk about the enjoyment that children get from participating in the program, for example, one parent comments: «Our boys love recycling». Similarly, another mother believes that her children enjoy learning about waste reduction and food packaging: «Oh, it's great even for the kids, even for their lunches there are certain things, related to the green flag if they bring plastic things and containers, drinks, they know how to recycle, so that's great» the parents emphasize. (Department of Education and Skills, 2014), (Marchenko, 2004).

Teachers who teach environmental education have been critical of the LS program because it promotes a different type of educational experience, embracing what some consider a utilitarian and more managerial notion of the natural environment. The teacher drew a distinction between her work in a state-funded organization and the LS program, stating that «they [LS teachers] don't really do what I do» believing that it is more about «energy, wind power and other things like that, waste recycling». Her work emphasizes first-hand environmental education in nature, without a specific outcome, which she believes differs from the educational approaches of the general secondary education program. Other teachers noted that the program is «somewhat self-interested» in solving environmental problems and «living an easy life on the planet». (Ahmedabad Recommendations, 2007).

This teacher divided environmental education into two parts: first, social responsibility or personal interest, and second, «the search, investigation and study of nature», which includes the concept of empathy or is «valuable to human souls» (ibid.). According to the latter, environmental education should ideally promote a close relationship with the environment, which, in the opinion of this teacher, is separate from the purpose of the general secondary education program.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The success of the ES program in Ireland reflects its ability to be integrated into formal education. Interviewees consistently say that the program focuses on specific learning outcomes and orientation towards an environmental management plan. This does not take away from the pleasure of children being actively involved in various projects at school. However, the concept of the natural environment that it demonstrates is different from those promoted by other



programs, as it focuses on environmental problems, management and monitoring of resources. In addition, criticism from environmental educators suggests that the secondary school curriculum offers a different type of environmental education.

REFERENCES

- Luk'yanova, L. B. (2006). Theory and practice of environmental education in vocational and technical educational institutions. (Diss. of Dr. Pedagogical Sciences). Institute of Pedagogy and Psychology of Vocational Education of the Academy of Sciences of Ukraine, Kyiv, 35. [in Ukrainian]
- Marchenko, G. V. (2004). Development of environmental education in secondary schools of Great Britain in the second half of the 20th century: diss... cand. ped. sciences: 13.00.01 / Kyiv National University named after Taras Shevchenko. – Kyiv, 2004. [in Ukrainian]
- Melash, V. D., Molodychenko, V. V., Hnativ, O. V., Vakhnyak, N. V., Sayenko, Yu. O. & Varenichenko, A. B. (2017). Preparation of future teachers for the implementation of environmental education for sustainable development: a teaching and methodological manual. (Series: «Environmental Education for Sustainable Development»). In V. V. Molodychenko (Ed.). Melitopol: University Press, 205. [in Ukrainian]
- Mozharovska, T. V. (2014). Psychological Features of the Formation and Development of an Ecological Personality by Means of Ecological Education. Science and Education a New Dimension. Pedagogy and Psycholog. II (1), 27, 95-98. [in Ukrainian]
- Skrebets, V. O. (2014). Ecological Psychology: Textbook. Kyiv: Slovo Publishing House. 456. [in Ukrainian]
- Sovhira, S. V. (2009). Theoretical and Methodological Foundations of the Formation of an Ecological Worldview of Future Teachers in Higher Pedagogical Educational Institutions. (Author's ref. Dr. Pedagogical Sciences). Luhansk Taras Shevchenko National University, Luhansk, 40. [in Ukrainian]
- Filipchuk, G. G. (2002). Ecological education and the ideology of national existence. Ecological Bulletin. 5-6, 11. [in Ukrainian]
- Shmalei, S. V. (2005). The system of ecological education in a general school in the process of studying subjects of the natural science cycle. (Dissertation of Dr. Ped. Sciences). National Pedagogical University named after M. P. Dragomanov, Kyiv. 436. [in Ukrainian]
- Adam, B. (1996) «Time and the environment» in Redclift, M. and Woodgate, G. (eds.).
- Ahmedabad Recommendations (2007) Moving forward from Ahmedabad: environmental education in the 21st century [online], available: <http://www.tbilisiplus30.org/Final%20Recommendations.pdf> [accessed 24 June 2014].
- An Taisce (2013) Green-Schools Programme Handbook [online], available:<http://www.greenschoolsireland.org/manic-monday.90.html> [accessed 16 March 2013].
- Barry, J. (2007) Environment and Social Theory, 2nd ed., Great Britain: Routledge. [Great Britain]
- Bonnett, M. (2013) «Sustainable development, environmental education, and the significance of being in place». The Curriculum Journal, (24)2, 250-271.
- Bryman, A. and Burgess, R. G. (1994). «Reflections on qualitative data analysis» in Bryman, A. and Burgess, R. G. (eds.) Analysing Qualitative Data, London: Routledge, 216-226. [Great Britain]
- Department of Education and Skills (2013) Irish education System [online], available: <http://www.education.ie/en/The-Education-System/> [accessed 12 August 2013].
- Department of Education and Skills (2014) Education for sustainability: The national strategy on education for sustainable development in Ireland, 2014-2020 [online], available: <http://www.education.ie/en/Publications/Education-Reports/NationalStrategy-on-Education-for-Sustainable-Development-in-Ireland-2014-2020.pdf> [accessed 5 September 2014].
- Dunlap, R. E., Van Liere, K., Mertig, A. and Jones, R. E. (2000) «Measuring endorsement of the new ecological paradigm: a revised NEP scale» Journal of Social Issues, 56(3), 425-442.
- The International Handbook of Environmental Sociology, UK: Edward Elgar Publishing Limited, 169-178.

Received 12.05.2024
Accepted 02.06.2024



Владислав ПЕЛЕХ,

здобувач ступеня PhD,

Інститут педагогіки Національної академії педагогічних наук України (м. Київ, Україна)

Vladyslav PELEKH,

Doctoral student,

Institute of Pedagogy National Academy of Pedagogical Sciences of Ukraine (Kyiv, Ukraine)

vladislavpelekh@gmail.com

ORCID ID 0009-0004-4049-4567

УДК 378-058.722'356

РІВНЕВА СТРУКТУРА ЦІННІСНО-СМИСЛОВОЇ САМОРЕГУЛЯЦІЇ ОСОБИСТОСТІ

Анотація. У статті доведено, що поняття «життя» індивіда визначається передусім тими цінностями, які становлять його особистісне ядро. При цьому розгортання сутності відбувається завдяки активності особистості, як на конативному рівневі (саме по собі життя), так і на когнітивному (прогностичне відображення людиною оточуючої дійсності), а також і на афективному рівневі (почуття). Ампліфікація ціннісно-смыслової саморегуляції особистості (в основному в парадигмі когнітивної сфери) і є своєрідним проектом життя, що так чи інакше усвідомлюється самою людиною або людством в цілому. Такий життєвий проект може бути розгорнутий максимальною мірою, тобто має бути розгорнене все майбутнє життя людини з метою реалізації цінностей, цілей і завдань. Разом з тим, такий проект може бути і згорнутим, в парадигмі якого можуть бути актуалізованими і важливі скрипти життя людини. Вихід індивіда на рівень проектування життя (стратегічний рівень) є неможливим поза метарефлексії, яка забезпечує не лише цілісний погляд на своє власне життя, але й її осмислення в парадигмі історичного часу (кожної конкретної людини і всього людства в цілому).

Таким же чином через ціннісно-смыслову саморегуляцію особистості людина може розкрити зміст своєї поведінки (сенси, значення, процеси збереження і переробки інформації, системна рефлексія, формулювання цілей і планування діяльності), а також вчинки (мотиви, безпосереднє відображення дійсності, емоції, предметна рефлексія і операціональний рівень регуляції). В цьому плані цілком зрозумілою є схема аналізу ціннісно-смыслової саморегуляції особистості, адже сам по собі аналіз пов'язаний з розкриттям змісту цих понять, їхньою діалектикою розвитку і взаємопереходами. Проте для нас найбільшою мірою головним є те, що ці поняття розкривають життя (поведінку і вчинки, діяльність людини), які з огляду на ціннісно-смыслову саморегуляцію особистості є ампліфікованими з урахуванням логіки динамічної структури психіки людини.

Ключові слова: ціннісно-смыслова саморегуляція, конативний рівень, когнітивний рівень, афективний рівень, операціональний рівень, метарефлексія, сенси, значення.

LEVEL STRUCTURE OF VALUE-MEANING SELF-REGULATION OF THE PERSON

Abstract. The concept of «life» of the individual is determined primarily by those values that constitute his/her personal core. At the same time, the unfolding of the essence occurs due to the activity of the individual, both at the conative level (life in itself), and at the cognitive level (a person's prognostic reflection of the surrounding reality), as well as at the affective level (feelings). Amplification of the value-meaning self-regulation of the individual, mainly in the paradigm of the cognitive sphere, this is a kind of project of life, which in one way or another is realized by the person himself/herself or humanity as a whole. Such a life project can be developed to the maximum extent, that is, the entire future life of a person must be developed in order to realize values, goals and tasks. At the same time, such a project can be condensed in the paradigm of which important scripts of the person's life can be actualized. The individual's exit to the level of life design (a strategic level) is impossible without meta-reflection, which provides not only a holistic view of one's own life, but also its understanding in the paradigm of historical time (of each individual person and of all humanity as a whole).

In the same way, through value-semantic self-regulation of the personality, a person can reveal the content of his/her behavior (meanings, senses, processes of saving and processing information, systemic reflection, formulation of goals and planning of the activities), as well as actions (motives, direct reflection of the reality, emotions, objective reflections and operational level of regulation). In this regard, the scheme of the analysis of value-semantic self-regulation of the individual is quite understandable, because the analysis itself is related to the disclosure of the content of these concepts, their dialectic of the development and mutual transitions. However, the most important thing is that these concepts reveal life (behavior and behavioral actions, human activity), which, given the value-meaning self-regulation of the individual, are amplified taking into account the logics of the dynamic structure of a human psyche.

Keywords: value-semantic self-regulation, conative level, cognitive level, affective level, operational level, metareflection, senses, meanings.



INTRODUCTION

The problem formulation. The problem of the structure and the levels of value-meaning self-regulation of the individual is a rather complex, insufficiently studied problem in the scientific paradigm. It is indisputable that a person in his/her life is a subject to both external circumstances and his/her inner, intentional nature. The mechanisms of such subordination in the connection with the development of value-meaning self-regulation of the individual, have not yet been revealed in the scientific literature. This argument determines the difficulty in studying the very content of the concept of «value-semantic self-regulation», and, even more, in revealing its structural components, levels, aspects, etc. Also, considerable complexity of value-semantic self-regulation is also explained by the fact that more partial questions are arisen, which, on the one hand, are related to external circumstances, and, on the other hand, they facilitate the determination of the meaning of the person's life. Therefore, one of the questions that we raise in our article is the question of the actual nature of value-semantic self-regulation. It is also important to study the psychological and pedagogical mechanisms that in a great degree facilitate the formation of value-meaning self-regulation of the individual. It is necessary to find out separately what the process of formation of value-meaning self-regulation of the individual depends on, as well as how a person takes into account his/her own nature and the demands of the society, which, at the same time, will determine the structure and the levels of this rather complex phenomenon.

So, in this article we will try to answer all the questions that we have outlined. It should be noted right away that a person's life is directly related to the explication of the bifurcation model, which reproduces the process of realizing nature, the essence of the individual, his/her value-meaning self-regulation (Bolle, R., 2014). In order to outline the structure and the levels of the phenomenon of value-meaning self-regulation, it is necessary to explain what is «the vital core» or «the essential structure» of the individual. It is also necessary to answer the question, what is the essence of value-semantic self-regulation, and what structural components of value-meaning self-regulation are determined in this essence. The spectrum of answers to these questions is largely diverse (this paradigm includes terminal and instrumental values, value-meaning frames and scripts, goals and motives for the person's activity and cognitive sphere of the activity, which will determine the value-meaning self-regulation process, its characteristics, structural components and levels. A lot of philosophers, teachers and psychologists (Barnes, M., 2018; Coyle, D., 2008; DeNobile, J. & Hogan, E., 2014) inclined to the point of view that the value-meaning sphere of the personality, its motivational-need core, as well as the mechanisms of value-meaning self-regulation constitute the essence of the personality.

Thus, a rather logical question arises: «What can actually be considered the «essence of a person?»» The answer to this question is mandatory if we want to know about the structure and the levels of value-meaningful self-regulation of the individual. So, in general, by the essence of a person, we understand a system of values that reflects the dependence of the person on the surrounding world. The system of values, in our firm belief, exists in a view of the degree of differentiation by the person of individual elements of value-semantic self-regulation, their harmonious unity, which, in turn, form the essence of the individual, which, in turn, is characterized by a dialectical nature. The dialectic of the essence of the person manifests itself in a limited significance, and if at the beginning of the life paradigm such limitations were described due to the justification of the biological nature of a person by the prerequisites of his/her external world. Then, at the later stages of onto- and phylogenesis they depend directly on the individual himself/herself. Accordingly, we can draw the following conclusions about the actuality of this problem: 1) the unit of the analysis of value-semantic self-regulation is in a paradigm limited by meaning frames; 2) value-meaning self-regulation is a process that is distinguished by the dialectical unfolding of its essence. Thus, value-semantic self-regulation is characterized by the deployment of both external, explicit and internal, implicit essence; 3) value-meaning self-regulation involves the division into explicit and implicit components, which, at the same time, emphasize the harmony of the structure of value-meaning self-regulation.

Also, if we talk about the units of scientific analysis, this issue, unfortunately, was not discussed from the point of view of the scientific discussion regarding the phenomenon of value-semantic self-regulation. If we talk about the history of this issue, then first of all, we should talk about the basic structure of meaning, which, in turn, determines the components of value-semantic self-regulation. Questions regarding such «primary structures» of value-meaning self-regulation were raised by foreign scientists (Galland, O. & Lemel, Y., 2008). However, this issue is not properly substantiated at the theoretical level, and even more so, it has not been confirmed empirically. And the concept of «primary structures» of value-semantic self-regulation was rather only actualized by scientists, but its thorough scientific analysis and empirical verification did not take place. As for «the meanings» and «senses» of both the external and internal world of the individual, his/her value-meaning self-regulation as a separate unit of scientific analysis. So, it requires special attention, and, at the same time, requires careful empirical verification.

AIM AND TASKS RESEARCH – to show the level structure of value-meaning self-regulation of the person; to present the correlation of the forms of value-meaningful self-regulation of the individual with the psychological structure of it according to the levels of regulation by him/her of value-meaningful frames.

RESEARCH METHODS

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

RESULTS OF THE RESEARCH



The main problem, as scientists say (Finding a new consensus on European civil society values and their evaluation, 2020), lies in the fact that scientists failed to find and to investigate empirically the connection between external and internal meanings and senses, which to a large extent determine the formation of value-meaning self-regulation of the individual. So, scientists (Greenfield, P.M., 2016) write about the fact that certain life events are so-called pivotal moments and defining milestones of value-meaning self-regulation of the person, the life paradigm of the individual, when together with the adoption of this or that decision for a more or less long-term period. In such a case the process of the formation of value-meaning self-regulation of the individual is determined. Scientists (Inglehart, R., 1997) connect the formation of value-meaning self-regulation of the individual with his/her own activities, with the peculiarities of the person's decision-making and its implementation. However, there are often events that take place under the conditions of the occurrence of causes, which are independent according to the subject or internally determined factors. In this connection, scientists (German, B.A., 2020) offer some preliminary typology of events. For example, in the researches of scientists (Living values in higher education institutions, 2020) the events of the surrounding environment and the events of human behavior in the environment are distinguished, which determine the formation of value-meaning self-regulation. To these factors scientists (Brown, L.T. & Anthony, R.G., 1990) add the third group of events, namely events of inner life, which, on the one hand, create the person's biography, and, on the other hand, amplify the formation of his/her value-meaning self-regulation.

So, the event is a moment of the person's life, which is distinguished by three phases (we mean the phase of preparation, the main phase and the final phase). But the most important thing in terms of the formation of value-meaning self-regulation of the individual is that the event is always particularly significant for the individual, a rather effective and sufficiently saturated moment of his/her life. The event is a kind of objectification of the content and meanings that are significant for the person (which, in turn, contains both explicit and implicit intentions). Thus, when describing and characterizing value-semantic self-regulation, the person's resistance and orientation to events is always externally justified, however, this is not enough for a holistic scientific analysis, because any event is only a nodal (turning point) moment for a facilitative influence on the phenomenon of value-semantic self-regulation, and not its formation in principle. The event is a harmonious organization of value-meaning self-regulation in a chronotope, but not a life rhythmic in time and space. Therefore, for the purpose of carrying out a biographical description, the event as a rather important category of life corresponds to surrounding us reality, but it is inappropriate for psychological-pedagogical, scientific analysis of value-meaning self-regulation. So, each event is a unit of value-semantic self-regulation analysis. It includes the analysis of concepts, categories, meanings and senses, which, in turn, are universal units, which are necessary for understanding the value-semantic self-regulation of the individual. It is still not clear enough whether these units of scientific analysis can be used in relation to the entire scientific paradigm, and what it is their specificity in accordance with the value-semantic self-regulation of the person. This specificity will become clear later, when we reveal the structure of value-meaning self-regulation as a scientific phenomenon.

If we consider the essence of a person from the point of view of the individual's acceptance of a system of values and meanings, the question arises of the nature of the value-meaning self-regulation of the individual, such as, whether this system originates from the biological nature of the person, or it is acquired from the outside, with the help of social and value-meaning connections with the external environment. The answer to these questions will help us to build our author's conception of the structure of value-meaning self-regulation. It is important for us whether the dialectic of internal and external senses of a person is procedural (in phylo- and ontogenesis), and whether it has its own history of the development, which, accordingly, reflects the positions of the world around us. This question, in turn, actualizes the problems of the formation and manifestation of value-meaning self-regulation of the individual. And in this regard, we can no longer speak on an abstract, implicit level, but should use the level of purely psychological and pedagogical use of the categorical apparatus. Therefore, the value-semantic self-regulation of the individual should be considered not as a constant or changing system of meanings and senses, but also to carry out a deep categorical analysis of this concept at the level of distinguishing and substantiating the structural components of this complex phenomenon.

In order to increase the level of value-meaning self-regulation of the individual, the following scientific concepts are naturally actualized: a motive, a meaning and a value. They are the so-called «products» of the evolution and the development of value-meaning self-regulation of the individual in a socio-cultural space, which to a large extent actualizes the value-meaning self-regulation concepts. The latter is, on the one hand, a mechanism for the development of the essence of the individual (his/her motives, goals, meanings, values), and, on the other hand, it is a psychological and pedagogical aspect of the development of value-semantic self-regulation. Therefore, value-meaning self-regulation changes and transforms throughout a whole person's life. The question it is how significant such changes are. And what neoplasms does this concern primarily – motives, meanings, values, senses or goals? Of course, when the structure of value-meaning self-regulation of the person is already formed, motives, goals, values and meanings, also senses are more stable throughout the person's life. So, the structure of value-meaning self-regulation of the person is shown in Fig. 1.

Therefore, all the concepts outlined by us are formed and changed throughout a person's life, reflect the dependence of the individual on the world around him/her and are perceived by us as internal and external factors in the formation of the value-meaning sphere of a person. The latter is extremely important in the context of our discussion, because it reflects some aspects of the actualization of value-meaning self-regulation of the individual in a paradigm of space and time. It is necessary to emphasize that all these is not about physical space, but about cultural and psychological one. The limitation of the psychological space of the person's life significantly inhibits the process of formation of value-semantic self-regulation of the individual, restrains his/her determination and filling with value-semantic values and frames. This is the concept of amplified content of the value-semantic self-regulation of the individual arises, its level structure.

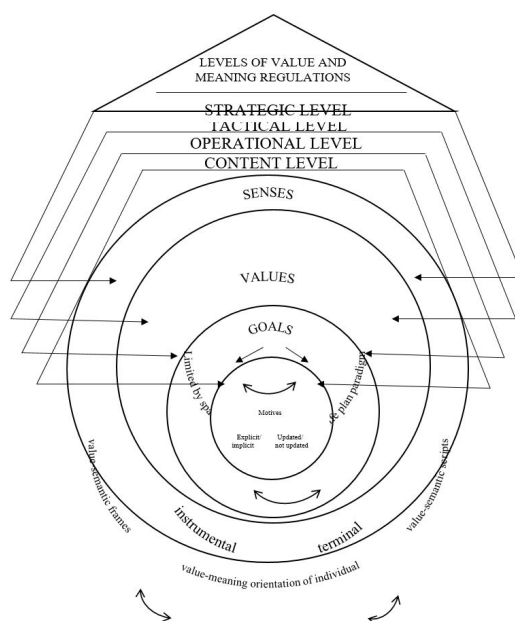


Fig. 1. Level structure of value-meaning self-regulation of the person

In fact, the content of each of these concepts to some extent limits a person's life, the process of forming his/her value-meaning self-regulation. For example, motives are largely limited by the external situation in which they were self-actualized, by those specific actions in which they manifest themselves, regulating the process of external human activity. Semantic frames, in turn, are determined by their conditionality, completeness. That is, the meaning reflects the direction of various branches of a person's life for the purpose of value-meaning filling of the personality and, in addition, significantly limits certain aspects of a person's life chronotopically. Another script of value-semantic self-regulation of the individual, we mean actual values, to a large extent significantly limit the individual life space of a person, first of all, the direction of his/her personality, according to the degree of actualization with which a person tries to form his/her value-semantic self-regulation.

So, we can conclude that motives, goals, meanings, senses and values largely limit (in terms of direction, degree of tension, substantive content) the individual's activity in his/her life. This means they regulate it, and also regulate the formation of value-meaning self-regulation of the individual. However, it should be noted that this self-regulation is carried out at some levels, and some fundamental questions are arisen from this content. For example, the concept of value-meaning self-regulation of the individual should be as the greatest integrity for a person, it can be extended to actions and deeds, to the behavior of the individual. At the same time, a person's life consists of the scripts of value-meaning self-regulation, and the combination of these parts facilitates us to the model of formation of life as an integrity and making up a harmonious system. Therefore, in our opinion, the concept of value-semantic self-regulation of the individual should be closely correlated with the value-semantic frames of the individual, as well as with the strategic level of regulation of one's own life activity. The concept of «behavior», in such a case, should be related to a person's behavior, the value-meaning sphere of his/her personality, as well as the tactical level of the value-meaning self-regulation of an individual.

The act and motives of the individual reflect the operational level of value-meaningful self-regulation of the individual. Hence, it is quite natural that the concept of «value-meaning self-regulation of the individual» is the most general concept that largely organizes human activity, including behavior and actions in its structure. But the difference between these concepts is distinguished, first of all, qualitatively. So, value-meaningful self-regulation of the individual is considered as a socio-cultural phenomenon in a view of the realization of the values and meanings accepted by the person as personally significant ones.

Thus, value-meaning self-regulation of an individual is characterized by a general character, integrity and harmony, completeness (however, the latter can be both real and virtual). As for the behavior of an individual, the latter is a reflection of person's actions in the society, taking into account the realization of meanings by himself/herself and the solution of specific problems, the achievement of goals, which are more significant for the individual. Behavior, in turn, is limited by the real activity of a person, the external conditions of his/her life. Behavior is always or primarily possible in the society, that is, it is oriented towards the achievement of certain socially determined goals, the realization of socially significant meanings. Therefore, behavior is implemented on the basis of morality, value-meaning frames, which are already formed in one or another individual. Therefore, it is impossible to behave morally outside the society, where there are no accepted norms or relationships. Outside of such factors, one can only act, that is, perform a certain behavioral act, which is not necessarily significant for the individual.



So, the act is conditioned, first of all, situationally. It is tied to the situation and the performance of a specific action, the realization of a motive. Can all these facts be attributed to certain aspects of personal behavior? This question can be answered both affirmatively and negatively. After all, there is a certain subordination between action and behavior, behavior and life: we mean the movement from general to partial, or separate, but the sum of partial, individual parts is not a general factor. Therefore, the relationships between action and behavior, behavior and life is dialectical by its character, where a lot of correspondences and differences are amplified, the boundaries change in their relationships, by mutual transitions, etc. All of the above largely depends on the dominant level of regulation, the degree of integrity and formation of both the value-meaning sphere of the individual and his/her value-meaning self-regulation.

Another aspect that we have to analyze in our research is the structure of the analysis of a person's life, his/her behavior and actions. In this regard, the most important thing for us is what we have to understand, what we have to start from the time when we define these concepts, which sufficiently fully describe the life, behavior and actions of the person. In other words, the question which is arisen, is about the original content when we analyze our lives. For us, the basis of defining the essence of value-meaning self-regulation of an individual is the regulatory approach to understand value-meaning self-regulation, which we have updated. In such a way the mechanisms of the formation of the latter is a dialectic process between values and meanings that are included into the structure of the value-meaning sphere of the individual. Therefore, we consider it appropriate to analyze the value-meaning self-regulation precisely in a view of such approach. Therefore, in Table 1 we will display the relationships between the forms of value-meaningful self-regulation of the individual with the psychological structure of the person according to the levels of value-meaningful frames of his/her regulation.

Table 1

Correlation of the forms of value-meaningful self-regulation of the individual with the psychological structure of it according to the levels of regulation by him/her of value-meaningful frames

Forms of presentation of value-meaningful self-regulation of the individual	Subject of the activity	Value-meaning sphere of the personality	Cognitive activity	Affective activity	Types of actualized reflection	Levels of value-meaning self-regulation of the individual
Life	Man	Values, having been acquired	Anticipatory reflection of the reality which surrounds us	Feelings	Metareflection	Strategic
Behavior	Person	Senses	Storage and processing of information	Experience	Systemic reflection	Tactical
Act	Individual	Motives	Direct reflection of the surrounding reality	Emotions	Subjective reflection	Operational

The analysis of the content of Table. 1 (vertically and horizontally) not only allows us to reveal the structure of such self-regulation, the behavior and actions of an individual in a meaningful way, on the basis of the psychological structure of a person and the levels of value-meaning self-regulation of an individual, but also to understand the peculiarities of the formation of a person.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the concepts that reveal the meaning of the individual's life, his/her behavior and actions, which are given along the horizontal line. Thus, the concept of «life» of the individual is determined primarily by those values that constitute his/her personal core. At the same time, the unfolding of the essence occurs due to the activity of the individual, both at the conative level (life in itself), and at the cognitive level (a person's prognostic reflection of the surrounding reality), as well as at the affective level (feelings). Amplification of the value-meaning self-regulation of the individual, mainly in the paradigm of the cognitive sphere, this is a kind of project of life, which in one way or another is realized by the person himself/herself or humanity as a whole. Such a life project can be developed to the maximum extent, that is, the entire future life of a person must be developed in order to realize values, goals and tasks. At the same time, such a project can be condensed in the paradigm of which important scripts of the person's life can be actualized. The individual's exit to the level of life design (a strategic level) is impossible without meta-reflection, which provides not only a holistic view of one's own life, but also its understanding in the paradigm of historical time (of each individual person and of all humanity as a whole).

In the same way, through value-semantic self-regulation of the personality, a person can reveal the content of his/her behavior (meanings, senses, processes of saving and processing information, systemic reflection, formulation of goals and planning of the activities), as well as actions (motives, direct reflection of the reality, emotions, objective reflections and operational level of regulation). In this regard, the scheme of the analysis of value-semantic self-regulation of the individual is quite understandable, because the analysis itself is related to the disclosure of the content of these concepts, their dialectic of the development and mutual transitions. However, the most important thing is that these concepts reveal life (behavior and behavioral actions, human activity), which, given the value-meaning self-regulation of the individual, are amplified taking into account the logics of the dynamic structure of a human psyche.



The analysis of value-semantic self-regulation of the individual by vertical also actualizes the most important issues. For example, what level of subject activity (personal, individual) should be dominant from the point of view of the formation of value-meaning self-regulation of the individual? Simply put, how does value-meaning self-regulation facilitate the activity of an individual? This in one way or another determines the functioning of other subsystems of value-meaning self-regulation of the individual, between which not only unity, harmony, but also contradictions are possible. This, of course, actualizes many important problems for Pedagogy. The vertical analysis of the value-meaning self-regulation of the individual raises another interesting problem, such as: the relationships (unity, contradiction) of the externally directed and internal life of a person. In order to explain these questions, it is necessary to reflect how we understand a person's life in the connection with the value-meaning self-regulation of the individual. All these questions will be the subject of our research in further our publications.

REFERENCES

- Barnes, M. (2018). What is the relevance of axiology to education? The University of Texas at Austin. URL: <https://www.quora.com/What-is-the-relevance-of-axiology-to-education>.
- Bolle, R. (2014). Eignung für den Lehrerberuf? Leipziger Univ. Verl. 154.
- Brown, L.T. & Anthony, R.G. (1990). Continuing the search for social intelligence. *Personality and Individual Differences*, 11, 463–470.
- Coyle, D. (2008). CLIL – a pedagogical approach. *Encyclopedia of Language and Education*, 97–111.
- DeNobile, J. & Hogan, E. (2014). Values education: what, how, why and what next? *Curriculum & Leadership Journal*, 12(1). URL: http://www.curriculum.edu.au/leader/values_education_what_how_why_what_next,36873.html?issueID=12833.
- Finding a new consensus on European civil society values and their evaluation. Study (2020). Brussel: Visits and Publications, 135.
- Galland, O. & Lemel, Y. (2008). Tradition vs. Modernity: The Continuing Dichotomy of Values in European Society. *Dans Revue française de sociologie*, 5(49), 153–186.
- German, B.A. (2020). School of Histories, Languages and Cultures. University of Liverpool. URL: <https://www.liverpool.ac.uk/study/undergraduate/courses/german-ba-hons/overview/>.
- Greenfield, P.M. (2016). Social change, cultural evolution, and human development. *Current Opinion in Psychology*, 8, 84–92.
- Inglehart, R. (1997). *Modernization and postmodernization: Cultural, economic, and political change in 43 societies*. Princeton, New-York: Princeton University Press, 464.
- Living values in higher education institutions. Observatory Magna Charta Universitatum. URL: <http://www.magna-charta.org/resources/files/living-values-prospectus>.

Received

12.04.2024

Accepted

02.05.2024



Ольга СНИТОВСЬКА,

кандидат філологічних наук, доцент, доцент кафедри латинської та іноземних мов,
Львівський національний медичний університет імені Данила Галицького (м. Львів, Україна)

Oľha SNITOVSKA,

Candidate of Philological Sciences, Associate Professor,
Danylo Halytsky Lviv National Medical University (Lviv, Ukraine)
ozlotko@gmail.com
ORCID ID 0000-0002-3086-9503

УДК 37.014.25:378

РОЗВИТОК ДИСТАНЦІЙНОГО НАВЧАННЯ У ВИЩІЙ ОСВІТІ ЗА КОРДОНОМ В ІСТОРІОГРАФІЇ УКРАЇНСЬКОЇ ПЕДАГОГІЧНОЇ НАУКИ

Анотація. Проблема розвитку дистанційного навчання у вищій освіті в Україні стала актуальною на межі 1990-х і 2000-х років. Під час його реалізації активно вивчався закордонний досвід у цій сфері. Таким чином, історіографія української педагогічної науки накопичила значний масив різноманітних досліджень, які потребують систематизації та всебічного аналізу.

Метою статті є аналіз історіографії української педагогічної науки щодо розвитку дистанційного навчання в системі вищої освіти за кордоном з метою виявлення здобутків, вузьких місць та перспектив подальших досліджень цієї проблеми.

Визначено, що в динаміці досліджуваного історіографічного процесу виокремлюють три основні етапи: 1) пострадянський (1991 – 2000/2001 рр.); 2) проєвропейський (2002 – 2009/2010); 3) «глобалістський» (з 2011 – 2012 рр.).

Науковий аналіз репрезентативних і спеціальних тематичних бібліографічних показників уможливив визначити динаміку розвитку досліджень зарубіжного досвіду організації дистанційної вищої освіти, їх тематичну перспективу та погляди науковців на роль цієї проблеми в структурі вищої освіти, науково-педагогічних знань.

Окрім наукових статей, які становили переважну більшість (85–90%) цього масиву історіографічних джерел, у ньому щорічно з'являлося від двох до п'яти-семи підручників і приблизно стільки ж матеріалів наукових конференцій. Здійснено змістовний аналіз репрезентативних монографій і тез, що відображає основні тенденції та характер розвитку історіографії української педагогічної науки щодо організації дистанційного навчання в системі вищої освіти за кордоном.

Висновки свідчать, що з появою в 1996/97 рр. перших досліджень з проблеми, що розглядається, їх зростання протягом другого і третього історіографічних періодів фактично не зменшилося, але змінилися їхні тематичні ракурси. Незважаючи на вузькокраєзнавчу спрямованість таких досліджень, їх автори намагалися всебічно висвітлити всі аспекти розвитку дистанційного навчання у ЗВО зарубіжних країн.

Ключові слова: історіографія української педагогічної науки, дистанційне навчання, вища освіта, вищий навчальний заклад, зарубіжні країни.

DEVELOPMENT OF DISTANCE LEARNING IN HIGHER EDUCATION ABROAD IN THE HISTORIOGRAPHY OF UKRAINIAN PEDAGOGICAL SCIENCE

Abstract. The problem of developing distance learning in higher education in Ukraine became relevant at the intersection of the 1990s and 2000s. During its implementation, foreign experience in this area was actively studied. Thus, the historiography of Ukrainian pedagogical science has accumulated a significant array of various studies that require systematisation and comprehensive analysis.

The purpose of the article is to analyse the historiography of Ukrainian pedagogical science on the development of distance learning in the higher education system abroad in order to identify the achievements, bottlenecks and prospects for further research on this issue.

It has been determined that the dynamics of the historiographical process under study were marked by three main stages: 1) post-Soviet (1991 - 2000/2001); 2) pro-European (2002 - 2009/2010); 3) 'globalist' (since 2011-2012).

The scientometric analysis of representative and special thematic bibliographic indexes allowed us to determine the dynamics of the development of research on the foreign experience in organising distance higher education, their thematic perspectives, and the views of scientists on the role of this problem in the structure of scientific and pedagogical knowledge.

In addition to scientific articles, which constituted the vast majority (85-90%) of this array of historiographical sources, two to five or seven textbooks and approximately the same number of materials from scientific conferences appeared annually in it. A substantive analysis of representative monographs and theses has been carried out, which reflect the main trends and nature of the development of the historiography of Ukrainian pedagogical science on the organisation of distance learning in the system of higher education abroad.

The conclusions indicate that with the appearance of the first studies on the problem under consideration in 1996/7, their growth during the second and third historiographical periods did not actually decrease, but their thematic perspectives changed. Despite the narrow regional studies orientation of such studies, their authors tried to comprehensively cover all the aspects of the development of distance learning in HEIs of foreign countries.

Keywords: historiography of Ukrainian pedagogical science, distance learning, higher education, higher education institution, foreign countries.



INTRODUCTION

The problem formulation. The problem of the development of distance learning in higher education in Ukraine became relevant at the intersection of the 1990s and 2000s. During its implementation, foreign experience in this area was actively studied. Thus, the historiography of Ukrainian pedagogical science has accumulated a significant array of various types of research (monographs, theses, scientific articles, textbooks, conference materials, etc.) that need to be systematised and comprehensively analysed to identify achievements, gaps and prospects for further study of this problem.

The dynamics of the historiographical process under study were marked by three stages, conditional in chronological terms, but distinct in methodological and substantive terms: 1) post-Soviet (1991 - 2000/2001); 2) pro-European (2002 - 2009/2010); 3) «globalist» (since 2011-2012).

Analysis of recent research and publications. Since this article involves a direct study of the historiography of the problem under consideration, it should be noted that certain attempts to analyse the scientific literature in this area have been made by the authors of monographs and theses in the context of the subject of their research (A. Aheicheva, O. Berezenko, O. Maliarchuk, N. Khmil, B. Shunevych, etc.) However, its historiography has not been the subject of a special holistic study.

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyse the historiography of Ukrainian pedagogical science on the development of distance learning in the system of higher education abroad in order to identify the achievements, bottlenecks and prospects for further research on this issue.

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

Scientometric analysis of representative and special thematic bibliographic guides provides guidelines for determining the dynamics of research on foreign experience in the development of distance higher education, their thematic perspectives, and the views of scientists on the role of this problem in the structure of scientific and pedagogical knowledge. The materials of the index «Higher Education of Ukraine in Conditions of Transformation of Society: State, Problems, Development Trends» show that after the publication of the first papers devoted to it in 1996/7, their exponential growth took place over the next decade. In its first section, the subsection 'Distance Education and its Information and Software Support', which is part of the section «Problems of Modernisation of Higher Education in Ukraine in the Context of Development of the European Education Area», 247 such publications were recorded as of 2006 (Higher education of Ukraine..., 2008, pp. 247-273).

G. Kozlakova's monograph (2002) can be considered one of the first 'breakthrough' studies in this area, which presented a holistic and descriptive overview of the process of introducing distance learning into higher education systems in developed countries, in particular, with an emphasis on the peculiarities of its development in the USA and Central and Eastern Europe. A comparative analysis of Internet resources in leading foreign and Ukrainian higher education institutions is also of interest (Kozlakova, 2002).

During the first five years of the twenty-first century, there also appeared a number of special studies analysing the regulatory and organisational foundations of distance learning in higher education in the context of Ukraine's accession to the Bologna Process (V. Moshynskyi, S. Honcharov, 2004); the peculiarities of the development of distance learning in the USA, where, given that each state has its own laws on its development, individual HEIs have accumulated unique experience in training bachelors and masters through distance learning (V. Sheiko 2000); various aspects of the development of distance learning abroad in the projection of using this experience in Ukraine (V. Oliynyk 2001); the experience of distance learning in European countries and the USA on the basis of innovative technologies has been revisited (O. Ovcharuk 2004), etc.

The materials of the 2nd and 4th sections of the bibliographic index reflect the dynamics of the accumulation of scientific knowledge as well as the thematic and content priorities of the research on the problem under consideration in 2007-2013. The total number of publications and their role in the system of educational and pedagogical knowledge is evidenced by 202 items in the subsections on the development of information, computer and multimedia technologies in higher education (Higher education of Ukraine..., 2014, pp. 228-249; 253-258; Higher education of Ukraine..., 2015, pp. 70-76, 78-80) and 192 items in subsections that contain materials on the development trends and methodological, information and software support of distance learning in certain specialities and disciplines. They are part of the section on the modernisation of higher education in Ukraine in the context of the European Higher Education Area (Higher education of Ukraine..., 2014, pp. 581-611; Higher education of Ukraine..., 2015, pp. 165-170).

The materials of the thematic bibliographic indexes 'Distance Learning: Experience, Formation and Development' (2018), 'Development of Distance Learning (2021)', "Distance Learning: Essence, Features and Technologies (2020)", etc. show that the number of such scientific materials has not decreased over the following decade, but their content and thematic perspectives have changed.



In addition to scientific articles, which constituted the vast majority (85-90%) of this array of historiographical sources, we note that two to five or seven textbooks and approximately the same number of materials from various levels of scientific conferences appear annually. At the intersection of the 1990s and early 2000s, the main content of such studies was concerned with the didactic aspects of distance learning.

Over the next decade, this perspective expanded: scientists began to actively develop organisational and methodological aspects of its implementation in the training of specialists not only in the fields of computer science and information technology, but also in foreign language teaching, other academic disciplines and the development of competence in information and communication technologies (ICT). The development of theoretical and methodological aspects of distance and digital learning has intensified. From this perspective, foreign experience, on the one hand, was studied fragmentarily in the context of highlighting problems related to distance learning technologies, training of students and teachers for its implementation, ensuring interaction between them, etc.

On the other hand, since the mid-2010s, there has been recorded an increase in the number of scientific articles and theses in which the development of distance learning and ICTs abroad has been the main subject of research. Among them, B. Shunevych's doctoral thesis «Development of Distance Learning in Higher Education in Europe and North America» (2008) became a landmark in the historiography of the problem under study. Having carried out a comprehensive analysis of theories and stages of development as well as the terminology of distance learning in foreign countries, the author characterised its models, organisational forms, methods and techniques, types of assessment, etc. (Shunevych, 2008).

A research conducted on the basis of authentic, mainly English-language sources, is a real «encyclopaedia of knowledge» about the development of distance learning abroad in terms of the level of saturation with substantial theoretical and factual material and the breadth of territorial and geographical coverage of different regions and countries. According to seven indicators (regulatory framework; curricula; funding and costs; assessment mechanisms; ways of teacher training; virtual learning environment), B. Shunevych has illustrated general and specific trends in the development of distance education in HEIs in about two dozen countries in Europe and North America. In this context, they are classified as virtual, open, and hybrid, and the philosophy of their functioning is presented on the examples of several dozen universities and national centres of virtual learning in different regions and countries (Greece, India, Turkey, USA, Canada, Norway, Spain, Indonesia, France, etc.) (Shunevych, 2008).

The selected theses reflect a rather narrow regional studies and thematic range of the problem under consideration: focusing on the training of future teachers in the USA, the UK, Poland, Canada, etc. in different conceptual contexts. Given this historiographical situation, we consider them from regional studies and comparative perspective.

A. Aheicheva approached the study of trends in reforming distance learning in the Swedish higher education system from two chronological dimensions. Having identified the stages of development of the higher education system in the country since 1400, the author described the prerequisites and developed a detailed periodisation of the above-mentioned process consisting of 10 stages: the establishment of open universities (1975-1990), the introduction of ICT (1990-1997), the country's accession to the Bologna Process (1998-2000), and a number of subsequent «waves» marked by the introduction of new organisational and technical means. A positive aspect of this study is the attempt to combine the analysis of the introduction of distance learning at the «micro-level» (in 14 private and 20 public colleges) with the identification of trends in its reform in the higher education system at the country level (humanisation and openness; general computer literacy; improvement of methodological support; academic mobility, etc.) and its main models (consortium; franchising; validation, etc.) (Aheicheva, 2014).

Such a holistic approach to the study of distance learning in the higher education system of Sweden is deepened by the research of I. Kapustian, who, on the basis of changes of organisational, methodological and content nature, also proposed a rather «segmental» periodisation of eight stages (since 1974) of the development of a computer-oriented environment in the continuing teacher education of this country. The value approach described by the author looks original, as it harmoniously balanced the spiritual, material and financial components of the government's educational policy on regulating distance learning and ensured one of the highest levels of its use in all forms of educational and pedagogical activities among European countries (Kapustian, 2012).

Theses on the problem of training future teachers of various specialities by means of distance learning in Polish HEIs are distinguished by their focus on its didactic component. At the same time, scholars have different approaches to its clarification. In particular, A. Sztepura has shown the creation of a virtual learning environment for future English teachers through the use of high-quality software and the functioning of structural units to support and regulate it in accordance with the needs of the labour market. Based on the analysis of the types, forms, and methods of activity in this area, the model of its organisational and pedagogical support is determined (Sztepura, 2021).

In her turn, V. Belan focused on a scientific description of the experience of using distance learning technologies for future teachers of vocational technical subjects at Polish universities in accordance with the requirements of the European Strategy for the Development of a Digital Society. This perspective reveals the peculiarities of their curricula and the content of educational speciality programmes and analyses the popular practice of «blended» learning, which combines ICT and multimedia tools. The researcher joined the tendency of conducting sociological research within the scope of comparative studies, in particular, in the form of a survey of future specialists in Polish and Ukrainian



universities to find out their attitudes towards the use of distance learning technologies. The results revealed many similar and different views on its organisation (Belan, 2021).

Among the studies on the development of distance learning in the UK, the thesis of V. Harapko is distinguished by a chronological approach to the coverage of its national policy on the introduction of ICTs in vocational education. The researcher identified four stages of its development: 1965-1979 - the emergence of network university systems and national institutions of the corresponding direction, the development of specialised educational programmes, the use of microprocessors in the created e-learning environment; 1980-1989 - the introduction of computer-assisted curricula, the use of personal computers and special software; 1990-1999 - the spread of the Internet, graphic browsers, communication networks, etc.; since 2000 - the implementation of national ICT projects and e-learning strategies, etc. (Harapko, 2014). The reconstruction of such retrospectives is highly useful for the historiography of pedagogical comparative studies, as it allows us to identify and compare the dynamics, nature, features, and other aspects of the implementation and development of distance learning in higher education systems of different countries.

The study by O. Borzenko, based on a retrospective analysis of the peculiarities of distance learning for students in Canada, can be cited as another example of fulfilling this task. Linking its origins to the emergence of correspondence and distance learning and relevant legislative acts and institutions in the mid-nineteenth century, the author explains two main stages of their development through the prism of technological processes and the goals, content, and methods of higher education. They include: 1950s-70s, which were marked by the introduction and definition of regulatory, legal, target, content, organisational and methodological parameters of distance learning; 1980s-90s, when it was transformed due to the emergence of technical means of the «third» and «fourth» generations and the development of a separate system of management of this process (Borzenko, 2014).

Despite the differences in content, theses which are devoted to the use of ICTs in the professional training of future specialists, in particular, teachers in the USA and Canada in the context of the information society (I. Hushlevska, 2006), primary school teachers to use multimedia technologies in Poland (V. Chychuk, 2013), philologists in the UK universities by means of distance learning (V. Chorna, 2013), masters of information technology in the US distance education system (R. Sharan, 2010), formation of future teachers' information competence in Polish HEIs (L. Shevchuk, 2011), ICT training of engineering students in the USA (N. Kiyanovska, 2014) etc., reflect, in methodological and structural terms, the logical scheme of the preparation of such studies developed in Ukrainian pedagogical comparative studies.

The authors of most of these works move from considering the subject of research through the prism of the tasks actualised in Ukrainian and international legislative and regulatory documents to clarifying the prerequisites and tendencies of the national policies of the studied countries on the development of distance education. Taking the common thematic orientation into consideration, they are relayed in a rather similar format: strengthening the technologicalisation of the educational process in HEIs; developing coordinated strategies at the level of the university, private sector, NGOs, local and central authorities, regional structures in the case of EU countries; developing pedagogical models that meet the changing requirements of the educational services market and the labour market; providing students with flexible access to an individualised learning process; developing their ability to integrate ICTs into the e-support system of the university and other social spheres.

The authors of the reviewed studies pay considerable attention to the organisational and pedagogical foundations of distance learning in national higher education systems, in particular, to the identification of their ideological and philosophical paradigms, typical models (virtual-university, corporate-provider, segmental, binary, etc.), standards, scientific and methodological support, etc., conditions of functioning (technological support, availability of virtual resources, professional and psychological readiness for teaching and learning, established two-way communication between teacher and student, quality monitoring, etc.). A distinctive feature of these studies is the focus on the experience of individual HEIs, so these characteristics are often viewed through their prism.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientometric analysis of representative bibliographic indexes has shown that since 1996/7 a significant number of different types of studies on the issue under consideration have appeared. The dynamics of their growth during the second and third historiographical periods did not actually decrease, but the thematic perspectives changed. The study of foreign experience as the main subject of research was actualised in 2004-2006/7. Despite the narrow regional studies vector of such studies, their authors tried to comprehensively cover all the aspects of the development of distance learning in HEIs and the digitalisation of higher education. This manifested itself in theses and monographs and most clearly in scientific publications, where the issues of 'benefits' and 'risks' associated with them were actively discussed. It was article publications that became the main driver of increasing scientific knowledge of the problem under consideration, and this became an important feature of its historiography.

The study of foreign experience in the digitalisation of education, which became the mainstream of higher education development in Ukraine in early 2020, should become the subject of further research.

REFERENCES

Aheicheva, A. O. (2014). Trends in reforming distance learning in the Swedish higher education system: Doctor's thesis. Poltava. 189. [in Ukrainian].



- Belan, V. Yu. (2021). Training of future teachers of professional technical subjects using distance learning technologies in universities of the Republic of Poland: Doctor's thesis. Kyiv. 365. [in Ukrainian].
- Borzenko, O. P. (2014). Organization of distance education of student youth in Canada: Doctor's thesis. Kharkiv. 223 ark. [in Ukrainian].
- Higher education of Ukraine in the conditions of the transformation of society: state, problems, development trends, 2007–2011, 2(2), 416. [in Ukrainian].
- Higher education of Ukraine in the conditions of the transformation of society: state, problems, trends of development 1991–2006. Kyiv: Pedagogical opinion. 487. [in Ukrainian].
- Higher education of Ukraine in conditions of transformation of society: state, problems, development trends, 2012–2013. Kyiv. 341. [in Ukrainian].
- Harapko, V. I. (2014). Information technologies in the primary school teacher training system in Great Britain: author's abstract. thesis ... Dr. Ped. of Science. Pereiaslav-Khmelnytskyi. [in Ukrainian].
- Kapustian, I. I. (2012). Development of a computer-oriented educational environment in continuous pedagogical education in Sweden: Doctor's thesis. Kyiv. 287. [in Ukrainian].
- Kozlakova, H. O. (2002). Information and software support of distance education: foreign and domestic experience. Kyiv: APN Ukrainy. In-t vyshch. osvity. 230. [in Ukrainian].
- Shtepura, A. P. (2021). Professional training of future English language teachers by means of distance learning in universities of the Republic of Poland Doctor's thesis. Kyiv. 337. [in Ukrainian].
- Shunevych, B. I. (2008). Development of distance learning in higher education in Europe and North America: Doctor's thesis Kyiv. 509. [in Ukrainian].

Received 12.04.2024

Accepted 19.05.2024



Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

doi: 10.15330/msuc.2024.30.36-39

Марія БАГРІЙ,

доктор педагогічних наук, доцент,
викладач-методист Івано-Франківського фахового коледжу Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Mariya BAGRIY,

Doctor of Pedagogical Sciences, Associate Professor,
teacher of the highest category of Ivano-Frankivsk Vocational College
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
mariya.bagriy@pnu.edu.ua
ORCID ID 0000-0002-3619-0083

УДК: 37.035.6:371

ВИХОВАННЯ ПАТРІОТИЗМУ ТА ГРОМАДЯНСЬКОЇ СВІДОМОСТІ У МАЙБУТНІХ ФАХІВЦІВ ЧЕРЕЗ ПРИЗМУ УКРАЇНСЬКОЇ ТА ЗАРУБІЖНОЇ ЛІТЕРАТУРИ

Анотація. Аналізуючи чинники формування патріотизму та громадянськості майбутніх фахівців засобами української та зарубіжної літератури і літературної спадщини українських письменників-педагогів, у творчості яких найбільше актуалізовано тогочасні педагогічні ідеї, що є актуальними і в умовах сьогодення, виокремлюємо низку напрямків виховання та дидактичних положень, які найвиразніше проявляються у літературній спадщині західних письменників.

Стаття присвячена значенню української та зарубіжної літератури для різних спеціальностей, а також науковим підходам до визначення основних проблем міждисциплінарних зв'язків. Письменники світового значення завжди були вершиною культури свого часу. Маючи велику ерудицію, творчо переробляючи кращі здобутки світової літератури, українські митці ставили перед собою певні завдання: своїми перекладами прагнули зробити літературу різних країн частиною української культури.

Тому, формування патріотизму та громадянської свідомості є важливим завданням сучасної освіти, особливо у підготовці майбутніх фахівців. Українська та зарубіжна література відіграє ключову роль у цьому процесі, адже саме через художнє слово молодь може усвідомити важливість національної ідентичності, цінності демократичного суспільства та громадянські обов'язки. Українська література містить численні приклади героїзму, самопожертви, любові до рідної землі та боротьби за свободу. Такі твори формують у студентів почуття національної гідності та гордості за свою країну. Читаючи ці твори, студенти не лише знайомляться з історичними подіями, а й усвідомлюють, що доля держави залежить від активної громадянської позиції кожного. Формування патріотизму та громадянської свідомості можна посилити завдяки міждисциплінарному підходу. Залучення історичних, філософських, соціологічних аспектів дозволяє студентам глибше усвідомити зміст літературних творів та їх значення для сучасного суспільства.

Ключові слова: українська література, зарубіжна література, педагогіка, патріотизм, громадянська свідомість, міждисциплінарні зв'язки.

EDUCATION OF PATRIOTISM AND CIVIC AWARENESS IN FUTURE SPECIALISTS THROUGH THE PRISM OF UKRAINIAN AND FOREIGN LITERATURE

Abstract. Analyzing the factors of formation of patriotism and citizenship of future specialists by means of Ukrainian and foreign literatures and literary heritage of Ukrainian writers-teachers, in whose works the contemporary pedagogical ideas that are relevant in the present conditions are most actualized, we single out a number of directions of education and didactic provisions that are most clearly manifested in the literary heritage of Western writers Ukraine 19th - 30s of the 20th century.

The article is devoted to the significance of Ukrainian and foreign literature for various specialties, as well as scientific approaches to determining the main problems of interdisciplinary relations. Writers of world importance have always been the pinnacle of culture of their time. Possessing great erudition, creatively reworking the best achievements of world literature, Ukrainian artists set themselves certain tasks: with their translations they sought to make the literature of different countries a part of Ukrainian culture.

Therefore, the formation of patriotism and civic consciousness is an important task of modern education, especially in the training of future specialists. Ukrainian and foreign literature plays a key role in this process, because it is through the artistic word that young people can realize the importance of national identity, the values of a democratic society and civic duties. Ukrainian literature contains numerous examples of heroism, self-sacrifice, love for their native land and the struggle for freedom. Such works form in students a sense of national dignity and pride for their country. By reading these works, students not only become familiar with historical events, but also realize that the fate of the state depends on the active civic position of everyone.



The formation of patriotism and civic consciousness can be strengthened through an interdisciplinary approach. The involvement of historical, philosophical, and sociological aspects allows students to more deeply understand the content of literary works and their significance for modern society.

Keywords: Ukrainian literature, foreign literature, pedagogy, patriotism, civic consciousness, interdisciplinary connections.

INTRODUCTION

The problem formulation. In their work, writers reflect the phenomena and trends that seem to them to be the most valuable for the development of advanced thought, the most relevant and necessary for today. Thus, they combine the accuracy and honesty of scientists with the strength and temperament of publicists, who always set themselves relevant tasks. Artists of the word generalize life phenomena, create typical images, while showing their attitude to events.

Analysis of recent research. Organically complement the work on operational general scientific, disciplinary and interdisciplinary methods and technologies of labor research O.Adamenko, S.Arkipova, V.Ivanov, O.Manaev and others. They determine the tactics of interdisciplinary research, approaches to solving specific research problems, provide reliable knowledge, formulate objectively determined characteristics and balanced evaluation characteristics.

Fundamental studies on the history of Ukrainian literature are the works of M.Wozniak, M.Hrushevsky, S.Efremov, M.Zerov, V.Radzykevych, D.Chizhevsky and generalizing works of modern scientists: T.Gaev, O.Gnidan, Z.Hook, M.Naenka and others.

RESEARCH METHODS.

The study used a set of methods: theoretical (analysing scientific sources, comparison and classification, synthesis of scientific research results, generalization, and systematization of scientific data; empirical (observing, questioning, interviewing, conversation), etc., as well as the author's own experience; with the help of the statistical methods processing the research results was carried out.

RESEARCH RESULTS

The significance of the writer, his work, and hence literature, is manifested in how truly expressed the interests and dreams of the people. Artistic creativity must serve people, because it is from literary canvases that we learn about the past, about the present, we see human dreams.

Literature is based on humanistic principles, affirms eternal universal values; thus it is close and extremely necessary to people. Writers in different genres of works show different segments of the population, reveal the talent of the common man, glorify working people, instill interest in their own history, love for their homeland, parents, neighbors, fraternal peoples. Literature supports people in difficult moments of life, inspires feats for the sake of others, adds strength in overcoming life's troubles, points the way to solving important problems. This makes it valuable for every nation.

During its centuries-long history, the Ukrainian people have created highly fiction, which occupies a worthy place in world culture. Ukrainian literature has great socio-political, cognitive and educational value, because it shows the history of the people, their struggle against social and national oppression, the struggle for freedom and happy life. The literature truly reflects the social reality: the various stages of people's lives, their hopes and aspirations.

Thus, pedagogical science and literary creativity have a common core - man as the main subject of study. The formation of man in all the variety of manifestations of this process became the subject of understanding and reflection in the literature long before the emergence of relevant psychological and pedagogical theories. And the phenomenon of upbringing goes back to the roots of antiquity, when there was neither the first nor the second, so it serves as an ontological foundation for clarifying the points of contact between historical and pedagogical science and literary creativity. Combining the cognitive and value attitude of man to the world, literary works convey his holistic worldview, reflect the aesthetic perception of pedagogical realities in artistic images. Therefore, scientists naturally raise the question of «pedagogical consciousness of writers», because their works perform a «teacher's role», didactic functions, which are manifested in a powerful influence on the education and upbringing of the individual (Isaeva, 2005).

Fiction should be recognized as an important and unique kind of pedagogical and historical-pedagogical sources, because its works have socio-educational significance, aesthetically reflect and at the same time form the consciousness, mentality, behavior of the individual. This is manifested and ensured by their significant functionality in the accumulation, preservation and transmission from one generation to another of moral, social and national values that reflect the worldview, ideals and aspirations of all people and individual social groups.

Works of art as a component of the socio-cultural space of a certain era naturally and comprehensively convey its spirit, tastes, values, which provides an important basis for a deep understanding of the educational and pedagogical process and its inherent norms of behavior, consciousness, social ties, interpersonal relationships and interests, aspirations. etc. The comparison of models of educational and pedagogical relations and personal images presented by historical and pedagogical science and different genres of literature gives grounds for their consideration and use as a kind of informative source and means of understanding individual ideas to improve the process of education and training and development of pedagogical thought in general.

Looking ahead, we note that in the process of research revealed many examples when created by writers, including writers-teachers, cognitive images, models of personal behavior and interpersonal relationships allow to see completely new, still unknown or little known in the scientific field, which are pedagogical phenomena. research interest and after theoretical comprehension have prospects for practical implementation.

Fiction of Ukrainian and foreign literature should be recognized as an important and unique kind of pedagogical and historical-pedagogical sources, because her works have socio-educational significance, aesthetically reflect and at the same time form the consciousness, mentality, behavior of the individual. This is manifested and ensured by their



significant functionality in the accumulation, preservation and transmission from one generation to another of moral, social and national values that reflect the worldview, ideals and aspirations of all people and individual social groups.

Works of art as a component of the socio-cultural space of a certain era naturally and comprehensively convey its spirit, tastes, values, which provides an important basis for a deep understanding of the educational and pedagogical process and its inherent norms of behavior, consciousness, social ties, interpersonal relationships and interests, aspirations. etc. The comparison of models of educational and pedagogical relations and personal images presented by historical and pedagogical science and different genres of literature gives grounds for their consideration and use as a kind of informative source and means of understanding individual ideas to improve the process of education and training and development of pedagogical thought in general.

Literary creativity is interpreted as a complex integrative phenomenon of the artist's work to create works that reflect his worldview and interpretation of reality or imaginary world in specific images, phenomena, objects, qualities, patterns of behavior, mental states and knowledge. In structural terms, literary creativity is an activity process that involves setting a task, formulating a plan, its implementation and presentation of the finished product □ a social and value work. Literary work as a new, original, original, socially significant product, as a manifestation and result of creative self-realization, self-actualization of the writer, intended for public consumption, which is manifested in assessments of its value in professional and professional environment and differentiated in social, age, aesthetic dimensions readership. In the coverage of issues of education, upbringing and the formation and development of personality, this is reflected in the so-called. borderline literary genres, which in different proportions synthesized artistic, scientific, didactic semantic elements and styles of presentation.

In literary studies, culturology, and other related sciences, along with the concept of «literary process», the concept of «literary movement» is used, which also has no clear interpretation, in particular in representative academic publications, so it is even more definite. Authors of case studies often use these concepts as synonymous, although in reality they denote different phenomena. Given the scientific experience of literary studies and related sciences that study the development of social movements, its component literary movement is defined as literary activity and collective organized and purposeful or spontaneous actions, actions of writers and public figures, guided by certain common ideas, motives, aspirations, direct them to achieve certain literary and artistic goals and objectives. Thus, the conditional integrity and purposefulness of the literary movement, which usually unites and consolidates like-minded people, distinguishes it from the literary process, which absorbs and represents all literary figures of a certain period and is a common expression of the history of literature.

During this period, under the influence of the philosophy of positivism, the criterion of artistic and aesthetic level of literary works in the aspect we study become truthfulness, comprehensiveness, accuracy of depiction of typical educational and pedagogical phenomena and processes and human characters. The formation of personality, his professional and life choices, behavior and actions are determined by social origin, family and socio-cultural environment, the influences of social life. The image of the individual as a part of a certain social stratum leads to simplification, standardization of artistic images. Under conditions of weakening the lyrical flow, the artistic comprehension of the problems of education, upbringing, and the formation of characters is transferred to epic and prose genres – novels, short stories, and short stories. Universal values become a measure of distinction and depiction of «good» and «evil».

Fiction is an art form that is one of the most powerful means of human cognition, a tool for influencing reliability. It is literature that develops a person's consciousness, his feelings, will, psyche, forms a human character – therefore, creates a personality. Each science has one or only subject of research, but it seems that there are two – law and the state, that is, two social phenomena quite different in their properties. The state is one of the organizations of society and in this regard can be considered as a special form of self-organization of society, which is impossible without literature. The current state of development of the structure of legal science, as philosophy, sociology of law, literature, is characterized by their integration, interpenetration, concentration around certain state and legal problems, the creation of interdisciplinary scientific complexes, which corresponds to general trends in society and science in general.

The refore, along with legal activities, there are literary, production, spiritual, cultural and educational, political, organizational and managerial, research and other social activities. Let's try to explain some of these species. The interest of society in organizing and ensuring a higher standard of living requires its members to study in depth the factors that help achieve the goal, identify trends and patterns of development of society, forecasting ways of its development for the future. Such social needs have led to the existence of a research type of social activity, and with it the appropriate category of people – scientists who carry out research work. But there is another very important need for social existence, which provides for the presence of a factor regulating the activities of all participants in social relations, based on their social status, opportunities to ensure interest and so on. Such a need for social life objectively causes the need for the existence of law, and with it the whole system of accompanying mechanisms, means and phenomena that ensure the functioning and development of law. This means that without the activities of legal institutions, lawyers, without the introduction of legal institutions and procedures, law in society can not function. Legal activity, thus, is aimed at the object of law, which ensures its functioning, regulatory impact on public relations, satisfies the social need for regulation (regulation, coordination, streamlining).

Another area of jurisprudence is the formation of new legal disciplines of interdisciplinary nature: philosophy of law, sociology of law, psychology of law, legal political science, legal cybernetics, legal rhetoric, legal linguistics, legal semiotics, legal anthropology, legal logic, legal statistics and legal statistics. or, conversely, separation from jurisprudence as independent sciences of political science, political science and Ukrainian and world literature.

Foreign literature helps future specialists understand the universal values of democracy, human rights, social responsibility, and the importance of peace. For example, George Orwell's novel «1984», «which emphasizes the dangers of totalitarianism and the need to protect personal freedom and human rights; Antoine de Saint-Exupéry's



novel «The Little Prince», which teaches responsibility for others and the importance of human relationships; and Ernest Hemingway's novel «For Whom the Bell Tolls», which explores the themes of civic duty, solidarity, and empathy.

As R.A. Kalyuzhny noted, if jurisprudence becomes a science, then science, it should be noted, is quite peculiar. After all, its role in society is never reduced to the function of cognition of legal phenomena. No matter how hard you try to eliminate doubts about the meaning of certain legal terms in order to avoid serious conflicts between individuals entering into legal relations, in the process of applying legal norms inevitably arise any ambiguities, contradictions or gaps that cause misunderstandings, arbitrariness of the parties. In addition, there is a constant need to maintain uniformity in legal norms and principles, to create a certain order in the action of different sources of law, to develop a strict hierarchy among them. All such tasks are designed to solve jurisprudence. This is its role and significance for the functioning and development of law (Petryshyn, 2010, p. 139). At the current level of development of the discussed problem to determine the methodological specifics of legal science is necessary mainly in hypothetical terms. It is possible that in the future, relevant research will allow us to conclude that there are no methodological features of jurisprudence, in addition to the traditionally defined specifics of its object. However, the opposite cannot be ruled out - the discovery of the originality of the science of law not only in comparison with the epistemological ideal of natural science research, but also with knowledge in other humanities (Kelman.). It is clear that the study of logic by a lawyer can not replace special legal knowledge. However, it helps every future jurist to become a highly qualified specialist in his field. No wonder A. Connie believed that an educated lawyer should be a person in whom general education precedes special education. And in the system of general education one of the leading places belongs to formal and logical training.

Education as a process (educational process) in the context of our study is understood as an integral unity of education, training, development and self-development of the individual, which under the statelessness of the Ukrainian community of Western Ukraine and purposeful policy of its denationalization individuality, identity and realization of national and cultural needs, rights and interests.

The need to use modern pedagogical technologies is no longer in doubt. Today, the prospects for the development of world literature are associated with the introduction of innovative technologies: computer learning, dialogue (interactive) technologies, search activities. Modern education, ahead of social development, is rapidly mastering information technology. The mainstay of these technologies is the computer and its software, which have become an integral part of learning.

Working with a computer should be perceived as an organic activating part of the cognitive process. Thanks to ICT there are significant changes in the educational process, and the main goal is the development of spiritual, intellectual and creative abilities of the individual, cognitive activity, awareness of moral values, which will later become capable of independent thinking, self-realization, decision-making, ability to work on solving important life problems.

The use of information and communication technologies during classes and in preparation for them provides a variety of work at all stages of learning: when explaining new material (demonstration and encyclopedic programs, Power Point presentations), when consolidating, repeating, training, intermediate testing, e-mail communication, chat, teleconference); in independent work (various educational programs, electronic textbooks, manuals; independent search of materials, work on projects), during control of knowledge, abilities and skills (testing, creation of Web-pages, protection of projects, remote communication via e-mail, Internet seminars, Internet Olympiads, etc.) (Isaeva, 2005)

Multimedia technologies perform an auxiliary function to achieve a greater effect in the perception and understanding of a literary work. Careful consideration should be given to the location, time, and appropriateness of the use of computer information. It should be noted that the forms of multimedia work have become commonplace and familiar in my practice, because to conduct such classes – it's simple, enjoyable and effective (Isaeva, 2005). The artistic model of education reveals a multifaceted essential picture of the process of formation of the child's personality, acquires the character of theoretical analysis, because it allows to study the patterns of its formation and formation in aspects of the global relationship of Man, Nature and Society.

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Thus, pedagogical science and literary creativity have a common core – man as the main subject of study. The formation of man in all the variety of manifestations of this process became the subject of understanding and reflection in the literature long before the emergence of relevant psychological and pedagogical theories. And the phenomenon of upbringing goes back to the roots of antiquity, when there was neither the first nor the second, so it serves as an ontological foundation for clarifying the points of contact between historical and pedagogical science and literary creativity. Combining the cognitive and value attitude of man to the world, literary works convey his holistic worldview, reflect the aesthetic perception of pedagogical realities in artistic images.

Ukrainian and foreign literature are effective means of forming patriotism and civic consciousness in future specialists. It helps develop critical thinking, forms moral guidelines, and contributes to the upbringing of conscious citizens capable of responsibly relating to their state and society.

REFERENCES

- Isaeva, O.O. (2005). Innovative technologies in the teaching of foreign literature at school. World literature in secondary schools of Ukraine, 9, 3-7 [in Ukrainian].
- Kelman, M.S. Problems of methodology of legal science in relation to the corresponding problems of other sciences. URL: http://www.lex-line.com.ua/?go=full_article&id=648[in Ukrainian].
- Petryshyn O. (2010). Problems of socialization of legal science. Law of Ukraine, 4, 133-142 [in Ukrainian].

Received 12.03.2024
Accepted 17.04.2024

**Уляна БОРИС,**

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

Uliana BORYS,

Candidate of Pedagogical Sciences, Lecturer,
Kolomyia Pedagogical Professional College of the Ivano-Frankivsk Region (Kolomyia, Ukraine)
ulaborus333@gmail.com
ORCID ID 0000-0002-2670-8061

УДК 37.033+372.4 +37(091)(477.83/.86)“19”**ПЕРШІ УКРАЇНСЬКІ ПЕДАГОГІЧНІ ЧАСОПИСИ ГАЛИЧИНИ ЯК ІСТОРИЧНЕ
ДЖЕРЕЛО ДОСЛІДЖЕНЬ РОЗВИТКУ ПОЧАТКОВОЇ ПРИРОДНИЧОЇ ОСВІТИ**

Анотація. Стаття присвячена висвітленню проблем початкової природничої освіти на сторінках галицьких часописів «Домъ и Школа» (1863–1864), «Школа» (1865), «Учитель» (1869–1874) крізь призму сьогодення. Цьогоріч виповнюється ювілейні дати перших українських педагогічних часописів Галичини. Результати контент-аналізу тематики публікацій у часописах «Домъ и Школа», «Школа» та «Учитель» показали: вагоме місце посідали публікації, у яких порушено проблеми професійної підготовки вчителя, ролі вчителя в суспільстві та просвітницькій діяльності з-поміж сільського населення, актуальні питання, пов'язані зі школознавством, підвищенням кваліфікації вчителів, розвитком початкової природничої освіти, місця природничих, господарсько-економічних, санітарно-гігієнічних знань у системі компетентностей учнів тощо. Виокремлено теоретичні напрацювання тогочасних творчих учителів, науковців у галузі природничої освіти школярів, показано гендерні аспекти, зроблено висновок, що ці часописи є історичним джерелом досліджень розвитку початкової природничої освіти. Увиразнено доробок В. Площанського – професора Львівської гімназії, викладача Львівської препаранди, який шпальти часопису «Учитель» перетворив на пропаганду та поширення з-поміж українського вчителства методики навчання географії (землеопису), географічного краєзнавства, своїми методичними знахідками збагатив арсенал навчально-методичного забезпечення природничої освіти, чимало його рекомендацій не втратили актуальності за сучасних умов розвитку природничої освіти; о. І. Наумовича, інших педагогів-науковців, які підкреслювали важливість початкової природничої освіти, її практико орієнтований характер, окреслили значення і роль для майбутнього економічного розвитку, господарського поступу краю та підвищення добробуту українства як основи теорії національної автаркії.

Ключові слова: педагогічні часописи, початкова природнича освіта, учні, Галичина, навчально-методичне забезпечення, підготовка вчителів, краєзнавство, навчання географії, народні школи.

**THE FIRST UKRAINIAN PEDAGOGICAL JOURNALS OF GALICIA
AS A HISTORICAL SOURCE OF RESEARCH ON THE DEVELOPMENT
OF PRIMARY SCIENCE EDUCATION**

Abstract. The article is devoted to the coverage of the problems of primary science education on the pages of the Galician magazines «Dom i Shkola» (1863-1864, «Home and School»), «Shkola» (1865, «School»), «Uchytel» (1869-1874, «Teacher») through the prism of the present. This year marks the anniversary of the first Ukrainian-language pedagogical journals in Galicia. The results of the content analysis of publications in the magazines «Dom i Shkola», «Shkola», and «Uchytel» showed that a significant place was occupied by publications that raised the problems of teacher training, the role of teachers in society and educational activities among the rural population, topical issues related to school education, teacher training, the development of primary science education, the place of natural, economic, sanitary, and hygienic knowledge in the system of students' competencies, etc. The theoretical developments of creative teachers and scientists in the field of science education of schoolchildren are highlighted, gender aspects are shown, and it is concluded that these journals are a historical source of research on the development of primary science education. The article highlights the work of V. Ploshchanskyi, a professor at the Lviv Gymnasium, a teacher at the Lviv Preparatory School, who turned the pages of the «Uchytel» («Teacher») magazine into the promotion and dissemination of methods of teaching geography (land surveying) and geographical local history among Ukrainian teachers. He enriched the arsenal of teaching and methodological support for natural education with his methodological findings, and many of his recommendations have not lost their relevance in the current conditions of development of natural education. It also discusses I. Naumovych and other teachers and scientists who emphasised the importance of primary science education, its practice-oriented nature, and outlined its significance and role for the future economic development, economic progress of the region, and improvement of the welfare of Ukrainians as the basis of the theory of national autarky.

Keywords: pedagogical journals, primary science education, pupils, Galicia, teaching materials, teacher training, local history, geography, folk schools.



INTRODUCTION

The problem formulation. In Ukrainian pedagogical science in general and education in particular, which faced the challenges of war, the processes of development and search for new scientific and educational paradigms continue, the accumulation of historical and pedagogical knowledge is intensified, and scientists comprehend the experience of educational and pedagogical processes of Ukraine's historical past.

The scientific problem raised in the title of the article is particularly relevant given that this year marks the anniversary of the founding of the professional pedagogical journals «Dom i Shkola» (1863-1864, «Home and School»), «Shkola» (1865, «School»), and «Uchytel» (1869-1874, «Teacher»). During their existence, these journals played a crucial role in the development and formation of Ukrainian education and pedagogical science in Ukraine.

It is well-known that Ukrainian periodicals from the late nineteenth and early twentieth centuries form an integral and organic part of Ukrainian national culture and serve as a significant source of historical and pedagogical knowledge. Among these periodicals, «Dom i Shkola», «Shkola», and «Uchytel» hold a special place. Not only are they highly informative components of the source corpus for any historical and pedagogical research, but their issues also reveal new aspects of the development of Ukrainian education, the progress of pedagogical science, including natural sciences, and related fields.

Ukrainian pedagogical periodicals are also a vital historical source for studying the socio-political, socio-economic, cultural, and educational life of Ukrainians in Galicia. «Dom i Shkola», «Shkola», and «Uchytel» made a significant contribution to the formation and development of the idea of Ukrainian national schooling, the promotion of Ukrainian state-building concepts, and the affirmation of national identity among Ukrainians.

Analysis of recent research and publications. The history and formation of the pedagogical press in Galicia in the XIX-XX centuries has been studied by many researchers, including O. Barvynskyi, I. Herasymovych, Y. Hrytsak, A. Dombrovskyi, I. Kazanivskyi, Y. Romanenko, M. Taranko, I. Franko, I. Yushchyn, and others. At the present stage of development of Ukrainian science, certain aspects of this problem have been studied by such scholars as H. Bilavych, L. Berezhivska, V. Hulak, T. Zavorodnia, E. Hrytsak, S. Kost, H. Kotsopoi, S. Laba, B. Savchuk, V. Stynska, B. Stuparyk, N. Chernysh, and others. We would like to highlight the work of V. Hulak, who devoted a number of works to the periodicals of Galicia (Hulak, 2019; Hulak, 2017).

Among the source studies literature, the work of researchers of the Ukrainian press of the V. Stefanyk Lviv Scientific and Research Centre of Periodicals of the National Academy of Sciences of Ukraine (M. Romaniuk, L. Lysenko, V. Perediry, L. Snitsarchuk, etc.) is significant. However, the problem raised in the title of the article requires additional coverage.

THE AIM AND RESEARCH TASKS

The aim of the article. To reveal the main pedagogical issues addressed in the Galician magazines «Dom i Shkola» («Home and School»), «Shkola» («School»), and «Uchytel» («Teacher»), as well as to analyse the coverage of primary natural science education in Galicia presented on the pages of these publications.

RESEARCH METHODS

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

RESULTS OF THE RESEARCH

Ukrainian professional journals are an important historical source of research on the socio-political and cultural life of the people, which played a significant role in the development and formation of the national consciousness of the Ukrainian population. Among the professional journals of Galicia in the second half of the XIX century, a special place is occupied by pedagogical publications. On the pages of the first pedagogical publications «Dom i Shkola» («Home and School»), «Shkola» («School»), «Uchytel» («Teacher»), they raised important educational issues of the time. The publications served as a tribune for Ukrainian teachers, a platform where educators exchanged views, and creative Ukrainian teachers, scientists, and methodologists addressed key issues regarding the formation and development of primary natural science education.

Researcher V. Hulak rightly notes: «Among the professional journals of Galicia in the second half of the nineteenth century, a special place is occupied by pedagogical publications» (Hulak, 2019, p. 36).

This was, among other things, due to the fact that teachers and clergy in Galicia were one of the most active and numerous groups of intellectuals who tried to unite around their own professional publications. Established in 1881, the Rus' Pedagogical Society («RPS») (in 1912 it became the Ukrainian Pedagogical Society («UPS»), and since 1926 it has been known in western Ukraine as the UPS «Ridna Shkola») set among its tasks the creation of its own printed organ, which would publish materials about education, the development of schooling, pedagogical achievements, methodological findings, the education of children and youth, and leadership, etc. The RPS took up the publication of such a journal, with the professional title «Uchytel» (Bilavych, Savchuk, 1998).

On 1 June 1889, «Uchytel» («Teacher») was launched with the aim of "developing schooling and public education" (1889, Part 1). Ukrainian educators, scholars, and practitioners (I. Chapelskyi, O. Barvynskyi, T. Hruskevych, V. Shukhevych, I. Kopach, V. Shchurat, O. Sushko, I. Yushchyn) were members of the editorial staff of the «Uchytel» («Teacher»).

It was intended not only for public teachers, but also for teachers of secondary schools and teacher's seminaries, and during its activity (published until 1914) it became the most authoritative pedagogical journal of Galicia, which widely covered topical issues of education, preservation of the best traditions of Ukrainian school and culture (Hulak, 2019, p. 36).

The Scientific Supplement to the «Uchytel» («Teacher») became an important source of useful and interesting information for both teachers and students. The last issue of the journal was published on 20 June 1914.



We agree with the conclusion of V. Hulak, the author of articles on the magazines of Galicia, that the journal «Uchytel» («Teacher») is the most authoritative and well-known journal among other pedagogical professional publications of the XIX - early XX centuries, which attracts the general pedagogical community with the relevance of the topics of articles, diversity of content, numerous materials on the theory and practice of education and teaching. The figure of the teacher, his/her role in society, social and material status, and professional development were constantly in the focus of the journal. Studying the materials of the «Uchytel» («Teacher») magazine will give a deeper understanding of the history of Ukrainian education. Creative use of many of the pedagogical ideas presented in the magazine will contribute to the successful development of modern education in Ukraine (Hulak, 2019, p. 37).

We would also add that the magazines «Uchytel» («Teacher»), «Dom i Shkola» («Home and School»), and «Shkola» («School») contained articles that covered the problems of developing primary science education, examined the teaching of geography, physics and other science disciplines, analysed problems related to geographical local history, excursions as methods and forms of developing science education, educational and methodological support for teaching science, teacher training for teaching science, etc.

We learn about the first pedagogical magazines of Galicia from I. Yushchysyn's publication «Uchytels'ka presa na varti uchytels'kykh prav» («Teachers' Press on the Guard of Teachers' Rights»), which was published in 1937. The author noted "For these people and the then civil strata who cared about school and education and upbringing of the people, I. Hushalevych published and edited our first public and pedagogical magazine «Dom i Shkola» («Home and School») in 1863-1864. The first issue of the magazine, printed in Cyrillic, appeared on January 10, 1863 (Yushchysyn, 1937, p. 218). For two years, the magazine's pages covered issues of methodology, didactics, orders and recommendations of the Ministry of Education, school statistics, hygiene, medical advice, economics and gardening, teachers' contributions, youth education, natural and historical information, teacher training, etc. In general, the content of the pedagogical magazine was very informative.

The journal «Pys'ma do Hromady» («Letters to the Community») continued to cover the problems of public education in Galicia, first in 1864, and later in 1865 in Lviv, «Shkola» («School») («supplement» to «Letters to the Community»), a «newspaper for teachers and for home education» edited by Severyn Shekhovych and published in Cyrillic (School news. School, 1865). The newspaper's editorial board contributed greatly to the development of its readers' education by publishing articles on historical, literary, geographical, natural, and local history topics in each issue.

The Ukrainian pedagogical journal «Uchytel» («Teacher») was published in Lviv only from 1869 to 1874, and it managed not only to become the central periodical of the Ukrainian teaching profession, but also an oasis for the spread of enlightenment among the Ukrainians of that time. The publication was published every Thursday with a supplement called «Lastivka» («Swallow») for children. Since the «Uchytel» («Teacher») was available in almost every school library and in the reading rooms of the «Prosvita» («Enlightenment»), which were becoming more and more widespread among the Galician population, we conclude that it was read not only by teachers but also by children and their parents. Thus, the journal, which performed an important educational function, became the body around which the leading Ukrainian teachers, the most numerous and active part of the Ukrainian secular intellectuals of that time (Borys, 2024).

The first pedagogical magazines of Galicia, such as «Dom i Shkola» («Home and School»), «Shkola» («School»), «Uchytel» («Teacher»), were a response to the needs of Ukrainian society: public schools and teachers needed school literature, methodological recommendations for teaching subjects, exchange of information about pedagogical experience, acquaintance with the latest pedagogical thought, etc. (Borys, 2024). The first issue of the magazine «Dom i Shkola» («Home and School») stated that «the magazine is dedicated to schools and rural people». The need for pedagogical publications and the demands of Ukrainian society in 19th-century Galicia are revealed in the first publication of the «newspaper for teachers and home education» «Shkola» («School»): «In all provinces of the Austrian monarchy there are several pedagogical newspapers as organs of the National Teachers. Only in our province, there were neither Polish nor Russian ones. This could be a shameful indictment of us that our teachers are still immature. However, this is not true, for there are many gifted and eager people in our region: only material need has prevented us from establishing our own teachers' authority until now. We give You, dear Teachers, this newspaper: sow your seeds, your mutual advice, describe your situation, and draw from it the subjects for your comprehensive education. Show the world that Galician teachers can maintain their own newspaper. If we do not have our own school newspaper, we will not get out of poverty, we will not achieve a higher status, we will not fulfil our task» (School news. School, 1865, p. 75-76).

The magazines owe their popularity among educators and Galicians in general to their editors: I. Hushalevych, a politician, publisher of the newspaper «Novyny» (1849, «News»), the newsweekly «Pchola» (1849, «Bee»), «Zorya Halytska» (1851–1852, «Galician Dawn»), and the pedagogical magazine «Dom i Shkola» (1863–1864, «Home and School»). Hushalevych was also a Greek Catholic priest, journalist, poet, writer, and playwright (Something about elementary science, 1870); and S. Shekhovych, a journalist, publisher of women's magazines such as «Lada» (1853, «Lada») and «Rusalka» (1866–1870, «The Mermaid»), as well as editor and employee of numerous newspapers, including «Zorya Halytska» (1854, «Galician Dawn»), «Simeina biblioteka» (1855–1856, «Family Library»), «Pysma do hromady» (1863, «Letters to the Community»), «Shkola» (1865, «School»), and «Hospodari» (1869, «Farmers») (Yushchysyn, 1937); M. Klemertovych, a journalist, publisher, and writer, began to actively engage in journalism in 1862. He was an employee of the «Slovo» editorial office (translated, wrote notes), publisher and editor of the magazines "Vremennyk Stavropyhiyskoho Institutu z misiatseslovom na... hod" (1868–1903, «The Almanac of the Stavropighian Institute with a Calendar for... Year»), «Uchytel» («Teacher»), «Lastovka» (1869–1874, 1880, «The Swallow»), «Vestnyk Narodnoho Doma» (1882–1893, «Herald of the People's House»), and «Halychanyn» (1893, «The Galician») (Klemertovich Mykhailo Mykhailovych, 2013).



Based on the results of the study of the source base, 18 Ukrainian-language pedagogical journals and 5 supplements published in Galicia in the first half of the XIX century - early XX century were identified. A special place in them was occupied by publications on the problems of didactics, problems of theory and practice of teaching, methods of teaching disciplines, training of pedagogical personnel and problems of pedagogical societies, professional continuing education, etc. (see Table 1).

Table 1

Pedagogical journals of Galicia (XIX - early XX centuries)

Magazine	Years of publication	Publishing house	Chief Editor
«Dom i Shkola» («Home and School»)	1863-1864	Lviv From the Stavropigian Institute Printing House	I. Hushalevych
«Shkola» («School»)	1864	Lviv M.F.Poreba Publishing House	Severyn Shekhovych
«Uchytel» («Teacher»)	1869-1874	Lviv From the Stavropigian Institute Printing House	Lviv From the Stavropigian Institute Printing House
«Narodna Shkola» («Folk School»)	1875	Kolomyia From the printing house of Mikhail Belous	Ilarion Shushkovskiy
Gazeta Shkolna ("School Newspaper")	1875-1879	Lviv	Omelyan Partytskyi
«Shkolna chasopys» («School Magazine»)	1880-1887	Lviv	H. Vertysona
«Uchytel» («Teacher»)	1887-1914	Lviv «Ruske tovarystvo pedahohichne» («Rus Pedagogical Society») (since 1912 r. – «Ukrayinske pedahohichne tovarystvo» («Ukrainian Pedagogical Society»)	I. Chapel'skyi O. Barvinskyi T. Hrushkevych V. Shukhevych I. Kopach V. Shchurat O. Sushko I. Yushchishyn
«Luna» («Luna»)	1907 (8 issues)	Association «Vzaemna pomich ukrayinskykh vchyteliv» («Mutual assistance of Ukrainian educators»)	Yu. Lovytskyi
«Nashe slovo» («Our Word»)	1907 (3 issues)	Association «Vzaemna pomich ukrayinskykh vchyteliv» («Mutual assistance of Ukrainian educators»)	P. Kyrchiv, O. Vlasiychuk
«Prapor» («Flag»)	1908-1912	Kolomyia, «Vydavnycha Spilka Ukrayins'koho Vchytel'stva» («Publishing Union of Ukrainian Teachers»)	L. Lototskyi I. Petryshyn
«Nasha shkola» («Our School»)	1909 -1914	Lviv Chernivtsi Organ of the Ukrainian pedagogical society: «Uchytels'ka hromada» («Teachers' Community») (Lviv) and the Society of Teachers of Higher Schools named after Skovoroda (Chernivtsi)	I. Krevetskyi (1909–12) S. Tomashivskiy (1913) M. Chaikovskiy (1914) Y. Rudnytskyi (1916–18) Editorial staff of the Bukovyna department: M. Korduba I. Pryima
«Ukrayinskyi Uchytel» («Ukrainian Teacher») Supplement: «Ridna Shkola» («Native School»)	1911	Stanyslaviv	I. Butsmanuk ("Ukrainkyi Uchytel") A. Dombrovskiy ("Ridna shkola")
«Uchytels'ke slovo» («Teacher's Word») Supplement «Zhyttya i shkola» («Life and School») Supplement since 01.1927 «Shlyakh vyhovannya i navchannya» («The Path of Education and Learning») «Pedahohichna biblioteka» («Pedagogical Library»)	1912-1939 1912-1917 1919 1923 (6 issues) 1927 1936 (5 issues)	Lviv Ukrainian Pedagogical Association «Vzayemna pomich halyts'kykh i bukovynskykh uchyteliv i uchytelok» («Mutual Assistance of Galician and Bukovinian Teachers») Kolomyia	I. Kazanivskiy H. Koval I. Lishchynskiy A. Zelenyi A. Dombrovskiy I. Yushchishyn
«Nova Shkola» («New School»)	1919	Drohobych	Dmytro Bech



«Uchytels'kyi holos» («Teacher's Voice»)	1919 (3 issues)	Kolomyya	Onufriy Vlasiychuk
«Uchytel» («Teacher»)	1923-1924 10 issues 1925 (1.01)	Lviv	M. Taran'ko Andriy Zelenyi
«Shlyakh vyhovannya y navchannya» («The Path of Education and Learning») Supplement «Metodyka i shkil'na praktyka» («Methodology and School Practice»)	1930 - 1939	Association «Vzayemna Pomich Ukrayins'koho vchytel'stva» («Mutual Assistance of Ukrainian Teachers»)	Ya. Kuzmiv A. Zelenyi I. Stronskyi I. Yushchishyn
«Ukrayinska shkola» («Ukrainian School»)	1930-1939	Lviv The magazine of the «Uchytels'ka hromada» («Teachers' Community»)	Hryts Myketey

The analysis of the data in Table 1 shows that the first pedagogical professional periodicals of the studied period were «Dom i Shkola» («Home and School»), «Shkola» («School»), and «Uchytel» («Teacher»). On their pages, articles of a didactic-pedagogical nature were published, authored by educators from Galicia: «O shkol'nykh posescheniyakh» (1863, Part 6-10, «On School Visits»), «O narodnykh shkolakh» (1863, Part 28, «On Folk Schools»), «O domovykh zadachakh dlya uchenikov» (1863, Part 27, «On Household Tasks for Students»), «O metodi» (1863, Part 28, «On the Method»), «O uchitel'skom zvan'yi» (1864, Part 1, 2, «On the Teaching Profession») – «Dom i Shkola»; «Chym pochatayetsya nauka v narodnykh shkoli» (1865, Part 2, «How Science Begins in the Folk School»), «Yak uchyty ditey» (1865, Part 16, «How to Teach Children») – «Shkola»; «Deshcho pro pedahohiku» («Some Thoughts on Pedagogy»), «Meta narodnykh shkil» («The Purpose of Folk Schools»), «Nedil'ni shkoly» («Sunday Schools»), «Tserkva i shkola» («Church and School»), «Shkoly divochi» («Girls' Schools»), «Nauka v narodnykh shkilakh» («Science in Folk Schools»), «Narodni shkoly navesni i vliiti» («Folk Schools in Spring and Summer»), «Maybutnye shkil narodnykh» («The Future of Folk Schools»), «Stan shkil u Halychyni» («The State of Schools in Galicia»), «Uchytel pry nauki» («The Teacher in Science»), «Rus'ka narodna shkola» («The Ruthenian Folk School») – «Uchytel» (Borys, 2024). Noteworthy are the articles by religious figures who were active educators, teachers, and conducted mass educational activities among the population of the region.

From the analysis of publications in pedagogical journals, we learn about teachers' conferences, where they discussed and determined the planning and methods of teaching subjects and the specifics of organising the educational process: «As for geography, the first thing to do is to teach children about their native village, its position in relation to neighbouring villages and the cardinal points, and then to present the most important concepts: what is a mountain, river, lake, island, village, city, then its diversity and methods of trade (crafts), then the concept of rule and laws, all of which should be presented to them in the form of linguistic and visual exercises. This is followed by information about the neighbourhood, district, province, monarchy» (School news. School, 1865).

Teachers' conferences emphasised the importance of integration with local lore, history and the basics of economic activity (About the teacher's conference, 1863). The authors of numerous articles were practitioners (teachers of public schools, professors of gymnasiums, and priests). For example, V. Ploschanskyi, in a series of articles «Zemlepyssna nauka v narodnykh shkolakh» («Geographical Science in Folk Schools»), emphasized the importance of knowledge of geography in the system of primary natural science education: «... among the means that shape the mind and heart of youth, geographical science occupies an important place. It is given significant importance in developed countries» (Ploschansky, 1869). The teacher actualised the integration of natural knowledge in the content of readings, emphasised «the need to acquaint rural schoolchildren with the phenomena of nature, with the earth and stars», and considered the prerequisites for integration to be the preparation of students during reading to form natural ideas and concepts (Uchytel, 1869, Part 1-5).

According to the results of the content analysis of the publications of the studied pedagogical journals, we can distinguish didactic articles that trace the cross-cutting integration of natural sciences with the mother tongue (Friend, 1873, p. 83).

An example of an ascetic of economic and economic enlightenment (Bilavych, 2015), the development of primary natural science education of a practically oriented nature is the figure of the priest-teacher I. Naumovych, who had a parish in the village of Strilche in the Horodenka district (Stanislaviv region), where he implemented his theory of "teacher's farming", shared his experience of beekeeping, gardening, agriculture, and silk growing (Naumovich, 1863). He recommended that these sciences be actively studied in primary school and included in the content of professional training for future teachers, and organised economic courses for teachers (Uchytel, 1871, 29.06), where some attention was paid to the acquisition of science knowledge.

An analysis of the content of the first pedagogical magazines of Galicia, such as «Dom i Shkola» («Home and School») (1863-1864), «Shkola» («School») (1865), and «Uchytel» («Teacher») (1869-1874), suggests that the publications covered not only the problems of public schools in Galicia, but also a wide range of issues related to schooling: readers got acquainted with the orders of the school ministry, materials related to school innovations, and in separate sections, information was presented in the form of chronicles about the work of public schools, the organisation of educational



activities, the publication of school textbooks, teaching materials, methodological recommendations, information about journalistic and periodicals, etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The historical origins of the development of the pedagogical press in the Ukrainian lands of Galicia date back to the second half of the 19th century. Magazines played an important role in the development of Ukrainian schooling and pedagogical science in Galicia at that time, were an integral and organic component of Ukrainian national culture, and a significant source of historical and pedagogical knowledge. «Dom i Shkola» («Home and School»), «Shkola» («School»), and "Uchytel" («Teacher») constitute an important informative part of the source corpus of any historical and pedagogical research. The magazines covered a wide range of issues regarding the content, means, and forms of students' natural science education. Problems that are relevant for the modern development of Ukrainian schools in general, and primary natural science education in particular, are highlighted.

The magazine «Uchytel» («Teacher») is perhaps the most authoritative and famous magazine among other pedagogical professional publications of the 19th and early 20th centuries. Among the employees of the editorial offices of pedagogical magazines of Galicia were the most prominent public and educational figures: I. Hushalevych, S. Guchkovskiy, S. Shekhovych, M. Poremba, V. Didytskyi, M. Klemertovych, I. Naumovych, A. Petrushevych, M. Ustyianovych, and many others. Periodical pedagogical publications of Galicia are an organic component of Ukrainian national culture, a significant source of historical and pedagogical knowledge. This is an important historical and pedagogical phenomenon in Ukrainian science.

Among the domestic pedagogical magazines, «Dom i Shkola» (1863-1864), «Shkola» (1865), and «Uchytel» (1869-1874) occupy a special place, since, among other things, they are an informative part of the source corpus of any historical and pedagogical research. Their issues open up new aspects of the development of Ukrainian education, the progress of pedagogical science, in particular primary natural science education, etc. The publications covered a wide range of issues regarding the content, means, and forms of natural science education for schoolchildren, which are also relevant for modern Ukrainian education.

REFERENCES

- Bilavych, G. (2015). Theory and practice of educating students and adults in Western Ukraine (second half of the 19th century - early 40s of the 20th century): monograph. Ivano-Frankivsk.
- Bilavych, G., Savchuk, B. (1998). Society "Ridna shkola" (1881–1939). Ivano-Frankivsk.
- Borys, U. (2024). Coverage of problems of primary natural science education on the pages of the magazine "Uchitel" (1869–1874) through the prism of the present (to the 155th anniversary of the founding of «Uchitel»). Prospects and innovations of science (Series «Pedagogy», Series «Psychology», Series «Medicine»): journal, 8(42), 87-98.
- In the name of God! Teacher. (1869). Letter for public teachers, 1, 1.
- School news. School. (1865). Appendix to the Letter to the Community. Newspaper for teachers and for home education, 17, 75-76.
- Something about elementary science. (1870). Teacher. Letter devoted to the affairs of public schools, economy, industry, trade, etc., 5, 18–19; 6, 22–23; 7, 26; 8, 30; 9, 34–35; 10, 38–39.
- Hulak, V. M. (2017). «Teacher» – the leading journal of Galician Ukrainian schooling (1889–1914). Tavriyskiy visn. Osvity, 2, 257–264.
- Hulak, V. (2019). Journals of Galicia in the Fund of the State Scientific and Pedagogical Library of Ukraine named after V. O. Sukhomlynsky. Scientific and Pedagogical Studies, 3, 34-43.
- Kotsopoy, (2011). G. The Problem of Forming the Educational Ideal of Ukrainian Youth in Pedagogical Thought on the Pages of Periodicals of Eastern Galicia in the Second Half of the 19th – Early 20th Centuries. Youth and Market. 4 (75), 160–165.
- Klemertovich Mykhailo Mykhailovych / V. A. Perediryi. (2013). Encyclopedia of Modern Ukraine. / Ed.: I. M. Dzyuba, A. I. Zhukovsky, M. G. Zheleznyak [and others]; NAS of Ukraine, NTSh. Kyiv. URL: <https://esu.com.ua/article-7598>.
- Naumovich. (1863). How a teacher should teach children the science of beekeeping. Home and School, 17, 18, 24.
- About the teacher's conference (1863). Lviv, 9, 67-68.
- Ploschansky, V. (1869). Geographical science in public schools. Teacher. Letter for public teachers. Lviv, 3, 10–11; 4, 14–15; 5, 18–19.
- Friend, K. (1873). The science of geography in public schools. Teacher. Letters devoted to the affairs of public schools, economy, industry, trade, etc. Lviv, 4, 13; 5, 17; 6, 21–22; 7, 25.
- Yushchyn, I. (1937). The teacher's press on the guard of teachers' rights. Teacher's word, 8 (277), 216–218.

Received 12.05.2024
Accepted 02.06.2024

**Вікторія ГНЄЗДІЛОВА,**

кандидат біологічних наук, доцент кафедри біології та екології,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Victoria GNIEZDILOVA,

Candidate of Biological Sciences (Ph. D.), Associate professor of Biology and Ecology Department,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

viktoria.gniezdilova@pnu.edu.ua

ORCID ID 0000-0002-3340-5747

Тетяна МИКИТИН,

кандидат біологічних наук, доцент кафедри біології та екології,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetiana MYKYTYN,

Candidate of Biological Sciences (Ph. D.), Associate professor of Biology and Ecology Department,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

tetiana.mykytyn@pnu.edu.ua

ORCID 0000-0002-3458-0520

Надія РІЗНИЧУК,

кандидат біологічних наук, доцент кафедри біології та екології,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Nadiya RIZNYCHUK,

Candidate of Biological Sciences (Ph. D.), Associate professor of Biology and Ecology Department,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

nadiia.riznychuk@pnu.edu.ua

ORCID 0000-0002-4863-6775

УДК 37.091.33'06]37.091.12:005.963.3

КВЕСТ ЯК ЗАСІБ РЕФЛЕКСІЇ ПІД ЧАС ПРОВЕДЕННЯ STEM-ЕКСКУРСІЇ

Анотація. Сьогодні в освітній процес активно впроваджуються новітні педагогічні технології, серед яких особливе місце посідають особистісно-орієнтовані, інтерактивні, інформаційно-комунікативні, технології розвитку критичного мислення. Навчальні технології спрямовані на формування мобільної особистості, здатної критично осмислювати інформаційні потоки, адаптуватися в сучасному соціумі й навчатися впродовж життя. Біологія як навчальний предмет має великі потенційні можливості для реалізації різних форм організації навчання. Різноманітні інтерактивні технології навчання біології дають змогу активізувати можливості школярів та учителів, продемонструвати сфери практичного застосування засвоєних знань, умінь і навичок. Однак без володіння базовими знаннями з основних розділів біології (ботаніки, зоології, анатомії, генетики і т.д.) такі форми малоефективні. Важливе місце серед педагогічних технологій займають квести, які навчають школярів знаходити необхідну інформацію, аналізувати її, систематизувати і розв'язувати поставлені завдання. У сучасних педагогів дуже популярними стають STEM-екскурсії, які залучають учнів до процесу формування компетентностей за допомогою дослідницької діяльності. Мета таких екскурсій – залучити учнів до активного вивчення шкільних дисциплін, надати їм можливість застосувати отримані теоретичні знання на практиці. Одним із важливих етапів підготовки та проведення STEM-екскурсії є рефлексія. Її проводять по завершенню STEM-екскурсії у різних формах: оформлення альбому, проведення вікторини, створення відеофільму, складання графіків, діаграм, доповіді, комп'ютерної презентації чи усного опитування.

У статті подано методичну розробку квесту «Сторінками Червоної книги» для узагальнення та систематизації знань учнів, отриманих у ході STEM-екскурсії у Карпатський біосферний заповідник.

Ключові слова: квест, STEM-екскурсія, рідкісні рослини, педагогічні технології.



QUEST AS A MEANS OF REFLECTION DURING A STEM-EXCURSION

Abstract. Nowadays, modern pedagogical technologies are being actively introduced into the educational process, among which a special place is occupied by personality-oriented, interactive, information and communication, and critical thinking development technologies. Educational technologies are aimed at forming a mobile personality capable of critically comprehending information flows, adapting to modern society and lifelong learning. Biology, as a school subject, has significant potential for implementing various forms of learning organization. Diverse interactive technologies for teaching biology allow for activating the capabilities of both students and teachers, demonstrating areas of practical application for acquired knowledge, skills, and abilities. However, without a solid grasp of fundamental knowledge in the main branches of biology (botany, zoology, anatomy, genetics, etc.), such methods are less effective. Quests hold an important place among pedagogical technologies, as they teach students to find necessary information, analyze it, systematize it, and solve the assigned tasks. STEM excursions have become very popular among modern educators, engaging students in the process of competence formation through research activities. The goal of these excursions is to involve students in the active study of school subjects, giving them the opportunity to apply acquired theoretical knowledge in practice. One of the essential stages in preparing and conducting a STEM excursion is reflection, which is carried out at the end of the excursion in various forms: creating an album, conducting a quiz, making a video, developing graphs, diagrams, reports, computer presentations, or oral surveys.

The article presents a methodological guideline of the quest «Through the Pages of the Red Book» for summarizing and systematizing students' knowledge acquired during a STEM excursion to the Carpathian Biosphere Reserve.

Keywords: quest, STEM excursion, rare plants, pedagogical technologies.

INTRODUCTION

The problem formulation. Nowadays, modern pedagogical technologies are being actively introduced into the educational process, among which a special place is occupied by personality-oriented, interactive, information and communication, and critical thinking development technologies. The main purpose of these technologies is to actively develop not only the cognitive sphere of students, but also their personal qualities (communication skills, mobility, problem-solving skills, idea generation and testing them, etc.). In the light of the implementation of a competence-based approach to biological education at school, the question of how to organise the educational process and what forms of learning will be most effective is particularly acute. Innovations in this regard help to change the attitude of students and teachers to the educational process, giving it special significance, avoiding a formal approach to learning. Modern students have new opportunities, think, and perceive things differently. The task of modern education is to harness these changes for the qualitative and comprehensive development of the individual. Students in contemporary schools are representatives of Generation Z. They work and process information quite rapidly; they have a «click» mentality, preferring to see something once rather than hear or read it a hundred times; if they are engaged in a process, they can work for extended periods without a break.

Biology as a subject offers significant potential for implementing various forms of teaching organization. In the practice of modern biology teachers there are numerous teaching technologies that undoubtedly contribute to achieving subject-specific, interdisciplinary, and personal outcomes, as well as mastery of key competencies.

A variety of interactive teaching technologies in biology provide opportunities to activate the potential of students and teachers, demonstrating practical applications of acquired knowledge, skills, and abilities. However, without mastering basic knowledge from the fundamental branches of biology, such forms can be less effective. They should be subordinate to the main idea of the educational process, which is to «teach a child to learn.» Educational technologies are aimed at forming a mobile personality capable of critically analyzing information flows, adapting to contemporary society, and learning throughout life. One such method that teaches how to find necessary information, analyze it, systematize, and solve tasks is the quest methodology.

Analysis of recent research and publications. The name «quest» comes from the English word quest, which means «search», «search for adventure». Today, a quest at school is a game based on the step-by-step completion of pre-prepared tasks. Quests can be team-based or individual (Shambir, 2020).

In pedagogy, a «quest» is defined as a technology, method or form of organising research activities in which participants search for information, analyse, systematise it and complete certain tasks. In 1995, in San Diego, university professors Bernie Dodge and Tom March developed the concept of webquests using ICT (Information and Communication Technology) and the Internet. They described a webquest as «an inquiry-based lesson format in which most or all of the information students work with comes from the Internet» (Melnychenko, 2018).

In recent years, the peculiarities of using quests in the educational process have been described in a number of scientific papers. In particular, Sokol I.M. defines the concept of a quest as a game technology with clear didactic tasks, rules and plot (Sokol I., 2013). The author analyses the history of quests, describes the variety of their types and criteria for evaluating their effectiveness. In these works, Sokol I.M. gives examples of methodological developments of web quests in computer science, Ukrainian literature, English, history (Sokol, 2014). The works of Bykhovskiy Ya. (1999), Kononets N. (2012), Mishagina O. (2013), Shamatonova G. (2010) describe the technology of web quest as a practical activity aimed at searching for information on the Internet and performing various intellectual tasks.

Many practicing educators consider quests as mini-projects. In them, students select information from online resources, organise it and solve tasks that are usually related to their future profession. S. Agapshuk offers methodological guideline of quests on biological topics for students in grades 6-11 (Agapshuk, 2016).



AIM AND TASKS RESEARCH

Within this scientific-methodical study we aim to create a quest to repeat, consolidate and test the knowledge of 6-8th grade students about rare plant species protected in the Carpathian Biosphere Reserve. It is also intended to maintain students' interest in studying the nature of their native region through games.

RESEARCH METHODS

In the suggested article theoretical research methods were used, including analysis and synthesis of research results on the problem; method of generalization to formulate conclusions, method of prediction – to determine the prospects for further research.

RESULTS OF THE RESEARCH

The basis of a learning quest is a system of interconnected tasks and tests that are linked by a common theme and goal. The main advantage of this form is the absence of stereotypical solutions, standard answers or ready-made algorithms.

Participants in the quest are engaged in searching for answers to the given tasks, consolidating not only their ideas but also existing knowledge and skills. During the quest, students work in teams, demonstrating the potential for rational interaction, proper allocation of resources, and independence in decision-making.

This ensures the development of communicative competence and demonstrates the organizational abilities and leadership qualities of the participants, which are crucial for the successful completion of the challenges. Biology teachers most commonly use three types of quests in their practice: linear, storming, and ring.

The linear quests are designed so that the correct completion of one task allows you to move on to another. Students are particularly interested in practical tasks that require them to apply their existing knowledge and skills and find a new solution. In some cases, not only the tasks themselves are encrypted, but also the access to them. For example, in order to receive a test task, students have to find it among objects in the classroom (outside the classroom) using short encryptions. For example, access to the challenge could be hidden under a wet fish specimen (hinting at the animal that first developed an internal ear) or under an osteological specimen of a frog («the animal with only one neck vertebra»). Once the access is obtained, the team begins deciphering their route. Each point and station on the route has its own code. The code can be represented by a sequence of tasks. The answer to each task is a specific number; by combining them, they obtain the number of the point or classroom where the students will encounter the next challenge. (For example: the first digit is the number of nuclei in a plant cell (digit «1»), the second is the number of walking legs in arachnids (four pairs - digit «8»), the third digit is the number of closing cells in a stomata cell (digit «2») - code number «182») (Agapshuk, 2016).

The essence of storming quests lies in participants choosing their own method of solving tasks using control prompts. These quests are typically multi-level. All levels are provided to participants simultaneously, along with the indication of the number of points for each. The number of points is proportional to the level of difficulty of the tasks. Each level is encoded; for example, solving a genetic problem and determining Mendel's laws define the level of difficulty of the tasks (participants choose a task on monohybrid or dihybrid crossing, the first, second, or third Mendel's law). Riddle tasks contain information encoded in a certain way, sometimes in an allegorical form. (For example, we encrypt a task about insects as the most numerous representatives on Earth: we place objects on the table: a mosaic, a trachea, a pupa. Students have to explain what these objects have in common and identify the object of encryption). You can use reference books, encyclopaedias, collections, stuffed animals, herbaria, wet preparations, and the Internet to solve and get the code for a level or task. The time to complete each level is limited. If the time limit is not met, points are deducted from the team.

This form of training develops flexibility of thinking, analytical skills, the ability to apply knowledge in a non-standard situation, find a new solution, establish cause and effect relationships, and also helps to develop the ability to quickly and efficiently search for the necessary information and correctly interpret the results.

Ring quests are used to summarise large topics or blocks of biology. They are based on a linear quest for several teams that start at the same time, but from different locations. Students can be offered the quest «In the Labyrinths of Nature», which is based on the integration of biological, ecological and chemical knowledge.

At each stage, the participants have to solve specific tasks from different branches of biology (botany, zoology, anatomy, cytology, histology with the basics of embryology, genetics) with a chemical and ecological component. This integration helps to see the integrity of processes and phenomena in living nature, and gives a better understanding of the organisation of living systems and their interaction with other natural objects (Sokol I., 2013).

Nowadays, Ukraine is implementing the global trend of STEM-education, which promotes the intellectual development of children and quality education in natural sciences, engineering and technology. There is a pressing need for students to acquire methods of scientific inquiry. Among the forms and methods of teaching in STEM-education, excursions occupy a special place as they engage students in the process of developing competencies through research activities. A STEM-excursion is a special type of integrated educational activity conducted outside the educational institution in natural landscapes, industrial sites, museums, exhibitions, etc., aimed at observing and studying various objects and phenomena of the environment to develop knowledge, skills, and competencies (Shustova, 2022). One of the important stages of preparing and conducting a STEM excursion is reflection. It is carried out at the end of the STEM excursion. It takes the form of processing the materials of the excursion, namely: designing an album, conducting a quiz, creating a video, drawing up graphs, diagrams, reports, computer presentations or oral questioning.

We have created an example of a linear quest to summarise and systematise the knowledge gained during a STEM excursion to the Carpathian Biosphere Reserve.



Table 1.

Methodological guideline of the quest «Through the Pages of the Red Book»

Target audience	Students of grades 6-8
Aim	To review, consolidate and test knowledge about rare plant species protected in the Carpathian Biosphere Reserve, including their ecological groups and life forms. Additionally, to continue fostering students' interest in studying the nature of their native region through gamification. To develop students' teamwork skills and review the rules of behavior in protected areas.»
Equipment	Route sheets, maps with routes, stopwatches, printed words for making proverbs, gadgets, photos of rare plant species and their fruits and seeds, markers, paper.
Interdisciplinary connections	Ecology, Ukrainian literature, fine arts, language skills, teamwork skills, civic culture and education.
Expected outcomes	1. Generalisation and consolidation of knowledge about biological and ecological features of rare plant species of the Carpathian Biosphere Reserve. 2. General skills: respect for nature, biodiversity conservation, nature observation, development of attention, logical thinking and creativity. 3. Methodological skills: ability to operate with biological terminology, critical thinking. 4. Social/interpersonal impact: teamwork, observance of the rules of behaviour in nature.
Game rules	Quest-competition. Each team is given a route sheet. It shows the sequence of stations for each team. Participants visit five stations: « Name me », « Where do I grow? », « Captains' competition », « Folk wisdom », « Recognise me », « Maths minute », « Jigsaw puzzles » and « The smartest one ». Participants must answer the questions and do so not only correctly but also quickly. Because for each wrong or incomplete answer at the end of the game, 5 seconds will be added to the total time. At each station, students give the judge their route sheet, scan the QR code, read the task, and then the time starts. The time is stopped by the judge after receiving the answer. After verifying it, the judge fills out the route sheet. If students encounter difficulties in solving the tasks, they may receive additional hints, but these add time (+2 minutes) to the team's total route time. If students arrive at a station and another team has not yet finished the task, they can move to another station and then return. In other words, it is not necessary to follow the sequence of stations.

Station «Name me». On the table, there are photographs of rare plant species, photographs of their fruits and seeds, and plates with the names of the species. Participants of the game must establish a correspondence between the name of the species, the photograph of the species, and the fruit. (**Suggested species:** *Allium ursinum* L., *Lilium martagon* L., *Gladiolus imbricatus* L., *Crocus heuffelianus* Herb., *Taxus baccata* L., *Campanula carpatica* Jacq., *Colchicum autumnale* L., *Iris hungarica* L., *Platanthera bifolia* (L.) Rich., *Dactylorhiza fuchsii* (Druce) Soo).

Station «Where do I grow?» Students should group photographs of rare plant species by life form (Life forms: trees, shrubs, herbaceous plants) and by habitat (forest, meadows, rocks). (**Suggested species:** *Taxus baccata* L., *Atropa belladonna* L., *Staphylea pinnata* L., *Trifolium badium* Schreb., *Rhodiola rosea* L., *Rhododendron myrtifolium* Schott & Kotschy, *Primula minima* L., *Lunaria rediviva* L., *Pinus cembra* L., *Botrychium lunaria* (L.) Sw., *Lonicera caerulea* L., *Antennaria carpatica* (Wahlenb.) Bluff et Fingerh., *Leucojum vernum* L., *Platanthera bifolia* L.).

Station «Captains' competition». Students are asked to identify the plant from the description. The team captain draws out a sheet of paper with a description of the plant, reads out the information, and the team guesses the name of the plant. (For example: The name and poisonous properties of this plant are associated with the name of the greatest sorceress in Greek mythology - the daughter of the Colchis king Aetetus and granddaughter of Helios, the poisoner Medea of Colchis. Against her father's will, she helped the Argonaut leader Jason to take possession of the golden fleece and ran away with it. To delay the chase, she killed her brother, cut him into pieces and scattered him across the sea. To spite her first husband, she killed her sons. This plant grows sporadically in the Carpathians in wet and floodplain meadows along rivers and streams. It is a rare and endangered plant listed in the Red Book of Ukraine.

Botanists describe this species as follows: A perennial herb with an underground, brown, scaly corm which bears solitary, long, violet and tubular crocus-like flowers in the autumn. There are six stamens in the flower. The orange anthers give the plant one of its common names. After pollination the seeds remain in the ovary until spring when several large, fleshy, bright glossy-green, oblong to lanceolate leaves appear, arranged in a rosette with the fruit – a capsule – in the centre. The small brown seeds are pitted. All parts of the plant are extremely poisonous. (The answer: **Meadow saffron – Colchicum autumnale** L.).

Station «Folk wisdom». Participants are asked to compose 10 Ukrainian proverbs written in the form of two-part dominoes. **For example:**

Proverbs about plants:

There is a waterwell in the garden under a willow tree.

Wherever you turn, golden willows grow.

He bent like a willow over the water.

It's true, like pears on a willow.

It pours like a nightingale on a viburnum.

An acorn, no matter how small, grows into a large oak tree.

Periwinkle is for a wreath, and wormwood is for a broom.

To each his own flowers, but to me it's marigolds.



Station «Recognise me». Participants are asked to decipher the anagrams of the names of rare plant species. (An anagram is a random arrangement of letters in a word to form another word.) Solve the anagrams and write your answers in the space provided. The team that decodes the most words in 5 minutes wins. (**For example:** Anagrams: DAWEMO FANSROF, NANEEOM, ODNEHRDNOROD, ROSRMPEI, LEROCV, YLNOUHECSKE, NGEITAN, NOAEABNLLD. The answers: Meadow saffron, anemone, rhododendron, primrose, clover, honeysuckle, gentian, belladonna).

Station «Maths minute». Participants are asked to solve the problem in 2 minutes: **The Carpathian Biosphere Reserve**, one of the oldest nature reserves in Ukraine, is a member of the UNESCO Biosphere Reserve Network. It was established in 1993 to preserve and restore unique wildlife areas and protect rare species of flora and fauna. The nature here is truly unique and rich. The reserve encompasses the most valuable natural areas that have remained virtually untouched to this day. There are 1,000 species of higher vascular plants and about 300 species of vertebrates. Rare animals such as brown bear, lynx, Carpathian newt, forest creeper, black stork, owl and others can be found. Find out how many species of plants and animals listed in the Red Data Book of Ukraine are found in the Carpathian Biosphere Reserve, if the percentage is 22.5% and 24.0% respectively. (*The answers:* The Red Data Book of Ukraine includes 225 species of plants and 72 species of animals).

Station «Jigsaw puzzles». Participants need to scan the QR code and follow the link to <https://www.jigsawplanet.com/VictoriaGniezdilova1>.

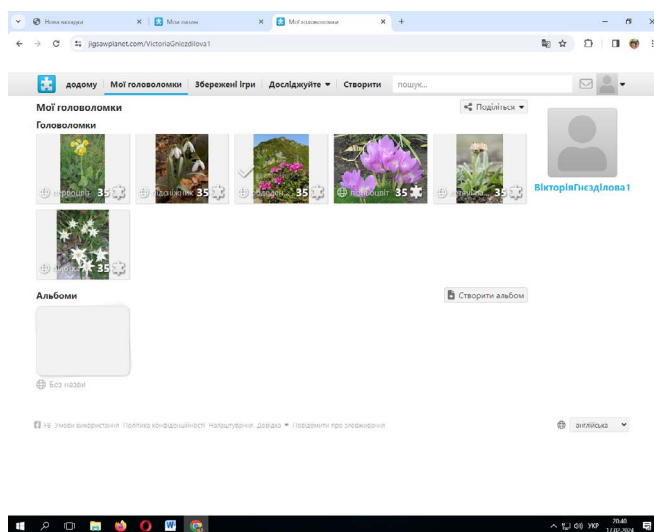


Fig. 1 Home page of the jigsawplanet platform

Here they will find puzzles that need to be completed as quickly as possible and correctly name the plant species. The team that completes the task the fastest wins.

<https://www.jigsawplanet.com/?rc=play&pid=0b5b50f21962> – Rhododendron

<https://www.jigsawplanet.com/?rc=play&pid=1c1464495c8b> – Edelweiss

<https://www.jigsawplanet.com/?rc=play&pid=332a7e7da5d8> – Meadow saffron

<https://www.jigsawplanet.com/?rc=play&pid=0300c64a05f5> – Mountain Everlasting

<https://www.jigsawplanet.com/?rc=play&pid=2cc6802c1e55> – Snowdrop

Station «The smartest one». Participants scan a QR code and solve tests on the Wizer.me platform.

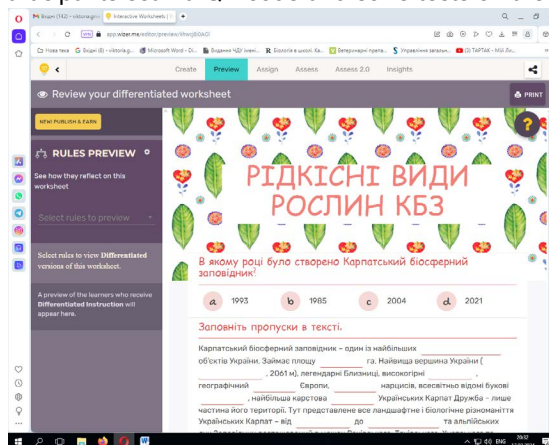


Fig. 2 Tests on the Wizer.me platform



Summing up the results.

The judges count the total time, the number of mistakes, and the number of points scored. The work of each team is evaluated. The winning team is determined.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, the quest can be seen as a new teaching technology that has its own specific methods, forms, and means of work and can be optimally combined with traditional teaching technologies. The quest is based on an intellectual competition with elements of role-playing. This technology contributes to the growth of students' positive motivation to learn; the formation of their methodological, communicative and information competence; and the development of creativity.

The use of quest technology presupposes the availability of free time, the necessary space, unrestricted mobility and a bank of non-standard tasks of varying complexity. Therefore, it is possible and appropriate to implement them at different stages of the educational process: during immersion in a complex topic or block of topics, at the completion stage of topic study, summarising the knowledge and skills gained during a STEM-excursion, and in assessing the quality of formed competencies.

The quest is an innovative interactive learning technology that should be introduced into the educational process both in the study of biology in general secondary education and in higher education in the training of future biology teachers.

Further research is related to the problem of using quests in the educational process of a modern higher education institution.

REFERENCES

- Agapshuk, S. (2016). Quests in biology classes. Kyiv: Pershe veresnia, 104. [in Ukrainian].
- Bondarenko, A. (2016). The use of quest technologies to enhance the cognitive activity of students in computer science. Zbirnyk materialiv oblasnoi web-conferentsii. Cherkasy, 13 – 18. [in Ukrainian].
- Bykhovskiy, Ya. Educational web-quests. Information technologies in education. URL: <http://ito.edu.ru/1999/III/1/30015.html4>. [in Ukrainian].
- How to organise a STEM excursion? [Електронний ресурс]. URL: <https://teach-hub.com/yak-orhanizuvaty-stem-ekskursiyu/> [in Ukrainian].
- Kononets, N. (2012). Web quest technology in the context of resource-based learning. The origins of pedagogical excellence, 10, 138. [in Ukrainian].
- Melnychenko, R. (2018). Quest as a Technology for Developing the Creativity of Future Biology Teachers. Scientific Journal of the National Pedagogical Dragomanov University, 64, 148-153. [in Ukrainian].
- Mishagina, O. (2013). Using a quest as a means of activating students' learning activities. Forum "Na urok". URL: http://osvita.ua/school/lessons_summary/edu_technology/34730 [in Ukrainian].
- Shamatonova, G. (2010). Web-Quest as an interactive methodology of training future specialists in social work. SOCIO Prostir: Interdisciplinary collection of scientific papers on sociology and social work, 1, 34-36. [in Ukrainian].
- Shambir, N. (2020). Implementation of quest technologies in the educational process. Forum «Na urok». URL: <https://naurok.com.ua/uprovadzheniya-kvest-tehnologiy-v-osvitniy-proces-140396.html> [in Ukrainian].
- Shustova, N. (2022). STEM-education as an important component of future teachers' professional self-development. [Електронний ресурс]. URL: <https://cusu.edu.ua/ua/conferenc-2022-2023/problemy-ta-innovatsii-v-pryrodnycho-matematychnii-tekhnologichnii-i-profesiinii-osviti-hruden-2022-r/sektsi-2-innovatsii-v-osviti-metodolohichni-teoretychni-praktychni-ta-metodychni-aspekty/14376-stem-osvita-yak-vazhliva-skladova-profesijnogo-samorozvitku-majbutn-ogo-vchitelya> [in Ukrainian].
- Sokol, I. (2013). Implementation of quest technology in the educational process: educational guide. Zaporizhzhia: Aktsent Invest-Trade. 87. [in Ukrainian].
- Sokol, I. (2014). Quest: a method or a technology? Computer in school and family, 2, 28-31. [in Ukrainian].
- Sysoyeva, S. Pedagogical technologies definition, structure, problems of implementation. URL: http://www.archive.nbu.gov.ua/portal/soc_gum/np0/2002_4/Sysoyeva.pdf. [in Ukrainian]

Received

24.04.2024

Accepted

17.05.2024

**Ірина ДІДУХ,**

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

Iryna DIDUKH,

Candidate of pedagogical sciences, Associate Professor of the Department of Social Pedagogy and
Social Work,

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

iryna.didukh@pnu.edu.ua

ORCID ID 0000-0002-0626-9874

УДК 37.017

ПРОБЛЕМА РЕАЛІЗАЦІЇ ІСТОРИЧНОГО ДОСВІДУ ПЛАСТОВОГО ВИХОВАННЯ В РЕАЛІЯХ СУЧАСНОСТІ

Анотація. У статті розглянуто складність, неоднозначність та проблему використання історичного досвіду виховання в «Пласті» у сучасній роботі з дітьми та молоддю. Для сучасної соціальної та позашкільної педагогіки значний науковий і практичний інтерес становить досвід пластової організації, яка за складних суспільно-політичних умов продемонструвала значні потенційні можливості щодо доповнення і розвитку інтелектуального, духовного, фізичного становлення дітей та підлітків, які здійснювали школа, сім'я, церква та інші соціальні інститути.

Чимало завдань, які успішно розв'язувалися «Пластом» за різних суспільних умов і державно-політичних режимів, стали особливо злободенними для сучасного молодіжного середовища. Ідеться про формування активної життєвої позиції, додержання здорового способу життя, несприйнятливості до наркогенних речовин, плекання почуттів колективізму і взаємовідповідальності, збереження етнокультурної толерантності, викорінення різних «вад національного характеру» та розв'язання інших виховних завдань, актуальних як у ХХ, так і в ХХІ ст.

За пануючих на західноукраїнських землях у міжвоєнний період суспільно-політичних умов «Пласт» набрав виняткового значення в національно-патріотичному вихованні юнацтва, що явно не збігалося (суперечило) із державною освітньою політикою.

Розвиток пластового руху на західноукраїнських землях у 1911-1939 рр. засвідчує, що його історичний досвід і практика відповідають завданням і можуть ефективно використовуватися у формуванні зростаючого покоління сучасної України.

Ключові слова: пласт, скаутинг, скаутський рух, національно-патріотичне виховання, національні цінності, історичний досвід.

THE PROBLEM OF IMPLEMENTING THE HISTORICAL EXPERIENCE OF PLAST EDUCATION IN THE MODERN REALITIES

Abstract. The article examines the complexity, ambiguity and problem of using the historical experience of upbringing in Plast in modern work with children and youth.

For modern social and out-of-school pedagogy, the experience of Plast organization is of significant scientific and practical interest, which, under difficult socio-political conditions, demonstrated significant potential for supplementing and developing the intellectual, spiritual, and physical development of children and adolescents, which was carried out by the school, family, and church and other social institutions.

Many tasks, which were successfully solved by Plast under various social conditions and state-political regimes, have become especially topical for the modern youth environment. It is about forming an active life position, maintaining a healthy lifestyle, insensitivity to narcotic substances, nurturing feelings of collectivism and mutual responsibility, preserving ethno-cultural tolerance, eradicating various «defects of the national character» and solving other educational tasks that are relevant both in the XX and XXI century.

Under the socio-political conditions prevailing in the Western Ukrainian lands in the interwar period, Plast gained exceptional importance in the national-patriotic education of youth, which clearly did not coincide (contradicted) with the state educational policy.

The development of Plast movement in the Western Ukrainian lands in 1911-1939 certifies that its historical experience and practice meet the tasks and can be effectively used in the formation of the growing generation of modern Ukraine.

Keywords: Plast, scouting, scout movement, national and patriotic upbringing, national values, historical experience.

INTRODUCTION

The problem formulation. The problem of using the historical experience of Plast upbringings in modern work with children and youth is complex and ambiguous. Scientists, the general public and parents have legitimate hopes that the participation of their children in the Great Game will contribute to the solution of many dangers and challenges



of society, in particular, it will open up new opportunities in the formation of moral, ideological, physical qualities of the individual in accordance with universal, national, patriotic ideals.

This, in turn, conditions a «straightforward», simplified understanding and transfer of experience, practice, achievements of Plast education of the first third of the XX century in the modern youth environment.

Such a situation sometimes leads to disappointment in scouting on the part of both «subjects» and «objects» of education. The fact is that, as the scientists found out, there is no complete adequacy of the content of the educational work in Plast to the socio-cultural demands and age characteristics of today's youth.

Today's youth looks at and perceives the world in a «new» way than its peers of the interwar period, because it lives and develops in a different world - in the conditions of its own national statehood, global computerization with unlimited access to information, growth/absolutization of the significance of material values, etc.

So, the current young generation, on the one hand, is more pragmatic, more informed, communicative, and, on the other hand, ideologically-politically, patriotically indifferent, less romantic and «conservative», etc.

It should be taken into account that the Plast organization itself exists in qualitatively different social circumstances.

It develops under the conditions of national statehood, so instead of oppression and persecution by official factors, as it was during the interwar period, it can expect all kinds of support from them in its activities.

During the interwar period in Western Ukraine Plast was considered as a factor in the continuation of the liberation struggle, as an «heir» of the traditions of the national liberation struggles of the Kozachchyna era and, above all, the period of 1914-1920, which rallied and prepared the young generation to gain the lost state independence.

Analysis of recent research and publications. Researchers of the children's movement are developing conceptual theoretical and methodological approaches to studying the activities of children's associations and social work in this area (N. Kostina, A. Malinovskyi, K. Radina, S. Syrotkin, T. Stepanova, A. Shelpuk, etc.) , which are implemented in the relevant state programs.

Various studies of the scouting movement are being conducted in terms of its historical retrospective and under modern conditions of its development (Y. Burma, S. Dyba, V. Dovbyshchenko, Y. Zhdanovich, Y. Kudryashov, M. Okarinsky, L. Yarova, etc.).

A considerable layer of scientific literature has been accumulated about the ideological and organizational formation of Plast as a component of the national movement in the Western Ukrainian lands of the first third of the XX century. (I. Andrukhiv, Yu. Vizitiv, O. Vahnyanin, S. Levytskyi, V. Lenyk, A. Okarinskyi, M. Pantyuk, B. Savchuk, B. Trofymyak, etc.).

The work of M. Barna, G. Bilavych, T. Zavhorodnaya, I. Kurlyak, Z. Nagachevska, B. Stuparyk, M. Chepil and other scientists outlines the prerequisites and the educational and pedagogical situation that determined the nature of the development of Plast in the specified period in Galicia.

AIM AND TASKS RESEARCH – the development of the Plast movement in the Western Ukrainian lands in 1911-1939 proves that its historical experience and practice meet the tasks and can be effectively used in the formation of the growing generation of modern Ukraine.

RESEARCH METHODS

The following methods were used in the preparation of the study: general scientific (analysis and synthesis, induction and deduction, generalisation and comparison – to determine its logic and content orientation); interdisciplinary (historical-genetic, historical-structural, retrospective - to determine the dynamics, stages, trends of the historiographical process); partially scientific (content analysis, discourse analysis – to study various aspects of the development of foreign pedagogical thought); historiographical (monographic, analysis of the main body of sources, analysis of knowledge systems – for critical analysis of historical and pedagogical literature and individual works).

RESULTS OF THE RESEARCH

The situation with the diversity of children's and youth organizations in modern Ukraine can cause not only different readings of the content and tasks of Plast activities, but also increase skepticism, despair regarding the expediency and effectiveness of using the scouting educational method.

The baselessness of such views is refuted by at least two following arguments.

First, at the beginning of XXI century scouting organizations continue to actively operate in about a hundred countries of the world; despite certain peculiarities, they remain committed to the cornerstones and ideals formulated by the founders of scouting, therefore they continue to create a single social and educational movement.

Secondly, scouting - Plast has always professed eternal universal values and the ideals of Goodness, Love, Loyalty, Justice, Honor, Dignity, Patriotism, which are not subject to modern «modifications» and continue to be based on them.

Moreover, many tasks that were successfully solved by Plast under different social conditions and state-political regimes have become particularly topical for the modern youth environment.

It is about forming an active life position, maintaining a healthy lifestyle, insensitivity to narcotic substances, nurturing feelings of collectivism and mutual responsibility, preserving ethno-cultural tolerance, eradicating various «defects of the national character» and solving other educational tasks that are relevant both in the XX and XXI centuries.

From such positions we will try to creatively think through and determine the possibilities of adapting the experience of Plast education accumulated in the Western Ukrainian lands in 1911-1939 to solve the modern problems facing pedagogical science and state institutes, educational institutions, public children's and youth associations in formation of the growing generation of Ukrainian civil society.

The main basis for solving this task is the commonality, the unity of the main goal of education in modern Ukraine with the goal of education in Plast. It is about the creation of conditions and environments for the continuous purposeful self-development of a young personality and the disclosure and realization of its creative potential.



Thus, prerequisites are created for training the growing generation in accordance with the needs and progress of modern civilization in general and nation-building processes in particular.

We can assert that even under the conditions of global civilizational shifts, when stereotypes are broken, moral guidelines proven by centuries of experience are rapidly changing and being transformed, the idea of scouting is not only not depreciated, but on the contrary acquires a new meaning and becomes a reliable guide for achieving true ideals.

Of real interest and significance for the theory and practice of the activities of modern public children's and youth organizations is the whole Plast model of education, starting from the organizational foundations of everyday school work, ending with the methods, means and forms of its management and the ideological and moral and ethical principles of realizing the Great Goal of Scouting.

For modern social and out-of-school pedagogy, the experience of a Plast organization is of significant scientific and practical interest, which, under difficult socio-political conditions, demonstrated significant potential for supplementing and developing the intellectual, spiritual, and physical development of children and adolescents, which was carried out by the school, family, church and other social institutions.

In Plast a stable system of connections with families of plastuns has developed.

Along with these mandatory formal manifestations of contacts, parents were involved in practical work on the organization of various aspects of Plast's life. There was a practice when parents acted as patrons, providing financial assistance in the establishment of Plast camps and the functioning of Plast circles and kurens in general. It was important to invite parents to Plast holidays and various kinds of actions, where children demonstrated the knowledge, skills and abilities acquired in the organization.

When considering the historical experience of Plast's relations with the school in the Western Ukrainian lands in the first third of the XX century it is important to understand the socio-political circumstances that caused them, because the ruling state regimes considered the schools as means of denationalizing the youth and educating loyal citizens of the country.

Under any circumstances, they were not considered as competitors, but as partners, and, despite all the differences, Plast always recognized the priority of the school.

First of all, it had to develop intellectual qualities that optimized a person's assimilation of school knowledge, including memory, the ability for independent creative thinking and quick decision-making, observation, the ability to analyze, abstract and generalize, etc.

The second place was given to the requirements of moral, ethical and psychological order: the organization formed self-discipline, optimism (cheerfulness, good mood), a sense of duty, honor, dignity, healthy ambition, etc. in plastun students. In many cases, Plast played not only a «compensatory» but also a determining role in the upbringing of a young personality.

Compared to the school, it dominated in the formation of a healthy lifestyle through a systematic and consistent explanation and conviction of the need and importance of daily exercise, tempering, compliance with hygienic norms and moderation in everything, and especially in the refusal of consumption of narcotic substances (alcohol, tobacco), etc.

Plast better than a school «taught to learn», i.e. provided skills of effective self-organization of learning through planning, consistent and purposeful allocation of priorities and personal time, mobilization of internal forces, ability to cooperate with others, etc.

In contrast to the school, it taught to «rationalize» and «separate» knowledge: denying the chaotic, senseless accumulation of information, it demanded «reasonable intellectual self-improvement», aimed at obtaining useful knowledge necessary for professional activity, orientation in the complex modern world, adoption of correct decisions in different situations.

These problems remain relevant for today's school and student youth, who have many different hobbies, spend hours playing computer games or on the Internet, so they «constantly do not have time» to do really important useful things.

Modern trends in accumulation of knowledge increase the formalization of the entire educational process, when a young person cannot make sense of a huge flow of information, so they are limited to its superficial assimilation, without understanding the essence of the relevant processes and phenomena.

Under the socio-political conditions prevailing in the Western Ukrainian lands in the interwar period, Plast gained exceptional importance in the national-patriotic education of youth, which clearly did not coincide (contradicted) with the state educational policy.

Under modern market conditions and the commercialization of social relations, the Plast method of «daily good deeds» is taking on a new sound, which extends not only to the social, but also to the natural environment.

Understanding that «a person's happiness is the ability to give happiness to others» (R. Biden-Powell), strengthens faith in one's own strength and opens up unlimited opportunities for personal self-improvement.

The social significance of such an attitude lies in the readiness to help a person, regardless of his nationality, religion, political preferences, etc.

This method is consistent with the fundamental idea of scouting «to help one's neighbor», which is manifested in the implementation of personal charity and participation in public charitable actions.

They serve as a basis for the practical implementation of the ideas of humanism, open perspectives for strengthening individual influence on the solution of various social problems, provide an opportunity for self-realization of an individual who, under any socio-economic situation, will recognize the priority of moral and ethical values.

The historical experience of Plast acquires a new sound under the conditions of the development of civil society in Ukraine. Its internal structure was based on the principles of democracy, a clear division of rights, duties and responsibilities.

The entire life activity of Plast units was regulated on the basis of written and unwritten laws and conscientious performance of the duties voluntarily undertaken by each member.



The external attribution was emphasized by the uniform, which testified that the plastun belonged to the Great Community of Like-minded People and distinguished it from the rest of the human mass.

Thus, the Plast organization has accumulated exceptional experience in forming the life competence of a child, a teenager, a young man and an adult, mature person. If needed, the person received a unique opportunity throughout their life to remain a member of the organization and, changing their status, could increasingly influence the development of Plast.

The members of the Plast movement had a special responsibility for participating in public and political life. They could not, had no right to represent Plast in any actions, gatherings of a party or political nature. The leaders of Plast sharply criticized the involvement of teenagers in the political struggle, because due to its rigidity, sometimes immorality, it negatively affected their moral and ethical orientations and views, extinguished romanticism, caused apathy and disappointment in young souls.

This problem remains relevant even under modern conditions, when certain political forces try to use children and teenagers for their narrow party interests, which, by the way, also contradicts the corresponding international norms.

We think that such principles and guidelines should be actively and purposefully implemented in the activities of modern children's and adolescent associations, where future activists and leaders are formed, capable of «reshaping» political life based on the principles of morality, honor, dignity, «fair play».

Along with this, Plast directed and in every possible way supported the participation of its members in public actions of a national and patriotic sound. At the same time, neither the novices nor the young plastuns were supposed to be a «beautiful decoration» of certain celebrations or «blind executors» of someone's will.

They acted as conscious, full-fledged, self-sufficient participants in a wide variety of patriotic actions and cultural and educational events, giving them greater solemnity and organization.

During the interwar period, Plast of the XX century became one of the few Western Ukrainian public organizations that went beyond «township» issues and directed its members to participate in solving the problems of all humanity.

Plastun had to know and understand the state, prospects for the development of the entire Scouting movement and the world community and strive to participate in their solution as much as possible.

Having respect in their «small» society, they had to strive to gain recognition among the world community.

Such values and activity orientations become especially relevant under modern globalization processes, because they do not leave room for any manifestations of chauvinism, xenophobia, ethnic narcissism, but open the way for the formation of respect and love for peers and all people with a different skin color, religion, to the whole world.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the development of the Plast movement in the Western Ukrainian lands in 1911-1939 proves that its historical experience and practice can meet the tasks and can be effectively used in the formation of the growing generation of modern Ukraine.

This applies both to the humanistic ideas and moral and ethical ideals developed by Plast, which corresponds to universal human and national values of the Ukrainian people, as well as to specific forms, methods, means of education that ensure comprehensive development of the individual and encourage them to constant self-improvement.

Being an integral part of the world scouting movement, Plast is a unique phenomenon of Ukrainian culture and national ethnopedagogy. It deserves in-depth study in order to convey the valuable experience proven by a century of practice to the educational community, authorities at various levels and the general public, that could, by joint efforts, creatively and effectively use the inexhaustible educational potential of the national scouting movement.

REFERENCES

- Andrukhiv, I. (1997). Educational activities of Ukrainian youth associations in Galicia (1894-1939) ; Doctor of Philosophy, Ph. D thesis, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, 210.
- Bachynskyi, L (1926). Plastun's Adviser. Uzhhorod, 48.
- Bekh, I. (2003). Personality Education: in 2 volumes. : Personally Oriented Approach: Scientific and Practical Principles. Kyiv : Lybid, 344.
- Bilavych, H. (1999). Association «Native School» (1881-1939). Ivano-Frankivsk: Lileia-NV.
- Dyba, S. (2001) Scouting movement in Ukraine and the world: history and modernity. Pedagogy and Psychology, 2, 142-150.
- Mazurenko, L. (2004). Children's Public Organizations. Educational and Methodological Manual, Journal «School Management», 10, 188.
- Okhrimchuk, R., Shelestova, L., Kravchenko O. (2006). Children's Associations of Ukraine in Dimensions of the Past and Present. Reference Guide. Institute of Educational Problems, National Academy of Educational Sciences of Ukraine. Laboratory of Children's Associations. K. Luhansk: Alma-Mater, 255.
- Zhdanovych, U. (2003). Personality Education in Plast Scout Organization. Theoretical and Methodological Problems of Raising Children and School Youth. Scientific Papers. 1, 108-114.
- The Law Of Ukraine «On Youth and Children's Public Organizations» Collection of Normative Legal Acts in the Field of Protection of Children's Rights. UNESCO Children's Fund, «Society for the protection of children's rights» Program, (2002), 73-75.
- The Law Of Ukraine «On promoting the social formation and development of youth in Ukraine» (2004), 29-32.
- Lisovets, O. (2011). Theory and Methods of Working with Children's and Youth Organizations in Ukraine. Study Guide. K.: V.Ts. Akademiia, 256.

Received

12.04.2024

Accepted

29.04.2024



Оксана ПЕТРЕНКО,

доктор педагогічних наук, професор, завідувач кафедри теорії і методики виховання,
Рівненський державний гуманітарний університет (м. Рівне, Україна)

Oksana PETRENKO,

Doctor of Pedagogical Sciences, Professor, Department of Theory and Methods of Education,
Rivne State University for the Humanities (Rivne, Ukraine)

oksana.petrenko@rshu.edu.ua

ORCID ID 0000-0001-6906-3542

УДК [37.015.31:17.022.1]:343.8(477)“19”

МОРАЛЬНЕ ВИХОВАННЯ У ВИПРАВНИХ ЗАКЛАДАХ УКРАЇНИ У 20-30-ТІ РР. ХХ СТ.: ІСТОРИКО-ПЕДАГОГІЧНА РЕФЛЕКСІЯ

Анотація. У статті проаналізовано специфіку морального виховання у виправних закладах України в історико-педагогічному контексті. Обґрунтовано актуальність дослідження проблеми морального виховання у виправних закладах України у 20-30-ті рр. ХХ ст.

Схарактеризовано становлення системи виправних закладів на території України згідно постанов, циркулярів, кодексів 1920-1930-х рр. У цей час у виправних закладах було введено новий засіб виховного впливу – «навчально-виховну справу», складовою частиною якої стала виховна робота, що включала суспільно-політичне, моральне, трудове, фізичне, гігієнічне й статеве виховання.

З'ясовано, що моральне виховання засуджених передбачало ознайомлення їх з моральними цінностями суспільства, формування на цій основі особистісних якостей засудженого, його життєвої позиції, утвердження моральних принципів і норм, моральних ідеалів і переконань, моральних цінностей.

Доведено, що відповідно до суспільно-політичних й економічних чинників розвитку країни у виправних закладах змінювалися й підходи до морального виховання, і форми та методи його здійснення. Виховна робота здійснювалася з опорою на нормативно-правові документи державного рівня, а також з урахуванням варіативних локальних актів конкретної установи.

Виправно-трудова кодексом УСРР (1925) передбачалися такі форми і методи: примусова праця, читання вголос, бесіди, лекції, праця в гуртках, вистави, концерти, літературні вечори, літературні суди, товариські суди, диспути, живі газети й ін.

Схарактеризовано практику морального виховання у Полтавській трудовій колонії імені М. Горького під керівництвом А. Макаренка (1920-1928), Полтавській сільськогосподарській колонії ім. В. Короленка (1919-1933), Чутівській колонії «Піонер» ім. 1 Травня (1920-1925), колонії-комуни «Охтирське дитяче містечко» (1922-1932).

Ключові слова: пенітенціарна система, моральне виховання, виправні заклади України, виправні колонії, трудові колонії, сільськогосподарські колонії, історико-педагогічна рефлексія.

MORAL EDUCATION IN CORRECTIONAL INSTITUTIONS OF UKRAINE IN THE 20-30s OF THE XX CENTURY: HISTORICAL AND PEDAGOGICAL REFLECTION

Abstract. The article analyses the specifics of moral education in correctional institutions of Ukraine in the historical and pedagogical context. The relevance of the research problem of moral education in correctional institutions of Ukraine in the 20-30s of the XX century has been substantiated.

The author characterises the establishment of the system of correctional institutions in Ukraine following the resolutions, circulars, and codes of the 1920s and 1930s. At this time, a new means of educational influence had launched in correctional institutions – «educational and upbringing work», an integral part of which was educational work, including socio-political, moral, labour, physical, hygienic, and sex education. The paper proves that the moral education of convicts implies acquaintance with the moral values of society, formation of personal qualities of the convict, his/her life position, and establishment of moral principles and norms, moral ideals and beliefs, and moral values.

It has been proved that, by the socio-political and economic factors of the country's development, approaches to moral education, as well as forms and methods of its implementation, had changed in correctional institutions. Educational work was guided by state-level regulations, as well as by the various local regulations of each institution.

The Corrective Labour Code of the USSR (1925) provided for the following forms and methods: forced labour, reading aloud, conversations, lectures, work in workshops, performances, concerts, literary evenings, literary courts, friendly courts, debates, live newspapers, etc.

The author describes the practice of moral education in the Poltava labour colony named after M. Horky headed by A. Makarenko (1920-1928), the Poltava agricultural colony named after V. Korolenko (1919-1933), the Chutovo colony «Pioneer» named after May 1st (1920-1925), and the colony-commune «Okhtyrka Children's Town» (1922-1932).

Keywords: penitentiary system, moral education, correctional institutions of Ukraine, correctional colonies, labour colonies, agricultural colonies, historical and pedagogical reflection.



INTRODUCTION

The problem formulation. Two years of full-scale war that Russia has unleashed against our country, martial law, and changes in state and economic structures, worldview, and life values have caused a crisis in education, healthcare, science, and culture, affecting the quality of life of citizens, leading to an increase in the number of «difficult» children, and an increase in homelessness among children and teenagers. At the same time, according to official statistics, the level of juvenile delinquency in Ukraine decreased by 31.4% last year (Buhaiets, T., Kobzin, D., Netkova, B., Pashko, N., Chernousov, A. & Shcherban, S., 2023). The noticeable decrease in crime during the war years is attributed to several factors (migration, population decline, curfews, numerous checkpoints, systematic patrolling of the territory, etc.) and «indicates a reduction in the burden on the criminal justice system regarding children, which provides a clear opportunity for reforming this area and establishing a full-fledged child-friendly justice system» (ibid., p.5).

The Ministry of Justice of Ukraine has developed a draft Law of Ukraine «On Justice Friendly to Children» to strengthen the protection of the rights and re-socialisation of minors who have committed criminal offences and children in difficult life circumstances due to behaviour that contradicts ethical or legal norms. The draft law aims to create conditions for the organisation and effective operation of justice friendly to children that meet the requirements of the Convention on the Rights of the Child and other international standards on child rights (Draft Law On Justice Friendly to Children, 2021).

The contemporary penitentiary system had gradually moved away from tough forms of pressure on the personality of the convict, building trusting relations between staff and convicts, giving priority to psychological and pedagogical methods of working with offenders, etc. Therefore, today it becomes especially important to establish friendly justice for convicts in the country, organise re-socialisation of convicts, effective educational process, moral education aimed at rectification, formation of law-abiding behaviour, conscientious attitude to work and study, professional training and acquisition of a profession, increasing the educational and cultural level of convicts.

All of the above makes the research on the problem of moral education in correctional institutions of Ukraine in the 20-30s of the XX century relevant since these years have become a milestone for the entire national pedagogical theory and educational practice. The destruction of the historically stable educational system and pedagogical science of Russia; attempts to create a new «Soviet» school and pedagogy; relatively independent policy of Ukrainian governments, decisive changes, searches, bold experiments, the introduction of innovative ideas and concepts – all this characterises the 1920s and 1930s as one of the most exciting periods in the history of the Ukrainian state, social institutions, culture, education, pedagogy, and the system of education.

Analysis of recent research and publications. The general bases of penitentiary pedagogy have been described by V. Synov and V. Kryvusha (Synov, V., Kryvusha, V., 2000); psychological and pedagogical aspects of improving the process of education of juvenile prisoners have been revealed by Ye. Barkhalenko (Barkhalenko, 2000).

The issue of correction and re-socialisation of convicts sentenced to imprisonment has been studied by A. Stepanyuk, I. Yakovets, O. Lysodyed (Stepanyuk, A., Yakovets, I., Lysodyed, O., 2011); pedagogical conditions for the re-socialisation of juvenile convicts in penitentiary institutions have been analysed by S. Horenko (Horenko, 2004).

The research on work with children in special correctional institutions was conducted by T. Kravchuk, B. Lazarenko, T. Kravyr (Kravchuk, T., Lazarenko, B., Kravyr, T., 2003). The peculiarities of moral education of juvenile convicts in educational and labour colonies have been studied by P. Vivchar (Vivchar, 1999); the training of convicts in educational activities has been analysed by N. Krasnova (Krasnova, 2012); the characterisation of moral education of convicts in correctional institutions of Ukraine in the second half of the XX and early XXI centuries had been performed by O. Kupets (Kupets, 2022).

Meanwhile, this research does not reveal the issue of moral education in correctional institutions of Ukraine in the 20-30s of the XX century from the perspective of the modern methodology of the history of pedagogy. Therefore, one considers the historical and pedagogical reflection of the research problem to be important, since reflection is the opposite of simple description; it allows one to move from descriptive through analysis and awareness of events to their further inclusion in a certain historical and pedagogical tradition.

AIM AND RESEARCH TASKS

The objective of the article is to characterise moral education in correctional institutions of Ukraine in the historical and pedagogical context.

Task: to analyse the practice of moral education in correctional institutions of Ukraine in the 20-30s of the XX century.

RESEARCH METHODS

The work uses a set of scientific research methods, such as: general scientific (analysis, synthesis, generalisation, comparison, classification); scientific and historical (source study, historiography); and retrospective method as a method of a holistic vision of the studied historical and pedagogical phenomenon, method of general interpretation, reflection.

RESULTS OF THE RESEARCH

Correctional institutions have faced and continue to face many problems that are being solved based on historical and pedagogical experience and previous successful practice, as in previous years considerable work had been conducted and significant successes achieved in the correction of prisoners, their moral education, and the formation of moral values. Indeed, regardless of the form of government in the state, an integral aspect of protecting its interests, and socio-political and economic relations is the system of criminal punishment and its enforcement, the main objective of which is the



formation of a personality that meets the requirements of society, as well as the norms of coexistence and morality generally accepted in society.

Therefore, a comprehensive study of the functioning of penitentiary institutions, correction and education of convicts, creative reconsideration of ideas, forms, and methods used in the practice of moral education in penitentiary institutions of Ukraine in the 20-30s of the XX century, in any case, will contribute to the development of optimal technologies of moral education in penitentiary institutions in modern conditions.

On the territory of Ukraine, correctional institutions as part of the Soviet correctional and labour system had been established officially on the Russian model since 1920. By the resolution of the People's Commissariat of Justice (NKU) of the Ukrainian Soviet Socialist Republic (USSR) of 18 April 1920, «all prisons and places of imprisonment on the territory of the USSR are renamed into houses of forced civilian labour» (Malynovskyy, 2013, p. 51).

As I. Malynovskyy summarised, among the «93 resolutions of the Central Punitive Department of the NKU of the USSR of 1920 on various issues of penitentiary affairs, 10 dealt with cultural and educational work in places of detention; these resolutions emphasise the idea that proper cultural and educational work in places of detention is one of the most important tasks of penal policy» (ibid., p. 160). He stated that the goal «has been set real – in the sense of adjusting to the conditions of life together in a labour community: to make from a prisoner a conscious person, a conscious worker, and a conscious citizen», and it can be achieved through general educational, professional and political knowledge, using fiction and art, as well as «political education, organising musical and literary parties and performances, arranging a choir» (Malynovskyy, 2013, p. 161). As early as the beginning of 1921, prisons were established on the territory of Ukraine – houses of forced labour, reformation centres for juvenile offenders, 93 of which were registered: 12 in Poltava Governorate, 11 in Kyiv Governorate, Podolia and Chernihiv Governorate, 9 in Kharkiv Governorate, 8 in Donetsk Governorate, 7 in Yekaterinoslav and Volyn Governorates, 6 in Odesa Governorate, 5 in Kremenchuk Governorate, 3 in Mykolaiv and Oleksandriia Governorates (Yahunov, 2011, p. 81).

The creation of reformatories, i.e. special types of correctional and labour institutions for offenders under the age of 21, provided for the removal of young people from prisons and the provision of general education and professional training. As a rule, people aged 17-21 were admitted to the reformatory. The terms of stay in the reformatories were not defined, so the reformatory staff could exercise educational influence on minors and young people for a long time, and if there were justifications, even after a short term, they could be dismissed from the institution. However, in practice, this type of institution had not been widely accepted.

According to the Circular of the Central Correctional and Labour Department of the NKU of 22 May 1922, agricultural colonies had been established in the country as independent correctional and labour institutions of a special type, which had a piece of land for agricultural work, had a permanent staff, held a certain number of prisoners, and were directly subordinated to the governorate authorities of the places of detention (Stepanyuk, 2020, p. 23). By 1st October 1924, there had already been 18 agricultural colonies in Ukraine (ibid., p. 23).

On 27 October 1925, the Corrective Labour Code of the USSR was adopted, according to which craft and factory colonies were classified as agricultural colonies. According to Art. 25 of the Code, the system of penal institutions included: (a) pre-trial detention centres, (b) forced labour houses, (c) transitional labour houses, (d) labour colonies (agricultural, craft and factory), (e) institutions for sick convicts (hospitals, tuberculosis colonies), (f) labour houses (reformatories) for juvenile offenders; (g) special purpose isolation centres (Lysodyed & Ostapko, 2021, p.34).

During that time, a new means of educational influence was introduced in penal institutions – «educational work», the components of which included cultural and enlightening work, educational work, the implementation of which was entirely assigned to the administration of the places of detention in the person of the head of the educational unit. The duties of the head of the educational unit covered the organisation of the study of prisoners, which required a mandatory medical examination (the examination included not only the state of health of the convict, but also his psychophysical development, individual characteristics, and temperament), comprehensive social research, a study of the relationship between the convicts, etc.

The penitentiary system for convicted offenders envisaged a regime for prisoners based on the main goal of correction and social re-education rather than punishment itself. The educational work comprised socio-political, moral, labour, physical, hygienic, and sex education. Forms, methods, and means of education should have aimed at forming motives for the self-education of the convict, rather than suppressing him as a person, which should have resulted in a change in his legal consciousness and behaviour, an adequate assessment of the surrounding world, and the formation of moral values.

The moral education of the convicts implied introducing them to the moral values of the society, forming on this basis the personal qualities of the convict, his/her life position, establishing moral principles and norms, moral ideals and beliefs, and moral values.

Under the socio-political and economic factors of the country's development, the approaches to moral education and the forms and methods of its implementation in correctional institutions have changed. For instance, the Corrective Labour Code of the USSR provided for «reading aloud, conversations, lectures, work in workshops, performances, concerts, literary parties, literary courts, debates, live newspapers, etc. (Articles 91, 94, 95)» (Malynovskyy, 2013, p.176).

In the author's opinion, interesting forms of moral education in penal colonies have consisted of literary courts, walls, and live newspapers. For example, for the court, topics were selected either from literature or from the lives of prisoners, roles were assigned at will, a staging of the court procedure was prepared, and spectators were engaged. The creation of newspapers in Ukrainian correctional institutions occurred through the «Instruction on the wall newspaper in places of deprivation of liberty in the USSR» (1927), which stated:



«1. The wall newspaper has become a moral and educational tool for educational and cultural work among prisoners. 2. The wall newspaper, when it could be well organised, evokes in the prisoner a sense of responsibility to the collective, the community, which is too poorly developed among prisoners. 3. The wall newspaper should mercilessly condemn all the negative qualities of the prisoner, forcing him to think and analyse his actions. 4. The wall newspaper should at the same time make the issue of communist ethics very clear to the prisoner and simultaneously reveal the hypocrisy of bourgeois morality, illustrating to him the example of the decay of a bourgeois family, the display of religious fog, etc.» (Malynovskyy, 2013, p.181). From each chamber, one of the most exemplary and well-mannered prisoners was nominated to «cover all the everyday aspects of its cell»; such a chamber correspondent was «a transmission ring between the editorial board of the newspaper and the masses of prisoners» (ibid.).

Another interesting form of moral education for convicts was the comrades' courts, which were organised in the penal institutions of the USSR. The «Instruction on the Comrades' Courts» stated: «The purpose of the comrades' court in correctional and labour institutions are as follows: a) to have a moral and educational impact on prisoners who committed certain acts ...; b) to struggle against all forms of negative phenomena among prisoners, in particular, with old prison life and habits («chasing the cat», «Ivan», etc.); to develop among convicts a sense of responsibility towards the community» (Malynovskyy, 2013, p.197).

Meanwhile, in all the «prisons, forced labour has been introduced because they thought it could transform convicts; they tried to protect their lives and health to influence them morally» (Malynovskyy, 2013, p.23).

In the case of juvenile offenders, the approach to their correction depended on their age, gender, and level of pedagogical abandonment. The possibility of transferring offenders to institutions with a less strict regime, ordinary orphanages, handing them over to relatives, or placing them in employment was envisaged, depending on the degree of their rehabilitation. Such an arrangement of the correctional system ensured the continuity of pedagogical influence on juvenile offenders and allowed them to elect the most appropriate means of education. The departmental regulations governed the process of investigation, consideration, and resolution of cases of juvenile offenders by commissions, and the application of medical and educational measures to them (Shvets, 2013).

To educate children and teach them discipline in correctional colonies, the daily schedule had been regulated. Another component of education was teaching children about hygiene. Physical and sexual education of children was a crucial part of the educational process in penal colonies. Particular attention had been devoted to labour education. During serving their sentence, in the process of organising socially useful activities, the convicted person acquired an appropriate system of actions and behaviours expressed in socially acceptable norms and rules of conduct, in moral ideals that guide the relations of prisoners with each other, with the staff of the correctional institution, and their self-esteem.

Considering the deviations in the moral education of juvenile offenders and the specific conditions of educational activities in correctional facilities, the content of moral education included: universal moral values, national moral values, problems of Christian morality, moral qualities, worldview, spirituality, viewpoints, beliefs, aspirations, attitudes, education of resistance to alcohol, moral problems of sex education and preparation for family life, disclosure of issues of cohabitation in society, etc.

According to the analysis of the activities of correctional institutions during the examined period, the staff of educators independently selected forms, methods, and techniques of educational work depending on the specifics of the organisation of the institution, its location, time of year, ethnic and national characteristics, and the characteristics of the category of convicts, which facilitated the formation of the correct life position of minors.

At that time, the following measures were effective: involvement in the labour process; cultural and educational work; and a humanistic regime of detention. Cultural and educational initiatives and the organisation of moral education and forced labour had to transform socially dangerous elements into morally stable and honest workers (Frolov, Yu., 1960, p. 28).

Systematic moral education in correctional institutions had the goal of helping the offender to realise the immorality and illegality of their views and actions; to understand the benefits of normative behaviour and the need to adhere to it; to create a basis for performing socially useful roles in society and fulfilling their legal status.

One of these correctional institutions used to be the Poltava labour colony named after M. Gorky headed by A. Makarenko (1920-1928). In March 1923, in the second book of the Poltava magazine «Novi Shtebania» («Novimy Stezhkami», «New paths»), in the article «Experience of educational work in the Poltava labour colony named after M. Horkey», the educator noted that the colony he headed had collected «the most neglected children's element from all over Poltava Governorate, neglected equally in terms of education and knowledge» (Makarenko, (1923).

During his work in the Poltava colony, Anton Makarenko concluded that «the main task of the colony was to overcome the unhealthy social and moral experience of the past. This can be achieved... by arranging a progressive community...» (Bondarets, 2022, p.124). While managing the colony, the teacher advocated his vision of approaches to the re-education of former young criminals, which was based on the «rule of not being curious about the boys' past» (ibid., p. 126). Moreover, it was about the impracticality of studying the life history and the criminal inclinations of each ward, rather than their characteristics.

A. Makarenko claimed that a neglected, «defective» consciousness is not a deficiency of the individual, but a failure of social phenomena, and social relations, i.e., a broken relation between the individual and society. The obvious pedagogical conclusions made by A. Makarenko based on the analysis of the defective relationship have been as follows: the task of the educator is to rebuild normal relations between the individual and society. He considered the team, which had been formed in the workplace, to be the main educational tool.



In the context of the research problem, the experience of moral education of the Poltava Agricultural Colony named after V. Korolenko (1919-1933) should be noted. The effectiveness of the V. Korolenko colony had been achieved by educating homeless children and juvenile offenders on universal human values and Christian morality, developing a unique system of self-government and moral education. The educational system used to be based on the employment of children in the household, as well as on an effective and extensive children's self-government, which in some parts had similarities with the forms of life of the staff of the M. Horky colony. The colony had a school, a library, a room for «quiet» games, various clubs (newspaper, art, music, etc.), a choir, amateur theatre, a children's manuscript magazine, musical evenings, readings with light paintings, etc. Traditionally, the colony celebrated V. Korolenko's birthday and the foundation of the colony and celebrated major Soviet holidays. The club work was held every day in the afternoon (Poltava Children's Colony named after V.G. Korolenko, 2023).

A non-standard and innovative option for solving the problems of moral education was the functioning of the colony's social organisation «League for the Rescue of Children», in which activities prioritised moral education over political education, and educated young people on the principles of religion, religious tolerance, fraternity, the absence of a national and class exception, and the formation of stable moral standards of goodness, honour, truth, justice, and humanity in the consciousness of the child (Kozelska, 2010).

In the context of the research project, it seems appropriate to analyse the educational activities of the Chutovo «Pioneer» colony named after May 1st (1920-1925), which combined handicraft activities (shoemaking, sewing, embroidery) with agricultural labour. Moral education in the colony was implemented through reading books, lectures, conversations, hiking in nature, working, activities of clubs and self-governance (Shpak, 2009).

Consequently, moral education in the children's colony-commune near Okhtryka, which was named «Okhtryka Children's Town» (1922-1932), was conducted under the guidance of director M. Dovhopolyuk. The colony had various clubs (literary, drama, local history, brass, choral singing, choreography, sports sections, wicker, straw, lace weaving clubs) and children's self-governance authorities, that aimed to educate and nurture a nationally conscious, fully developed personality (Kryvyh, 2016).

As evidenced by V. Shpak's analysis of the activities of correctional colonies in Ukraine, the most common methods of punishment in moral education had been used («punishment by natural consequence», «corporal punishment», «reprimand», «deprivation of leave», «deprivation of visits with relatives», «work outside of normal hours», «excessive physical labour», «deprivation of mattress and blanket», «low behavioural grade», «transfer to a lower grade», «referral to the court», «remarks», «deprivation of a place at the dining room table», «deprivation of food», «writing in the «black book»», «writing in the «school diary»», «reprimand in the club on Saturday night», etc. п.) and methods of encouragement («emotional approval of successes», «maximum possible expansion of inclinations and abilities», «insignia», «writing in special notebooks», «issuing salary», «arranging walks outside the institution», «holidays to relatives», «transfer to a higher category», «trust», «early release», «increase of financial assistance after release», «joint assessment of behaviour», «right to work in the workshops of the institution for personal benefit», «right to wear own clothes and shoes on holidays», etc.) (Shpak, 2007).

In the author's opinion, the negative features of the organisation of moral education in penal colonies included: excessive ideologisation and politicisation of the content of educational work; absolute subordination of the individual to the collective; and the use of methods of punishment incompatible with the purpose and content of moral education. Effective educational work with children in correctional colonies had been hampered by poor material support, lack of subordination of educational work to the primary goal, diversity of children by age, lack of qualified educators, methodological developments, manuals, etc. (Vynohradova-Bondarenko, 2001, p. 12).

In the late 1920s, due to changes in state policy, the Corrective Labour Code of the USSR had effectively ceased to operate. In 1929, the Resolution of the Central Executive Committee of the USSR and the Council of People's Commissars of the USSR «On Amendments to Articles 13, 18, 22 and 38 of the Fundamentals of Criminal Law of the USSR and the Union Republics» legally fixed the existence of a new type of institution for serving a sentence of imprisonment – correctional labour camps, which had been created not to reform convicts in conditions of socially useful work, but to establish and develop the Soviet economy and national economy at the expense of cheap labour of convicts. Since the adoption of the resolution, the regulation of the procedure for serving sentences in correctional labour camps has been assigned to the jurisdiction of central state authorities, and in correctional labour colonies – to the jurisdiction of republican bodies (Lysoyed & Ostapko, 2021, p.34).

According to the review of the system of educational work in penal institutions of Ukraine, in the early 1930s of the XX century, there had been a transition from the principles of correction of convicts in terms of socially useful work to a wider use of harsher forms of punishment. In 1934, all correctional and labour institutions that had been managed by the People's Commissariats of Justice of the Union Republics had been transferred to the NKVD of the USSR, and the entire system of correctional and labour institutions in the country had become the responsibility of the Main Directorate of Correctional Labour Camps and Colonies of the NKVD of the USSR (GULAG). The tasks of «re-education», «prevention of new crimes», «punishment for a crime» and even «education» by using the negative example of law-abiding citizens have receded into the backdrop. A new period in the activities of correctional institutions has started, which requires a separate investigation.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, in the 20s and 30s of the XX century, with the influence of fundamental political, economic, social, and cultural transformations, there was the establishment of a system of moral education in correctional institutions of



Ukraine. The educational work had been based on state-level legal documents, considering the various local acts of a particular institution. The content of the rehabilitation activities of correctional institutions provided for socio-political, moral, sex, labour, physical and hygienic education.

Following the socio-political and economic trends in the country's development approaches to moral education and the forms and methods of its implementation have changed in correctional institutions. The content of moral education contained: universal moral values, national moral values, problems of Christian morality, moral qualities, worldview, spirituality, perspectives, beliefs, aspirations, attitudes, education of immunity to alcohol, moral problems of sex education and preparation for family life, disclosure of issues of cohabitation in society, etc. The effectiveness of moral education was enhanced using a system of rewards and punishments.

Examples of humane re-education, correction of juvenile offenders and effective moral education have included the M. Horky Poltava Labour Colony headed by A. Makarenko (1920-1928), the V. Korolenko Poltava Agricultural Colony (1919-1933), the Chutovo colony «Pioneer» named after May 1st (1920-1925), and the colony-commune «Okhtryrka Children's Town» (1922-1932).

Perspectives for further research can be found in the investigation of the development of self-governance in correctional institutions of Ukraine in the 20-30s of the XX century.

REFERENCES

- Buhaiets, T., Kobzin, D., Netkova, B., Pashko, N., Chernousov, A., Shcherban, S. (2023) The Analysis of the System of Justice for Minors in Conflict with the Law in Ukraine Practical Aspects. Kyiv, 107. [in Ukrainian]
- The draft Law of Ukraine «On Justice Friendly to Children» URL: https://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=72137
- Synov, V., Kryvusha, V. (2000). Penitentiary pedagogy: in basic questions and interviews: a possible solution.. Kyiv: DTSSM, DDUPVP, 123.
- Barkhalenko, Ye. (2000). Psychological and pedagogical aspects of improving the process of educating juvenile prisoners. Problems of penitentiary theory and practice. 5. 183-186. [in Ukrainian]
- Stepanyuk, A., Yakovets, I., Lysodyed, O. (2011). Means of correction and resocialization of convicts to deprivation of liberty: monograph. Kharkiv: Krossroud. 326. [in Ukrainian]
- Horenko, S. (2004). Pedagogical conditions for the resocialization of minors in institutions of the penitentiary system. Candidate of Pedagogical Sciences. Taras Shevchenko Luhansk National Pedagogical University. Luhansk. 20. [in Ukrainian]
- Kravchuk, T., Lazarenko, B., Kravyr, T. (2003). Reception and Distribution Centre for Minors of the Main Department of the Ministry of Internal Affairs of Ukraine in Kyiv; Institute of Social and Political Psychology of the National Academy of Educational Sciences of Ukraine. 209. [in Ukrainian]
- Vivchar, P. (1999). Peculiarities of moral education of minors convicted in educational and labor colonies. Candidate of Pedagogical Sciences. Ternopil Volodymyr Hnatiuk National Pedagogical University. Ternopil, 19. [in Ukrainian]
- Krasnova, N. (2012). Education of convicts in educational activities] Scientific Bulletin of Uzhhorod University. Series: Pedagogy. Social Work. 24. 83-87. [in Ukrainian]
- Kupets, O. (2022). Essential Characteristics of Moral Education of Convicts in Correctional Institutions of Ukraine in the Second Half of the XX - Early XXI Centuries. Scientific Journal of Drahomanov, 23. [in Ukrainian]
- Malynovskyy, I. (2013). Soviet correctional labour institutions in contrast to bourgeois prisons. Publication of the National University of Ostroh Academy. 306. [in Ukrainian]
- Yahunov, D. (2011). The Penitentiary System of Ukraine: Historical Development, Present Problems and Perspectives of Reforms: A Monograph. Odesa: Feniks Publishing House. 446. [in Ukrainian]
- Stepaniuk, A. (2020) Colony or prison? A look at penal institutions from a historical revisionist perspective. Bulletin of the Penitentiary Association of Ukraine, 1 (11). 20-37. [in Ukrainian]
- Lysodyed, O., Ostapko, K. (2021). Bodies and institutions for the execution of punishments and deprivation of liberty in Ukraine (1917–2004), Forum Prava, 67(2). [in Ukrainian]
- Shvets, T. (2013). The Development of the System of Penitentiary Institutions for Minors in Ukraine (20s – 30s of the XX century). Candidate of Pedagogical Sciences. Donbas State Pedagogical University, Sloviansk. 20. [in Ukrainian]
- Frolov, Yu. (1960). Development of Correctional Labour Code in Ukraine in the First Years of Soviet Power. 29. [in Ukrainian]
- Makarenko, A. (1923). Experience of educational work in the Poltava labour colony named after M. Horky. «Novi Shtebania» («New Stitches»). March. Book Two. 18. [in Ukrainian]
- Bondarets, M. (2022). The problem of morally defective childhood in the pedagogical thought in the `20s and `30s of the XX century. Doctor of Philosophy. Rivne State University for the Humanities. Rivne. 287. [in Ukrainian]
- Poltava Children's Colony named after V. G. Korolenko (2023). URL: https://uk.wikipedia.org/wiki/Poltava_Children's_Colony_named_after_V._G._Korolenko
- Kozelska, H. (2010). 75,000 children rescued in Poltava. URL: <https://poltava.to/news/1977/>
- Shpak, V. (2009). Chutovo labour colony «Pioneer» named after May 1st": The historical sketch. Collection of scientific papers of Poltava State Pedagogical University named after V. G. Korolenko. Series: Pedagogical Sciences. Poltava: Shevchenko R. V., 2. 130-137. [in Ukrainian]
- Kryvych, O. (2016). Organizationally and Methodical Foundations of the Activity of the Okhtryrka Children's Town named after M. Skrypnyk as an Educational Institution of Innovative Type (20s of the XX Century). The origins of pedagogical mastery, 17. 96-102. [in Ukrainian]
- Shpak, V. (2007). Theoretical and Practical Foundations of Rehabilitation Activities of Correctional Institutions in Ukraine (XIX – Early XX Centuries). Doctor of Pedagogical Sciences. H. S. Skovoroda Kharkiv National Pedagogical University Kharkiv. 43. [in Ukrainian]
- Vynohradova-Bondarenko, V. (2001). Education of homeless children in Ukraine in the 20s of the XX century. Candidate of Pedagogical Sciences. Kyiv. 22. [in Ukrainian]

Received

19.05.2024

Accepted

02.06.2024



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

doi: 10.15330/msuc.2024.30.62-67

Ярослава АТАМАНЮК,

кандидат географічних наук, доцент, завідувач кафедри географії та природознавства,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Yaroslava ATAMANIUK,

Ph. D, Candidate of Geographic Sciences, Associate Professor,
Head of the Department of Geography and Natural Sciences,
Vasyl Stefanyk Precarpathian National University (IvanoFrankivsk, Ukraine)
yaroslava.atamaniuk@pnu.edu.ua
ORCID ID 0000-0002-1907-2149

Любомира ІЛІЙЧУК,

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

Liubomyra ILIICHUK,

Candidate of Pedagogic Sciences, Associate Professor,
Associate Professor of Department of Primary Education and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
liubomyra.iliichuk@pnu.edu.ua
ORCID ID 0000-0003-4274-6903

Андрій ЧЕРВІНСЬКИЙ,

кандидат історичних наук, доцент, доцент кафедри географії та природознавства,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Andrii CHERVINSKYI,

Candidate of Historical Sciences, Associate Professor,
Associate Professor of the Department of Geography and Natural Sciences
Vasyl Stefanyk Precarpathian National University (IvanoFrankivsk, Ukraine)
andrii.chervinskyi@pnu.edu.ua
ORCID ID 0000-0002-2128-196X

УДК 342,95:343

КІБЕРБУЛІНГ У ЗАКЛАДІ ОСВІТИ ЯК СОЦІОКУЛЬТУРНА ТА ПСИХОЛОГО-ПЕДАГОГІЧНА ПРОБЛЕМА СУЧАСНОСТІ

Анотація. У статті проаналізовано проблему нової форми насилля у віртуальному просторі серед здобувачів освіти. Автори визначають актуальність досліджень кібербулінгу в молодіжному середовищі, розкривають феномен його виникнення й розростання, описують типові риси й сфери застосування, увиразнюють основні способи протидії проявам кібербулінгу в закладах вищої освіти. Аналізуються основні види відповідальності за прояви кібербулінгу відносно інших осіб. Описується практика запобігання кібербулінгу.

Дослідники наголошують, що викладачам, практичним психологам, соціальним працівникам, необхідно знати форми проявів кібербулінгу, щоб організувати ефективну пропедевтичну роботу й запобігти поширенню кібербулінгу в освітньому середовищі закладу вищої освіти. Тому науково-педагогічним працівникам, студентському самоврядуванню, представникам соціальних служб та ювенальній превенції необхідно працювати над з'ясуванням причин збільшення проявів кібербулінгу в студентському середовищі, виявлення масштабів охопленості проблемою; увиразнити варіанти відношення до неї усіх



суб'єктів освітнього процесу та створення інноваційної системи превентивної роботи щодо поширення кібербулінгу в закладі освіти.

Вказується, що діяльність із запобігання кібербулінгу серед здобувачів вищої освіти має бути орієнтована на виховання ціннісного ставлення до свого життя та здоров'я, створення позитивної атмосфери з метою сприяння успішній соціалізації кожного учасника освітнього процесу. Вважається, що для протидії кібербулінгу в освітньому середовищі необхідно організувати цілісний, стратегічно продуманий комплекс заходів, який умовно розподіляється на два блоки: управлінський та інформаційний.

Ключові слова: соціальні мережі, кібербулінг, інтернет-мережа, запобігання, протидія, віртуальний простір, здобувачі вищої освіти, спілкування, насильство, агресія, освітнє середовище.

CYBERBULLYING IN EDUCATIONAL INSTITUTION AS A SOCIO-CULTURAL AND PSYCHOLOGICAL-PEDAGOGICAL PROBLEM OF MODERNITY

Abstract. The article analyses the problem of a new form of violence in the virtual space among students. The authors define the essence of cyberbullying in the youth environment, reveal the phenomenon of its emergence and growth, describe its typical features and areas of application, and highlight the main ways to counteract cyberbullying in higher education institutions. The main types of liability for cyberbullying against others are analysed. The practice of preventing cyberbullying is described. The researchers emphasise that teachers, practical psychologists, social workers need to know the forms of cyberbullying in order to organise effective propaedeutic work and prevent the spread of cyberbullying in the educational environment of a higher education institution. Therefore, pedagogical staff, student council, representatives of social services and juvenile prevention need to work on finding out the reasons for the increase in cyberbullying in the school student environment, identifying the scale and scope of the problem, highlighting options for all subjects in the educational process and creating an innovative system of preventive work against the spread of cyberbullying in an educational institution. It is stated that activities to prevent cyberbullying among higher education students should be focused on fostering a value-based attitude to their life and health, creating a positive atmosphere in order to promote the successful socialisation of each participant in the educational process. It is believed that in order to counteract cyberbullying in the educational environment, it is necessary to organise a holistic, strategically thought-out set of measures, which is conditionally divided into two blocks: administrative and informational.

Keywords: social networks, cyberbullying, Internet, prevention, counteraction, virtual space, higher education students, communication, violence, aggression, educational environment.

INTRODUCTION

The problem formulation. The relevance of the problem of bullying and its varieties in the modern educational environment of higher education institutions proves its demand among the educational community, parents, and members of the public. However, despite this popularity, the problem requires a combination of scientific research by scientists and the achievements and experience of practicing teachers to successfully solve it.

After all, according to the results of statistics on cyberbullying in the educational environment, its rates are growing. A particular increase has been noticed during the period of martial law, which has been in force in Ukraine for three years now.

Therefore, educators, student government, representatives of social services and juvenile prevention need to work to find out the reasons for the increase in cyberbullying in the student environment, identify the scale and scope of the problem, highlight the options for all subjects in the educational process to treat it and create an innovative system of preventive work to prevent the spread of cyberbullying in educational institution.

Analysis of recent research and publications. In recent years, the phenomenon of violence in the student environment has attracted some interest from researchers in many educational fields. Relatively recently, cyberbullying has become a subject of study in Ukraine, in particular in the works of P. Voropaiev, A. Kornichenko, L. Naidionova, and E. Sobol. This interest is reinforced by the adoption of the Law of Ukraine «On Amendments to Certain Legislative Acts of Ukraine on Combating Bullying (Harassment)» (2019).

The idea of organising an anti-bullying campaign, launched by state and public organisations, was supported by the media.

However, it should be noted that this problem is not new to the global scientific community. It was first studied in the early 1970s by scientists P.-P. Heinemann (1972), D. Olweus (1973) and A. Pikas (1975) from Scandinavia (Losey B., 2011). This initiated the process of studying bullying among schoolchildren.

Today, these local studies have grown into international ones and made it possible to establish cooperation between scientific societies from different countries. This has attracted the attention of educators, politicians, and parents.

With the intensive development of the Internet and the spread of student communication on social media, the problem of bullying among students has evolved into harassment of individuals on social media and the Internet and has been called cyberbullying.

THE AIM AND RESEARCH TASKS

Based on the processing of scientific sources and the results of studying the experience of higher education institutions, to reveal the features of propaedeutic work to prevent cyberbullying in the student educational environment.



Objectives of the study. To reveal the essence of the concept of «cyberbullying» and characterise its types in the educational environment. To describe the ways of propaedeutics of cyberbullying in the student environment and to identify effective mechanisms for preventing bullying.

RESEARCH METHODS

The study was conducted using a comprehensive set of general scientific methods. Theoretical research methods were used to summarise and analyse psychological and pedagogical literature, which made it possible to identify the key concepts of the problem. Empirical methods were used, in the selection of research material, interviews with academic staff and higher education students about their readiness to implement ideas to counter cyberbullying in the modern educational space of higher education institutions.

RESEARCH RESULTS

The realities of today confirm that cyberbullying in higher education institutions is a serious problem that can have negative consequences for all subjects of the educational process, including victims, aggressors and the entire educational institution. This proves that the problem of cyberbullying as a manifestation of aggression in the educational environment is becoming increasingly important. The conditions of modern society contribute to the spread of cruelty and violence, which are increasingly manifested in relationships between young people.

Bullying is in some ways different from the concepts of «conflict», «coercion», «humiliation», as it is characterised as objectively existing over a certain period of time, regular humiliation and abuse of higher education students for the purpose of blackmail and intimidation through social media. After all, in the virtual world, as in real life, young people face many dangers. And one of them is virtual harassment» or «cyberbullying».

Cyberbullying (from the English – bull; aggressively attack, pick on somebody, provoke, terrorize) is «sending messages of offensive and threatening content, spreading false and humiliating information on the Internet, as well as photos and videos with the participation of the targeted persons» (Kirychevska, 2010).

Thus, cyberbullying is understood as a way of publicly humiliating a victim using digital technologies. Manifestations of cyberbullying among young people include the online games «Blue Whale», «Red Owl», «Wake Me Up at...», «Blue Princess» and others.

Through the video content of social networks, the so-called «curators» try to influence the not yet quite stable psyche, send various tasks, organise search quests, and in combination, they could even lead them to suicide. The criminals did this by threatening to kill someone close to them, using strong psychological pressure.

Analysis of social media and open-source statistics suggests that cyberbullying is present in all areas of student activity, so we have a fairly large number of forms of cyberbullying.

Cyberbullying is an active action aimed at inflicting psychological trauma on a growing personality through humiliation, insults, open blackmail using social media, telephone, video recording of humiliation, threats, fights and dissemination of this content on social media without permission.

Cyberbullying has the structure of a conditional triangle, which contains three components: a cyberbully, a victim and observers. The initiators of bullying – cyberbullies – are usually students who have certain mental developmental problems, suffer from so-called «narcissism», seek power, and try to assert themselves at the expense of others.

Cyberbullying is a new form of aggression that reflects the cruel behaviour of others to harm, humiliate, insult a young person and not only through the use of various information and communication tools, e-mail and social media. The term «cyberbullying» is usually used to refer to various forms of aggressive behaviour on networks and communication through modern media resources.

Cyberbullying is defined as:

«Social interaction through which one person is attacked by another person (sometimes several, but usually no more than four) almost daily over a long period of time (several months), which causes the victim to feel helpless and excluded from the group» (Sobol & Korniihenko, 2020);

«A set of social, psychological and pedagogical problems that cover the process of prolonged physical or psychological violence by an individual or group against an individual who cannot defend himself or herself in a certain situation» (Naidionova, 2010);

«Behaviour that can be defined as repeated attacks (physical, psychological, social or verbal) by those who are formally or situationally superior to those who are unable to defend themselves, with the intention of causing suffering to achieve their own satisfaction» (Sobol & Korniihenko, 2020).

In general, the scientific and methodological literature outlines the following hierarchical structure of bullying, which is formed by prejudice and can reach the level of genocide. Most often, cyberbullying occurs in places where there is less or no adult control. In certain situations, a person may be bullied outside the educational institution. Even at home, the victim of cyberbullying continues to be insulted by using offensive messages on the phone or through social media.

Such behaviour is aimed at asserting oneself at the expense of someone else, subjugating a person to one's personal interests or earning authority. The phenomenon of bullying is increasingly spreading both in Ukraine and abroad. This is explained by the fact that violent behaviour is gaining popularity. Violence goes through the following stages in its development: childhood bullying, radicalisation, violent extremism, and terrorism.

Typical characteristics of cyberbullying include:

- systematic (repeated) actions of the cyberbully;



- the presence of counteraction parties – the offender (bully), the victim (selected victim), and observers (if any);
- actions or omissions of the offender, which result in inflicting or causing mental or physical trauma, humiliation, fear, anxiety, subordination of the victim to the interests of the offender;
- social isolation of the victim;
- cyberbullying can be personalised and anonymous (the victim does not know who the offender is);
- rapid spread in the virtual space;
- it is impossible to hide from cyberbullying (unlike bullying in the classroom);
- aiming to cause psychological or physical harm to a young person;
- financial interest, fraudulent intentions and actions.

According to the results of the scientific works of T. Alekseenko (Alekseenko, 2018), E. Kirychevska (Kirychevska, 2010) and other researchers of this problem, cyberbullying consists of:

Aggression, individual or group insult, ridicule, humiliation of the person.

Manipulations in correspondence, sending threats directly to the student or his or her friends or family.

Intimidation affects the mind, so it is quite easy to become an object of cyberbullying.

Harassment, or in modern language, stalking.

Anonymity. Cyberbullies can do whatever they want when they are not seen, heard, or known.

In the current realities of martial law, the most common types of cyberbullying in the educational environment are: public disclosure of personal information, deception, alienation (isolation), skirmishing (flaming), impersonation, slander, assault (harassment), phishing, happy slapping, cyberstalking, online grooming, trolling, etc.

The main types of bullying include verbal, physical, social and cyberbullying. Usually, verbal harassment (insult, cruel joke, verbal provocation, indecent joke) takes the first place. Boycott is second, physical violence is third, spreading rumours and gossip is fourth, and theft and fraud are fifth.

From the outside, social bullying is the most difficult to spot – the systematic humiliation of the victim's sense of dignity through ignoring, isolating, avoiding, excluding. Cyberbullying is gaining particular momentum, where insults and humiliation are inflicted through the use of mobile phones by spreading personal photos, gossip, rumours and false information. One of the components of bullying is its permanence.

Thus, the destructive impact of cyberbullying is felt by almost all students. It is one of the mechanisms of socialisation that shapes the worldview and system of values.

Thus, bullying takes on more sophisticated forms with age, transforming from physical to psychological violence. But so far, Ukrainian society is not sufficiently aware of the fact that psychological violence poses no less threats than physical violence. It can also lead to very negative consequences. One of which is suicide and cybersuicide.

Cybersuicide is a new type of group or individual suicide committed through the use of Internet resources.

We have identified typical groups of cybersuicide:

- flashmob-cybersuicide;
- information-cybersuicide;
- online suicide (committing suicide in real time, in front of a web camera).

Such auto-aggressive information web resources create an increased suicide risk for young people with unstable mental health. In this context, it is worth noting that during the quarantine period, cyber-suicidal moods among students increased by 50% in Europe (Naidionova, 2018).

Typical forms of cyberbullying in the educational environment include:

- sending text or video messages with threats and insults;
- distribution of pornographic videos and photos in social networks (spam);
- trolling (sending threatening, rude messages through social media chats, online games);
- demonstrative removal of classmates from group communities of students in social networks and joint online games;
- creating a «hate group» or «boycott group» against a particular student in a class group or other school community;
- offering to share a negative like, an offensive comment, or to vote for or against a classmate in an anonymous hate poll;
- provoking a young person to commit suicide or self-mutilation (death groups «Blue Whale» and others);
- creating a fake page, a fake account on social media, stealing private information, photos, data to form an online clone;
- adults sending explicit photos to children;
- proposals to schoolchildren to send personal photos of a nude nature and calls for sexual conversations or correspondence.

Teachers, school counsellors, social workers, and parents need to know the forms of cyberbullying described above in order to organise effective preventive work and prevent the spread of cyberbullying in the educational environment. It is also necessary to learn how to identify psychological and pedagogical conditions to prevent these negative phenomena and analyse the factors of cyberbullying in subject-subject relations in the educational space (personal factors, family factors, socio-economic factors, environmental factors).



We have summarised the most common factors that contribute to the emergence of bullying in social media of student groups: unfriendly relations in the classroom and a poor social and psychological climate during the educational process; teachers use an authoritarian style in teaching; there are many cases of singling out a particular student as a «positive» or «negative» example for all other students in the class; examples of complete disregard for the problem of cyberbullying both within the same class and within the educational institution; constant stressful situations as a result of overload or lack of time; unfriendly and sometimes aggressive relationships with classmates and teachers; remote living; lack of proper attention and support from teachers and parents.

To counter cyberbullying in the educational environment, it is necessary to organise a holistic, strategically thought-out set of measures, which can be divided into two blocks: management and information.

In particular, the managerial block is created and implemented by the principal of a general secondary education institution together with the teaching staff. This block includes a thorough study of the situation (questionnaires, surveys of students and diagnostic work with teachers); emotional and mental analysis of the school environment; creation of effective mechanisms to counter cyberbullying in student groups (rules of conduct, availability of instructions, penalties, means of influence).

The management block is led and organised by an authorised person (deputy principal) who is responsible for organising and implementing measures to counter and prevent cyberbullying in schools.

The information block involves the organisation by the management of the educational institution of educational work for all participants in the educational process. This type of work requires that students have knowledge of the rules of conduct in an educational institution, personal rights and responsibilities, types of legal liability for bullying in the school community, the procedure for filing and reviewing reports of bullying (cyberbullying) or the possibility of its occurrence. Separately, it is necessary to work with students to develop a clear algorithm for responding to and acting in the event of cyberbullying.

It is also necessary to involve the school psychological service in this work (diagnostics and study of the situation in class groups). Based on the results of its work, the activities of class teachers and parental committees should be intensified. The main goal and priority tasks of this coordinated work are to form an intolerant attitude of schoolchildren to various types of violence and manifestations of cyberbullying in the educational environment. The information block also includes information about the problems associated with cyberbullying, diagnostic work of psychologists and educational work of curators and class teachers. Checklist of tips to help prevent cyberbullying in the educational environment.

1. Cyberdog. An anti-cyberbullying chatbot has been created to combat cyberbullying. Cyberdog will help you learn more about cyberbullying and its manifestations, remove offensive comments from social media, and suggest contacts for help services. Students can communicate with Cyberdog on Telegram and Viber. The chatbot will help students, parents, and teachers learn what to do if they become a victim of cyberbullying.

The information in the chatbot will help you learn how to identify the type of cyberbullying, how to remove offensive materials from social media, and where to seek help. The Cyberdog chatbot contains detailed information about cyberbullying, how it manifests itself on social media, and how to quickly identify threatening content containing cyberbullying. It also provides effective advice on what to do if you are a victim of cyberbullying and how to properly remove materials containing manifestations of various types of harassment.

2. In order to prevent bullying and cyberbullying in the educational environment, a special project to combat bullying in schools «Stop, School Terror» or («Safe School»), has been created. The concept is «Safe and child-friendly school». «When your child is bullied» – a guide for parents of schoolchildren.

3. The Ministry of Digital Transformation of Ukraine, with the support of UNICEF, has launched a new educational series «About Cyberbullying for Teenagers». To watch all the episodes and receive a certificate, you need to log in to the system.

Bullying in the educational environment is usually more hidden than in other youth communities. It becomes more violent, thoughtful, and well-planned. It is usually a deliberate and conscious humiliation of a person, and the educational community needs to make every effort to organise effective work to prevent cyberbullying in the educational environment.

Cyberbullying in higher education institutions is a serious problem that can have negative consequences for victims, aggressors and the entire educational institution. It can manifest itself in different forms, but it is usually a form of psychological, physical or sexual pressure directed at a specific person or group of people. Therefore, it is necessary to determine the cause of cyberbullying. These include social, psychological, personal and other factors.

Cyberbullying has a strong negative emotional impact on a student's personality. The spread of various types of digital harassment is significantly influenced by the tolerance of the student environment.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The main ways of preventing cyberbullying in higher education institutions include information literacy, tolerant relationships among students, teachers and other employees of the educational institution, creating a culture of intolerance to violence and discrimination at the university, and forming a positive social climate in the student environment. An important area of work to overcome cyberbullying is to conduct training sessions that will develop basic self-defence skills, establish quality feedback, promote tolerance and intercultural competence among students, create conditions for group interaction and cooperation among students, and provide social and psychological support to victims of cyberbullying.



The implementation of these mechanisms to counter cyberbullying will help create a safe and supportive environment for the entire educational community.

Activities to prevent cyberbullying among students should be focused on fostering students' value-based attitudes to their lives and health, creating a positive atmosphere to promote the successful socialisation of each participant in the educational process. «In the media space of higher education institutions, media educational technologies (the Internet space, tools of social networks and cyberspace) act as a holistic innovative segment of the education system, which allows for the effective and qualitative realization of the main potential of a specific field of knowledge, the creation of a personally oriented environment, the influence on the level of self-education and self-development of the graduate, ... thus preventing manifestations of cyberbullying» (Chervinska, 2022, p.73).

Prospects for further scientific research are associated with the problem of forming tolerance in the educational space of an educational institution.

REFERENCES

- Alekseenko, T. F. (2018). Bullying and mobbing: causes of development and ways of prevention. Personality in the space of educational innovations: materials of the All-Ukrainian scientific and practical conference, Ivano-Frankivsk. [in Ukrainian]
- Chervinska, I.B. (2022). Media technologies as an effective means of improving the quality of the educational process in higher education institutions. Educational Horizons. 55(2), 84-92. DOI: <https://doi.org/10.15330/obrii.55.2.69-73> [in Ukrainian]
- Voropaiev, P. S. (2020). Violence in cyberspace. Prevention and counteraction to violence in society (foreign experience). Kharkiv. [in Ukrainian]
- Law of Ukraine «On Amendments to Certain Legislative Acts of Ukraine on Combating Bullying (Harassment)» (2019)
URL <https://zakon.rada.gov.ua/laws/show/2657-viii#Text>
- Kirychevska, (2010). E. V. Violence in general education institutions: strategies for overcoming. Practical psychology and social work. [in Ukrainian]
- Naidionova, L. A. (2011). Cyberbullying or aggression on the Internet: ways to recognise and protect a child. Methodological recommendations. Series: To help the teacher. 4. [in Ukrainian]
- Naidionova, L. A. (2018). Cyberbullying in the teenage rating of Internet dangers. Psychological sciences: problems and achievements, 1. 45-48. [in Ukrainian]
- Sobol, E. Yu., Korniiichenko A. O. (2020). Bullying in the educational environment – determinants and forms. Scientific notes of Volodymyr Vynnychenko Central Ukrainian State University. Series: Law, 8. [in Ukrainian]
- Pribytkova, N. (2017). Bullying in educational institutions: concept, structure, causes and ways to overcome. Modern problems of legal, economic and social development of the state. Kharkiv. [in Ukrainian]
- Losey, B. (2011)/ Bullying, Suicide and Homicide. Understanding, Assessing men and Preventing Threats for Victims of Bullying USA: Routledge. [in English]
- Olweus, D. (2001). Bullying at school: tackling the problem.
URL: http://www.oecdobserver.org/news/archivestory.php/aid/434/Bullying_at_school:_tackling_the_problem.html [in English]

Received

25.03.2024

Accepted

09.04.2024

**Наталія БАСАРАБ,**

доктор філософії, асистент кафедри педагогіки
та освітнього менеджменту імені Богдана Ступарика,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Nataliia BASARAB,

Doctor of Philosophy, Assistant of the Department of Pedagogy
and Educational Management named after Bohdan Stuparyk,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
natalia.basarab@pnu.edu.ua
ORCID ID 0000-0002-2702-6716

УДК 374:37.015.31-027.561:37-051]004

САМООСВІТА ПЕДАГОГА В СУЧАСНОМУ ОСВІТНЬОМУ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНОМУ ПРОСТОРІ ЯК ШЛЯХ ДО ПРОФЕСІЙНОГО ЗРОСТАННЯ

Анотація. Сучасна українська школа потребує педагога, який вміє критично мислити, володіє сучасними методами і технологіями навчання, прийомами психолого-педагогічної діагностики, способами самостійного конструювання занять, вміє прогнозувати кінцевий результат, чітко усвідомлює свою соціальну відповідальність й водночас є суб'єктом особистісного і професійного зростання.

Відтак у статті окреслено сутність поняття самоосвіти педагога й акцентовано увагу на значенні самоосвітньої діяльності вчителя в часи стрімкого освітнього реформування та інформаційно-комунікаційного розвитку. Відзначено, що основними формами організації самоосвітньої діяльності вчителя є неформальна освіта, інформальна освіта. Описано можливості використання інформаційних, інформаційно-комунікаційних технологій у самоосвіті вчителя через участь у семінарах, педагогічних читаннях, науково-практичних конференціях, у науково-експериментальній роботі, в Інтернет-заходах, де педагоги обмінюються досвідом, знайомляться з новинами педагогічної науки, розвивають культуру професійного мислення.

Також зауважено, що важливим чинником підвищення кваліфікації педагога є усвідомлення ним необхідності роботи над вдосконаленням свого професійного рівня аж до професійної майстерності, оскільки під час роботи з дітьми виникає пряма необхідність доступності різноманітних літературних джерел, засобів масової інформації, інтернету, передового педагогічного досвіду задля ефективного розв'язання практичних завдань, здобуття позитивних результатів на їх основі.

Таким чином, важливо, щоб педагог був постійно включений до активної самоосвітньої діяльності, неперервного розвитку творчого потенціалу, де його самоосвіта веде не просто до відновлення знань, а сприяє ознайомленню з новітніми педагогічними та психологічними дослідженнями, пошуку нових напрямків у методиці та організації навчально-виховного процесу, розгляду педагогічних проблем на високому науковому рівні.

Ключові слова: самоосвіта, неформальна освіта, інформальна освіта, інформатизація, цифровізація, інформаційно-комунікаційні технології, професійний розвиток.

SELF-EDUCATION OF TEACHERS IN THE MODERN EDUCATIONAL INFORMATION AND COMMUNICATION SPACE AS A PATH TO PROFESSIONAL GROWTH

Abstract. The modern Ukrainian school requires a teacher who can think critically, is proficient in contemporary teaching methods and technologies, has skills in psychological and pedagogical diagnostics, is capable of independently designing lessons, can predict outcomes, and clearly understands their social responsibility while being a subject of personal and professional growth.

The article outlines the essence of the concept of teacher self-education and emphasizes the importance of self-educational activities for teachers during times of rapid educational reform and information-communication development. It is noted that the main forms of organizing a teacher's self-education are non-formal and informal education. The potential use of information and communication technologies in teacher self-education is also described by participating in seminars, pedagogical readings, scientific-practical conferences, research and experimental work, and online events where teachers exchange experiences, learn about the latest developments in pedagogical science, and develop a culture of professional thinking.

Additionally, it is highlighted that an important factor in enhancing a teacher's qualifications is the awareness of the necessity to improve their professional level up to professional mastery, as working with children requires access to various literary sources, media, the internet, and advanced pedagogical practices in order to effectively solve practical tasks and achieve positive results.



Thus, it is crucial for a teacher to be continuously engaged in active self-education and the ongoing development of their creative potential, where his or her self-education leads not only to the renewal of knowledge, but also helps to familiarize oneself with the latest pedagogical and psychological research, search for new directions in the methodology and organization of the educational process, and consideration of pedagogical problems at a high scientific level.

Keywords: self-education, non-formal education, informal education, informatization, digitalization, information and communication technologies, professional development.

INTRODUCTION

The problem formulation. Analysis of recent research and publications indicates that modern educators must place great emphasis on the issue of educational informatization in their self-educational professional development. This is driven by globalization and integration processes in all spheres of society's life. Since the amount of information a teacher needs to absorb is constantly increasing, and covering it through formal education alone is virtually impossible, the timely and continuous organization of self-educational activities using modern information and communication technologies helps teachers «keep up with the times». Therefore, scientific exploration of this issue allows for the study of the promising possibilities of teacher self-education through the use of information and communication technologies on the path to professional growth.

Analysis of recent research and publications. An analysis of scientific sources on the professional development of educators, including works by Bukhlova N., Voropai N., Kryva M., Nikolenko L., Sviatchenko I., Topol V., and others, shows that the importance of self-education, particularly non-formal and informal education, for a teacher's self-development is difficult to overestimate. Since teachers need to ensure a comprehensive educational process across various subjects, be able to organize learning at different levels of complexity, motivate their students, stimulate the development of critical thinking, and so on, this drives educators to focus on developing self-educational professional competence within the framework of lifelong learning.

AIM OF THE RESEARCH

Purpose of the article: To investigate the possibilities of teacher self-education with the help of information and communication technologies on the path to professional growth.

Objectives of the study:

- to analyze the state of research on the problem in the scientific literature;
- to determine the essence and features of teacher self-education in the context of modern educational challenges;
- to identify factors that influence teachers' motivation for self-education;
- to explore the possibilities of self-educational qualification growth with the help of information and communication technologies.

RESEARCH METHODS

To achieve the set tasks, the following research methods were used: general scientific - to facilitate the systematization and classification of the source base (studying scientific publications, pedagogical research, normative and legal documents, etc.); conceptual and terminological method - to determine the essence of the basic concepts of the study; critical analysis and synthesis – to contribute to the rethinking of the necessity of teacher self-education in the context of modern educational challenges.

RESULTS OF THE RESEARCH

The teaching profession in today's society is perhaps the only one with so many demands: a teacher must be competent, demanding, honest, kind, strict, morally sound, ready to compromise, respectful of their native land, language, and so on. Therefore, the main task of a teacher who teaches others is the need to constantly improve their professional achievements.

Article 59 of the Law of Ukraine «On Education» states that the professional development and qualification improvement of pedagogical and scientific-pedagogical workers involves their continuous self-education, participation in qualification improvement programs, and any other types and forms of professional growth (Law of Ukraine on Education of September 5, 2017). Since professional development is an integral part of a teacher's development, it is most often identified with the process of lifelong learning, which consists in changing and improving professional competence and qualifications, developing a universal personality, both organized and carried out by specialized institutions in this direction, as well as in the process of self-education and self-improvement. This encourages teachers to develop self-educational professional competence in the system of lifelong learning. Professional competence is characterized as a combination, on the one hand, of professional knowledge, skills, and abilities, and on the other, experience in using them in various pedagogical situations (Mytnyk, 2013). Self-educational competence is considered a component of professional competence and is manifested in the quality of a personality that characterizes its ability to systematic, independently organized activity aimed at continuing one's own education.

In this regard, informal and non-formal education becomes highly significant in a teacher's self-education alongside formal education. Non-formal education is education that involves a person's self-organized acquisition of various competencies, serving as an additional, alternative, and complementary form of lifelong learning. It ensures the right of people of all ages to access education but does not require a mandatory continuous structured sequence in obtaining education and can be short-term and of low intensity, for example, in the form of short-term courses, seminars, practical classes, during everyday activities related to professional, social, or other activities, family or leisure. Informal education



involves the self-organization of a person's acquisition of certain competencies, particularly during everyday activities related to professional, social, or other activities, family or leisure. Non-formal and informal education of teachers is, in essence, all self-educational activities that are carried out in accordance with their interests and needs (Nikolenko, 2016).

It is important to note that a teacher's self-education should not be limited to refreshing the knowledge they have acquired. It is about familiarizing oneself with the latest pedagogical and psychological research, searching for new directions in the methods and organization of the educational process, and considering pedagogical problems that cause difficulties in practical work at a high scientific level. Consequently, a teacher is not only one who teaches but also one who constantly works on themselves, develops, improves, learns from their colleagues and students, and is not afraid to learn new things (Kryva & Pylypets, 2018; Bukhlova, 2007).

Given the trends in the development of the modern world and education, which place significant demands on the general and professional training of teachers, it is worth noting that the technologization, informatization, and digitalization of education, as well as an understanding of the importance of systematic computer support and lifelong participation in the information society, are essential conditions for the successful adaptation of teachers to changes resulting from civilizational progress. The emergence of technical devices, computers, and other modern production equipment has made education much more attractive for learners than in the past, and for adults, it has made it possible to improve themselves, keep up with progress, computer technology, and use information and communication technologies in their professional activities.

An analysis of research and publications has shown that modern people attach great importance to the problem of informatization of education, the development of which is determined by globalization and integration processes in all spheres of society (Svirepchuk, 2015). Informatization is a set of interrelated organizational, legal, political, socio-economic, scientific, technical, and production processes aimed at creating conditions for meeting the information needs of citizens and society on the basis of the creation, development, and use of information systems, networks, resources, and information technologies that are based on the application of modern computing and communication equipment (Familiarska, 2011).

Researcher L. Familiarska considers the informatization of education as a process of creating a developed information and educational environment using the capabilities of information and communication technologies to increase the efficiency of all types of activities carried out in the education system. The process of informatization is not only associated with the development of the appropriate material and technical base but also with the improvement of the culture of pedagogical work in the conditions of an information and educational environment (Familiarska, 2011).

Motivation undoubtedly plays a crucial role in lifelong learning, being one of the most important factors determining the effectiveness of adult learning, which has become accessible to everyone, regardless of age or education level. As scientists Artyushina M., Bazelyuk V., Lushin P., Pukhovska L., Snisarenko O., Snitsar L., and Solodkhov V. note, modern people have greater freedom in communication, receiving and transmitting the necessary information, are less dependent on external conditions, and more on themselves (Pukhovska L., Artiushyna M., Bazeliuk V., 2012). Therefore, the modern object and subject of learning is a personality formed by their own experience, so it is unacceptable to motivate teachers to improve their qualifications, pedagogical skills, or self-education only through external factors (orders, directives, coercion, etc.). Socio-psychological functions also play an important role in improving qualifications, acting as guidelines, agitators, motivators, and stimuli for the development of creative activity and innovation. The main task of motivating factors (regardless of age or level of education) is to form in teachers an internal need for qualification improvement as the basis for their cognitive and creative activity by creating an atmosphere of necessity, interest, and personal responsibility.

We believe that a personalized approach should be taken in working with teaching staff, fostering a learning environment that encourages teachers to actively choose their own learning paths. This involves providing a diverse range of professional development opportunities, such as mass, group, and individual training, as well as supporting teachers in their involvement in research, curriculum development, and the implementation of innovative pedagogical approaches. By creating a supportive environment that values creativity and innovation, we can empower teachers to become lifelong learners and implement personalized learning in their classrooms.

If earlier, teachers' professional development was conducted in full-time, part-time, and correspondence forms, now, in the era of rapid development of information and communication technologies, distance learning using information technologies has become a real alternative to traditional learning. The COVID-19 pandemic and the war played a significant role in choosing this form of professional development. Despite all the challenges that educators have to face: living and working in conditions of uncertainty, working with children who have experienced war, working during wartime, and maintaining their own well-being to ensure the safety and security of students, they still have the opportunity to improve their professional qualifications by participating in seminars, pedagogical readings, scientific-practical conferences, methodological associations, research and experimental work, and online events where they exchange experiences, learn about the latest developments in pedagogical science, and develop a culture of professional thinking. The Ministry of Education and Science of Ukraine provides timely support to participants in the educational process. To meet the primary needs of the education sector during the war, the Ministry of Education and Science offers: digital devices for education; publication of textbooks and manuals for the New Ukrainian School; opening educational hubs abroad; creation of catch-up educational programs and tools; creation of sectoral training and practical centers; training teachers in providing pre-medical care; promotion of academic mobility; cooperation projects for the development of innovations and exchange of best practices, creative contests, and various psychological support courses.



Between March 27 and April 4, 2020, the Institute of Information Technologies and Teaching Aids of the National Academy of Educational Sciences of Ukraine conducted an online survey among teachers to identify the most popular educational resources and electronic learning tools. The survey results revealed that teachers preferred the following forms of professional development: webinars, online courses and masterclasses, online conferences, online seminars, projects, and individual work with a mentor (The results of the online survey «Teachers' needs for professional development in the use of digital tools and ICT in quarantine» collection of materials, 2020).

The effective use of Internet resources has become a key element in the scientific and methodological support of educators, enabling the tracking of trends in educational reform, the transformation of psychological-pedagogical and methodological knowledge into professional activities, the exchange of best practices, and self-education for teachers (Karataieva M, 2013). Given that a teacher is a creative individual capable of independently identifying their needs for specific information or practical skills required to enhance professional expertise, it is crucial for teachers to have the freedom to choose courses based on their needs without restrictions. For instance, one teacher might need an additional course in their subject area, another might require a course on subject methodology, while a third might seek personal development training. This highlighted the necessity and relevance of developing a personalized system of postgraduate education that provides each educator with extensive opportunities to update, improve, and deepen their professional training while ensuring a developmental, problem-solving, and dialogical interactive approach to learning on an integrative basis.

The researcher I. Dzezhovska, in the teacher-trainer's manual «Teaching Teachers», aptly noted that when designing programs for teacher training, attention should be given to the following points:

- Teachers want to know what exactly the training sessions will offer them; they seek assurance that they will gain something useful and valuable.
- The training should be well-designed, but it should also be approached flexibly. Sometimes, it may be necessary to discuss certain topics in more detail and at greater length, while others might need to be omitted altogether.
- It is important to remember that teachers often refer to their prior knowledge during training courses. This should not be a concern – rather, it is an opportunity for mutual exchange of experiences.
- Course participants should feel safe and have the freedom to express their thoughts without fear of ridicule or judgment (Dzezhovska, 2002, p. 45).

The conscious acquisition of knowledge directly depends on the ability to apply it in various situations. Previously acquired skills, in turn, enhance interest and stimulate a teacher's motivation for self-education, reinforcing their self-confidence, abilities, and potential.

E-learning, or distance learning utilizing information technologies, has proven to be highly effective in enhancing the professional qualifications of specialists across various fields. This approach is actively practiced not only in numerous universities and centers for lifelong adult education but also in training sessions for professional development courses. It involves standard visualization methods, such as "drawings, diagrams, models, 3D models, and videos", enriched by another dimension of enhanced visual information—augmented reality, which combines real and virtual objects, creating an entirely new perception of reality (Zubko A., Zhorova I., Kuzmenko V., Sliusarenko N., Kokhanovska O., 2020). Additionally, educators have access to a wide range of platforms («Na Urok», «Vseosvita», EdEra, Prometheus, Coursera, VUM, Duolingo) offering free and paid online courses that significantly contribute to self-education.

Currently, various forms of distance learning are employed in the system of postgraduate education, particularly in the development of educational and methodological materials. Among these are synchronous learning, where knowledge transfer and communication occur in real time, such as through tele- or videoconferencing or chat sessions; and asynchronous learning, where participants and instructors interact via email or internet forums, leaving messages at any convenient time. A key aspect is that participation in e-learning is supervised by a competent educator (who motivates participants, answers questions, evaluates and provides feedback on their work, etc.), with the only difference being the mode of communication. Just like in traditional forms of education, the information-educational environment allows for active engagement with a mentor: asking questions, seeking advice, consulting, and more.

The advantages of e-learning for participants of professional development courses include: individual contact with the instructor, cost savings (compared to traditional learning), time efficiency, the ability to study in a convenient location and at a comfortable pace, accessibility for individuals with physical disabilities, and the opportunity to benefit from the knowledge and experience of professionals working in remote professional development centers.

The labor market of the information society imposes significant demands on the general and professional training of the entire active population, which, in turn, promotes the development of an information-educational environment within society as a whole. The information society has begun to outline tasks aimed at educating specialists capable of adapting flexibly to life situations, independently acquiring necessary knowledge and applying it in practice; thinking critically; identifying problems that arise in real-world activities and seeking rational solutions using modern technologies; working effectively with information; being communicative and engaging in various social groups; working collaboratively in teams; and independently striving to develop their own morality, intellect, and cultural level (Kukharenko & Rybalko, Syrotenko, 2002, p. 29).

Thus, we can assert that the development of the informatization system in postgraduate education enables the transfer of a greater volume of information to educators. The offerings for teachers are becoming more diverse, adapting to



different levels of professional development, professional expertise, and experience, allowing each individual to choose something of interest in a particular area from the options provided.

In response, such a trajectory of societal and educational development demands that teachers engage in lifelong learning throughout their careers. This professional development involves the continuous updating of knowledge and skills, enabling them to carry out their professional activities in an informatized, innovative educational environment. Teachers' understanding of the importance of systematic computer support for educational and professional activities, along with their lifelong participation in the information society, has become one of the key ways to ensure their successful adaptation to the changes brought about by global progress in civilization.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, a crucial factor in a teacher's professional improvement is their awareness of the need to work on enhancing their professional level up to the level of mastery. In today's context of working with children, it is essential to address practical challenges and apply solutions directly in their professional activities to achieve positive outcomes based on the knowledge acquired from various literary sources, media, the Internet, and advanced pedagogical practices. This, in turn, fosters the continuous development of the teacher's creative potential, as the availability of diverse information stimulates self-education.

The prospects for further research lie in exploring the effectiveness of various technological tools for supporting self-education (mobile apps, online platforms) and identifying the main barriers that hinder teachers from engaging in self-education (lack of time, lack of resources, insufficient motivation).

REFERENCES

- Bukhlova, N. (2007). Psychological and pedagogical conditions of teacher training for the formation of students' self-educational competence in the process of postgraduate pedagogical education. *Scientific Journal of the National Pedagogical Dragomanov University. Series 16: Creative personality of a teacher: problems of theory and practice*, 7 (17). Ministry of Education and Science of Ukraine, National Pedagogical Dragomanov University; editors-in-chief V.P. Andrushchenko and others. Kyiv: NPU. 174-179. [in Ukrainian].
- Dzezhhovska, I. (2002). *Teacher Training: Textbook for teacher-trainer*. Lviv: Chronicle. 173. [in Ukrainian].
- Familiarska, L. (2011). Analysis of the state and prospects of informatization of general education institutions of Zhytomyr region. *Information technologies and learning tools*, 4 (24). URL: <http://www.journal.iitta.gov.ua>. [in Ukrainian].
- Karataieva, M. (2013). Development of the information and educational environment – a condition for improving the professional competencies of the teacher. URL: irbis-nbuv.gov.ua/.../cgiiirbis_64. [in Ukrainian].
- Kryva, M., Pylypets, S. (2018). Realization of professional self-education of primary school teachers in the modern educational information and communication space. *Youth and Market*, 10, 62-67. URL: http://nbuv.gov.ua/UJRN/Mir_2018_10_13 [in Ukrainian].
- Kukhareno, V., Rybalko, O., Syrotenko, N. (2002). *Distance learning: Conditions of application. Distance learning course: Study guide*. 3rd edition / edited by V. Kukhareno. Kharkiv. 320. [in Ukrainian].
- Mytnyk, O. (2013). Psychological and pedagogical principles of teacher training in the system of postgraduate education for the implementation of the competence approach. *Ridna shkola*, 11, 42-44. [in Ukrainian].
- Nikolenko, L. (2016). Professional development of teachers in formal, non-formal and informal adult education: historical and pedagogical aspect. *Image of the modern teacher*, 4 (163), 25-27. [in Ukrainian].
- Pukhovska, L., Artyushyna, M., Bazeliuk, V. (2012) *Postgraduate education in the context of European integration: essence, content, technologies, readiness for change: a study guide*. K.: Pedahohichna Dumka. 122. [in Ukrainian].
- The results of the online survey «Teachers' needs for professional development in the use of digital tools and ICT in quarantine» collection of materials (2020). Edited by Ivanyuk I. V., Ovcharuk O. V. Zhytomyr: I. Franko Zhytomyr State University, 61. [in Ukrainian].
- Svirepchuk, I. (2015). *Informatization of education as a basis for the introduction of information technology in the process of professional training. Modern trends in teaching a foreign language of professional direction in higher education*: URL: <http://confesp.fl.kpi.ua/node/1262>. [in Ukrainian].
- Law of Ukraine on Education of September 5, 2017. № 2145-VIII. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>. [in Ukrainian].
- Zubko, A., Zhorova, I., Kuzmenko, V., Sliusarenko, N., Kokhanovska, O. (2020). Information and communication technologies as a factor in the development of teachers' professionalism in the system of postgraduate education. *Information technologies and learning tools*, 77(3), 262-281. URL: <http://ekhsuir.kspu.edu/123456789/12261> [in Ukrainian].

Received 12.05.2024
Accepted 02.06.2024



Ірина ГУМЕНЮК,

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

Iryna HUMENIUK,

Doctor of Pedagogical Sciences, Professor in the Department of Primary Education and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

iryna.humeniuk@pnu.edu.ua

ORCID ID 0000-0002-0790-6732

УДК 378.881.1

ШІ-ЗГЕНЕРОВАНИЙ КОНТЕНТ ЯК ІНСТРУМЕНТ УДОСКОНАЛЕННЯ ЛІНГВІСТИЧНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ОСВІТИ

Анотація. У статті досліджено перспективи використання штучного інтелекту (ШІ), зокрема чат-ботів на основі технології GPT, для навчання мовних дисциплін. Авторка аналізує вплив таких інструментів на лінгвістичну компетентність студентів, а також розглядає проблеми та переваги їх застосування в освітньому процесі.

Мета й завдання дослідження зумовили використання комплексу теоретичних, емпіричних і візуально-графічних методів. Для встановлення ступеня розкриття проблеми використання штучного інтелекту під час вивчення мовних освітніх компонентів використано методи аналізу наукових джерел, синтезу, узагальнення, абстрагування, зіставлення. Для визначення лінгвістичних, структурних і семантичних маркерів ШІ-згенерованого тексту застосовано описовий метод, методи спостереження, аналізу студентських робіт. Для з'ясування позиції здобувачів освіти щодо піднятої проблеми використано методи анкетування та математичної обробки результатів. Для наочного відображення результатів опитування застосовано візуальні методи (побудова діаграми).

У контексті виконання завдань дослідження проаналізовано сучасні наукові праці у галузі освіти щодо розкриття проблеми використання інструментів ШІ в межах освітніх компонентів «Сучасна українська мова з практикумом» і «Українська мова за професійним спрямуванням». З'ясовано, що ґрунтовні дослідження в цьому напрямі досі не зреалізовані.

Авторка наголошує на необхідності змін у методиці викладання для ефективного використання технологій ШІ. Важливими кроками є впровадження завдань, що допомагають студентам виявляти помилки у текстах, згенерованих штучним інтелектом. З цією метою у статті сформовано перелік лінгвістичних, структурних і семантичних маркерів ШІ-згенерованого тексту. Окремо розглянуто ризики, пов'язані з використанням ШІ, зокрема проблеми академічної доброчесності та можливе зниження самостійності студентів.

Ключові слова: лінгвістична компетентність, ШІ-згенерований контент, методика навчання, українська мова за професійним спрямуванням, сучасна українська мова з практикумом, освітній компонент, академічна доброчесність, мовна освіта.

AI-GENERATED CONTENT AS A TOOL FOR IMPROVING THE LINGUISTIC COMPETENCE OF STUDENTS

Abstract. The article explores the prospects of using artificial intelligence (AI), in particular chatbots based on the GPT technology, to teach language disciplines. The author analyzes the impact of such tools on students' linguistic competence, as well as the problems and advantages of their use in the educational process.

The aim and tasks of the study have led to the use of a set of theoretical, empirical, visual and graphical methods. To determine the degree of understanding of the problem of using artificial intelligence in the study of language-related educational components, the methods of analysis of scientific sources, synthesis, generalization, abstraction, and comparison have been used. To determine the linguistic, structural, and semantic markers of the AI-generated text, the descriptive method and the methods of observation and analysis of student works have been used. To find out the position of students on the problem, the methods of survey and mathematical processing of the results have been used. Visual methods (diagram construction) have been used to visualize the results of the survey.

In the context of fulfilling the objectives of the study, the author analyzes modern scientific works in the field of education to reveal the problem of using AI tools within the educational components «Modern Ukrainian Language with a Practicum» and «Ukrainian Language for Professional Purposes.» It has been found that in-depth research in this area has not yet been implemented.

The author emphasizes the need for changes in teaching methods for the effective use of AI technologies. Important steps include the introduction of tasks that help students identify errors in AI-generated texts. To this end, the article compiles a list of linguistic, structural, and semantic markers of AI-generated text. The risks associated with the use of AI, in particular, the problems of academic integrity and the possible reduction of students' independence, are also considered.

Keywords: linguistic competence, AI-generated content, teaching methods, Ukrainian Language for Professional Purposes, Modern Ukrainian Language with a Practicum, educational component, academic integrity, language education.

INTRODUCTION



The problem formulation. Language education in the context of digitalization and dynamic informatization of society is of paramount importance, as, on the one hand, it provides global access to up-to-date information in any field of science or technology, and on the other hand, it expands the possibilities of self-presentation in the information space, which significantly affects the level of educational and professional self-realization of the individual. In this context, the problem of forming the linguistic competence of students who have free access to and appropriate skills in working with information technology and use it to create texts, develop projects, and perform communication tasks is becoming more relevant. Despite the positive aspects of students' readiness to integrate information technology skills into the language training process, we observe negative trends, including the use of artificial intelligence to write creative works and scientific texts in violation of the rules of academic integrity, the inability to identify markers of AI-generated content, to edit and coordinate the structure and semantics of the text, etc. The methodological system of teaching such educational components as Modern Ukrainian Language with a Practicum and Ukrainian Language for Professional Purposes to future experts in all fields, including pedagogy, needs to be transformed accordingly.

Analysis of recent research and publications. Studies of the potential of artificial intelligence in education have been conducted since its development and are still at an active stage. This increased attention is due to the somewhat contradictory perception of the subject of research, which manifests itself in the undeniable benefits for people and at the same time in certain threats regarding the moral component, manipulation, substitution of concepts, privacy issues, etc. The analysis of the scientific information space has revealed that it contains works that can be divided into two groups: 1) studies of the general features of artificial intelligence, its positive and negative manifestations, current development and prognostic trends; 2) studies of the sectoral specifics of artificial intelligence application (in military, medical, economic, agricultural, trade, management and other sectors).

In the scientific studies included in the first group, we can trace the relative coherence of the opinions of scientists about the impossibility of stopping the development of artificial intelligence (hereinafter AI) in view of its progressiveness and the need for enhanced control over its functioning to prevent undesirable results (V. Hrytsyshyn, N. Habrusieva; M. Yefremov, Yu. Yefremov; A. Dubchak, Y. Lytvynenko; S. Sharov; O. Dobrovol'ska, V. Shtanko; D. Pchelianskyi, S. Voinova, et al.). Studies focused on the specifics of AI application in certain fields, including education, focus on the theoretical and practical principles of using AI systems in mastering educational components and forming a number of competences of students. In the context of language education, the problem of using AI in the process of teaching a foreign language has been most deeply studied (N. Akopiants; A. Melnyk; T. Leleka; I. Romanyshyn, T. Chukhno, N. Fyisa; R. Kalko, G. Dekusar, K. Lahun; L. Vekhva; L. Viktorova, A. Kocharian, K. Mamchur, O. Korotun; G. Bahriy; T. Kotsko; A. Lyseiuk; A. Vykliuk; N. Karpusenko; O. Shevchenko, O. Ohurtsova; O. Koliasa; O. Suprun, O. Zubenko; M. Kademiia, K. Vizniuk, A. Polishchuk, S. Dolynnyi, et al.). Regarding the use of AI tools in studying the Ukrainian language at higher education institutions, the thematic content of the scientific information space is significantly limited. There are publications devoted to the use of AI in the process of learning Ukrainian as a foreign language, the study of the potential of GPT-3 for linguistics, and the prospects for its use in the process of language training of philologists. In particular, S. Domnich summarizes that «the use of artificial intelligence in the practice of teaching Ukrainian as a foreign language can significantly improve the quality of teaching and contribute to more successful language acquisition by students» (Domnich, 2023). Exploring the challenges and prospects of using ChatGPT in the training of philologists, O. Ostapovych, N. Ostapovych and Yu. Mazurenko emphasize, «Live communication should return to the academic community in the age of artificial intelligence and neural networks» (Ostapovych O., Ostapovych N. & Mazurenko Yu., 2023). B. Pysarenko and I. Danyliuk, analyzing the prospects of AI for linguistics, note, «The significant advantages of the generative pre-trained transformer of the third generation 'GPT-3' include the ability to write any type and genre of texts, both original and in the style of certain people, analyze huge corpora of texts in minutes, make translations into other languages, help both linguists and workers of related specialties in performing certain time-consuming tasks...» (Pysarenko & Danyliuk, 2021).

The research work conducted to address the problem of using AI within the educational components Modern Ukrainian Language with a Practicum and Ukrainian Language for Professional Purposes has shown that no thorough research in this area has been implemented yet (Humeniuk, 2021). The use of AI-generated content in student projects is a reality that cannot be denied and, at the same time, cannot be ignored. Today, the quality of language education depends on the ability of academic staff to adapt teaching methods to the available information technology achievements, making the most of them for the benefit of students.

THE AIM AND RESEARCH TASKS

The relevance of the problem has led to the aim of the study: an analysis of the potential of AI-generated content for improving the linguistic competence of students of pedagogical institutions of higher education.

The aim can be achieved by solving the following tasks:

1) a thorough analysis of modern scientific research in the field of education to reveal the problem of using AI tools within the educational components Modern Ukrainian Language with a Practicum and Ukrainian Language for Professional Purposes;

2) identifying linguistic, structural, and semantic markers of AI-generated text;

3) study of specific methods and techniques of using AI-generated content to improve the linguistic competence of higher education students.

RESEARCH METHODS



The aim and tasks of the study have led to the use of a set of theoretical, empirical, visual and graphical methods. To determine the degree of understanding of the problem of using artificial intelligence in the study of language-related educational components, the methods of analysis of scientific sources, synthesis, generalization, abstraction, and comparison have been used. To determine the linguistic, structural, and semantic markers of the AI-generated text, the descriptive method and the methods of observation and analysis of student works have been used. To find out the position of students on the problem, the methods of survey and mathematical processing of the results have been used. Visual methods (diagram construction) have been used to visualize the results of the survey.

RESULTS OF THE RESEARCH

«ChatGPT is a variant of the GPT-3 artificial intelligence language model» (Brown et al., 2020), specifically designed to generate human text in a conversational style, which «was introduced in 2021» (Debby R. E. Cotton, Peter A. Cotton & J. Reuben Shipway, 2024). According to an anonymous survey conducted among students of the Faculty of Pedagogy at Vasyl Stefanyk Precarpathian National University, this AI tool is most often used by students to create texts of different styles and find answers to theoretical questions in academic disciplines. Fig. 1 shows the survey results in %.

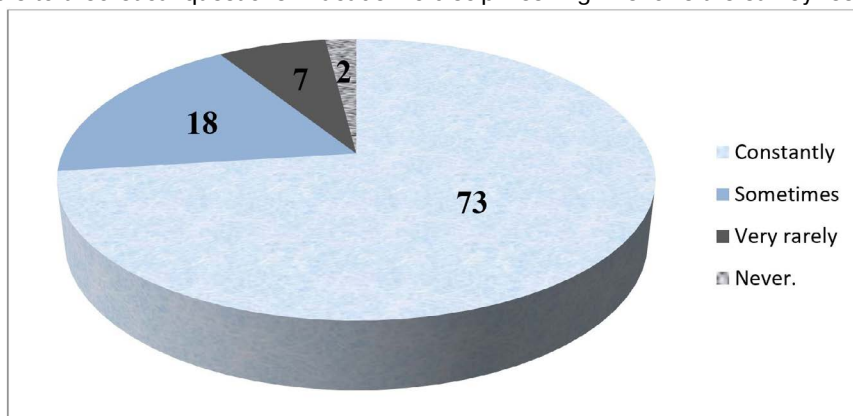


Fig. 1. Results of the student survey on the use of ChatGPT to complete tasks

As can be seen in Fig. 1, 73 % of the respondents say that they use ChatGPT to complete assignments on a regular basis, across all academic disciplines. 18 % of the respondents say that they use ChatGPT only when they have little time to complete an assignment or the task is too long. 7 % of students, according to the survey, do not trust artificial intelligence to complete assignments but check and correct what they have done with its help or use it out of curiosity. And only 2 % of the respondents say they have never used such a technological asset as ChatGPT.

Since completing assignments in Modern Ukrainian Language with a Practicum and Ukrainian Language for Professional Purposes has its own specifics, several separate questions were included in the survey to find out students' opinions on the potential of ChatGPT to help them achieve high results in these disciplines. The answers to these questions were divided into two vectors depending on the average academic performance of the respondents. Thus, students with high (and above average) academic performance answered negatively to the question «Is it possible to complete language assignments using ChatGPT?», emphasizing the significant number of errors in such works, the need for careful checking, and supplementation, which requires much more time than independent work. Students with low (and below average) performance are convinced that the tasks completed by ChatGPT are of sufficient quality. The question «In which tasks of Modern Ukrainian Language with a Practicum does ChatGPT make the most mistakes?» also received mixed responses. From students with high academic performance: tasks on phonetics (phonetic transcription, accentuation), grammar (morphological and syntactic analysis), stylistics (inappropriate vocabulary, a large number of russianisms, violation of the logic of presentation, etc.). The other group of respondents said that minor mistakes occur in all types of tasks, but in general the work is done well. This answer primarily reflects the complexity of the question itself for this group of respondents, and their inability to see and categorize the shortcomings in the papers.

Since this AI tool is capable of performing a wide range of language tasks, including text generation and editing, translation, and operations with the finished text (summarizing, generalization, planning, abbreviating, supplementing, etc.), it is necessary to make certain changes to the teaching methods in order to improve the quality of study within the educational components Modern Ukrainian Language with a Practicum and Ukrainian Language for Professional Purposes.

In our opinion, the initial stage in this process can be an assignment to independently search for linguistic, structural, and semantic markers of an AI-generated text. To do this, we use ready-made term papers or qualification papers from previous years or ask students to generate a text on a particular topic and analyze it for such markers. If a particular feature is repeated several times in one text and is also present in other generated texts, we consider it a marker. The linguistic features of an AI-generated text based on the analysis of student works include:

- Frequent application of commonly used words, avoiding highly specialized terms.



- Use of wording that tries to «balance» or reconcile positions, for example: on the one hand... on the other hand, in most cases, etc.
- Frequent, sometimes excessive, use of coherence markers, namely: first, in addition, in summary, therefore, thus, in general, etc.
- Abuse of the conjunction «and,» ignoring synonymous conjunctions.
- Inconsistency of gender endings caused by the fact that one word belongs to different genders in different languages.
- Use of words that are not typical of the Ukrainian literary language (e.g., Russianisms).
- Repetition of similar constructions in different text fragments.
- Excessive use of the verb «can» in various forms, e.g.: the teacher can suggest, teachers can use, students can do, etc.
- Overuse of pointing words such as: here are examples, here is a list, here are exercises, here are a few aspects, etc.

Structural markers of AI-generated text are detected:

- A clear classical sequence of parts: introduction, main part, conclusion, which is repeated in different topics.
- Dividing into paragraphs even if there was no such requirement in the task.
- Naming the items in the list in a nominal sentence, followed by an explanation.

Semantic markers are the most difficult to identify. In order for educators to identify a particular semantic feature as a marker, they must analyze a larger number of texts. Semantic markers of AI-generated text include:

- A generalized presentation of information, paraphrasing, repeating in other words.
- Presenting the same idea several times in a slightly modified form.
- Excessive explanation of simple, obvious things, excessive detail, accumulation of excessive information.
- The style of presentation is neutral, even formal.
- The absence of emotionality, subjective judgments, and the author's individuality in the statements made.

Students' independent work on detecting GPT text markers allows them to develop not only the ability to see and avoid such cases, but also a deep awareness of the «technological nature» of such texts, the obviousness of their artificial creation, and thus reduce the desire to use ChatGPT for higher education.

The use of ChatGPT to develop students' linguistic competence is fraught with many dangers, as the probability of errors in the generated information is currently quite high, and untrained users are unable to recognize them. At the same time, ChatGPT provides ample opportunities to improve linguistic competence in the Ukrainian language and increase its level. First of all, students can feel like a teacher, identifying mistakes in generated texts or completed tasks, which contributes to a deeper understanding of spelling and punctuation principles, grammatical categories, etc. In addition, creating tasks in any section of Ukrainian linguistics with GPT allows you to get acquainted with the methodological aspects of language teaching and basic didactic principles in a practical way, which is especially important for students of higher pedagogical education.

In the context of Ukrainian Language for Professional Purposes, the linguistic competence is the core of the competence paradigm of this discipline (Humeniuk, 2019; Humeniuk, 2022). Aimed primarily at the formation of competent professional (oral and written) speech of future specialists, the methodological system of teaching Ukrainian Language for Professional Purposes is based on mastering professional terminology, developing the ability to work with professional texts of different styles, transform and structure scientific texts, edit them, and create small-scale scientific texts on their own. In these areas of work, ChatGPT can be used as an idea generator, a platform for modeling, designing, selecting examples, etc. Note that completing creative tasks (writing texts) and tests using GPT should be treated as a violation of academic integrity.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, digitalization and the introduction of artificial intelligence have a significant impact on language education, particularly in the context of developing students' linguistic competence. The use of AI, in particular tools such as ChatGPT, contributes to the efficiency of learning by automating routine tasks, creating learning materials, and helping to edit texts. At the same time, there are risks associated with non-compliance with academic integrity, errors in the generated content, and undesirable replacement of the traditional learning process.

Given the high potential of AI to create texts, it is important to teach students to identify linguistic, structural, and semantic markers of such texts. The use of GPT-based chats in teaching allows students to complete tasks quickly, but requires careful checking of the results. Therefore, it is important to integrate AI as a tool to improve learning outcomes, but not to replace traditional teaching methods. AI can be a powerful tool for enhancing language education, but its use requires control, adaptation of teaching methods, and development of students' skills in critical analysis of content. The potential of AI to improve the linguistic competence of higher education students necessitates its deeper study and the development of specific methodological recommendations for integrating AI-generated content into teaching methods for certain sections and topics of language-related educational components. This is where we see the prospects for further research.

**REFERENCES**

- Humeniuk, I. (2019). Linguodidactic competence paradigm as the end result of teaching Ukrainian Language for Professional Purposes. Scientific Bulletin of Flight Academy. Section «Pedagogical Sciences» : Collection of scientific papers, 6, 190–194. <https://doi.org/10.33251/2522-1477-2019-6-190-194> [in Ukrainian].
- Humeniuk, I. M. (2021). Chronological bibliographic index of works on Ukrainian Language for Professional Purposes in scientific publications of the late 20th - early 21st centuries]. Ivano-Frankivsk : PP «TUR-Intelekt», 88. <http://lib.pnu.edu.ua:8080/handle/123456789/11711> [in Ukrainian].
- Humeniuk, I. M. (2022). Formation and development of the methodology of teaching Ukrainian Language for Professional Purposes: a monograph. Ivano-Frankivsk : Vasyl Stefanyk Precarpathian National University. 416. [in Ukrainian].
- Domnich, S. P. (2023). Use of Artificial Intelligence in Practice Teaching Ukrainian as a Foreign Language. Technologies of the beneficial use of artificial intelligence in the field of education and science: materials of the All-Ukrainian Scientific and Pedagogical Qualifications Improvement Conference, July 31 - September 10, 2023. Odessa: Publishing house «Helvetyka», 95–98. https://cuesc.org.ua/images/informlist/Maket_advanced_training_PSAU.pdf [in Ukrainian].
- Ostapovych, O., Ostapovych, N., Mazurenko, Yu. (2023). Chatgpt in Training of Philologists and Translators. Challenges and Perspectives. Scientific Proceedings of Ostroh Academy National University: Philology Series. Ostroh : Vyd-vo NaUOA, 17 (85), 200–205. https://www.researchgate.net/publication/372657134_ChatGPT_u_pidgotovci_filologiv_i_perekladaciv_Vikliki_i_perspektivi [in Ukrainian].
- Pysarenko, B. L., Danyliuk, I. H. (2021). The importance of GPT-3 technology for modern and future linguistics. Bulletin of Student Scientific Society, 13/1, 175–178. <https://vestnik-sss.donnu.edu.ua/article/view/9980> [in Ukrainian].
- Brown, T. B., Mann, B., Ryder, N., Subbiah, M., Kaplan, J., Dhariwal, P., Neelakantan, A., Shyam, P., Sastry, G., Askell, A., Agarwal, S., Herbert-Voss, A., Krueger, G., Henighan, T., Child, R., Ramesh, A., Ziegler, D. M., Wu, J., Winter, C., and Amodei, D. (2020). Language models are few-shot learners. Advances in Neural Information Processing Systems, 33, 1877–1901. <https://proceedings.neurips.cc/paper/2020>
- Debby R. E. Cotton, Peter A. Cotton & J. Reuben Shipway (2024). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in education and teaching international, 61, 2, 228–239. <https://doi.org/10.1080/14703297.2023.2190148>

Received

05.05.2024

Accepted

25.05.2024

**Тетяна КОТИК,**

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

Tetiana KOTYK,

Doctor of Pedagogical Sciences, Professor in the Department of Primary Education and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

tetiana.kotyk@pnu.edu.ua

ORCID ID 0000-0001-8213-8318

УДК 378.147:004.9:37.02

ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО ІНТЕГРАЦІЇ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ В ОСВІТНІЙ ПРОЦЕС ГІРСЬКИХ ШІЛ ПРИКАРПАТТЯ

Анотація. У сучасному світі підготовка майбутніх учителів вимагає не лише педагогічних знань, але й технічних навичок для інтеграції мультимедійних технологій в освітній процес, особливо у віддалених гірських школах. У статті висвітлено результати аналізу наукової літератури щодо технічних навичок, необхідних учителям для ефективного використання мультимедіа у навчанні. Було визначено, що успішна інтеграція мультимедійних засобів потребує від учителя вміння використовувати презентаційні програми (PowerPoint, Google Slides), редагувати та інтегрувати відео та аудіо файли, застосовувати онлайн-платформи (Moodle, Google Classroom) та працювати з відеоконференціями (Zoom, Microsoft Teams). Успішна підготовка учнів також залежить від вміння вчителя створювати інтерактивні завдання, використовуючи елементи ігрофікації, і проводити аналіз результатів через платформи тестування. Авторка також акцентує увагу на тому, що для віддаленого навчання особливе значення має здатність вчителя забезпечити активну онлайн-взаємодію з учнями та батьками, керуючи відеоконференціями, інтегруючи мультимедіа у навчальні матеріали та забезпечуючи високий рівень залучення учнів до освітнього процесу. Це вимагає глибоких знань з редагування мультимедійного контенту (відео, аудіо), використання симуляцій та інтерактивних програм, а також дотримання правил авторського права. Таким чином, програма підготовки майбутніх учителів повинна включати формування необхідних навичок для роботи з мультимедіа, що значно покращить якість освітнього процесу у гірських школах Прикарпаття та сприятиме розвитку комунікативних навичок учнів.

Ключові слова: підготовка вчителів, мультимедійні технології, інтеграція мультимедіа в освітній процес, гірська школа.

PREPARATION OF FUTURE TEACHERS FOR THE INTEGRATION OF MULTIMEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF MOUNTAIN SCHOOLS OF CARPATHIANS

Abstract. In today's world, the training of future teachers requires not only pedagogical knowledge but also technical skills for integrating multimedia technologies into the educational process, especially in remote mountain schools. The article presents the results of an analysis of scientific literature on the technical skills necessary for teachers to effectively use multimedia in teaching. It has been identified that successful integration of multimedia tools requires teachers to be proficient in using presentation software (PowerPoint, Google Slides), editing and integrating video and audio files, applying online platforms (Moodle, Google Classroom), and managing videoconferencing (Zoom, Microsoft Teams). The successful preparation of students also depends on the teacher's ability to create interactive tasks using gamification elements and to analyze results through testing platforms. The authors emphasize that for distance learning, a teacher's ability to facilitate active online interaction with students and parents is crucial, managing video conferences, integrating multimedia into teaching materials, and maintaining a high level of student engagement in the learning process. This requires deep knowledge of multimedia content editing (video, audio), the use of simulations and interactive programs, and adherence to copyright regulations. Thus, the preparation of future teachers should include training in multimedia work, which will significantly improve the quality of education in the mountain schools of the Carpathian region and enhance students' communication skills.

Keywords: teacher training, multimedia technologies, integration of multimedia into the educational process, mountain schools.

INTRODUCTION

The problem formulation. A key aspect of the effective use of multimedia technologies in the educational process is teacher training. They must have both pedagogical knowledge and technical skills to use various multimedia tools. Therefore, the integration of digital tools into the educational process has become particularly relevant in the modern world, especially for remote schools in mountainous areas.



Analysis of recent research and publications. Ukrainian researchers such as H. Cherednychenko, L. Shapran, L. Kunytsia, M. Khomenko, D. Denisenko emphasized the importance of multimedia technologies for the process of training future teachers and implementing the educational process at school. They claimed that the integration of digital tools into the educational process allows not only to improve the learning of educational material, but also contributes to the active development of students' communicative abilities. M. Khomenko, D. Denysenko studied the impact of visualization on the learning process and information perception, they came to the conclusion that multimedia learning aids individualize the learning process, taking into account the needs and abilities of each student (Khomenko & Denysenko, 2023). The works of R. Mayer provide detailed recommendations for the effective use of multimedia technologies in education, based on cognitive psychology. They emphasize the importance of careful planning of multimedia materials to avoid overloading students, and also offer concrete examples of the use of new technologies such as VR and educational games (Mayer, 2009).

RESEARCH AIM AND TASKS

We will find out what skills future teachers need to develop in order to effectively integrate multimedia technologies into the educational process at school.

RESEARCH METHODS

In the research process the methods of theoretical analysis, generalization, specification of the research source base materials were used.

RESULTS OF THE RESEARCH

The analysis of specialized literature allowed us to determine the technical skills that a teacher needs to master in order to work with multimedia.

In order to create multimedia presentations effectively, teachers need to learn how to use presentation software, such as Microsoft PowerPoint, Google Slides, Keynote, Canva, or Prezi. They don't differ too much from each other, although they offer very diverse and interesting backgrounds for presentations.

Presenting your own slides requires the ability to create new ones, change their order and format text, images, and other elements, and use templates to ensure a consistent style and design of the presentation.

The visual design of slides, their attractiveness to children, the correct use of colors and fonts, images and graphics are important for focusing students' attention, perception and memorization of the information presented.

When planning the structure of a presentation, you need to think about the logical sequence of slides so that they can convey the main ideas and information of the lesson to children. The textual content of a slide is often accompanied by images, photos, video, and audio files, so teachers need to be able to insert and edit such files, customize their display during the presentation, and use animation and transitions between slides to improve the dynamics of perception.

To work with multimedia presentations, public speaking skills are very important in order to clearly comment on visual information, provide the necessary audio text, and answer students' questions.

After presenting information using a multimedia presentation, it is necessary to evaluate its effectiveness by asking students questions and adjusting the next presentation according to the age characteristics of the students.

These skills will help teachers create effective, interesting, and interactive multimedia presentations that enhance learning and engage students in classroom activities.

Watching videos is an integral part of the modern life of younger students, so schools have begun to actively use them to present educational content. Teachers need to be able to upload, integrate, and edit educational videos and audios into their lessons.

The easiest and most accessible platforms for storing and sharing video and audio are the following: YouTube, Vimeo, Google Drive, as well as learning platforms such as Khan Academy, TED-Ed. After saving the video or audio on your local computer, you need to insert it into presentations using programs such as PowerPoint, Google Slides, or Keynote. In addition, for distant learning, teachers need to know how to integrate media files into online learning platforms such as Moodle, Edmodo, or Google Classroom. The ability to embed video and audio into learning materials is also required for working with an interactive whiteboard.

The most difficult part of working with video and audio is editing and adapting it to the studying content, so teachers need to be familiar with video editors such as Adobe Premiere Pro, iMovie, Windows Movie Maker, or free online editors such as Clipchamp or Canva.

Video editing involves trimming unnecessary parts of the video and editing new segments, setting up transitions between segments. In addition, you need to be able to add text, titles, subtitles, background music, sound effects, and adjust their parameters: brightness, contrast, color palette of the video, and balance the sound level.

To edit audio material, you need to know the basics of working with audio editors such as Audacity, Adobe Audition, or online tools such as Online Audio Cutter. The ability to trim audio tracks, reduce noise, delete unnecessary parts, insert new audio fragments, as well as knowledge of how to adjust the volume, level of sound effects, add background music will be very useful for teachers to work with multimedia.

When using materials borrowed from the Internet, it is important to follow copyright rules to avoid violations regarding their use.

These skills will help teachers to effectively use media files to enhance the learning process and provide a more interactive and engaging lesson.



To increase interactivity and engagement of students, it is desirable to have the ability to insert images, video and audio into tasks; add interactive elements such as timers, scores, difficulty levels to make testing more exciting; use gamification elements, for example, points, ratings, medals to increase students' motivation to pass them.

Online testing platforms have tools for analyzing and evaluating student performance. Such feedback, through reviewing test results, will help both teachers and students understand mistakes and improve their knowledge of the material.

These skills help the teacher to effectively use interactive applications to create engaging and educational tasks that increase student engagement and improve learning outcomes.

To work with simulation programs that are used to demonstrate various communication situations, teachers need to familiarize themselves with programs such as PhET Interactive Simulations, Labster, SimCityEDU, create an account on the platform, and configure the basic settings. To use all the functions of the program, after opening the simulations, you need to set up navigation between different screens and functions, set the simulation parameters for the appropriate learning objectives and levels of students' speech development.

After the simulation is demonstrated, you should discuss the results of the viewing, help students analyze the information received, and supplement the simulation by creating additional tasks and activities to help consolidate the knowledge gained.

For effective online communication with students and parents, as well as for conducting video conferences and video lessons in distant learning, teachers need to be able to use popular video conferencing platforms such as Zoom, Microsoft Teams, Google Meet, Skype, etc.

When preparing for a video meeting, you need to schedule it in the electronic schedule and send invitations to its participants, and, if necessary, send instructions for joining. Moderation of a video meeting by a teacher implies the ability to manage the conference and its participants (turning on and off microphones, inviting to a chat, analyzing the answers received, etc.) and meticulously organizing discussions.

It is extremely important to have developed communication skills when conducting remote meetings: the ability to express your thoughts clearly and understandably to ensure effective communication; to listen actively and attentively to understand the needs and questions of students or parents, to provide constructive feedback by answering questions, and to solve communication, learning, or technical problems, to save video conference recordings for further analysis and improvement.

During video lessons, they also use whiteboards, but virtual or other collaborative tools, such as Google Docs or Jamboard, or interactive collaborative editing platforms.

These skills will help the teacher effectively organize and conduct online communication, ensuring quality interaction with students and parents and maintaining a high level of learning.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, a key aspect of the effective use of multimedia technologies in the educational process is teacher training. They must have both pedagogical knowledge and technical skills to use various multimedia tools. These skills will help teachers to ensure students' safety in the digital environment and contribute to the effective use of digital technologies in the learning process.

REFERENCES

- Khomenko M.G., Deny'senko D.M. (2023). The impact of visualization on the learning process and information perception. Ky'iv: NAU, 271-274.
URL: <https://drive.google.com/file/d/1dxgqbxmMOLSua3XxZdBEbb15GzLg2AuR/view> (data zvernennya: 22.03. 2024) [in Ukrainian]
- Mayer, R. E. (2009). Multimedia Learning. URL: https://assets.cambridge.org/97811071/87504/frontmatter/9781107187504_frontmatter.pdf (data zvernennya: 22.03. 2024) [in English].

Received

07.04.2024

Accepted

22.04.2024

**Оксана ПОЯСИК,**

кандидат педагогічних наук, доцент, завідувач кафедри педагогіки і психології,
Коломийський навчально-науковий інститут Прикарпатського національного університету
імені Василя Стефаника (м. Коломия, Україна)

Oksana POIASYK,

Candidate of Pedagogical Sciences, Associate Professor, Head of the Education Science and Psychology
Department,
Kolomyia Institute of Vasyl Stefanyk Precarpathian National University (Kolomyia, Ukraine)
oksana.poiasyk@pnu.edu.ua
ORCID ID 0000-0002-4375-5660

Євгеній ЛЕПЬОХІН,

кандидат філологічних наук, доцент, викладач кафедри психології,
Інститут управління природними ресурсами Університету економіки та права «КРОК» (м. Коломия, Україна)

Eugene LEPOKHIN,

Candidate of Philological Sciences, Associate Professor, Lecturer at the Psychology Department,
Institute for Natural Resources Management of KROK University (Kolomyia, Ukraine)
lepokhinyo@krok.edu.ua
ORCID ID 0000-0002-6941-7467

УДК 630-051(=1.23):008(477.85/.87)

СИМБІОЗ ЛЮДИНИ І ПРИРОДИ: КАРПАТСЬКІ ЛІСОРУБИ В КУЛЬТУРІ ГУЦУЛЬЩИНИ

Анотація. У верховинах Карпат, де величні ліси й гірські потоки створюють неповторний краєвид, мешкає унікальна спільнота – карпатські лісоруби. Лісовий промисел серед гуцулів, етнографічної групи, що живе у високогірних Карпатах, є важливою частиною їхньої культури та відіграє ключову роль в екологічному балансі регіону. Гуцули, спираючись на багаторічні традиції, створюють унікальний симбіоз з природою через свою лісозаготівельну діяльність. Вибіркове вирубування дерев, використання традиційних технологій обробки та обробка деревини – це лише кілька складників цієї особливої системи.

Бутинар, карпатський лісоруб, який вправно сплавляє плоти по гірських річках, є справжнім майстром. Він поєднує в собі велику майстерність у роботі з деревом і необхідні навички для створення надійних плотів, здатних витримувати сильні течії. Це ремесло об'єднує навички лісоруба, суднобудівника і мореплавця, перетворюючи сплавлення дерева не лише на спосіб транспорту, але й на символ карпатської стійкості та майстерності. Мистецтво сплавлення деревини по гірських ріках – це вміння гармонійно взаємодіяти з природою. З дерев'яними плотами, які легко плывуть по кришталевию водах, ці майстри вправно маневрують серед гірських порогів і стрімких течій, маючи унікальну здатність читати річку та адаптуватися до її викликів.

Кожен рух веслом – це своєрідний танець з природою, щира комунікація з річкою. Бутинарі не лише вміють управляти плотом, але й розуміють важливість збереження навколишнього середовища, щоб наступні покоління могли насолоджуватися красою карпатських вод. Ці люди – справжні герої, наділені силою та стійкістю, які дозволяють їм адаптуватися до будь-яких умов. Їхні трудові дні, наповнені звуками сокир, поєднуються з природним концертом. Ліси Гуцульщини не лише забезпечують матеріальні ресурси, а й виконують важливу екологічну та соціокультурну роль. Вони створюють унікальні екосистеми, є джерелом дикорослих трав, грибів і диких тварин, які забезпечують гуцулів їжею та сировиною для ремесел. Ліси також мають величезне культурне значення для гуцулів, оскільки вони вважають їх священними місцями, наповненими легендами та традиціями свого народу.

Вивчення етнокультурних традицій, народних ремесел та промислів Карпат сприяє формуванню у школярів екологічної свідомості, спонукає до вивчення культурної спадщини горян.

Ключові слова: гуцули, гірські ріки, бутинарі, бутин, ліси, етнокультурні традиції, виховання особистості, етнокультурне середовище., екологічне виховання.



SYMBIOSIS OF MAN AND NATURE: CARPATHIAN LOGGERS IN THE CULTURE OF THE HUTSUL REGION

Abstract. The upper reaches of the Carpathians, where majestic forests and mountain streams offer a distinctive scenery, are home to a unique minority of people – the Carpathian loggers. Timber industry among the Hutsuls, an ethnic group inhabiting the high altitude Carpathians, is an intrinsic part of their culture and pivotal in the environmental balance of the area. The Hutsuls, relying on long-standing traditions, forge a rare symbiosis with nature through their logging activities. Selective felling of trees, the use of traditional processing techniques and wood processing are just a handful of the components of this special system.

«Butynar», a Carpathian logger who is an expert at rafting down mountain rivers, is a proficient craftsman. He blends exceptional woodworking skills with the right ones to build reliable rafts that can withstand heavy currents.

This craft incorporates the skills of a logger, a shipbuilder and a sailor, transforming rafting of timber not only into a means of conveyance but also into a symbol of Carpathian resilience and craftsmanship. The art of rafting down mountain rivers is the ability to interact harmoniously with nature. With wooden rafts that float effortlessly through the waters pure as driven snow, these craftsmen deftly manoeuvre through mountain rapids and swift currents, with a knack for predicting and adapting to the river's challenges.

Each splash of a paddle is a kind of dancing with nature, a genuine interaction with the river. In addition to navigating the raft, the loggers have a strong awareness of the importance of the environment maintenance to ensure that the generation to come relish the beauty of the Carpathian waters.

These people are regular heroes, endowed with strength and resilience enabling them to adapt to any conditions. Their working days, brimming with the sound of axes, blend into a natural concert. The forests of the Hutsul region both provide material resources and play a significant environmental and socio-cultural part. They develop unique ecosystems and are a source of wild herbs, mushrooms and wild animals that provide the Hutsuls with food and raw materials for their crafts. Forests also hold cultural significance for the Hutsuls, as they consider them sacred places steeped in the legends and traditions of their people.

The study of ethnocultural traditions, folk crafts and crafts of the Carpathians contributes to the formation of environmental awareness among schoolchildren, encourages the study of the cultural heritage of the highlanders.

Keywords: Hutsuls, mountain rivers, loggers, felling site, forests, ethnocultural traditions, personality education, ethnocultural environment., environmental education.

INTRODUCTION

The problem formulation. Among the snow-capped peaks of the Carpathians, where mighty forests and mountain brooks shape a wild landscape, there inhabits a distinctive group of people – the Carpathian loggers (called «butynars» in the past, the representatives of a trade that has long become entirely a thing of the past). It fell to their lot to develop dense forests resolutely for firewood and construction.

The timber industry among the Hutsuls, an ethnic group inhabiting the high altitude Carpathians, is an intrinsic part of their culture and pivotal in the environmental balance of the area. The Hutsuls, relying on long-standing traditions, forge a rare symbiosis with nature through their logging activities. Selective felling of trees, the use of traditional processing techniques and wood processing are just a handful of the components of this special system.

RESULTS OF THE RESEARCH

Notable representatives of the Ukrainian classical literature often dealt with the life and work of loggers and rafters in the Carpathians. There are a variety of examples of this issue, which showcase the creative and stylistic traits of different authors. The study features excerpts from the works of Yaroslav Holovatsky, Mykhailo Ustianovych, Ivan Franko, Ivan Nechuy-Levytsky, Hnat Hotkevych, Mykhailo Kotsiubynsky, Borys Lepkyi, Volodymyr Hrendzhi-Donsky, and others.

The renowned Polish writer and ethnographer Stanisław Vincenz wrote, «The route to Chornohora led through forests that had not been cut down or axed. The forest thicket grew ever more impregnable, ever more boundless... It was a sacred forest, undisturbed since the beginning of time. A bitter adversary of any stranger, it would not let anyone inside, neither old nor young. Not even a snowstorm managed to penetrate it. Even the next tree generation had no place there. One tree would support the other, one would entwine with the other. Even rotten trees kept their balance... The young stand – fir and spruce – cheered there as long as they remained young. As soon as they grew a little, the wind would break them, twist them, peel them off the bark with its ice-cold breath, and truncate them. However, most of all, they were cut down by people who had already settled on those flat spots. Each year, the meadow would be improved, expanded, cut down further, and stumps and roots would be burned» (Vincenz, 1997, p. 53).

«Butynars» (loggers) were among the first to experience the majesty of the mountains and the power of nature. This craft taught people to respect their ancestors, their homeland and to be mindful of where we came from and where we would go.

Originally, the work in the Hutsul «butyna» (sites intended for felling) followed the Christian standards, as evidenced by the observance of a number of religious prohibitions and regulations. The loggers would pray before starting work and end their rounds in prayer; they did not play at cards in the evening – potentially, the workers did not violate their conscience.

The loggers perform more than just felling: they are the custodians of the forest ecosystem, maintaining a balance and ensuring that the environmental impact of their activities is respected. Having appreciated the need for careful maintenance of forests, they have become guardians of nature in these picturesque mountainous settings.



They are men of perfect courage and endurance, which makes them flexible. Their hard days of work are framed by the rhythm of shattering axes and the glory of a natural symphony concert.

Selecting trees that can withstand the various tests of water is a crucial part of their work. They skilfully employ traditional methods and tools to process and harvest materials.

Raft construction takes place along the banks of mountain rivers, where they consider every factor, including strong currents and altitude difference. The loggers take great care to ensure that their rafts are sturdy and able to withstand challenging mountain water conditions.

This craft unites the skills of a logger, a shipbuilder and a sailor, making a raft both a means of transportation and a telltale sign of the Carpathian endurance and craftsmanship.

Vasyl Knyschuk, a local lore historian and the owner of the Butynar museum complex, spoke about the life history of the Hutsul loggers. The following is the transcription of his recount.

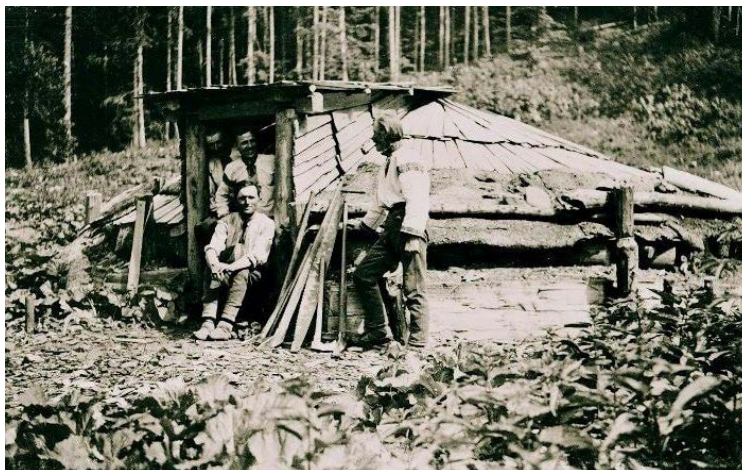
Living in the mountains, the Hutsuls had to uncap as a sign of welcome both to the visible and unrecognizable inhabitants of the forests and meadows. Paying their debt to Dame Nature, they were rewarded with shelter, their daily bread and her mercy. Entire families were supported by the gifts of nature.

At the felling sites, they hew down old trees showing branches at the top and smooth at the bottom. The owner of such harvest areas would employ a contractor ("zavidtsia") who took over all the work in the forest. The contractor would take on the Hutsul lads (butynars) who could handle the job in the felling coupe. They made 120-150 crowns a day, and 80-90 crowns – the weaker ones, either per «sakman-group», for the entire duration of the task, or per piece of tree felled. To keep tabs on felled tree account (revash) (who was performing the felling, how many trees for how many days), the lads appointed a logger (rublinnyk), who would make notches on splinters (beech small planks, wood chips), ascribed to each feller, to be used for calculations.

Approved loggers would erect the so-called «lubianka» (a crude hut of four wooden buttresses driven into the ground with the top tied with fir tree branches and covered with bast obtained from fir tree's bark) in the forest against the autumn.

The walls of the hut are shielded from the west and the north only, whereas the other two sides are left open. Spruce and moss branches are laid under the hut, and one would sleep on it. In front of the crude hut, a bonfire kept burning, used to cook meals, dry «ludyni» (clothes), and in the evening they would have a feast around it.

For the winter, the loggers built a log cabin: an eight- or twelve-sided lodging, one and a half metres tall, covered with moss to prevent drafts from entering it. The rafters were installed pyramidally on the top of the log hut so that all of them meet and covered with shingles or bast, leaving a vent in the top for smoke to escape. There were no windows in the log cabin, just low double doors; a «khorimtsi» (a passage between the inner and outer doors in the log hut) was designed in the cabin, which had a second door.



A log cabin [1]

This is where water was stored, and the work-related tools hinged on the pegs. In the cabin, the floor was made of rejected boards, or they would use bast to cover the ground to keep the cold out. A bonfire would burn as a centrepiece, and around it, there would be the trestle beds (low and long wooden benches on which a Hutsul rested in his forest hut) covered with spruce. They would lie down with their heads against the wooden wall of the cabin and their feet against the bonfire.

A «kalman» or «kaiman» would attend to the fire, fix a meal, chop wood, and kindle the fire at night so that people would not suffer from heat and concurrently stay warm at night. He slept during the day. In addition to this, he also mended the work-related tools and axes. To perform tasks at the felling site, they would equip themselves with ordinary axes, «tsapiny» (wooden heavers with a bent metal end for lengthwise travel of logs and their rotation around the axis), haft, and saws.

The day the log cabin was finished, one could start working. The contractor was the first to leave the cabin, he would pray in the yard, notch the first tree he encounters three times, and go back to the hut summoning the people to gear themselves for work. They dropped to their knees, reciting the Pater Noster aloud.



To make the work progress, a man, «schinanyk» (a fortunate soul), who had worked on the felling site before and who had managed to make lumber tumble straight and smoothly without bouncing, would start it. A tree was cut with «dornenki» (axes) by two people. Should it be very thick, then by four: two on one side and two on the other. Cross-cutting saws were used to prune trees.

Once a spruce tree was felled, they cut off its limbs, retaining only the top, and immediately they chopped it, peeling off the bark, which they piled up and hauled downhill by horseback. They would pay for the bark; it was then used for tanning purposes. The spruce itself was left to dry for 14 days. Afterwards, it was cut, measured in sages and sawn into logs. The spruce tops and limbs were chopped up, put into a brushwood pit and committed to the flames in the forest. Upon the cut, they piled it into heaps.

Via «ragash» (the forest road via which the Hutsul loggers piled up the felled trees) they hauled the felled trees down the hillside. They built the roads-wooden chutes («ryzy»), made of logs, in advance, harvested timber, piled up round wood supports in barrages, and broke down them with a frame saw. The construction of roads-chutes was performed when it was neither snowing nor raining.

Two men with «tsapiny» turned the logs, and a third man with a spile nudged and sprinkled water, which made the wood slithery. The chutes were laid out in such a way that whether they went straight or meander, the long logs did not stop, but ran on to a broad «ragash», where there was a «stilets» (a place spread with logs). When the logs sloped hard down the hillside, they didn't hit the ground, they just bounced off the «stilets».

At a distance, people stood by the stilets, rolling and pulling the logs so that they didn't hit each other frontally, for they would break into smithereens. Along the chutes, there were «shykhtari» (labourers involved in hauling felled trees down the hillside). Among them there was a sprinkler (kropivnyk), holding a ladle with a handle and pouring water along the chutes with it; there were springlets dug along the chutes. Water made the chutes slithery, preventing them from igniting due to friction, whilst in winter, the spattered snow safeguarded them.



Гуцули на лісових роботах. Спуск з верхів у долину дерева.

Hutsuls on forest works [1]

The people who slid the logs down the hillside put the labourers on alert with a «kleihop» (Keep off!) shout so that the shykhtari and those at the stilets to run away, be wary of the logs and hide, lest the logs, coming down with great speed and strength, smear them. Right the logs hit the edge of the chute and the labourers threw them aside, they would respond with a «kinatov!» shout (Sorted!).

This shout came from the shykhtar one after the other, and when the last one on the top repeated it, they would set off the second log. When the shykhtars examined the wood in the chute and noticed some imperfection or blemish, they would shout «habov!» (Stop there!) as a sign to stop providing another tree until everything was resolved.

Below the chutes, the wood was transported by «korchuhy» (short chute boats) to the river. Above the river, they sifted through and graded the logs (stacked them with respect to size and length) into piles. Those performing the grading were called «myhliashi» (graders). They placed the sorted logs on the riverbank. As soon as it was full, they pulled down a dyke; the water arrived violently, causing the deluge, fetching the stored logs and carrying them to the berth.

If there was a sawmill at the berth, they brought out the required amount of logs, and huddled the remainder (marfa) together into a floated timber raft called «daraba». Each daraba had a helmsman (a foreman) who, along with his mates, grabbed as many logs as he required for one «talba» (part) of the daraba, the width of which hinged on the width of the river, then cut each log from below with a slope so that it did not hit a stone frontally, and then gashed each log crosswise, saining the tree with «In nomine Patris, et Filii, et Spiritus Sancti. Amen» (Vasyl Knyshuk (2022)).

A butynar, a Carpathian logger who rafts down mountain rivers, is a neat craftsman, a fusion between an unrivalled ability to work in the forest and the skills essential to making rafts that will float in the twisting mountain streams.

The craft of those who drift logs down the uplandish Carpathian streams is their regular feat in terms of interaction with nature. With wooden rafts gliding quietly through the crystal-clear waters, these artisans skilfully manoeuvre around mountain rapids and rushing streams. They have the ability to comprehend the river, to recognise its whims and obstacles.



Each plash of a paddle is a kind of dancing with nature, a genuine interaction with the river. These craftsmen are experts when it comes to rafting, but they also understand the relevance of environmental protection so that posterity at large could enjoy these beautiful waters in the mountainous heart of the Carpathians.

Timber rafters (bokorashi, helmsmen) were the occupations that the Hutsuls mastered in the 19th and 20th centuries. Skilled Hutsul rafters were frequently hired by contractors to drift logs from Chornohora to the mouth of the Danube River, a task they accomplished well. Every year, 1,500 – 2,000 workers left the Hutsul region to raft on all the rivers of Austria-Hungary and Romania. Timber rafting on the Cheremosh River and the Prut River was most prevalent in the 2nd half of the 19th and early 20th centuries (Chopovsky, 2011).



«The Helmsmen' painting» (1960), oil, canvas
Artist: Petro Sakhro (1918–1987), Kolomyia

Available from the collection of the Yosafat Kobrynsky National Museum of Folk Art of Hutsulshchyna and Pokuttia.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Rafting was a male preserve, for it required physical strength, courage, endurance, agility, and persistency. In the mid-19th-century, Yakiv Holovatskyi described rafters from Skole district: «The brave Ukrainian highlander..., holding on to the «stilets», flings himself on a frail raft into the abyss, through which he has repeatedly forced his way and sunk to the bottom so that nothing would drift on the surface but the saddle bags, hanging on high forked woods, and the long forelock of the brave rafter, who would pop up from the depths like a wild duck shortly. This whirlpool would probably have crushed him and dragged him into the abyss, if not for the strong shoulders and dexterity of the rafter floating on the second raft. He pulled his fellow rafter out of the whirlpool and headed him to the water...» (Hlushko, 2020).

For the majority of the Hutsul region's population, logging and timber processing has become one of the primary ways of making a living. The poorest Hutsuls were engaged in wood cutting and rafting. Logging at the felling sites was far more common than traditional farming in the meadows.

REFERENCES

- Physically demanding job of the loggers in ancient felling sites and exhausting winter living in the cabins in the Hutsul Carpathians (2020). URL: <https://verkhovynskyi-park.in.ua/chastyna-iii-vazhka-robota-lisorubiv-u-davnikh-butynakh-ta-vysnazhlyve-zymove-prozhyvannia-v-kolybakh-iaki-buly-v-hutsulskykh-karpatakh/> [in Ukrainian]
- Vincenz St. (1997). On the High Uplands. Lviv. 53. [in Ukrainian]
- Hlushko M. (2020). Traditions of Rafting in the Ukrainian Carpathians. URL: <https://localhistory.org.ua/texts/statti/traditsiyi-lisosplavu-v-ukrayinskikh-karpatakh/> [in Ukrainian]
- Recorded from the words of Vasyl Knyschuk (2022), local historian, owner of the museum complex "Butinar", resident of the village of Kosmach Kosivska TG.
- Chopovsky V. (2011). On Loggers and Rafters of Ukrainian Carpathians in Writer's Creations (XIX to 1930s). The Ethnology Notebooks, 2 (98), 215–235. Retrieved from <https://nz.lviv.ua/archiv/2011-2/6.pdf> [in Ukrainian]

Received

01.04.2024

Accepted

13.04.2024

**Тетяна ХВАЛИБОГА,**

доктор педагогічних наук, професор, професор кафедри іноземних мов,
Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України
(м. Тернопіль, Україна)

Tetiana KHVALYBONA,

DSc in Pedagogy, Professor, Professor at Foreign Languages Department,
I. Horbachevsky Ternopil National Medical University (Ternopil, Ukraine)
gorpinich@tdmu.edu.ua
ORCID ID 0000-0003-2160-453

Димитрій ХВАЛИБОГА,

кандидат медичних наук, асистент кафедри хірургії № 2,
Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України
(м. Тернопіль, Україна)

Dymytrii KHVALYBONA,

PhD in Medicine, Assistant Professor at the Department of Surgery No.2,
I. Horbachevsky Ternopil National Medical University (Ternopil, Ukraine)
hvalyboga@tdmu.edu.ua
ORCID ID 0000-0003-0168-0848

УДК 81'37:81-1:615.1

ПОДОЛАННЯ МОВНОЇ ІНТЕРФЕРЕНЦІЇ: СТРАТЕГІЇ ДЛЯ ПОКРАЩЕННЯ ВИВЧЕННЯ ЛАТИНСЬКОЇ ТА АНГЛІЙСЬКОЇ МОВИ ЗДОБУВАЧАМИ ВИЩОЇ ОСВІТИ

Анотація. Пропонована стаття досліджує феномен інтерференції між латинською та англійською мовами в здобувачів вищої, зокрема медичної, освіти та пропонує стратегії зменшення її впливу на засвоєння мов. Одночасне вивчення цих двох мов ставить перед студентами медичного профілю унікальні виклики, зокрема в аспектах фонетики, граматики та перекладу медичної термінології. Латинська мова, як основна мова медичної термінології, і англійська, домінуюча мова сучасної наукової та медичної літератури, обидві потребують засвоєння для досягнення успіху в медичній сфері. Однак інтерференція – коли елементи однієї мови негативно впливають на засвоєння іншої – часто ускладнює процес навчання.

Дослідження, проведене серед студентів першого та другого курсів медичного факультету Тернопільського національного медичного університету імені І. Я. Горбачевського, виявило основні труднощі, з якими стикаються студенти при вивченні латинської та англійської мов. Це проблеми з вимовою, граматикою та семантикою, при цьому найбільш вираженим є фонетичний вплив. Результати дослідження показують, що хоча студенти вважають латинську мову складнішою, вивчення латинської не суттєво заважає засвоєнню англійської, і навпаки. Проте обидві мови мають свої особливі фонетичні та граматичні труднощі, що можуть викликати плутанину.

Для зменшення інтерференції та покращення результатів вивчення мов стаття пропонує кілька методів: зосередження на різницях у вимові та наголосі, інтенсивне практичне застосування граматичних правил, двомовні вправи для підкреслення мовних контрастів, спеціальні методики навчання фонетики та використання наочних матеріалів, таких як таблиці та картки. Ці техніки спрямовані на подолання основних джерел інтерференції – фонетичних і граматичних відмінностей – при одночасному вивченні обох мов.

Рекомендації, розроблені на основі цього дослідження, мають на меті підвищити якість медичної освіти в Україні, надаючи ефективні методи навчання, які допоможуть студентам подолати мовну інтерференцію. Зрештою, підвищення рівня володіння латинською та англійською мовами допоможе студентам підвищити свою конкурентоспроможність на міжнародному медичному рівні.

Ключові слова: студент, мовна інтерференція, медична освіта, латина, англійська, медична термінологія.

OVERCOMING LANGUAGE INTERFERENCE: STRATEGIES FOR ENHANCING LATIN AND ENGLISH LEARNING BY HIGHER EDUCATION STUDENTS

Abstract. This article explores the phenomenon of interference between Latin and English in medical students and offers strategies to mitigate its impact on language acquisition. The simultaneous study of these two languages presents



unique challenges for medical students, particularly in phonetics, grammar, and the translation of medical terminology. Latin, the foundational language for medical terminology, and English, the dominant language in modern scientific and medical literature, both require mastery for students to excel in their fields. However, interference – when elements from one language negatively affect the learning of another – often complicates the learning process.

The study, conducted among first- and second-year medical students at I. Horbachevsky Ternopil National Medical University, identifies key difficulties students face when learning Latin and English. These include challenges in pronunciation, grammar, and semantics, with phonetic interference being the most pronounced issue. The research findings suggest that while students find Latin more difficult, learning Latin does not significantly hinder English acquisition, and vice versa. However, both languages present distinct phonetic and grammatical challenges that can cause confusion.

To reduce interference and enhance language learning outcomes, the article proposes several methods: focusing on pronunciation and stress differences, intensive practice with grammatical rules, bilingual exercises to highlight linguistic contrasts, special phonetics training, and the use of visual aids such as charts and flashcards. These techniques aim to address the primary sources of interference – phonetic and grammatical differences – while facilitating the simultaneous study of both languages.

The recommendations derived from this research are designed to improve the quality of medical education in Ukraine by providing effective teaching strategies to help students overcome language interference. Ultimately, by enhancing their proficiency in both Latin and English, students can improve their competitiveness in the global medical field.

Keywords: student, language interference, medical education, Latin, English, medical terminology.

INTRODUCTION

The problem formulation. Studying foreign languages is an important stage in the educational process for students, especially for those pursuing a medical profile. In the context of globalization, medical science and practice increasingly rely on knowledge of the English language, as most scientific articles, medical publications, and research are conducted in English. At the same time, Latin remains the primary language for formulating medical terms, anatomical names, and in many other aspects of medical professionals' work. Therefore, for medical students, mastering these two languages is important, as it helps them not only deepen their understanding of specialized terminology but also become more competitive on an international level.

However, studying several languages simultaneously often leads to the phenomenon of interference, which can complicate the learning process. The mixing of grammatical structures, phonetic features, or semantic differences between languages can create difficulties in mastering the material. In the case of Latin and English, both present specific challenges for medical students who study them at the same time. This is particularly true in phonetics, grammar, and translating terms, where the influence of one language on another can lead to mistakes in the use of medical terms and in interpreting the material.

In this regard, an important step is the development of methods to overcome interference. Reducing the influence of one language on the learning of another will allow medical students to study English and Latin more effectively, without overlapping knowledge. For the development of medical education in Ukraine and improving its quality on an international level, minimizing interference between these languages is a necessary condition for preparing highly qualified specialists capable of working in a rapidly changing medical environment.

Analysis of recent research and publications. Research into interference between English and Latin in Ukraine is a relatively specific topic, and although many Ukrainian linguists have studied interference in the context of various languages, exact studies focusing specifically on English and Latin are not as widely represented. However, some Ukrainian scholars who have studied interference in foreign language learning may have relevant works on this topic. In particular, L. K. Krainiak studies interference in the context of professional communication (Krainiak, 2024). N. V. Rybina examines interference in a cultural context (Rybina, 2015). O. A. Lysenko focuses on lexical interference between the native and foreign languages (Lysenko, 2019), while V. A. Shepitchak studies grammatical interference (Shepitchak, 2017). T. M. Yefymenko investigates interference, in particular at the stage of learning Latin within language education programs (Yefymenko, 2018). However, there is a lack of scientific works that specifically address the interference of the Latin language, highlighting the need for further research in this area, particularly in the context of medical education and the study of medical terminology.

AIM AND TASKS OF THE RESEARCH

The aim of the article is to investigate the phenomenon of interference between Latin and English in medical students and to determine ways to overcome these language barriers to improve the process of learning foreign languages in medical education.

The objectives of the given research are: 1) to analyse the main types of interference between Latin and English that arise when students of medical faculties study them; 2) to assess the impact of interference on the learning process of medical terminology, grammar, and pronunciation; 3) to investigate specific difficulties that students face when studying Latin and English; 4) to determine methods for overcoming interference, particularly in phonetic, grammatical, and semantic aspects; 5) to develop recommendations for improving the teaching methods of Latin and English considering the specifics of medical education in Ukraine.

RESEARCH METHODS

Elements of the following methods were used in the study: 1) literature analysis was used to review theoretical approaches to the study of interference and to explore existing scientific works regarding the impact of interference between different languages, particularly Latin and English. This allowed for identifying the main aspects of interference and highlighting the key difficulties faced by students; 2) surveying medical students became the main method for



collecting data on the difficulties they face when learning Latin and English, as well as the impact of interference between these languages. This provided statistical information on difficulties with mastering grammar, phonetics, and semantics, as well as the interaction between the languages during the learning process; 3) analysis of survey results allowed the systematization of the data obtained, the identification of major trends and issues related to interference, and the understanding of how these barriers affect the learning process for students; 4) comparison method, through which the main grammatical, phonetic, and semantic aspects of English and Latin were compared. This helped identify specific areas where interference is most pronounced and to determine ways to overcome it. These methods helped to systematize the problem under investigation, as well as create scientifically substantiated recommendations for improving the process of learning two foreign languages in medical education.

RESULTS OF THE RESEARCH

Interference in foreign language learning is a phenomenon where knowledge of one's native language or another foreign language affects the learning of a new language, causing mistakes or difficulties in perceiving and using new language elements. Interference can manifest at different levels of the language system: phonetic (pronunciation), grammatical, lexical, or semantic (meaning of words).

Here are some main types of interference:

1. Phonetic interference occurs when sounds from one language influence the pronunciation of words in another language. For example, when learning English, native Ukrainian speakers may struggle with the pronunciation of English sounds that do not exist in Ukrainian (such as the sound [θ] in the word think).

2. Grammatical interference happens when the sentence structure or grammatical rules of one language are transferred to another language. For example, in English, auxiliary verbs are often used to form questions and negations, which is not the case in Ukrainian.

3. Lexical interference occurs when words from the native language or another foreign language are perceived as equivalents in the language being learned, leading to incorrect word usage.

4. Semantic interference happens when the meanings of words in one language do not align with their meanings in another language, leading to misunderstandings or incorrect translations.

Interference is a natural stage in the language learning process, and an important part of the educational process is identifying and overcoming these influences. To address this, instructors often use methods that help students understand the differences between languages and avoid mistakes caused by interference (Alex, 2021).

To identify the main difficulties that medical students face when learning Latin and English, and to study the impact of interference between these languages on the learning process, in 2022-2024, a survey was conducted among first- and second-year students at the Faculty of Medicine of I. Horbachevsky Ternopil National Medical University. The survey provided important information about the specific aspects that are difficult for students, including grammatical, phonetic, and semantic challenges, and helped determine whether one language interferes with the other during learning.

Students were asked to respond to seven questions summarizing their experience of learning both languages. When asked, "Which foreign language do you find more difficult to learn?", 62.8% of students selected Latin, indicating it was harder for them to learn. 37.2% of students stated that English was more difficult for them.

When asked, "Does learning Latin interfere with mastering new material in English?", 68.6% of students replied that it does not hinder their learning. At the same time, 25.1% of students indicated that learning Latin does indeed interfere with their study of English. The rest of the students provided other responses.

When asked, "Does learning English in school interfere with mastering Latin in university?", 83.2% of students disagreed that learning English in school interferes with learning Latin at university. Only 16.8% of students believe that learning English in school hinders their study of Latin.

The question "Which aspect of English is most difficult for you?" revealed that 45% of students found the grammatical aspect of English to be the most challenging. 28.3% of students noted that phonetics (pronunciation and stress) was the greatest challenge for them. The semantic aspect (translation and meaning) was difficult for 14.1% of respondents, while spelling was problematic for 5.8% of students. The remaining students noted other difficulties.

When asked, "Which material in Latin is most difficult for you?", 47.6% of students indicated that they find Latin grammar rules the most difficult to learn. 22.5% of respondents pointed to difficulties with semantics (translation and meaning), 15.7% noted challenges with phonetics (pronunciation and stress), and 11% highlighted problems with spelling.

When asked, "Which aspect of English most often interferes with mastering new material in Latin?" 60.2% of students indicated that English phonetics (pronunciation, stress) is the greatest obstacle. 12% of students said that grammar is the barrier, while 8.9% mentioned semantics (translation and meaning). 9.4% of respondents cited difficulties with English spelling. 8.5% of students believe that English does not interfere with their mastery of Latin.

The question "Which aspect of Latin most often interferes with mastering new material in English?" showed that 51.8% of students considered Latin phonetics (pronunciation, stress) the biggest obstacle. 14.7% of respondents identified grammar as the main difficulty, and 14.1% mentioned semantics (translation, meaning). 10.5% of students faced problems with Latin spelling. 7.9% of students indicated that Latin does not interfere with their study of English.

Analysing the survey results, several key conclusions can be made. First, most students consider Latin to be more difficult to learn compared to English. Nevertheless, learning Latin does not create significant obstacles to learning English, and vice versa, learning English does not hinder students from mastering Latin. However, both languages present their own specific challenges for students.



The main difficulties students face are grammar and phonetics (pronunciation and stress) in both English and Latin. This suggests that, to ease the learning process, attention should be paid to these language aspects.

It is also worth noting that respondents experience some interference between Latin and English, which particularly manifests in phonetic difficulties. This indicates the need to develop specific methodologies to overcome this interference, in order to avoid overlapping knowledge and facilitate the simultaneous learning of both foreign languages. It would be beneficial for students to pay more attention to the specific aspects of each language, including pronunciation, stress, grammar, and semantics, to avoid mixing elements of both languages.

Thus, implementing specific measures to reduce interference between Latin and English will be an important step in improving the learning process and achieving better results in mastering both languages. To overcome interference, particularly between Latin and English, several methods can be applied:

1. Focus on pronunciation and stress. Students should pay more attention to the phonetic differences between the two languages, especially in pronunciation and stress, to avoid mixing them. This can involve using specific exercises designed to develop correct pronunciation skills in both languages, with a focus on the differences in sounds and stresses.

2. Intensive practical use of grammatical rules. Since grammar is a complex aspect of both Latin and English, it is important to use practical tasks that allow students to constantly review and reinforce the grammatical structures of each language. Exercises that involve comparing the grammatical structures of the two languages can be helpful in avoiding mistakes caused by interference.

3. Active use of bilingual exercises. Special exercises where students work with texts in both languages will help them become more aware of the differences and similarities between Latin and English. This may include comparing grammatical structures, as well as studying semantic differences, to reduce confusion in translation and meanings.

4. Development of special phonetics learning techniques. For students who struggle with phonetics, additional courses or methods aimed at improving their phonological skills can be offered, such as audio-visual exercises to improve pronunciation in both languages.

5. Use of visual aids. Using tables, charts, graphs, and flashcards to compare aspects of English and Latin can help students understand the similarities and differences between the two languages, promoting better mastery of each language without mixing elements.

All of these methods help reduce interference, improve material acquisition, and contribute to more effective learning of both Latin and English simultaneously.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, interference between Latin and English is a significant aspect of the language learning process for students of medical faculties. Although most students consider Latin more difficult to learn, the research shows that learning Latin does not hinder mastering English, and vice versa. However, difficulties with grammar and phonetics are common to both languages, indicating the need to develop special teaching methods to reduce interference, especially in phonetic and grammatical aspects.

The main difficulties for students are phonetic differences between the languages, as well as grammatical and semantic features. To reduce interference and ease the learning process, methods focused on developing correct pronunciation, comparing grammatical structures, and actively using bilingual exercises should be employed. Special phonetic learning techniques and the use of visual aids will help students more effectively assimilate the material while minimizing the mixing of elements from both languages.

The development of such methods and instructional recommendations will contribute to enhancing the quality of medical education in Ukraine, helping students successfully master both Latin and English without the negative effects of interference. This, in turn, will increase their competitiveness on an international level.

REFERENCES

- Alex, R. (2021). Mother Tongue Interference in the Teaching and Learning of English Language as L2: Effects of Second Language Transfer, Causes of Language Interference, and Approach to Solving the Problem of Language. Pegasus Publishers, 118 [in English].
- Yefymenko, T. M. (2018). Doslidzennia movnoii interferentsiii u sotsialnomu, psykholohichnomu i linhvistichnomu planakh [Research on Language Interference in Social, Psychological, and Linguistic Aspects]. Science and Education a New Dimension. Philology, VI (43), 150, 66-69 [in Ukrainian].
- Krainiak, L. K., Bodnar, O. B., Duda, O. I. (2024). Pereklad u sferi profesiinonii komunikatsiii: podolannia interferentsiii [Translation in the Field of Professional Communication: Overcoming Interference]. Suchasni doslidzennia z inozemnoii filolohiii, 2(26), 70-78 [in Ukrainian].
- Lysenko, O. A. (2019). Inshomovni skova yak riznovyd leksychnoi interferentsiii [Foreign Words as a Type of Lexical Interference]. Naukovi zapysky Natsionalnoho Universytetu "Ostrozka Akademiia": Seriia "Filolohiia", 7 (75), 174-176 [in Ukrainian].
- Rybina, N. V. (2015). Bilinhvizm ta interferentsiia yak tendentsiii movnoho rozvytku suchasnoho suspilstva: problemy ta sposoby yikh vyrishennia [Bilingualism and Interference as Trends in the Language Development of Modern Society: Problems and Ways of Their Solution]. Naukovi zapysky Natsionalnoho Universytetu "Ostrozka Akademiia": Seriia "Filolohiia", 59, 176-178 [in Ukrainian].
- Shepitchak, V. A. (2017). Analiz pidkhodiv ta metodiv poperedzhennia ta podolannia hramatychnoii interferentsiii [Analysis of Approaches and Methods for Preventing and Overcoming Grammatical Interference]. Naukovi zapysky Natsionalnoho Universytetu "Ostrozka Akademiia": Seriia "Filolohiia", 67, 296-298 [in Ukrainian].

Received

12.01.2024

Accepted

02.02.2024



Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

doi: 10.15330/msuc.2024.30.90-96

Ольга ГРОШОВЕНКО,

кандидат педагогічних наук, доцент кафедри педагогіки та освіти,
Мариупольський державний університет (м.Київ, Україна)

Olga GROSHOVENKO,

Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Education,
Mariupol State University (Kyiv, Ukraine)

o.hroshovenko@mdu.in.ua

ORCID ID 0000-0002-3251-5178

Лариса ПРИСЯЖНЮК,

кандидат педагогічних наук, доцент кафедри педагогіки та освіти,
Мариупольський державний університет (м.Київ, Україна)

Larysa PRYSIAZHNIUK,

Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Education,
Mariupol State University (Kyiv, Ukraine)

l.prysiashniuk@mu.edu.ua

ORCID ID 0000-0002-7570-0197

УДК 373.3.016:371.382

ВИКОРИСТАННЯ ІНСТРУМЕНТІВ ДІЯЛЬНІСНОГО ПІДХОДУ У ПРОЦЕСІ РОБОТИ ГРУПИ ПODOВЖЕНОГО ДНЯ У ПОЧАТКОВІЙ ШКОЛІ

Анотація. У статті актуалізовано проблему використання інструментів діяльнісного підходу у процесі роботи групи подовженого дня (ГПД) в початковій школі. Діяльнісний підхід, як один із сучасних освітніх підходів, орієнтований на активну участь учнів у процесі здобуття знань, формування навичок та розвитку компетентностей. У розрізі порушеної проблеми основна увага зосереджується на застосуванні діяльнісного підходу, що сприяє інтеграції навчальної, виховної та розвивальної складових у роботі ГПД. Саме такий підхід дозволяє створювати усі необхідні умови для гармонійного розвитку особистості молодшого школяра.

Авторами проаналізовано сучасні інструменти діяльнісного підходу, які можуть бути ефективно впроваджені у роботу ГПД, зокрема інтерактивні методи навчання, проєктна діяльність, інтегровані заняття, креативні майстер-класи та ігрові технології. Наведено конкретні приклади застосування зазначених інструментів у різних видах діяльності, таких як організація самопідготовки, реалізація творчих завдань, проведення позакласних заходів. У статті визначено основні переваги використання діяльнісного підходу, серед яких: розвиток пізнавальної активності, формування критичного мислення, підвищення мотивації до навчання, а також розвиток соціальних та емоційних компетентностей учнів. Обґрунтовано необхідність адаптації методів роботи до індивідуальних потреб та можливостей учнів, а також роль учителя-координатора в організації діяльності ГПД. Запропоновані в статті практичні рекомендації та методичні підходи можуть бути використані педагогами для підвищення ефективності роботи групи подовженого дня у початковій школі.

Ключові слова: діяльнісний підхід, група подовженого дня, початкова школа, інтерактивні методи, проєктна діяльність, ігрові технології, розвиток компетентностей.

USING ACTIVITY-BASED APPROACH TOOLS IN THE WORK OF AFTER-SCHOOL CARE GROUPS IN PRIMARY SCHOOLS

Abstract. This article explores the application of activity-based approach tools in the work of extended day groups (EDG) in primary schools. The activity-based approach, a modern educational methodology, prioritizes students' active participation in acquiring knowledge, developing skills, and forming key competencies. The study highlights the integration of educational, developmental, and instructional components within EDG activities through the use of this approach, creating favorable conditions for the harmonious development of young learners.

The authors analyze contemporary tools of the activity-based approach that can be effectively incorporated into EDG practices, such as interactive teaching methods, project-based learning, integrated lessons, creative workshops, and game-



based technologies. The article provides specific examples of their application across various activities, including organizing independent study sessions, facilitating creative tasks, and conducting extracurricular events. Key advantages of the activity-based approach are outlined, including the promotion of cognitive engagement, the cultivation of critical thinking, increased learning motivation, and the development of students' social and emotional competencies. The article emphasizes the importance of tailoring teaching methods to the individual needs and abilities of students, as well as the pivotal role of the teacher-coordinator in organizing EDG activities. The practical recommendations and methodological approaches proposed in this study can be utilized by educators to enhance the efficiency and effectiveness of extended day group operations in primary schools.

Author's Abstract. The article addresses the pressing issue of enhancing the effectiveness of extended day groups (EDGs) in primary schools through the application of activity-based approaches. This approach is presented as a modern pedagogical framework that fosters active student engagement in the processes of learning, upbringing, and development, creating conditions for their harmonious growth.

The primary focus is placed on analyzing pedagogical tools that enable the efficient implementation of the activity-based approach in EDG settings. Among these tools are interactive teaching methods, project-based learning, integrated lessons, creative workshops, and the application of game-based technologies. Practical examples of these tools' implementation are provided within the context of organizing self-preparation sessions, leisure activities, and creative projects for students.

The authors argue that employing the activity-based approach contributes to the development of cognitive activity, critical thinking, enhanced learning motivation, and improved social and emotional competencies among primary school students. The article also highlights the importance of tailoring these tools to students' individual characteristics and emphasizes the teacher's pivotal role as a coordinator and motivator in implementing the activity-based approach.

The results of this study can be beneficial to primary school teachers, EDG educators, methodologists, and researchers involved in the development of modern pedagogical technologies. The recommendations provided are aimed at improving the educational process in primary schools and enhancing the quality of educational services offered in extended day groups.

Keywords: activity-based approach, extended day group, primary school, interactive teaching methods, project-based learning, game-based technologies, competency development.

INTRODUCTION

Formulation of the problem. The fast pace of modern life, the professional engagement of parents, and the increasing demands placed on children's development have led to a significant need for the effective organization of extended day groups (EDG) in primary schools. EDG has become an important component of the educational process, which not only ensures better student involvement in learning but also contributes to their holistic development, upbringing, and socialization. The relevance of this issue is driven by the need to create a comfortable environment that meets the age and individual needs of younger students. Extended day groups provide an opportunity to combine educational, developmental, and health-promoting activities, thus ensuring the implementation of key competencies in line with the requirements of the New Ukrainian School. Furthermore, the importance of quality organization of EDG is growing due to contemporary challenges such as inclusive education, digitalization, and the formation of students' skills for independent learning, creative activity, and the necessity of promoting a healthy lifestyle. Thus, the organization of EDG fosters the comprehensive development of the individual, reduces the burden on parents, and meets societal needs for raising successful, conscious, and responsible citizens.

As a result, extended day groups have become a popular and in-demand form of organizing after-school leisure for younger students, as evidenced by both practical research and demand from parents. The scientific works of numerous researchers (I. Bekh, T. Herliand, L. Dobrovolska, V. Dubrovskiy, and others) have identified the tasks of EDG, which include the organization of students' educational, developmental, and cognitive activities, providing assistance with homework, developing key competencies, and implementing individual educational programs for children with special needs. Additionally, the work schedule for EDG has been outlined, which includes walks, meals, homework completion, sports and health-promoting activities, as well as other forms of educational work (Bekh, 2008, Herliand, 2003, Dobrovolska & Chornovil, 2016).

The current educational paradigm in Ukraine, represented by the concept of the New Ukrainian School (NUS), is focused on the development of students' competencies through active participation in the learning process. The activity-based approach, which is the foundation of NUS, aims at fostering skills such as independence, creativity, critical thinking, and the practical application of knowledge. In this context, extended day groups (EDG) serve as an essential platform for implementing the activity-based approach, as they provide additional time for integrating educational, recreational, and creative activities.

AIM AND TASKS RESEARCH

The aim of this article is to identify and justify the pedagogical potential of using activity-based approach tools in the work of extended day groups (EDG) in primary schools, analyze their impact on the development of key competencies in younger students, and provide practical recommendations to enhance the effectiveness of the educational process within the framework of EDG.

RESEARCH METHODS

A combination of methods has been employed in this study to ensure a comprehensive analysis and justification of the effectiveness of using activity-based approach tools in the work of extended day groups (EDG) in primary schools. These methods include: analysis and synthesis of scientific literature on the issue of activity-based approaches, observation of the educational process in EDG, surveys of educators who provided data on the practical application of



activity-based methods in EDG and their impact on students' development, and a pedagogical experiment (initial stage) aimed at investigating the components of teachers' readiness to implement the activity-based approach in EDG.

RESEARCH RESULTS

The work of extended day groups contributes to the harmonious development of a child's personality in accordance with their age, intellectual characteristics, and interests. This format not only provides children with support in their studies but also fosters the development of positive social skills, encourages participation in creative and educational activities. By employing a creative approach, the extended day educator creates conditions for the child's comprehensive development, exploration of the surrounding world, and acquisition of constructive communication skills.

Effective organization of extended day groups requires careful planning. The educator's work plan encompasses various areas, including physical and health-oriented activities, cultural and educational events, environmental awareness, moral and patriotic education, local history, and creative activities. The thematic planning of events aims to ensure the students' harmonious development and integrates with the plans of class teachers and school-wide events.

A key condition for the successful functioning of extended day groups is collaboration among educators, parents, and children. Such an approach allows for consideration of each student's individual needs, promotes the development of their creative potential, fosters a positive attitude toward learning, and helps build harmonious relationships within the school environment. Thus, extended day groups play a pivotal role in the education and development of primary school students, contributing to the formation of their uniqueness and social adaptation.

Modern education, which is oriented toward a competency-based approach, requires educators to rethink traditional teaching methods. Implementing an activity-based approach in the work of extended day groups (EDGs) is essential for ensuring not only the intellectual development of students but also their socialization, emotional well-being, and personal growth. This is particularly significant in primary education, where the foundation for future learning and life competencies is established.

The activity-based approach is grounded in the idea that learning is most effective when students actively engage in activities, interact with their environment, and collaborate with peers. The core principles of this approach include active student participation in the learning process, autonomy in completing tasks, and the use of games, practical assignments, and projects as central components of activities. I.D. Bekh defines the activity-based approach as a key to shaping students' value orientations and moral development (Bekh, 2008). O. Hroshovenko and L. Prysiazhniuk emphasize that this approach effectively integrates learning and character education, particularly in extracurricular activities (Hroshovenko & Prysiazhniuk, 2024).

T. Herliand highlights the importance of using interactive games to foster independence and creative thinking in primary school students (Herliand, 2003). Researchers unanimously agree that knowledge and skills are best developed through students' practical engagement in activities. The key principles of the activity-based approach include organizing activities aimed at achieving concrete results, integrating theoretical and practical learning, reflecting on the outcomes of activities, and fostering group collaboration. Within the framework of extended day groups, these principles can be realized through game-based activities, project work, experimental tasks, and interactive sessions.

The competency-based orientation of modern education, particularly its focus on cultivating both key competencies (as defined by the Law of Ukraine on Complete General Secondary Education («Complete General Secondary Education, 2017) and essential life competencies in personal and social domains, as well as lifelong learning competencies (in accordance with LifeComp, the European Framework for Key Competences for Life (European Commission, 2020)), underscores the critical role of the activity-based approach in achieving educational outcomes. The complexity of pedagogical tools required for its implementation highlights the need for specialized training of primary school teachers and extended day group (EDG) educators, ensuring their readiness to address these aspects in their professional practice.

Based on the essence of the activity-based approach and the characteristics of organizing the educational process within its framework, we have developed a model for the content of such training. This structure includes professionally oriented knowledge, skills, creative activity experience, and emotional-volitional attitudes of educators regarding reality (in this context, toward implementing the activity-based approach in extended day groups and effectively utilizing its tools to achieve educational outcomes). In particular, the knowledge subsystem of educators includes knowledge of: understanding the essence of the activity-based approach in education and the historical preconditions for its formation and development; the goals and primary objectives of educational activities grounded in the principles of the activity-based approach in primary schools; the fundamental theoretical positions of the activity-based approach (patterns, principles, etc.); methods, techniques, and technologies as tools of the activity-based approach; the basic requirements for organizing activity-based teaching and learning; the educator's roles in an activity-oriented educational process; methods for assessing educational outcomes and criteria for their diagnosis.

The skill substructure consists of the ability to: define the goal, outline objectives, and plan educational activities considering the specifics of the activity-based approach; manage the educational process, built on an activity foundation, with a focus on the personal and social development of students, as well as the development of their lifelong learning skills; effectively use the tools of the activity-based approach, selecting them appropriately for specific educational situations; apply diagnostic methods that examine students' motivation, cognitive interests, interpersonal relationships, and the development of life skills (such as «soft skills»); adopt a creative approach to organizing student interaction in the educational process; and evaluate educational outcomes.

An essential component of educators' preparation to implement the tools of the activity-based approach in the context of extended day groups (EDGs) is the well-formed internal motivation for organizing activity-based teaching and learning, as well as value orientations prioritizing the personal and social development of children. This also involves the focus on



creating an educational environment conducive to the self-realization of each student, allowing them to express their abilities and potential. Additionally, it includes the psychological, mental, and personal qualities that will help teachers and EDG educators effectively implement the set educational goals. It is clear that the result of training primary school teachers and EDG educators in the application of the activity-based approach in the educational process should be their readiness to engage in this activity.

Readiness for activity, particularly in the context under investigation, is an internal force that shapes the educator's position. Structurally, it is a complex integrative entity encompassing the qualities, traits, knowledge, and skills of the individual. As one of the key components of professional readiness, it serves as a prerequisite for the educator's effective performance, the full realization of their potential, and the unveiling of their creative abilities.

Researchers view the structure of a teacher's readiness for innovative pedagogical activity (and, consequently, for implementing the activity-based approach in extended day groups) as a combination of motivational, cognitive, creative, and reflective components, which are interdependent and interconnected (Dychkivska, 2015).

The motivational component of readiness reflects the specialist's conscious attitude toward the activity-based approach in the educational process and its role in addressing current educational challenges. It serves as the core around which the fundamental qualities of a teacher as a professional are constructed. The type of motivation guiding a teacher in their professional activity determines the nature of their participation in innovative processes and their achievement of educational outcomes.

The cognitive component of readiness for this type of activity encompasses the teacher's or after-school program educator's body of knowledge regarding the essence and specifics of the activity-based approach, its main features, as well as a set of skills and competencies in applying effective tools of this approach within their professional framework. This component is the result of the teacher's cognitive endeavors.

The creative component manifests itself in the original resolution of pedagogical tasks, improvisation, and spontaneous decision-making. Its significance is driven by the creative nature of teaching, which necessitates unconventional approaches to organizing the educational process.

The reflective component is characterized by the teacher's ability to comprehend and analyze phenomena within their own consciousness and activities. This component is implemented through reflective processes such as self-understanding and understanding others, self-evaluation and evaluation of others, self-interpretation and interpretation of others.

To examine the attitudes of primary school teachers and extended day group educators toward implementing the activity-based approach in the primary school educational process, as well as their self-assessment of readiness for such activity, a study was conducted. The research involved 23 primary school educators from the city of Vinnytsia, including 11 educators in extended day groups and 12 who combined this role with their primary teaching responsibilities. To achieve the research objectives, methods such as surveys and questionnaires were employed.

The analysis of the data obtained from the survey revealed that the respondents expressed a clear need to utilize tools of the activity-based approach to achieve educational outcomes. They acknowledged the value of this approach in the context of implementing the New Ukrainian School Concept. This is reflected in the responses of the participants: 100% of the surveyed educators emphasized the necessity of integrating the ideas of activity-based teaching and learning into their professional practice. They justified their position by referencing regulatory documents such as the New Ukrainian School Concept and the State Standard of Primary Education (47.8%), their desire to make learning engaging and accessible for children (34.8%), the potential of the activity-based approach to develop key competencies and cross-cutting skills in learners (82.6%), and the alignment of this approach with the demands and needs of modern society (30.4%).

Nearly all respondents (95.7%) indicated their awareness of the activity-based approach. However, a significant portion (34.8%) acknowledged the need for support in applying the tools of this approach in the educational process.

In response to the question, «*What do you believe makes the activity-based approach valuable for students?*», the respondents demonstrated a comprehensive understanding of its pedagogical significance. Specifically, their answers included statements such as: «*It provides a departure from traditional, conventional teaching methods. Children become active seekers of knowledge and practical experience*» (Liliya S.), «*Students communicate with each other, work in pairs and groups*» (Inna H.), «*This approach transforms children into researchers and explorers. They independently find information and create exciting projects*» (Viktoriya K.), and «*Students engage in various types of activities, acquiring knowledge and skills through action*» (Viktoriya Sh.), among others. Almost no responses failed to highlight the value of the activity-based approach for schoolchildren.

The answers to the subsequent, fourth question helped identify challenges (or barriers, as defined by I. Dychkivska) associated with the implementation of the activity-based approach. The nature of these difficulties allowed for their classification into specific categories: *methodological barriers* – lack of methodological resources, absence or insufficiency of qualified methodological support, limited awareness, and insufficient experience. These challenges were identified by 34.8% of respondents; *organizational and methodological barriers* – predominance of conservatism, inertia in the work of both school administrations and teachers, and limited understanding of the essence and nuances of implementing the activity-based approach. These barriers were noted by 26.1% of respondents; *material and technical barriers* – excessive workload on teachers, insufficient funding, and inadequate material resources. Such challenges were mentioned by 65.2% of the participants.

The analysis of teachers' responses to the next question revealed that most of the respondents reflect on how their future colleagues perceive their pedagogical activities. Specifically, 69.6% of the participants indicated that they care about their colleagues' opinions regarding the implementation of the activity-based approach, as this will influence the creation of a favorable microclimate within the teaching staff.



An important factor in a teacher's professional activity is the awareness of the significance of the approach they implement in the educational process. It is crucial that the introduction of innovation is not the goal of a teacher's pedagogical activity, but rather a means to achieve higher objectives, such as the development of the student's personality. Thus, the respondents identified the following reasons for structuring the educational process in extended-day groups based on the activity-based approach: fostering cognitive activity and students' independence, enhancing the results of their own professional activity, finding effective teaching methods, developing the student's personality, and fostering social competence, among others. A commonly stated response to this question was: «*I will be satisfied when my students are satisfied.*» In this way, the teachers and extended-day group educators showed a focus on the child's personality, making it the priority of their professional activities.

Therefore, the survey results confirmed the appeal of the activity-based approach for educators. Almost all respondents understand its pedagogical relevance and value for learners. The overwhelming majority of them are positively inclined toward its implementation in their own professional practice, linking it to the personal and intellectual development of students. This position of the educators indicates a well-developed motivational readiness among the respondents for the introduction of the activity-based approach into the extended-day group's educational process.

To conduct a self-analysis of their readiness to implement the activity-based approach in the context of extended-day groups, we used the diagnostic chart for assessing and self-assessing a teacher's readiness for innovative activity, proposed by I. Dychkivska, which was adapted for our study. The evaluation was carried out on a five-point scale.

Based on the structure of readiness, the respondents were asked to perform self-analysis in the following areas: motivational orientation, creativity of the teacher, and assessment of professional abilities related to performing professional duties. Since, according to many scholars, personal qualities of the teacher play a significant role in pedagogical activity, we also included the individual characteristics of the teacher or extended-day group educator in the list of suggested blocks for analysis.

In analyzing the responses from the first block – *motivational orientation of the individual*, the following results were obtained:

The highest scores (5 points) were given to the following personal orientations: curiosity and professional interest – 39.1%; the aspiration to achieve high results in professional activity – 34.8%; the personal significance of pedagogical activity – 34.8%; the desire for professional self-improvement and career growth – 21.7%.

The lowest scores were assigned to: the aspiration for leadership – 17.4%; the desire to receive high evaluations of one's work from colleagues, instructors, and administrators – 8.7%.

Thus, the teachers demonstrated a high level of motivational orientation toward the implementation of the activity-based approach in the primary school educational process, particularly in the context of extended-day groups (average score – 4.4).

Analyzing the second block of the diagnostic chart – *teacher's creativity*, we obtained the following results. The highest scores (5 points) were assigned to the following traits: intellectual ease in dealing with ideas – 21.7%; the ability for self-analysis and reflection – 21.7%; the ability to reject stereotypes in pedagogical activity and overcome the inertia of pedagogical thinking – 17.3%; independence of judgment (lack of fear to express one's opinion) – 13%; critical thinking – 13%; sensitivity to problems in pedagogical activity – 8.7%. The lowest score (1 point) was given to the trait of risk-taking – 8.7%.

Thus, analyzing the self-assessment indicators of teachers' creativity, we can conclude that the respondents demonstrate a relatively high degree of creativity in their professional activities.

The analysis of the results from the third block of the diagnostic chart – *assessment of professional abilities to carry out professional duties* – revealed the following.

The highest ratings from the teachers were given to the following professional abilities: the ability to plan (goal-setting and development of a program for achieving set goals) and to organize the educational process based on the activity-based approach with the use of its tools – 43.5%; the ability to accumulate and apply the practical experience of other teachers in implementing the activity-based approach – 34.8%; the ability to change roles in the educational process, perform the functions of a facilitator or tutor – 26.1%; the ability to make corrections and restructure activities – 4.4%.

Therefore, the results from this block indicate a well-established high level of professional abilities among the respondents (average score – 4.3), which significantly influences the effectiveness of the educational process when applying the activity-based approach.

Analyzing the data from the fourth block – *individual characteristics of the teacher or GPD educator's personality*, we observe that the responses from the participants predominantly highlight (rated highly) the personal qualities of the educator that, in their opinion, influence the effectiveness of implementing the activity-based approach. These qualities include: self-organization (67%); flexibility of pedagogical thinking (58%); the teacher's conviction in the social significance of this approach (45%); honesty, truthfulness (39.1%); responsibility (38%); decisiveness, self-confidence (27%).

After analyzing the diagnostic charts for assessing and self-assessing the readiness of primary school teachers and GPD educators to implement the ideas of the activity-based approach in educational practice, we can conclude that the respondents slightly overestimate their level of readiness. A comparison of the survey results with those from the previous questionnaire reveals some inconsistency: a significant portion of the respondents (34.8%) pointed out difficulties in applying the tools of the activity-based approach in the educational process, yet in the diagnostic chart, respondents rated their ability to plan and organize the educational process based on the activity-based approach with the use of its tools mostly positively.



Overall, the results of the experimental research confirm the relevance of finding effective ways to enhance teachers' professional training and to implement practical tools that align with the specifics of the activity-based approach. This approach requires an active position from the teacher, readiness for creativity, and the use of integrated forms of learning aimed at developing key competencies in younger students. In the context of GPD work, the activity-based approach involves organizing the educational process based on interactivity, practicality, and the ability to ensure the emotionally positive engagement of children. Based on the identified problems and features of teachers' work, we can highlight the key tools of the activity-based approach that should be incorporated into the practical activities of educators.

One of the key components of the activity-based approach is interactivity, which determines the nature of the interaction between participants in the educational process. The implementation of interactive learning in GPD (after-school groups) involves active collaboration, exchange of ideas, thoughts, and experiences between the teacher and students, as well as among the students themselves. In the activity-based approach, interactivity serves as a tool that encourages students to actively participate in the learning process, forms practical competencies, and contributes to a deeper understanding of knowledge. In such conditions, learning ceases to be passive, and students become equal participants in the educational process. Lessons are organized in such a way that children work in pairs, groups, or teams, developing skills in collaboration, communication, and conflict resolution. The teacher takes on the role of facilitator, organizer of the process, and source of inspiration, rather than being the source of ready-made knowledge. They create conditions for students to discover new knowledge through independent or collective activities. Interactivity promotes the practical application of knowledge and skills. Through games, training sessions, experiments, and discussions, students learn to apply the information they have gained to real-life situations. Among the main methods that ensure interactivity are games, quests, comics, the creation of mind maps, and others. Interactive methods allow students to develop teamwork skills, communication abilities, and the ability to find compromises and express their opinions. Interactivity makes learning interesting, transforming its format from routine to creative, which is especially important for primary school education.

One of the effective tools of the activity-based approach that contributes to the deep involvement of students in the educational process is project-based learning. In after-school groups (GPD), project work allows the organization of learning through practical, research, and creative tasks, ensuring the development of key competencies and creating conditions for the self-realization of each child. Projects in GPD can encompass several educational fields simultaneously, such as natural sciences, technology, language and literature, and arts. This approach fosters a holistic understanding of the world around them. Each project in GPD aims at creating a tangible product (a craft, presentation, or creative work), allowing students to see the concrete results of their activities, learn cooperation, role distribution, and responsibility.

The use of games in extended day groups (EDG) as a key method of activity-based learning ensures the active involvement of children in the educational process, promotes the development of practical competencies, creativity, critical thinking, and social skills. In games, various types of activities are organically combined, allowing for the integration of knowledge from different subjects and the formation of a comprehensive understanding of the world by younger students. Game-based activities in EDG can be organized in various forms: role-playing, physical, intellectual, didactic, board games, digital games, and so on. Through games, children better acquire independence, the ability to cooperate, reinforce learning material, and master necessary practical skills.

Experiments and practical tasks organized by teachers in extended day groups (EDG) provide opportunities to organize learning through practical activities, which is a key principle of the New Ukrainian School. By experimenting and exploring, children are able to gain «live knowledge» through practical interaction with materials, natural phenomena, or objects, which contributes to the development of critical thinking, research skills, and the formation of a research culture. The teacher's role is to ensure the experimental process, creating all the necessary conditions to make it interesting and interactive. Within the EDG program, children can conduct various experiments and experiments. Some engaging and exciting experiments include «*Magic Milk*,» «*Pumpkin Wonder*,» «*Potato*,» «*Volcano*,» and others. Experiments and practical tasks are indispensable tools of the activity-based approach in EDG. They provide interactivity, practical orientation, and developmental effects, enabling students not only to acquire knowledge but also to form key competencies. This approach allows for the creation of an effective pedagogical system within EDG. The tools described above will not only address existing challenges but also enhance the quality of the educational process, contributing to the development of students' competencies and the professional growth of educators.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The extended-day group (EDG) is an important component of the primary school educational process, contributing to the child's holistic development and providing relief to parents. The activity-based approach in the work of EDG is one of the modern and effective methods of organizing educational interaction. The use of such tools enables the development of key competencies, self-regulation and collaboration skills, as well as the enhancement of students' independence and creativity. The application of activity-based approach tools in the work of the EDG in primary school contributes to the formation of students' key competencies, such as cognitive activity, critical thinking, creativity, social interaction, and autonomy. The most effective tools of the activity-based approach include interactive teaching methods, project-based activities, integrated lessons, creative workshops, and game technologies, which ensure active student participation in the learning process. The implementation of the activity-based approach requires adapting pedagogical methods to the individual needs of students, which creates favorable conditions for their development and ensures a harmonious combination of educational, developmental, and recreational components. The role of the EDG teacher is crucial in the realization of the activity-based approach. The effectiveness of the educational process depends on their professional competencies, ability to motivate students, and organize various types of activities. The results of the study confirmed that



the activity-based approach has a positive impact on students' motivation to learn, the development of personal qualities, and the formation of their ability to independently acquire knowledge.

The prospects for further research lie in the in-depth study of the impact of activity-based approach tools on the development of emotional intelligence in primary school students, as well as the development of methodological recommendations for the use of this approach in inclusive education within EDG. These directions will improve the practical aspects of implementing the activity-based approach, expand its possibilities in the context of modern educational challenges, and enhance the quality of educational services in EDG.

REFERENCES

- European Commission. (2020). LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. European Commission. URL: <https://publications.jrc.ec.europa.eu/repository/handle/JRC1>
- Bekh, I.D. (2008). Personality Education: Textbook. Kyiv: Lybid, 848. [in Ukrainian]
- Herliand, T.M. (2003). The Role of the Extended Day Group Educator in Forming a Holistically Developed Personality of Primary School Students. Scientific Notes: In Two Parts. Series: Pedagogical Sciences. Kirovohrad: PH of KSPU named after V. Vynnychenko, Issue 52 (Part 2), 70–71. [in Ukrainian]
- Hroshovenko, O.P., Prysiazhniuk, L.A. (2024). The Use of Innovative Technologies in Developing Environmental and Natural Science Competencies in Future Primary Education Teachers. Scientific and Methodological Support for Professional Training of Pedagogical and Administrative Staff for the New Ukrainian School: Monograph, edited by L.V. Zadorozhna-Knyahnytska et al., general editorship by O.A. Holiuk; Mariupol State University. Kyiv, 122–137. [in Ukrainian]
- Dychkivska, I.M. (2015). Innovative Pedagogical Technologies: Study Guide. 3rd edition (revised). Kyiv: Akademvydav, 304. [in Ukrainian]
- Dobrovolska, L.N., Chornovil, V.O. (2016). Forming Competencies of Primary School Students in Extended Day Groups: Educational and Methodological Guide. Cherkasy: Publishing House of the Communal Educational Institution "Cherkasy Regional Institute of Postgraduate Education for Pedagogical Workers of the Cherkasy Regional Council," 124. [in Ukrainian]
- Dubrovskiy, V.L. (2019). The Extended Day Group as a Form of Student Personality Development in Primary School. Scientific Notes. Series: Psychological and Pedagogical Sciences: Collection of Scientific Works, No. 2. Nizhyn: Nizhyn Gogol State University, 65–70. [in Ukrainian]
- Law of Ukraine "On Complete General Secondary Education." URL: <https://zakon.rada.gov.ua/laws/show/463-20#>. [in Ukrainian]
- Order of the Ministry of Education and Science of Ukraine on Approving the Procedure for Creating Extended Day Groups in State and Municipal Institutions of General Secondary Education. Access Mode: <https://mon.gov.ua/ua/npa/nakaz-mon-vid-25-cheruvnya-2018-r-pro-zatverdzhennyaporyadku-stvorenniya-grup-podovzhenogo-dnya-u-derzhavnih-i-komunalnih-zakladahzagalnoyi-serednoyi-osviti>. [in Ukrainian]
- The New Ukrainian School: A Teacher's Guide, edited by N.M. Bibik. Kyiv: Litera LTD, 2018, 160 p. Access Mode: <https://mon.gov.ua/storage/app/media/news/%D0%9D%D0%BE%D0%B2%D0%B8%D0%BD%D0%B8/2018/12/12/11/20-11-2018rekviz.pdf> [in Ukrainian]

Received

11.03.2024

Accepted

09.04.2024

**Лариса НАКОНЕЧНА,**

кандидат філологічних наук, доцент, доцент кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Larysa NAKONECHNA,

Candidate of Philological Sciences, Associate Professor,
Associate Professor of Primary Education and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
larysa.nakonechna@pnu.edu.ua
ORCID ID 0000-0003-0743-4576

Тетяна ТРИФОНЕНКО,

здобувач другого (магістерського) рівня вищої освіти спеціальності 013 «Початкова освіта», Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Tetiana TRIFONENKO,

the student of the second (master's) level of higher education specialty 013 «Primary Education»,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
tanya.trifonenko@gmail.com

УДК 37.09: 811.111

ВИКОРИСТАННЯ ЛІНГВІСТИЧНИХ ІГОР НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ У ПОЧАТКОВІЙ ШКОЛІ

Анотація. Серед багатьох актуальних проблем сучасної початкової школи однією із найбільш важливих є проблема формування й удосконалення комунікативних навичок здобувачів освіти, а також підтримування інтересу школярів до навчання, і до вивчення іноземної мови зокрема.

Ця стаття присвячена одному із аспектів методики навчання іноземній мові в початковій школі – використанню лінгвістичних ігор як ефективного засобу підвищення комунікативної компетенції учнів.

Мета статті – розглянути можливості використання ігрових технологій на уроках англійської мови в початковій школі.

Актуальність теми статті зумовлена потребою у пошуках таких методів і прийомів в організації уроків англійської мови, які б якнайкраще сприяли засвоєнню молодшими школярами навчального матеріалу, розвивали мовленнєві вміння і навички, формували творчу комунікабельну особистість.

Аналізуючи методики навчання іноземним мовам у початковій школі і виходячи з досвіду викладання англійської мови молодшим школярам, з'ясували, що чи не найкращими для сприйняття учнями є саме ігрові технології навчання. Через ігри діти самовиражаються, пізнають світ, вибудовують моделі міжособистісних стосунків та контактів з навколишнім світом. Ігри у легкій, невимушеній формі допомагають учням подолати труднощі, з якими вони стикаються, вивчаючи іноземну мову.

У статті проаналізовано і узагальнено поняття «лінгвістична гра» як різновид дидактичної гри, розглянуто класифікацію цього методу навчання, обґрунтовано необхідність застосування мовних ігор у навчальному процесі, описано функції і форми лінгвістичних навчальних ігор. Подано також огляд деяких лінгвістичних ігор, які ми успішно використовували у процесі навчання англійській мові й переконалися у їх ефективності як для удосконалення мовлення школярів, так і для створення сприятливої дружньої атмосфери в учнівському колективі.

Ключові слова: лінгвістична гра, дидактична гра, початкова школа, англійська мова.

USE OF LINGUISTIC GAMES IN ENGLISH LANGUAGE LESSONS IN PRIMARY SCHOOL

Abstract. In modern primary schools, there is a problem of forming and improving the communicative skills of students, as well as maintaining students' interest in learning, and in learning a foreign language in particular.

This article is devoted to one of the aspects of the methodology of teaching a foreign language in primary school - the use of linguistic games as an effective means of improving the communicative competence of students.

The purpose of the article is to consider the possibilities of using game technologies in English lessons in primary school.

The relevance of the topic of the article is due to the need to find such methods and techniques in organizing English lessons that would best contribute to the assimilation of educational material by younger schoolchildren, develop speech skills and abilities, and form a creative communicative personality.



Analyzing the methods of teaching foreign languages in primary school and based on the experience of teaching English to younger schoolchildren, we found that perhaps the best for students to perceive are game learning technologies. Through games, children express themselves, learn about the world, build models of interpersonal relationships and contacts with the world around them. Games in an easy, relaxed form help students overcome the difficulties they encounter when learning a foreign language.

The article analyzes and summarizes the concept of «linguistic game» as a type of didactic game. We also considered the classification of this teaching method, justified the need to use language games in the educational process, described the functions and forms of linguistic educational games. We also provide an overview of some linguistic games that we have successfully used in the process of teaching English and were convinced of their effectiveness both for improving the speech of schoolchildren and for creating a favorable friendly atmosphere in the student community.

Keywords: linguistic game, didactic game, primary school, English language.

INTRODUCTION

The problem formulation. Modern society puts new and new demands on people's intellectual level and education. An important feature of a cultured and successful person in the modern world is the ability to communicate well in native and foreign languages. Under any circumstances and social changes, «one of the leading conditions for the social progress of society is speech activity» (Pentylyuk M. 2014. p. 291). According to M. Pentylyuk «man exists in language, reveals himself in language, builds a bridge for understanding with other people through language, through communication. Therefore, we can say with confidence that the history of mankind is carried out in communication, by means of language, and one of the leading conditions for the social progress of society is speech activity» (Pentylyuk M. 2014. p. 291).

Accordingly, taking into account the challenges of the modern world, the expansion of contacts, integration processes, the forced migration of Ukrainians abroad, modern Ukrainian education, and the school teaching method in particular, is forced to respond to it and update itself.

The introduction of new teaching methods, methods and techniques leads to the activation of the educational process, makes students interested in learning, develops motivation and, as a result, contributes to the improvement of the quality of education.

Analyzing the methods of teaching foreign languages in elementary school from the point of view of their effectiveness, it was found that game technologies are perhaps the best for perception by younger schoolchildren. After all, as you know, games are the main activity of elementary school students. Through games, children express themselves, learn about the world, build models of interpersonal relationships and contacts with the surrounding world. Games in an easy, casual way help students overcome the difficulties they face while learning a foreign language.

Analysis of recent research and publications. Many modern textbooks, both domestic and foreign, widely use game methods in teaching children foreign languages. Many researchers, including M.A.Aryan, K.M.Valueva, O.V.Stanishevskaya and others, emphasize the importance of game methods, especially linguistic games. They point out that these methods help create an atmosphere in the classroom that is as close as possible to real communication, which contributes to effective language acquisition. As Johan Huizinga noted, «game is a voluntary activity» that occurs according to certain rules and brings pleasure. It is these features that make the game an effective tool for teaching foreign languages» (Heizinha Y.1994, p.15).

Although the famous teacher Konstantin Ushinsky believed that «game is a free activity of the child. All aspects of the human soul, its mind, its heart, its will are formed in it» (by Pedagogical system...). So teachers should provide the material for the game, take care that this material contributes to the fulfillment of the set educational tasks.

AIM AND TASKS RESEARCH

In this article, we aim to consider the possibilities of using game technologies in English lessons in primary school.

RESEARCH METHODS. To achieve this goal, methods of analysis and synthesis, abstraction, generalization, questionnaires were used, which allowed to analyze the pedagogical conditions for the formation of historical memory in primary school students in Ukrainian language lessons and identify the main directions of this process.

RESULTS OF THE RESEARCH

The educational functions of games have been known for a long time. Many teachers, especially foreign language teachers, attach great importance to this means of learning, which has many applications and functions. After all, playing at school is one of the effective means of mental development of students and their upbringing. It allows you to implement all the leading functions of learning: educational, educational and developmental.

Games in foreign language lessons in primary school not only contribute to increasing the vocabulary of younger students, consolidating the studied material, improving speech, but also help to overcome shyness, believe in yourself, emotionally relax, show initiative, develop creative imagination, intelligence, speed of thinking, increase interest in learning, avoid overload.

The purpose of using game technologies in English lessons in primary school is

- formation of speech skills for foreign language communication;
- development of students' speech creativity and their ability to verbally respond;
- formation of skills in using speech patterns that contain certain grammatical difficulties;
- creation of natural contexts based on speech patterns;
- teaching students to use vocabulary in situations that are close to real conditions;



- launching speech and cognitive activity of children of primary school age (Concept...).

Modern didactics increasingly introduces linguistic (verbal or speech) games into the main tool of language learning.

A language game is a type of didactic game, it performs educational (cognitive) and game (activity) functions. The purpose of a linguistic game is to form students' speech competence in a relaxed, playful, interesting form in the process of communication. Such games are based on various actions with words, letters, sentences, text and are aimed at the development of oral and written speech, clarification and consolidation of vocabulary, the ability to conduct a dialogue, etc. These games train memory, language sense and vigilance.

According to the task that the game solves in the educational process, linguistic games are divided into the following groups:

1. Graphic games. The purpose of these games is to master the writing of letters and their correct use in writing.
2. Dictionary games. Their purpose is to enrich students' vocabulary, improve their speech.
3. Spelling games. The goal is to consolidate spelling skills.
4. Orthoepic games. The goal is to improve the pronunciation of sounds and sound combinations.
5. Grammar games. Games in this group help improve the application of grammar rules (morphology, syntax).
6. Games for the development of students' coherent speech. The goal of these games is to form and improve coherent speech, use the rules of speech etiquette, etc.

Linguistic games are presented in various forms, such as: riddle, crossword, charade, chainword, metagram, anagram, encryption games, and the like.

Linguistic games can be used at every stage of the formation and correction of speech competence and, as practice shows, are quite effective.

Below are some examples of linguistic games that we use in English lessons with younger schoolchildren.

1. «Restore the order.» Task: arrange the letters in order to form a word.

N-d: slhooc (школа), romo (кімната), fdienr (друг).

1. «Catch the sound.» This game is for developing phonemic hearing in schoolchildren. The teacher says a word, the children clap their hands when they hear a certain sound. For example:

For example, if you're teaching basic greetings, you could use audio clips like:

«Hello!»

«How are you?»

«Nice to meet you.»

Play the audio and instruct the students to clap their hands every time they hear the word «Hello.»

Repeat this with the other phrases.

1. «Make a pair.» Students pair cards with the names of 1) colors and 2) fruits or vegetables or cards with phrases that have the corresponding names.

For example:

Show a card with the name of a fruit or vegetable (e.g., «apple»).

Ask students to find and hold up the card with the matching color (e.g., «red»).

Repeat with other pairs: «pear» with «green», «plum» with «purple», «corn» with «yellow»,

«beet» with «purple», «pea» with «green».

Encourage students to say the words aloud as they match them with the colors.

1. «Word search grid»: a field is drawn on the board in the form of a grid of cells, each cell has a letter written in it. The student's task: to independently find the given word in the grid of letters.

```

S E V E N Y D E K B L U E Q F
H A P P Y A R C R A R O W N O
P I N K B C A T U P P L A N T
O R A N G E R L O C K I A V E
R B O O K S L I R S I O Y E L
E G R E E N P E N U O H T O M
N A R E D L C U A R L A D R I
O P U R P L E A T R E E A C I
W S C I E N C E R E N H P P E
M Y E L L O W C H I A I L R G

```

Words to search for: Blue, Green, Red, Yellow, Orange, Purple, Pink, Brown, Black, White.

2. «Memory game». This game is designed to develop memory. 10 cards on the topic studied are fixed on the board, students read the words in chorus. Then the students close their eyes, the teacher removes one of the cards. Students must guess which card is missing and name the entire row of 10 words. The game continues until there is no picture left on the board, and students name them all from memory.

Application cards for the game «Memory Game»:

Set 1: Dog, Cat, Bird, Fish, Rabbit, Turtle, Horse, Cow

Set 2: Apple, Orange, Banana, Strawberry, Grapes, Watermelon, Pineapple, Peach

Set 3: Car, Bus, Train, Bicycle, Motorcycle, Truck, Airplane, Boat

This game helps develop students' memory, attention, and concentration.



3. Game «Guess: What is it?» To practice various interrogative sentences and structures. The teacher hides a certain object or its image in a box. Students guess what is there by asking questions: Is there a ...in the box? Do you have a ...?

4. «Pantomimic dialogue». The goal is to study and learn to use grammatical structures in speech in the form of a dialogue.

Rules: students are divided into pairs; each pair receives a card with a written dialogue, which they must reproduce by pantomime without using words; the dialogue may contain grammatical structures, for example, interrogative sentences, verbs in Present Simple or Past Simple, adverbs, and others.

Example: Card 1: (for a couple)

A: (asks with gestures) Are you hungry?

B: (answers with gestures) Yes, I am. Let's eat.

Preparing for these and similar games can take a lot of time and effort from the teacher, but the result obtained from the use of language games is much higher.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, in the process of purposeful work on the introduction of linguistic games in teaching English, we came to the conclusion that the level of success and mastery of communicative skills increased for most students, students became more active in lessons, they partially overcame language barriers, became interested in learning, became more confident, creative. Their emotional state significantly improved.

Linguistic games are a special category of activities that combine simultaneously language, game and educational functions. Experience proves that the game, as a teaching method, increases the efficiency and interest of students. Our experience in introducing language games into the process of learning English has shown the unconditional feasibility of using these games as a means of activating cognitive activity and improving the educational results of primary school students.

REFERENCES

Concept of the New Ukrainian School. URL: <https://mon.gov.ua/>

Dzyatkivska, G. Game technologies of education in primary school: features of use. URL: <http://dspace.tnpu.edu.ua/bitstream/123456789/13013/1/9Dzyatkivska.pdf>.

Heizinha, Y. (1994). Homo Ludens. Kyiv: Osnovy, 250.

Pedagogical system of Konstantin Dmitrovich Ushinsky URL. <https://studentam.net.ua/content/view/2263/85/>

Pentylyuk, M. (2014). Language personality of the future teacher-linguist in the context of professional training. Collection of scientific works of the Uman State Pedagogical University named after Pavlo Tychyna. Uman, Part 2. 290-297.

Received 12.03.2024

Accepted 02.04.2024

**Марія ОЛІЯР,**

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

Mariia OLIAR,

Doctor of Pedagogical Sciences, Professor, Professor at the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
maria.oliyar@pnu.edu.ua
ORCID ID 0000-0002-1592-1780

Лілія КОПЧАК,

старший викладач кафедри іноземних мов і країнознавства, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Liliia KOPCHAK,

Senior Lecturer at the Department of Foreign Languages and Country Studies, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
liliya.kopchak@pnu.edu.ua
ORCID ID 0000-0002-1554-1868

Олег ДОВГИЙ,

кандидат фізико-математичних наук, доцент, доцент кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oleh DOVGII,

Candidate of Physical and Mathematical Sciences, Associate Professor, Associate Professor at the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oleg.dovgij@pnu.edu.ua
ORCID ID 0000-0002-9718-3442

УДК 37.014(075.8)**ШЛЯХИ ОРГАНІЗАЦІЇ ІННОВАЦІЙНОГО ВИХОВНОГО СЕРЕДОВИЩА В НУШ**

Анотація. Актуальність дослідження пов'язана з методичною і технологічною недосконалістю виховного процесу в освітніх закладах, його фрагментарністю, недостатнім рівнем психолого-педагогічної готовності педагогів до інноваційних змін у виховній роботі в умовах сучасного інформаційного суспільства та широкомасштабної війни в Україні. Мета статті - розкрити теоретико-методичні засади організації інноваційного виховного середовища в закладі загальної середньої освіти. Автором здійснено аналіз наукових джерел з проблем виховання учнівської молоді та різних аспектів розвитку інноваційних процесів в освіті. Проаналізовано основні проблеми в українському освітньо-виховному просторі. Зазначено, що інновації за сучасних умов стають одним із найважливіших напрямів виховної діяльності закладів освіти, однак нові практики виховання впроваджуються повільно та часто здійснюються без урахування змін соціальних та регіональних умов. Схарактеризовано новий формат виховної роботи, що визначає особистісний розвиток учнів як єдину мету виховання у всіх освітніх установах. Визначено чинники, які впливають на якість виховного процесу. Висвітлено трактування українськими вченими понять «інновації у вихованні», «інноваційність», «інноваційний процес», «інноваційне виховне середовище закладу загальної середньої освіти». Схарактеризовано інноваційне виховне середовище НУШ та окреслено шляхи його створення як інноваційної виховної взаємодії педагога й учнів на суб'єкт-суб'єктних засадах. Професійною місією вчителя НУШ у виховній роботі визначено педагогічний супровід процесу індивідуального становлення і розвитку особистості учня в період його шкільної освіти, прогнозування, організацію, контроль та аналіз повсякденного життя й діяльності школярів. Акцентовано на тому, що в основі розвитку нової виховної системи лежать сучасні технології, основними принципами відбору яких є перспективність, демократичність, гуманістичність, інтегративність, реалістичність, цілісність, керованість, економічність, актуальність. Визначено ціннісний підхід у вихованні найважливішою умовою особистісного розвитку учнів, що реалізується через конструювання структури ціннісного виховного простору сучасного закладу освіти. Виховання визнано провідним



пріоритетом в освітньому просторі, очікувані результати якого можуть бути отримані лише в процесі оновлення його змісту, скоригованого на нові цілі та орієнтири компетентнісної освіти.

Ключові слова: заклад загальної середньої освіти, нова українська школа, педагог, виховання, виховна діяльність педагога, виховні технології, інновація, інноваційність, інноваційний процес, інноваційна діяльність, інновації у вихованні, інноваційне виховне середовище закладу загальної середньої освіти..

WAYS OF ORGANIZING AN INNOVATIVE EDUCATIONAL ENVIRONMENT IN THE NEW UKRAINIAN SCHOOL

Abstract. Relevance of the research is related to the methodological and technological imperfections of the educational process in educational institutions, its fragmentation, and the insufficient level of psychological and pedagogical readiness of teachers for innovative changes in educational work in the context of the modern informational society and the large-scale war in Ukraine. The aim of the article is to reveal the theoretical and methodological foundations for organizing an innovative educational environment in general secondary education institutions. The author analyzed scientific sources concerning the problems of educating youth and various aspects of developing innovative processes in education. The main problems in the educational and upbringing space in Ukraine are analyzed. It is noted that innovations, under current conditions, are becoming one of the most important directions of educational activities in educational institutions; however, new educational practices are being implemented slowly and are often carried out without consideration of changes in social and regional conditions. A new format of educational work is characterized, defining the personal development of students as the primary goal of education in all educational institutions. Factors affecting the quality of the educational process have been identified. The interpretations by Ukrainian scholars of the concepts of «innovation in education,» «innovativeness,» «innovative process,» and «innovative educational environment of general secondary education institutions» are highlighted. The innovative educational environment of the New Ukrainian School (NUS) is characterized, and pathways for its creation as an innovative educational interaction between teachers and students on a subject-subject basis are outlined. The professional mission of NUS teachers in educational work is defined as the pedagogical support of the process of individual formation and development of students' personalities during their school education, including forecasting, organization, control, and analysis of the daily lives and activities of schoolchildren. It is emphasized that modern technologies are at the core of developing a new educational system, the main principles for selecting which are prospectivity, democratic nature, humanistic orientation, integrativeness, realism, wholeness, manageability, economy, and relevance. A values-based approach to education is defined as the most important condition for the personal development of students, realized through the construction of the structure of the value-oriented educational space of a modern educational institution. Education is recognized as the leading priority in the educational space, the expected results of which can only be achieved through updating its content, corrected to new goals and benchmarks of competency-based education.

Keywords: general secondary education institution, New Ukrainian School, teacher, upbringing, educational activity of the teacher, educational technologies, innovation, innovativeness, innovative process, innovative activity, innovations in education, innovative educational environment of a general secondary education institution.

INTRODUCTION

The problem formulation. In the current context, there is an urgent need to establish a qualitatively new educational system in schools across Ukraine. The most important outcomes and simultaneously indicators of educational work are fundamentally new value orientations and competencies of the Ukrainian citizen who finds himself in a new informational world and amidst a large-scale war. Under these conditions, a new wave of technological changes is expected, along with an increase in the role of human capital as a key factor in victory in the war and the future successful reconstruction of the country.

The tasks of the educational system in the field of upbringing are enshrined in legislation and included in the main documents regulating educational activities. For instance, the Law of Ukraine «On Education» emphasizes that «the purpose of education is the comprehensive development of a person as an individual and the highest value of society, their talents, intellectual, creative, and physical abilities, the formation of values and competencies necessary for successful self-realization, upbringing of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of other people and society, enriching the intellectual, economic, creative, and cultural potential of the Ukrainian people on this basis, and raising the educational level of citizens to ensure the sustainable development of Ukraine and its European choice» (Law of Ukraine «On Education», 2017).

However, in the current educational space, there are a number of problems that are particularly exacerbated in wartime, as the enemy's informational influence becomes increasingly powerful and aims to undermine the moral and spiritual unity of Ukrainian society. These issues include the methodological and technological imperfections of the educational process in institutions, its fragmentation, and the inadequate level of psychological and pedagogical readiness of teachers for innovative changes in educational work, among others. The need for change is also driven by a transition from a knowledge-based model to a paradigm of activity-based pedagogy and the formation of universal educational actions and competencies among students.

The innovative orientation of teachers' and educators' activities serves as a means of updating educational policy. However, under current conditions, the system of upbringing the younger generation, as part of social reality, is somewhat in a state of uncertainty, which is expressed in the changing functions of upbringing, as well as strategies, and tactics for solving educational tasks. All of this significantly affects the educational environment of educational institutions, where innovations become one of the most important areas of activity. Nevertheless, new practices in upbringing are being implemented slowly and are often developed without consideration of changes in social and regional conditions.



Analysis of recent research and publications. The subject of scientific analysis has been the works of domestic and foreign authors dedicated to the issues of youth upbringing (T. Alekseenko, I. Beh, D. Brown, H. Weingarten, K. Zhurba, V. Zbar, H. Sazonenko, O. Stoliarenko, V. Kravets, E. Rogers, V. Ohneviuk, O. Sevastianova, M. Taylor, I. Shkilna, and others). The works of scholars such as H. Barnett, J. Basset, D. Hamilton, O. Dubaseniuk, I. Ziaziun, R. Carlson, V. Kremen, M. Miles, S. Sisoieva, A. Haberman, R. Havelock, D. Chen, and others focus on various aspects of the development of innovative processes. However, despite the growing attention to the innovative aspects of contemporary education issues, there are few studies in pedagogical science aimed at researching the innovative space of upbringing. This indicates that, as before, there remains a dominant orientation in educational practice towards teaching processes compared to issues of upbringing.

THE AIM AND RESEARCH TASKS

To reveal the theoretical and methodological foundations for organizing an innovative educational environment in institutions of general secondary education.

RESEARCH METHODS

The theoretical analysis of psychological and pedagogical literature; analysis of practical experience in solving the problem.

RESULTS OF THE RESEARCH

At the current stage of development of Ukrainian society, the primary goal set before the education system is to achieve a new level of socialization for students, nurturing a moral, responsible, creative, initiative-taking, competent citizen and patriot. As noted by L. Sushchenko, «the progressivity of any society is determined precisely by the level of personality development. This factor is the main lever influencing further progress» (Sushchenko L. O., 2015, p. 307).

Innovative practices in school upbringing develop through teachers' awareness of the novelty of the educational situation and the search for ways to change its content, means, methods, and technologies that will enhance the effectiveness of upbringing. The teacher is the most important phenomenon in the educational sphere. As stated in the program «New Ukrainian School: On the Path to Values», developed by the Institute of Educational Problems of the National Academy of Pedagogical Sciences of Ukraine under the guidance of Academician I. Beh, «the educator is a bearer of universal cultural values, deep and diverse knowledge, high moral qualities, a patriot of their state, and occupies an active civic position, taking into account democratic foundations and principles» («New Ukrainian School: On the Path to Values», 2020, p. 106). In the current socio-economic situation, it is the teacher who is a key element in organizing the upbringing of school-age children. The professional mission of the NUS educator, primarily the class teacher, is to support the process of individual formation and development of students' personalities during their school education, predicting, organizing, controlling, and analyzing the everyday lives and activities of students. This requires a new orientation from the educator – towards the student's personality.

Contemporary innovative upbringing creates opportunities for individuals to acquire social and spiritual values deemed necessary by society (knowledge, beliefs, skills, norms, relationships, and behavior models) that ensure successful socialization. The implementation of innovations in upbringing is conditioned by large-scale innovative processes in education and pedagogy as a whole. In our opinion, one of the missions of modern pedagogical science is to ensure the integration of pedagogical practice and classical science, i.e., the practice-oriented nature of scientific developments. As a result of this alliance between science and practice, original innovative pathways and vectors of educational relations among all participants in educational interaction should be identified, enabling the resolution of complex tasks of the current period in the field of upbringing.

What specific changes are required in the upbringing process within the NUS? Firstly, the very concept of «upbringing» is expanding. According to the NUS Concept (Concept of the New Ukrainian School, 2016), it is necessary to create a values-based educational environment. The new format of educational work defines the personal development of students as the sole aim of upbringing in all educational institutions, which can be ensured through their acquisition of socially necessary knowledge, the development of socially significant relationships, and the experience of engaging in socially useful activities, i.e., behavior that aligns with social norms and values, as well as the practical application of acquired knowledge and relationships. The new goals for upbringing aim to engage individuals with national core values considering modern socio-economic conditions, societal challenges, and the objectives and tasks of building the Ukrainian state.

Modern upbringing is perceived not as a pedagogical influence on the personality of the pupil, but as a pedagogical interaction with them, meaning that subject-to-subject relationships take precedence in education. Upbringing is recognized as a leading priority in the educational space, and the expected results can only be achieved through the renewal of the content of upbringing, adjusted to new goals and benchmarks of competency-based education. As O. Yakimchuk emphasizes, the contemporary competency-based approach in education «is oriented towards developing such a unity of knowledge, competencies, and values within a person's personal structure that will allow them to independently assess their benchmarks and competencies throughout their life, as well as actively apply knowledge and skills to benefit themselves and society» (Yakimchuk O., 2020, p. 24).

Thus, the necessity for innovative development in education and upbringing under its modernization has become evident; without this, it is impossible to achieve a fundamentally new quality of student upbringing. According to many scholars, factors influencing the quality of upbringing in the modern educational space include the concept of upbringing, which determines the strategy for creating and developing the upbringing system; the organization and content of upbringing (forms, methods, means, and technologies in line with the concept); the informational and educational environment; and the professionalism of the educator, including their broad competence and continuous professional education.

O. Dubaseniuk notes that «innovations in upbringing refer to systems or long-term initiatives based on the use of new educational means that promote the socialization of children and adolescents and mitigate antisocial phenomena in the



youth environment» (Dubaseniuk O. A., p. 22). Innovation increases the effectiveness of the existing educational system; it encompasses the introduction of new goals, content, methods, and forms of upbringing, as well as the organization of joint activities involving the student, educator, and surrounding society.

In terms of innovation in education, scholars interpret it as the scientific and technological novelty, improvement, and renewal of the educational and upbringing product that is assimilated by the participants in the educational process. Innovativeness is one of the leading principles of contemporary pedagogy, serving as a means of updating educational policy. According to L. Sushchenko, «the innovativeness of pedagogical activity lies in the fact that it is aimed not so much at obtaining intellectual or material products, but at the development of a humanistically oriented type of personality» (Sushchenko L. O., 2015, p. 305).

The need for an innovative orientation in pedagogical activity under modern conditions of societal, cultural, and educational development is determined by both the socio-economic processes occurring in the country and the integration of educational institutions into market relations, as well as the changing attitudes of teachers toward the assimilation and application of pedagogical innovations. While new approaches to education and upbringing were previously imposed from above, the innovative activities of educators are now increasingly undertaken on their own initiative and take on a research character.

In turn, innovativeness is realized through an innovative process, which is understood as the transformation of scientific knowledge into innovation. This process can be represented as a sequential chain of events, during which innovation ripens from scientific ideas to specific new products, technologies, or services and spreads through practical application. The result of the innovative process includes specific products — upbringing concepts, technologies, methods, and innovation-oriented services, that is, the educational activities of teachers aimed at transferring knowledge, skills, and competencies to students to satisfy their needs and interests. Criteria for effectiveness in upbringing can include the formation of values among participants in educational relations, the creation of opportunities for self-realization and personal growth, the attainment of moral and emotional satisfaction, and the formation of social adaptation skills, among others.

All the listed factors, along with the conditions for functioning, constitute the innovative educational environment of the New Ukrainian School (NUS). «The educational environment of a general secondary education institution is an environment of direct and indirect influence on a child within the educational institution, comprising the material and spiritual support of the educational process, which creates favorable conditions for the personal and social development of students, the revelation of their abilities, and the enrichment of positive experiences of interpersonal interaction and value-oriented activities» («New Ukrainian School: On the Path to Values», 2020, p. 105). O. Lytvynenko views the socio-educational environment of the educational institution as a set of conditions for the life activity of individuals, which exerts a purposeful influence on their consciousness and behavior with the aim of forming certain qualities, beliefs, spiritual and value orientations, and needs (Lytvynenko O., 2011, p. 131).

Innovative thinking of the educator and the innovative creative environment are the main conditions for the «birth» of innovations, the unfolding of the innovative process, and innovative activities. In the innovative process, there is a change of phenomena and states of innovation, the emergence of a new idea or the development of a concept of innovation, the creation of innovation, its dissemination in the educational field, or a reduction in the scale of its application. In innovative activities, there is an interaction of participants in educational relations regarding mastering innovation. Thus, innovations in upbringing are the final result of innovative activities, realized in the form of a new or improved educational process, educational product, or educational service used in practical activities.

The creation of an innovative educational environment in the NUS is possible by abandoning the principle of organizing the educational activities of participants in educational relations under the guiding influence of the educator, moving towards joint educational activities as a dialogue. Under such conditions, the social orientation of the interaction between the educator and the students is ensured, combined with a focus on the development of the giftedness and independence of the participants. The interest of the student in participating in the educational process is enhanced through the realization of the strong aspects of their personality, as well as their responsibility for their creative and research activity. In the modern innovative educational environment, the acquisition of personalized vital competencies by students takes place, and motivation for creative activity and social engagement is intensified.

Innovative educational interaction, oriented towards participants in educational relations and the practice of social education, is directed at developing their interests and enhancing their abilities and communication styles in activities. It allows groups of children and adults who share common interests to participate in joint activities through research and creative involvement in various school situations of social education. The innovative educational process is implemented in various integration formats of pedagogical social practices. Organizers of educational interaction may include students, moderator-teachers, specialists from various fields, employers, professional masters, parent volunteers, community volunteers, students, social workers, among others.

At the core of developing a new educational system lie modern technologies. As A. Romanchuk points out, «the main principles for selecting innovative technologies in elementary school are prospectiveness, democratism, humanism, integrativeness, realism, integrity, manageability, cost-effectiveness, and relevance» (Romanchuk A., 2019, p. 179). Educational technologies, as one of the means of upbringing, allow obtaining significant results such as positive social experiences of students — experience in interaction, communication, and joint activities.

Educational technologies recommended for use when working with students can be classified by their level of popularity, stability, typicity, and potential for specific outcomes. The most effective technologies that have proven their effectiveness in practical work with various categories of students include: information and communication technologies (creation of presentations, slides, websites, internet, cloud technologies); research activity technology; project technology; gaming technology; case technology; environmental education technologies; art technology; show technology; dialogue technology;



communication training; technology for developing critical thinking; collective educational initiatives; pedagogical support technology; situational technologies; and other person-centered technologies.

One of the youngest educational practices is the formation of a value-oriented educational space in modern schools according to the Concept of the NUS (New Ukrainian School Concept, 2016). As Ukrainian researchers Oksana and Olena Stoliarenko note, «radical transformations in education and society require the teacher to redirect his consciousness towards humanistic values, which are appropriate for the nature of creative (innovative) pedagogical activity» (Stoliarenko O., Stoliarenko O., 2017). Researchers from the Institute of Problems of Education of the National Academy of Pedagogical Sciences of Ukraine emphasize that value security is an important component of spiritual safety, as the integrity of Ukrainian society significantly depends on this factor. «Moral values are an integrative, core formation in an individual's value attitude towards themselves and others, characterized by a focus on manifesting their own dignity, respect for others, and responsibility for their actions in life, as well as readiness to make moral choices and adhere to them in everyday activities and communication» («New Ukrainian School: On the Path to Values», 2020, p. 102).

The value-based approach in upbringing is a crucial condition for the personal development of students, implemented through the construction of the structure of a value-oriented educational space and the creation of an environment that unites students, educators, and parents through shared priorities and interests. It involves developing and testing a program for the school's living environment that has a meaningful value orientation, organizing the interaction of all participants in the educational process, integrating educational efforts, preparing educators to adopt new roles of value-driven significance, and introducing a monitoring system for the effectiveness of educational activities into school practice.

Thus, innovative educational practice represents a novelty as an implemented innovation that has high efficiency, reflecting the level of intellectual and creative input of the educator manifested in discoveries, inventions, and rationalizations in the form of new ideas that differ from others. The implementation of innovative practices in education is always characterized by the emergence of new products of human intellectual activity, which possess a higher scientific potential, the development of new personal qualities of subjects that become the focus of improvement, and the popularity of new technologies aimed at enhancing the level of creative thinking among students and their independence. Undoubtedly, the introduction of innovative educational practices contributes to a qualitative change in the personality of the student.

Active involvement of educators in innovative activities leads to changes in the characteristics of psychological and pedagogical climate of the school, defines attempts to understand the contemporary educational situation as a whole, seeking ways to enhance the effectiveness of education, setting and testing new goals and tasks, and projecting solutions to emerging problems. In achieving positive results, the research and creative efforts of educators, their communicative competence, and experience in organizational work become decisive.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, innovation in upbringing is the process of creating, using, and disseminating innovations in the field of educational activities. By its nature, innovation in education is the final result of the innovative activities of educators, utilized in practical endeavors. Such results include an innovative educational environment of the school, a space for organization of a new educational process, provision of quality educational services, and creation of modern educational products, i.e., innovative educational methodologies and technologies. By the concept of an innovative educational environment in the New Ukrainian School (NUS), we understand the renewal of the pedagogical process, educational services, and products, considering the current situation in the country, introduction of advancements in pedagogical science, and creation, use, and dissemination of innovations in the area of educational activities. Establishment of an innovative educational environment in educational institutions promotes enrichment and enhancement of moral-ethical and social values of students and development of life-oriented competencies based on this through innovative means of organizing education. As a result of the innovative educational activities of educational institutions, the formation of a competitive human potential in Ukraine takes place, which will ensure its successful reconstruction and prosperity in the post-war period.

REFERENCES

- Dubasenjuk, O. A. (2014). Innovaciji v suchasnij osviti. Innovaciji v osviti: integracija nauky i praktyky: zbirnyk naukovo-metodychnykh prac / za zagh. red. O.A. Dubasenjuk. Zhytomyr : Vyd-vo ZhDU im. I. Franka, 12-28 [in Ukrainian].
- Zakon Ukrainy «Pro osvitu» (2017). URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text> [in Ukrainian].
- Koncepcija novoji ukrajinskoj shkoly (2016). URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf> [in Ukrainian].
- Lytovchenko, O. (2011). Socialjno-vykhovne seredovyshhe pozashkilnykh navchalnykh zakladiv jak chynnyk socialnogho stanovlennja osobystosti. Osvitologhichnyj dyskurs, 1 (3), 121-133 [in Ukrainian].
- «Nova ukrajinska shkola» v postupi do cinnostej. Prohrama (2020). Metodyst, 11-12 (107-108), lystopad-ghrudenj, 90-120 [in Ukrainian].
- Romanchuk, A. (2019). Suchasni innovacijni tekhnologiji upravlinnja navchaljno-vykhovnym procesom u pochatkovij shkoli. Innovacijna pedagoghika, vyp. 10, t. 2, 177-180 [in Ukrainian].
- Stoljarenko, O., & Stoljarenko O. (2017). Pedagoghichni innovaciji ta vykhovannja osobystosti. URL: <https://ir.lib.vntu.edu.ua/bitstream/handle/123456789/18240/3281-11975-1-PB.pdf> [in Ukrainian].
- Sushhenko, L. O. (2015). Pedagoghichni innovaciji: vid strateghiji do realizaciji. Visnyk Dnipropetrovsjkogho universytetu imeni Aljfreda Nobelja, serija «Pedagoghika i psykologhija», pedagoghichni nauky, 2 (10), 302-307 [in Ukrainian].
- Jakymchuk, O. (2020). Kompetentnisnyj pidkhid v osviti: ukrajinski realiji. Vyshha osvita Ukrainy, 3, 19-25 [in Ukrainian].

Received

19.04.2024

Accepted

06.05.2024



Оксана ТРУХАН,

асистент кафедри англійської філології,

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

Oksana TRUKHAN,

English Instructor at English Philology Department,

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

oksana.trykhan@pnu.edu.ua

ORCID ID 0000-0002-6024-4758

УДК 372.882: 811.111'42 : 32 (73) (043.3)

УКРАЇНОЗНАВЧИЙ КОМПОНЕНТ ЛІТЕРАТУРНИХ ТВОРІВ ПИСЬМЕННИКІВ США ЯК ДЖЕРЕЛО ФОРМУВАННЯ НАЦІОНАЛЬНОЇ ІДЕНТИЧНОСТІ ДІТЕЙ ТА ЮНАЦТВА

Анотація. Художня література має великий виховний потенціал. Новочасна зарубіжна література, до якої прийнято відносити твори, написані від 90-х рр. ХХ ст. і до сьогодні, розмаїта за змістом і за формою. Певне місце у творчому здобутку письменників США становлять автори, які мають українське походження (Юрій Тарнавський, Аскольд Мельничук, Ірена Забитко, Олександр Мотиль, Аня Юрчишин, Марина Левицька, Орест Пелех, Олена Дженнінгс, Дзвіня Орловська та ін.). Їхні твори написані англійською мовою, проте тематично вони тісно пов'язані з Україною: українознавча проблематика виразно представлена в їхньому здобутку. Цей пласт діаспорної художньої літератури практично невідомий українському учнівству та студентству. А втім, він може слугувати ефективним засобом виховання духовності, національно-патріотичних почуттів, історичної пам'яті, оскільки порушує важливі й особливо актуальні з огляду на сучасні виклики, російську агресію проблеми національної ідентичності, усвідомлення свого національного «Я». Об'єктом вивчення стали твори американських письменників українського походження: Айрін Забитко (книги «Невміте небо», «Коли Люба покидає дім», оповідання «Зобов'язання»), Аскольда Мельничука «Будинок вдів» та ін. На прикладі роману А. Мельничука «Будинок вдів» та оповідання І. Забитко «Зобов'язання» (збірка новел «Коли Люба покидає дім») проаналізовано способи художнього відтворення історичної пам'яті, показано її зв'язок з травматичним досвідом насильства, втрати батьківщини й еміграції. Художню модель пам'яті І. Забитко створює через жіночу перспективу переживання минулого (твір «Зобов'язання»). Цих авторів об'єднує те, що вони народилися в сім'ях українців, які емігрували до США після Другої світової війни. Це покоління емігрантів цікаве з огляду культурної асиміляції, вони – носії подвійної ідентичності, і тому їм «треба бути дуже сильним, щоб жити з двома ідентичностями».

Ключові слова: сучасна зарубіжна література, американські письменники українського походження, українська діаспора, еміграція, майбутні педагоги, діти, юнацтво, історична пам'ять, національна ідентичність, патріотизм, художні твори.

UKRAINIAN STUDIES COMPONENT IN THE WORKS OF AMERICAN WRITERS AS A SOURCE OF NATIONAL IDENTITY FORMATION IN CHILDREN AND YOUTH

Abstract. The purpose of the article is to analyze the Ukrainian studies component in the literary works of selected American writers as a source for shaping the national identity of children and youth.

Fiction possesses a significant educational potential. Contemporary world literature, encompassing literary works created from the 1990s to the present, is diverse in both content and form. A notable contribution is made by American authors of Ukrainian origin, including Yuriy Tarnawsky, Askold Melnychuk, Irene Zabytko, Alexander Motyl, Anya Yurchyshyn, Marina Lewycka, Orest Pelekh, Olena Jennings, Dzvinia Orlovsky, and others. While their literary works are written in English, thematically, they are deeply connected with Ukraine, with Ukrainian studies prominently represented in their creative output. This layer of diaspora literature is virtually unknown to Ukrainian students and learners. Nonetheless, it serves as an effective medium for fostering spirituality, national-patriotic sentiments, and historical memory, addressing issues of national identity and the realization of one's national self, which are especially critical in the face of contemporary challenges, such as Russian aggression. This study examines the works of American writers of Ukrainian descent, including Irene Zabytko (notably «The Sky Unwashed», «When Luba Leaves Home», and the short story «Obligation»), Askold Melnychuk («The House of Widows»). The analysis highlights literary depictions of historical memory, illustrating its connection to traumatic experiences of violence, loss of homeland, and emigration, with Zabytko presenting her narrative through a female perspective. These authors share a common heritage, having been born into families of Ukrainians who emigrated to the United States after World War II. This generation of emigrants is notable for its cultural assimilation, bearing dual identities, which necessitates great resilience to live with such duality.

Keywords: contemporary world literature, American writers of Ukrainian descent, Ukrainian diaspora, emigration, future educators, children, youth, historical memory, national identity, patriotism, literary works.



INTRODUCTION

The problem formulation. Literature is considered one of the oldest forms of art. Its role in the life of an individual pursuing education is significant, multifaceted, and multifunctional. Literary works act as a source of personal spiritual development, encouraging a deeper understanding of history and culture. Fiction has the potential to enrich the spiritual lives of children and youth, fostering a high level of cultural awareness and aesthetic taste. Moreover, it cultivates patriotism and civic responsibility, developing individuals with a strong sense of national identity. These functions are particularly relevant in the context of globalization, Russian aggression, and the mass migration of Ukrainians abroad due to war and other challenges arising from the ongoing Russian-Ukrainian war.

The Ukrainian studies component of modern world literature, which represents a valuable resource for shaping the national identity of children and youth, holds immense potential. Scholars (e.g., Ageyeva, 2014; Bokshan, 2021; Nakashydzhe, 2020; Proskurova, 2009) define national identity as a priority factor in the preservation and development of nations. We believe the initial step in this direction involves incorporating works by modern international writers that explore Ukrainian themes into the curriculum of higher educational institutions. The interest of these authors in Ukraine, its history, and its present circumstances, alongside their examination of key issues of national identity and historical memory, serves as an incentive for students to read and analyze these works thoughtfully and critically.

Analysis of recent research and publications. Ukrainian science includes individual studies dedicated to the issue of national identity in the works of international authors. For instance, V. Ageyeva examines identity through the lens of modern Ukrainian literature (Ageyeva, 2014); I. Dumchak characterizes Ukrainian themes in the 20th century within the creative heritage of American writer Askold Melnyczuk (Dumchak, 2006); H. Bokshan analyzes the national identity problems in Melnyczuk's literary works (Bokshan, 2021); M. Koval studies memory and the legacy creation of mnemonic landscapes in Ukrainian-American ethnic literature (Koval, 2019); O. Vechirko explores national identity in the exotic short stories of Prosper Мїримїе (Vechirko, 2024); I. Nakashydzhe examines theories of national identity in diaspora literature (Nakashydzhe, 2020); and S. Proskurova investigates national identity discourse in Ukrainian and Polish humanities at the turn of the 20th and 21st centuries (Proskurova, 2009). Other contributions (Trukhan, 2022) further expand on these themes, yet the specific focus of this study remains largely unexamined in prior research, with few exceptions (Bokshan, 2021; Dumchak, 2006; Koval, 2019).

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyze the Ukrainian studies component in the literary works of selected American writers as a source for shaping the national identity of children and youth.

RESEARCH METHODS

The study employs general scientific methods, including analysis, synthesis, and generalization, as well as comparative analysis and historical retrospection. These methods were used to examine the representation of Ukrainian theme in the works of American writers of Ukrainian descent. The study also explores how these writers depict historical events in Ukraine during the 20th century within modern world literature. Furthermore, the research highlights educational issues touched by these authors, including national identity, historical memory, emigration, self-identification, human dignity, patriotism, high moral values, and the Chernobyl tragedy.

RESULTS OF THE RESEARCH

The issue of national identity has been a focus of attention for both Ukrainian and international scholars. Ukrainian researchers such as V. Ageyeva (Ageyeva, 2014), H. Bokshan (Bokshan, 2021), I. Nakashydzhe (Nakashydzhe, 2020), S. Proskurova (Proskurova, 2009), and L. Nahorna (Nahorna, 2002) have made significant contributions to this field. Similarly, international scholars, including E. Smith (Smith, 1994), have explored this topic. These authors argue that national identity in Ukraine is not merely a category of humanities but also a political and cultural reality, as emphasized by L. Nahorna, B. Savchuk, and others (Nahorna, 2002, p. 30–43).

O. Shostak, for instance, describes national identity in modern humanities as a literary category. She asserts that literature, as a cultural artifact, aims to reinterpret and preserve national collective and group behaviors, transforming into a systemic element of collective memory and serving as an ideological focus that connects cultural traditions, history, and individual self-awareness (Shostak, 2020, p. 5).

I. Nakashydzhe highlights that for many members of the diaspora, literary creativity became a means of expressing identity, with its essence revealed through the art of the word in the context of the author's, reader's, and character's national identity (Nakashydzhe, 2020, p. 137–138).

American writers of Ukrainian origin, such as Yuriy Tarnawsky, Askold Melnyczuk, Irene Zabytko, Alexander Motyl, Anya Yurchyshyn, Marina Lewycka, Orest Pelekh, Olena Jennings, and Dzvinya Orlovsky, represent a case where individuals maintain their ethnopsychological identity and national identity despite historical, military, or political disruptions that have severed their direct ties to Ukraine. Through their creative works in English, which serves as a global lingua franca, these authors aim to share Ukraine's narrative with the world.

Many of these authors belong to families that emigrated during the third wave of Ukrainian migration to the United States, which, according to researcher M. Kuropas, included about 85,000 individuals (Kuropas, 1972, p. 43). These were predominantly refugees who moved from European displaced persons camps to America during and after World War II. Kuropas identifies this diaspora as a group navigating dual identity and loyalty, shaped by factors such as political and cultural conditions in both Ukraine and the United States.

Writers such as A. Melnyczuk, I. Zabytko, A. Yurchyshyn, and others reflect these themes in their works. Their literary contributions are particularly relevant for Ukrainian youth—both in Ukraine and the diaspora—touching upon issues of national



identity, historical memory, and cultural connection to Ukraine. They inspire love for Ukraine, encourage exploration of historical roots, and highlight the enduring influence of Ukrainian heritage.

Irene Zabytko is an American writer of Ukrainian descent, a journalist, and an educator. Born on October 19, 1954, in Chicago, she grew up in a Ukrainian neighborhood known as «Ukrainian Village», where she attended St. Nicholas School. Despite her parents' wishes for her to become a doctor, Zabytko pursued a passion for writing. She graduated with a bachelor's degree in 1983 and later earned a master's degree in 1991 from Vermont College at Norwich University. She has worked as a journalist, literature teacher, and English instructor, including roles at universities in Vermont and Ukraine. Her literary works, including the novel «The Sky Unwashed» (2000) and the story collection «When Luba Leaves Home» (2003), received critical acclaim. Notably, «The Sky Unwashed» became a bestseller and was recognized as a Book Sense '76 Pick and Barnes & Noble Discover Great New Writers selection. This novel focuses on the aftermath of the Chernobyl disaster and has been included on New York Times bestseller lists.

More information can be found on Irene Zabytko's website (Irene Zabytko) and in her interview with Andriy Horodysky at the Ukrainian Institute of America in the program «Books at the Institute» (2021). In this interview, the writer discussed her works, including «The Sky Unwashed», «When Luba Leaves Home», and her newly released collection of short stories, «The Days of Miracle and Wonder». These stories feature «well-known» and «infamous» figures with historical, political, spiritual, and even «sinister» ties to Ukraine. Most of the narratives are set in Ukraine, either shortly before or after the collapse of the Soviet Union. It was the time when the country was suffering from severe economic and social challenges. Among the characters are a man aspiring to be Elvis, a disgruntled cosmonaut, an Olympic swimmer enduring hard times, and a brilliant actor working in a Siberian Gulag.

Zabytko's works often explore Ukrainian themes, such as in her short story «Obligation», which delves into historical memory and trauma. This story, translated into Ukrainian in 2007 by Ostap Dzondza.

Luba's story is a typical narrative of children of Ukrainian immigrants, where it is impossible to fully leave behind the «old world» and the Ukrainian environment. They can only feel comfortable somewhere in between: as both Americans and Ukrainians, that is, with dual identities (exotic Ukrainians to Americans and Americanized descendants to their Ukrainian parents) (Sokha, 2020). Irene Zabytko emphasizes that she is equally happy being both Ukrainian and American, though she notes that this is not easy: "One must be very strong to live with two identities" (Zabytko, 2003).

Her most recently published book «The Days of Miracle and Wonder» also ties back to Ukraine and the author's Ukrainian roots. The events unfold in Ukraine, Russia, Siberia, Bethlehem, and Tuva. The book consists of nine fascinating and captivating stories, many of which have happy endings and reveal the historical era—the post-Soviet period, as well as the socio-political, cultural, artistic, and economic life of Ukrainians against the backdrop of a complex epoch (Zabytko, 2021).

Scholar M. Koval (Koval, 2019), using the example of A. Melnychuk's novel «The House of Widows» (2008) and Irene Zabytko's short story «Obligations» (from the short story collection «When Luba Leaves Home») (2003), analyzed the ways in which historical memory is artistically portrayed. She demonstrated its connection to the traumatic experiences of violence, loss, and emigration. The artistic model of memory is created through the female perspective of experiencing the past (in the work «Obligations»). At the center of the narrative are two heroines: Khrystyia Leskiv, an immigrant who arrived in the United States from a German displaced persons camp and became a self-sufficient American citizen, and the homeless, mentally unstable Anya, who wanders the streets and train stations, dirty and hungry. Anya once saved Khrystyia when her mother died under mysterious circumstances in the camp, protecting her from loneliness, starvation, and death, and later brought her to the American continent. Anya remembers a Virgin dressed in a uniform, holding a child in the German displaced persons camp, whom «the German guards buried to death», and she embroiders a towel to decorate an icon of the Virgin. Khrystyia Leskiv is determined to learn the circumstances of her mother Maria's death, aiming to «reconcile the present and the past» (Irene Zabytko, 2007).

Another notable writer, Anya Yurchyshyn, represents a younger generation of American authors with Ukrainian heritage. Her memoir, «My Dead Parents» (2018) (Yurchyshyn, 2018), was recognized by Esquire as one of the best nonfiction books of the year. In the memoir, Yurchyshyn explores her complex relationship with her parents after their deaths, uncovering hidden aspects of their lives and her Ukrainian heritage. Through letters and conversations with family and friends, she investigates her father's move to Ukraine during the early 1990s and his mysterious death. Yurchyshyn's work reflects the struggle of diaspora children navigating dual identities, capturing the tension between their American upbringing and Ukrainian ancestry.

These authors illustrate how diaspora literature serves as a bridge between the Ukrainian homeland and its global community. Their works foster a deeper understanding of national identity, historical memory, and cultural continuity.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Fiction holds significant educational potential. Modern world literature, encompassing works from the 1990s to the present, is diverse in content and form. American authors of Ukrainian descent, such as Yuriy Tarnawsky, Askold Melnychuk, Irene Zabytko, Alexander Motyl, Anya Yurchyshyn, Marina Lewycka, Orest Pelekh, Olena Jennings, and Dzvina Orlovsky, have made notable contributions to this field. Although written in English, their works are thematically intertwined with Ukraine, prominently featuring Ukrainian studies. This layer of diaspora literature is virtually unknown to Ukrainian students but offers valuable tools for fostering spirituality, national-patriotic sentiments, and historical memory.

The exploration of Ukrainian themes by international authors serves as a powerful motivator for students to engage with these works critically and analytically. These authors address the complexities of identity and memory, often



shaped by the historical experiences of their immigrant families, such as emigration during and after World War II. By depicting these narratives, they emphasize the challenges and resilience involved in maintaining dual identities.

The research analyzed the Ukrainian studies component in the literary works of authors like Irene Zabytko, Askold Melnyczuk, and Anya Yurchyshyn. Through literary analysis, the research highlighted how the works of these authors reflect historical memory, trauma, and the challenges of emigration. Female perspectives, such as those portrayed in Zabytko's works, enrich the understanding of historical and personal identity.

The second generation of immigrants provides a unique perspective on cultural assimilation and dual identity. Their narratives intertwine personal memory with collective historical experience, creating a complex cultural and historical amalgam that contributes to the broader discourse on national identity.

REFERENCES

- Ageyeva, V. (2014). Memory, recollection and identity: the experience of modern Ukrainian literature. *Tertium non datur: problema kulturnoi identychnosti v literaturno-filosofskomu dyskursi XIX-XXI st. : collective Monograph*, 185-205 [in Ukrainian].
- Askold Melnyczuk. 2011. URL: <https://web.archive.org/web/20130310052930/http://www.bu.edu/agni/authors/A/Askold-Melnyczuk.html>;
- Askold Melnyczuk. URL: <https://web.archive.org/web/20130416093821/http://askoldmelnyczuk.com/>
- Bokshan, H. (2021). Artistic versions of the problem of national identity in the works of Askold Melnychuk. *Philological Treatises*, 13(1), 7-16 [in Ukrainian].
- Books: Irene Zabytko. 2021. URL: <https://www.youtube.com/watch?v=deoU9vi8W8k>
- Vechirko, O. L. (2024). National identity in the exotic short stories of Prosper Mérimée. *Scientific Notes. Series: Philological Sciences*, 208, 72–77. URL: <https://doi.org/10.32782/2522-4077-2024-208-9> [in Ukrainian].
- Dudko, V. (2009). Zabytko Irena. *Encyclopedia of the Ukrainian Diaspora / ed. V. Markus, spiv-red. D. - Markus. Niu-York– Chykhah, Kn. 1. P. 293.* [in Ukrainian].
- Dumchak, I. (2006). Ukrainian Issues of the 20th Century in the Creative Heritage of the American Writer Askold Melnychuk: autoref. thesis ... candidate philol. of science: 10.01.05. Ternopil. [in Ukrainian].
- Irene Zabytko. URL: <https://irenezabytko.com/>
- Irene Zabytko. *Obligation*. (2007). URL: <http://ostapdzondza.blogspot.com/2010/08/irene-zabytko-obligation.html>
- Koval, M. (2019). Female voices in ukrainian american fiction: memory, trauma, and forgetting. *Naukovi zapysky KhNPU im. H.S. Skovorody. Literaturoznavstvo*, 1–2(91–92), 115-126. [in Ukrainian].
- Kuropas, M. (1991). *The Ukrainian Americans. Roots and Aspirations 1884–1954*. Toronto; Buffalo; London: University of Toronto Press.
- Kuropas, M. (1972). *The Ukrainians in America*. Minneapolis.
- Matviichuk, M. (2015). The Problem of National Identity of Ukrainians in the USA in the Scientific Work of M. Kuropas. *Scientific notes of the National University «Ostroh Academy»*. Series «Historical Sciences», 23, 159-165. [in Ukrainian].
- Melnyczuk, A. (2001). *Ambassador of the Dead*. Berkeley: Counterpoint.
- Melnyczuk, A. (1994). *What is told*. Boston: PFP.
- Nahorna, L.P. (2002). *National Identity in Ukraine*. Kyiv: IPIEND. [in Ukrainian].
- Nakashydzhe, I. (2020). On the Question of the Theory of National Identity in Diaspora Literature. *Collection of Scientific Papers Based on the Materials of the All-Ukrainian Scientific and Practical Conference with International Participation "Totalitarianism as a System of Destruction of National Memory"*, June 11-12, 2020. Lviv: Printing House of the Danylo Halytskyi National Medical University. University, 137–139 [in Ukrainian].
- Proskurova, S. (2009). Discourse of National Identity in Ukrainian and Polish Humanities at the Turn of the 20th–21st Centuries. *Scientific Notes. Series: Historical Sciences*, 12, 281–287 [in Ukrainian].
- Savchuk, B. (2004). *Ukrainian Ethnology*. Ivano-Frankivsk: Lileia-NV. [in Ukrainian].
- Smit, E. (1994). *National Identity / Per. z anhl. Kyiv*. [in Ukrainian].
- Sokha, M. (2020). Living with Two Identities: What Books Do Descendants of Ukrainians in the USA Write. (2020). URL: <https://chytomo.com/dvoma-identychnostiamy-iaki-knyzhky-pyshut-nashchadky-ukraintsiv-u-ssha/>. [in Ukrainian].
- Trukhan, O. (2022). World Literature of the Late 20th – Early 21st Centuries as a Factor in the Formation of the Historical Memory of Future Teachers. *Hirska shkola Ukrainskykh Karpat*, 26, 58–61. <https://doi.org/10.15330/msuc.2022.26.58-61>
- Ukrainian diaspora: literary figures, works, biobibliographic information. (2012). Compiled by V. A. Prosalovoi. Donetsk: Skhidnyi vydavnychi dim. [in Ukrainian].
- Shostak, O. H. (2020). Artistic expressions of national identity in the work of modern North American writers of indigenous origin: monohrafiia. Kyiv: Talkom. [in Ukrainian].
- Zabytko, I. (2021). *The Days of Miracle and Wonder*. Independently published.
- Zabytko, I. (2003). *When Luba Leaves Home: Stories*. A Shannon Ravenel Book.
- Yurchyshyn, A. (2018). *My dead parents*. NY: Crown Publishing Group.

Received 21.04.2024
Accepted 18.05.2024

**Інна ЧЕРВІНСЬКА,**

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

Inna CHERVINSKA,

Doctor of Sciences (Pedagogy), Professor, Professor of the Primary Education Department and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
inna.chervinska@pnu.edu.ua
ORCID ID 0000-0003-0745-1413

Світлана ВЕРБЕЩУК,

кандидат педагогічних наук, викладач кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Svitlana VERBESHCHUK,

Ph.D.(Pedagogy), Lecturer of the Primary Education Department and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
svitlana.verbeshchuk@pnu.edu.ua
ORCID ID 0000-0002-4209-416X

Надія ЛУЦАН,

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

Niadia LUTSAN,

Doctor of Sciences (Pedagogy), Professor, Professor of the Primary Education Department and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
nadiia.lutsan@pnu.edu.ua
ORCID ID 0000-0001-6239-1535

УДК 372.461:81'233

МЕДІАОСВІТА ЯК ОСНОВА ФОРМУВАННЯ МОНОЛОГІЧНОГО МОВЛЕННЯ ЗДОБУВАЧІВ ПОЧАТКОВОЇ ОСВІТИ

Анотація. Автори розкривають сутність медіаосвіти як основи формування монологічного мовлення здобувачів початкової освіти Нової української школи. Розкривають актуальність проблеми якісної освіти школярів як однієї з найактуальніших соціальних проблем у період глобальних інновацій, що відбуваються в сферах економіки, культури, техніки. Увиразивши напрацювання науковців щодо проблеми медійної освіти та досвід її впровадження в освітній процес, описують її роль та особливості впливу на формування монологічного мовлення здобувачів початкової освіти.

Методологічною основою дослідження слугують теоретичні положення та низка концептуальних ідей, що знайшли своє відображення у вітчизняній філософській, педагогічній та психолінгвістичній літературі з формування мовної особистості.

Під час роботи над організацією наукових розвідок використовувався комплекс загальнонаукових методів. Теоретичні методи сприяли узагальненню та аналізу психолого-педагогічної літератури, що уможливило визначення ключових аспектів проблеми. Застосування емпіричних методів пов'язано із накопиченням науково-дослідницького матеріалу (опитування, опрацювання нормативно-правової бази), бесіди з педагогами щодо їхньої готовності до реалізації ідей, форм, моделей та технологій медіаосвіти у процесі розвитку монологічного мовлення здобувачів початкової освіти.

У статті наголошується на важливість якісної організації освітнього процесу під час якого учні здійснюють різні види навчальної діяльності, під час яких розвивається мовлення, уміння комунікувати, вести діалог з однокласниками, вчителями, батьками й іншими знайомими й незнайомими людьми. Дослідники суголосні відносно значимості надбань сучасної медійної освіти в організації ефективної взаємодії під час організації освітнього процесу задля розвитку



монологічного мовлення здобувачів початкової освіти. Вказується, що проблема розвитку мовної особистості школяра під час навчання в школі є складним і багатограним завданням, яке потребує теоретичного осмислення, пошуку нових методів і підходів, пропаганди конструктивних ідей та їх експериментальної перевірки.

Ключові слова: медіаосвіта, медіаграмотність, здобувачі шкільної освіти, монологічне мовлення, формування монологічного мовлення, медіаосвітні технології.

MEDIA EDUCATION AS THE BASIS FOR THE FORMATION OF MONOLOGICAL SPEECH IN PRIMARY EDUCATION STUDENTS

Abstract. The authors reveal the essence of media education as the foundation for the development of monological speech in primary school students within the New Ukrainian School framework. They highlight the relevance of the issue of high-quality education for students as one of the most pressing social challenges during a period of global innovations occurring in the spheres of economy, culture, and technology.

The article emphasizes the findings of researchers on media education issues and its implementation in the educational process. It describes its role and the peculiarities of its influence on the formation of monological speech in primary education students.

The methodological basis of the study includes theoretical principles and a range of conceptual ideas reflected in domestic philosophical, pedagogical, and psycholinguistic literature related to the formation of linguistic personality.

The research utilized a combination of general scientific methods. Theoretical methods facilitated the generalization and analysis of psychological-pedagogical literature, enabling the identification of key aspects of the issue. Empirical methods were used to gather research material (surveys, analysis of legal and regulatory frameworks) and hold discussions with educators about their readiness to implement ideas, forms, models, and technologies of media education in the development of monological speech among students.

The article underscores the importance of organizing the educational process effectively. It highlights that students master various types of activities that develop their speech, ability to communicate, and engage in dialogue with classmates, teachers, parents, and other familiar and unfamiliar individuals. Researchers concur on the significance of contemporary media education in organizing effective interaction during the educational process and developing monological speech in primary school students.

The problem of developing the linguistic personality of students during schooling is identified as a complex and multifaceted task requiring theoretical reflection, the search for new methods and approaches, the promotion of constructive ideas, and their experimental verification.

Keywords: media education, media literacy, school students, monological speech, development of monological speech, media education technologies.

INTRODUCTION

The problem formulation. High-quality education for schoolchildren and their preparation for life in an informational environment of changes and transformations are among the most pressing sociocultural problems during a period of global innovations, educational reforms, and paradigm shifts in science, education, economy, and culture.

Modern realities impose specific requirements on the growing individual, including a high level of education and quality educational services. These include the ability to interact effectively, maintain feedback, work creatively in a team of like-minded individuals, communicate with others within the educational space, navigate large information streams, and critically evaluate them.

Such requirements are set before modern institutions of general secondary education in preparing schoolchildren. Consequently, educational priorities, goals, and the vision and content of school education are changing. In line with these trends, the means and technologies of organizing learning activities are evolving, with new digital and media education resources emerging. However, the primary mode of learning classroom lessons and optimal interaction among participants remains constant.

An effective lesson in today's realities, including during wartime, can be traditional, remote, or hybrid. In such lessons, students not only acquire new knowledge, make discoveries, seek optimal solutions, engage in discussions and critical thinking, and participate in finding correct results or interesting facts but also learn to collaborate, act appropriately, and interact effectively as part of a team.

It is through active participation in the educational process that students master various types of activities, developing their speech, communication skills, and ability to engage in dialogue with classmates, teachers, parents, and other familiar and unfamiliar people.

The process of activity fosters students' ability to express their own judgments, locate and analyze necessary information, apply it appropriately, create and share messages, and select the most suitable media resources for specific types of communication.

The better the organizational-didactic conditions and the higher the quality of information support provided to students, the more effectively schools will achieve their goal of developing appropriate levels of media education and media literacy, ensuring the growth of media competence.

Analysis of recent research and publications. An analysis of the works of researchers such as L. Naidonova and H. Onkovich, (Naidonova, 2018 & Onkovich, 2013), as well as studies on the experiences of remote and mountain-region schools in the Ukrainian Carpathians, demonstrates that most students struggle with analyzing and synthesizing textual



messages and assessing the information they receive. This confirms the hypothesis of insufficient media education and media literacy skills among schoolchildren.

In contemporary conditions of military aggression and wartime, the problem of developing monological speech in students and the introduction of innovative approaches and effective media education technologies to foster media competence in lessons have become particularly urgent.

Research on media education, the study of media and its influence on societal opinions, and the development of skills needed for effective interaction in modern media spaces have been the focus of international scholars like R. Hobbs and R. Kubey (USA), J. Gon and C. Ermelen (France), and B. Scherb (Germany).

In Ukrainian science, media education issues are explored by researchers such as O. Baryshpolets, O. Voloshenyuk, M. Habor, V. Ivanov, L. Naidonova, I. Slisarenko, and M. Tymoshyk.

Studies on media education at the primary school level are conducted by O. Voloshenyuk, S. Romaniuk, N. Siranchuk (the influence of radio and video books on personality, the significance of advertisements and selfies), O. Hanyk (media products of modern television), I. Ivanova, O. Shkurenko (the media space: history and development of media education), and A. Kozhanova (skills in working with information, quality criteria for media messages, business games, formats of modern news), among others.

Researchers agree on the significance of modern media education advancements in organizing effective interaction during the educational process and developing monological speech in primary school students.

Despite the availability of research on the topic, some aspects of media literacy development in younger schoolchildren remain insufficiently explored, underscoring the relevance of this study.

AIM AND TASKS RESEARCH

Research Aim: is to highlight researchers' findings on media education and its implementation in the educational process, and to uncover its role and influence on the development of monological speech in primary education students.

RESEARCH METHODS

The methodological basis of this study includes theoretical principles and a set of conceptual ideas reflected in Ukrainian philosophical, pedagogical, and psycholinguistic literature on the formation of linguistic personality.

The organization of the research employed a combination of general scientific methods. Theoretical methods facilitated the generalization and analysis of psychological-pedagogical literature, enabling the identification of key aspects of the problem. Empirical methods involved collecting research material (surveys, analysis of legal frameworks) and engaging in discussions with teachers about their readiness to implement the ideas, forms, models, and technologies of media education for developing students' monological speech.

RESULTS OF THE RESEARCH

In the modern world, the role of language as a means of everyday communication and information acquisition is undergoing significant changes. The current state of linguistic development in Ukraine necessitates the formation of linguistic personalities striving to realize their intellectual potential, creative abilities, competence, and competitiveness.

This creates an objective need to improve the didactic foundations of language instruction in modern schools.

The development of a linguistic personality in students during their schooling is a complex and multifaceted challenge requiring theoretical consideration, new methods and approaches, the promotion of constructive ideas, and their experimental testing.

The formation of a linguistic personality in students remains an underexplored issue despite significant achievements in bilingualism and multilingualism studies. To address this, the existing educational structure must be modified to foster students' creative abilities intellectual, communicative, and moral necessary for solving educational, upbringing, and developmental tasks.

The rapid dissemination of new educational formats calls for greater independence, better motivation among students, and increased importance of their speech activities in shaping linguistic personalities proficient in multiple languages. This also demands more attention to students' creative and research activities.

Educational processes as tools for fostering creativity and research readiness in students combined with developing monological speech through media education have not been thoroughly studied in pedagogy. These priorities serve as effective mechanisms for transitioning from an extensive to an intensive educational development model.

The need to protect growing individuals and their still-developing psyches from manipulative influences and fake information often spread by dishonest media representatives is becoming increasingly urgent. In this context, the priorities of modern media education have shifted to fulfilling a unique enlightenment function preparing individuals for life in an unstable informational environment.

These tasks are reflected in the New Ukrainian School Concept, which identifies information and digital competence including confident and safe use of information and communication technologies, as well as media literacy as one of the ten key student competencies.

Modern primary education actively integrates elements of media education and media literacy into the learning process. This aims to shape competent linguistic personalities during Ukrainian language lessons using digital media education resources, appropriate media-didactic and methodological support, innovative pedagogical technologies, and adherence to systematic and sequential application of media literacy elements.

A targeted selection of texts and assignments, along with incorporating every lesson into a well-thought-out text work system, creates a developmental speech environment.



This supports the formation of monological speech in primary school students. Researchers such as S. Verbeschuk & N. Lutsan emphasize that «it is important to consider the individual characteristics of each student. The methodology for developing monological speech should be adapted to children's needs and capabilities, taking into account their preparation level, interests, and abilities. Creating a supportive learning environment where each student feels encouraged and has the opportunity for self-expression is essential» (Verbeschuk & N. Lutsan, 2024).

A targeted selection of texts and assignments, as well as the integration of every lesson into a carefully structured system of working with texts, creates a favorable environment for the development of monological speech and the linguistic awareness of an individual. When selecting texts for analysis in lessons, it is essential to choose those that contribute to the moral-aesthetic, patriotic, and intellectual development of the individual. These texts should also evoke reflection, empathy, participation, a need for meaningful activity, and creative interaction.

As noted by O. Vashulenko, «Monological speech, in psychological and linguistic terms, is a more complex form of oral communication, as it involves the speech of one person directed at listeners. It is more elaborate and requires focused memory and attention to both content and form. Monological speech relies on thinking, which is more logically consistent than in the process of dialogue» (Vashulenko, 2020).

We agree with the perspectives of researchers N. Stavytska and M. Kutsenok regarding the characterization of monological speech, which they define as «a form of oral communication involving a coherent and continuous expression by one individual, addressed to one or more listeners, interlocutors, or sometimes to oneself. Competence in monological speech refers to the ability to realize oral communication in monological form across age-relevant life spheres and situations, aligned with the communicative task» (Stavytska & Kutsenok).

The ability to speak clearly and beautifully, express one's thoughts precisely and understandably, represents the minimum required skillset for a modern educated individual. Cultivating a well-rounded personality is impossible without refining language as a tool of cognition and thought.

Although the development of students' speech during Ukrainian language lessons encompasses the improvement of all language activities (speaking, listening, reading, and writing), special emphasis is placed on speaking in this multifaceted process. From a linguistic perspective, «monological speech is characterized by the complexity and diversity of sentence structures, the coherence and completeness of expressions, and the use of expressive means» (Siranchuk, 2024).

Monological speech refers to the extended expression of thoughts, intentions, and evaluations of events by a single speaker.

It is necessary to teach students to analyze texts and carefully read media messages that promote the comprehensive development of the individual and encourage reflection and a need for active participation. In this context, we propose several forms and methods for working in language and literature lessons using media education resources:

- Multi-faceted work with media texts, analyzing the artistic form of a work, and vocabulary development in connection with observing text construction patterns.
- Creating a «speech portrait» of a Ukrainian Armed Forces soldier as a hero.
- Retelling media texts (analytical, concise, and commentary-based).
- Modifying text using media accompaniment and other expressive means.
- Comparative analysis of artistic texts of different formats on the same theme.
- Various compositions (works based on observations, emotional impressions from literary works, paintings, performances, films, or musical works).
- Stylized compositions for role-playing games.
- Speech improvisations (retelling an episode from a character's perspective, oral or written summaries of books, reviews, comments on different artistic works, involving video accompaniment and media resources).
- Preparing interview questions for artists, writers, directors, or actors.

This highlights the importance of updating Ukrainian language education in modern schools, focusing on developing monological speech as the foundation for intellectual activity and a means of communication.

Speech skills in media education for schoolchildren such as perceiving information from various media resources, understanding what they hear or read, accurately retransmitting content, and clearly formulating thoughts demonstrate a proper level of monological speech formation, familiarity with innovative media formats, and the development of information and digital competence.

This is why a new approach to language teaching methodology is based on the development of oral monological and dialogical speech through a functional perspective.

The increasing interest in cultural traditions, passing value-oriented guidelines to the younger generation, and the need to connect this interest with the social component of education all emphasize the particular importance of developing primary school students' abilities to understand and process information from various sources, choose reliable content based on facts and evidence, and use it during lessons.

In modern society, primary school students are significantly influenced by television, video, and computers, thus gaining a certain level of audiovisual experience. However, these media resources can be evaluated quite ambiguously today. On the one hand, the media expands general knowledge, introduces literary works in screen adaptations (watching films, listening to podcasts, or audiobooks), and serves as a resource for improving children's speech culture.

On the other hand, the form and content of many modern radio and television programs often exhibit the use of youth slang, mixed language (surzhyk), and general violations of speech etiquette.



The interaction between school education and modern media achievements successfully integrated into the content of all subjects in primary education is seen as a factor necessitating school media education. This interaction also highlights the need for primary school teachers to pay special attention to new levels of speech development in contemporary schoolchildren.

To enhance the process of developing monological speech, teachers increasingly use media-didactic materials in lessons, such as artistic texts, dictionaries, periodicals, excerpts from children's films, cartoons, audio materials (radio), and multimedia resources tailored to the themes of specific subjects.

Researcher N. Hudyma notes that «media products defined by the standard educational program for primary school include visual media (drawings, photographs, comics, collages, books, magazines, newspapers), audio recordings (sound recordings, radio), audiovisual means (TV programs, cartoons, films), the internet (computer games, internet resources for children), and advertising in print, radio, and television» (Gudima & Kovalchuk, 2020).

«Taking into account that some media resources are difficult to integrate into the traditional system of organization of higher education, and the traditional form of interaction «teacher-student» is difficult to provide flexibility without going beyond the classical perception of the educational process, new forms of teaching material with the help of interactive multimedia equipment allow combining visual, auditory and kinesthetic receptors of information perception (Chervinska, 2021, p. 26). These types of work with media culture products help optimize the process of forming monological speech and the speech culture of primary school students.

For each type of media-didactic material, teachers select appropriate techniques and forms of interaction with students. One effective method involves working with literary texts.

Working with individual artistic texts involves traditional methodologies and encompasses all stages of working with a literary work: preparatory work, the primary synthesis stage, analysis, secondary synthesis, and creative work. At all stages of the lesson, traditional techniques (discussions, answering questions, selective reading, graphic and verbal illustration, various types of retelling, expressive reading, dramatization) are recommended, as well as innovative approaches working with media texts, text messages from social networks, and the internet using modern digital applications.

Knowledge acquired during media-focused lessons helps students:

- Use it in communication with others.
- Learn methods for analyzing and critically interpreting or creating media texts.
- Identify the origins, direction, and cultural interests of media texts.
- Interpret media texts distributed through media resources and understand their context.
- Choose texts necessary for specific subjects.
- Gain free access to media resources for familiarization with information (media content) and educational activities.

In today's sociocultural context, media education is seen as a new direction in media pedagogy, which forms a component of art education, cultural studies, history of culture and art, and psychology.

The product of media culture media text is defined as a message containing information presented in various forms or genres of media resources (newspaper articles, TV programs, video clips, films, SMS, etc.).

Primary school teachers play a critical role in forming monological thinking through innovative media education resources. According to the New Ukrainian School Concept, teachers act as leaders and mentors for students, change agents, and innovators. They create safe spaces for discussing complex media-related issues, answer students' questions, and help them form their opinions.

Teachers serve as speech models for students to emulate, adhering to the rules of Ukrainian speech culture. During lessons, they demonstrate responsible use of media in the educational process by applying critical thinking.

The main tasks for primary school teachers in developing monological speech among students include:

Fostering critical thinking and teaching students to analyze information, recognize manipulation and fake news, ask questions, and seek answers.

Developing creativity by encouraging students to create their own media cases with personal media content and fostering their creative abilities.

Cultivating responsibility and critical attitudes towards media, respecting copyright, and adhering to safe internet usage rules.

Promoting social adaptation and helping students develop communication skills in online environments, fostering positive relationships with others.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The integration of media education into all subjects, particularly in the Language and Literature educational domain, is critical for the formation and development of monological speech using innovative media education resources. Future research should focus on preparing and applying high-quality media education materials in the educational process.

Teachers in the New Ukrainian School diligently work on implementing media education and media literacy into primary school curricula. Their goal is to nurture competent linguistic personalities through digital media education resources, appropriate didactic and methodological support, and the consistent and systematic application of media literacy elements.



The prospects for further scientific research are associated with the issue of preparing and utilizing high-quality media education resources in the educational process.

REFERENCES

- Bondarenko, N. (2021). Media text as a resource for modernizing and enriching the content of a Ukrainian language textbook. Problems of a modern textbook, 27, 15–25. [in Ukrainian].
- Chervinska, I. B. (2021). Integration of mediadidactics into the educational space of the New Ukrainian School. Mountain School of the Ukrainian Carpathians, 25, 21-26. <https://journals.pnu.edu.ua/index.php/msuc/article/view/5791> [in Ukrainian].
- Gudima, N. Kovalchuk, O. Melekestseva, N. (2020). Integration of media literacy into subjects of the linguistic-literary educational sector in primary school. «Proceedings of the International Scientific and Practical Conference Science. Education. Culture». 436-440. URL: ibn.idsi.md/sites/default/files/imag_file/p-436-440.pdf [in Moldova].
- Media literacy in primary school: a guide for teachers (2018) / ed. Volosheniuk, O., Ivanova, V. Kyiv: Central Publishing House, AUP, 234. [in Ukrainian].
- Methodological recommendations for teaching foreign language professionally oriented monological speech to students of technical universities (2016). Compiled by: I. V. Stavytska, N. M. Kutsenok. Kyiv: NTUU KPI, 67. [in Ukrainian].
- Naidionova, L. A. (2018). Cyberbullying in the teenage rating of Internet dangers. Psychological sciences: problems and achievements, 1, 45-48. [in Ukrainian].
- Onkovic, G. V. (2013). Media didactics of your school: Ukrainian dosvid. Vishcha of the Light of Ukraine, 1, 23–29 (in Ukraine)
- Siranchuk, N. (2024). Formation of monologue speech of primary school students by means of media education on the material of the syntax of a simple sentence. Acta Paedagogica Volynienses, 3, 49–56. [in Ukrainian].
- Vashulenko O.V. (2020). Formation of junior schoolchildren's skills to create their own statements in literary reading lessons: methodological recommendations Kyiv: Pedagogical thought. 71. [in Ukrainian].
- Verbeshchuk S., Lutsan N., Chervinska I. (2024). Methodology of forming monologue speech of junior schoolchildren by means of media education. Youth and Market, 11 (231), 23-29. [in Ukrainian].

Received 02.02.2024
Accepted 22.02.2024

**Софія ЛЕЛЮХ,**

здобувач ступеня доктора філософії (PhD) спеціальності 011 Освітні, педагогічні науки
Рівненський державний гуманітарний університет (м. Рівне, Україна)

Sofia LELIUKH,

PhD Candidate Specialty 011 Educational, Pedagogical Sciences of,
Rivne State University for the Humanities (Rivne, Ukraine)

soniadovbeta@gmail.com

ORCID ID 0000-0002-9591-2031

УДК 37(091). 255:82

ЖІНОЧІ ЄПАРХІАЛЬНІ УЧИЛИЩА В СИСТЕМІ ДУХОВНОЇ ОСВІТИ НА ВОЛИНІ (1864-1917 РР.)

Анотація. У статті проаналізовано зміст і особливості діяльності жіночих релігійних навчальних закладів на Волині – єпархіяльних шкіл для дочок духовенства, заснованих у Житомирі (1864 р.) та Кременці (1884 р.). Визначено основні риси функціонування Волинської єпархіяльної школи на трикласному етапі (1864–1884 рр.), шестикласному етапі (1884–1903 рр.) та етапі за Статутом 1891 року (1903–1914 рр.). Зазначено, що мета жіночих релігійних навчальних закладів зосереджувалася на вивченні Закону Божого, молитовних практик і розвитку навичок ведення домашнього господарства. Проаналізовано зміст освіти у Волинській єпархіяльній жіночій школі. Особливу увагу приділено ролі педагогіки як предмета, введеного до навчальної програми єпархіяльних шкіл Волині наприкінці XIX століття, що надавало випускницям право здобути звання домашніх наставниць. Наголошено на важливості створення парафіяльної школи при Волинській єпархіяльній школі як місця практики для майбутніх учителів. Визначено основні форми та методи навчальної діяльності в жіночих єпархіяльних школах на Волині, які переважно були репродуктивними: читання, переписування текстів, заучування їх напам'ять і відтворення, а також письмові творчі завдання. Зазначено, що особливе місце в мережі релігійних навчальних закладів Волині посідали жіночі єпархіяльні школи для дівчат духовного походження. Таким чином, не тільки хлопчики, а й дівчата, народжені в сім'ях священників та інших представників духовенства, здобували релігійну освіту і залишалися в цьому духовному стані в зрілому віці, забезпечуючи розшарування цієї соціальної групи протягом тривалого історичного періоду. У статті також розглянуто персонал жіночих релігійних навчальних закладів (начальниця, декан, виховательки, викладачі, помічниця виховательок, завідувачка господарської частини тощо).

Ключові слова: релігійна освіта, єпархіяльна жіноча школа, Волинь, педагогіка, молитовна практика, рукоділля.

WOMEN'S DIOCESAN SCHOOLS IN THE SYSTEM OF RELIGIOUS EDUCATION IN VOLYN (1864-1917)

Abstract. Aim and tasks research is to describe the content, forms, and methods of teaching and spiritual upbringing of girls in the women's diocesan schools of Volyn in the 19th and early 20th centuries.

The article analyzes the content and characteristics of the activities of women's religious educational institutions in Volyn – diocesan schools for daughters of the clergy, which were established in Zhytomyr (1864) and Kremenets (1884). The main features of the Volyn Diocesan School's operations during the three-class stage (1864-1884), the six-class stage (1884-1903), and the stage under the 1891 Statute (1903-1914) are defined. It is noted that the goal of women's religious educational institutions was focused on studying the Law of God, prayer practices, and developing household management skills. The content of education at the Volyn Diocesan Women's School is analyzed. Special attention is given to the role of pedagogy as a subject introduced into the curriculum of Volyn's diocesan schools for women at the end of the 19th century, which granted graduates the right to claim the title of home tutors. The importance of establishing a parish school at the Volyn Diocesan School as a practice site for future teachers is emphasized. The main forms and methods of educational activities in women's diocesan schools in Volyn, predominantly reproductive, are identified: reading, copying texts, memorizing them, and reproducing them from memory, as well as written creative assignments. A special place in the network of religious schools in Volyn during the studied period was occupied by women's diocesan schools for girls of clerical origin. Thus, not only boys but also girls born into the families of priests and other representatives of the clergy received religious education and remained within this spiritual estate in adulthood, ensuring the stratification of this social group over a long historical period. The article also examines the personnel of the women's religious educational institutions (headmistress, dean, governesses, teachers, assistant governesses, supervisor of household matters, etc.).

Keywords: religious education, diocesan women's school, Volyn, pedagogy, prayer practice, needlework.

INTRODUCTION

The problem formulation. A special place in the network of religious schools in Volyn during the studied period was occupied by women's diocesan schools for girls of clerical origin. Thus, not only boys but also girls born into



the families of priests and other representatives of the clergy received religious education and remained within this spiritual estate in adulthood, ensuring the stratification of this social group over a long historical period. Additionally, these schools addressed the education and upbringing of orphaned girls whose parents were priests (Kolesnyk, 2011). Since girls could not hold priestly positions, after marriage, their husbands could receive priestly ordination, thereby preserving the continuity of the clerical estate from parents to children.

The Russian imperial education policy from the late 18th century transferred some powers to the Holy Synod, which led to some educational institutions being under dual subordination – to the Ministry of Public Education and the Church Department. This solidified the dominance of Orthodoxy in the education system across all regions of the Russian Empire.

Analysis of recent research and publications. The history of women's religious educational institutions has been thoroughly studied in historical and historical-pedagogical research by L. Ershova (2000) (Yershova, 2000), S. Lisnenko (2015) (Lisnenko, 2015), A. Svyatnenko (2013) (Svyatnenko, 2013), G. Stepanenko (2007) (Svyatnenko, 2007), and others.

AIM AND TASKS RESEARCH is to describe the content, forms, and methods of teaching and spiritual upbringing of girls in the women's diocesan schools of Volyn in the 19th and early 20th centuries.

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

RESULTS OF THE RESEARCH

The need for the establishment of special women's religious educational institutions is attributed by scholars (L. Yershova (Yershova, 2000); H. Stepanenko (Svyatnenko, 2007)) to the first half of the 19th century, with the founding of such institutions dating back to the 1860s. Archival documents preserve reports from deans and other clergy to their direct superiors (mostly metropolitans) concerning the necessity of opening such institutions. These reports highlight the inability of girls from Orthodox priestly families to receive an education, which led to certain discontent within the clergy (Orthodox) community in the regions (Central State Historical Archive of Ukraine in Kyiv, sheets 1-1v).

Regarding the upbringing of future wives for Orthodox priests – «matushkas» – as L. Yershova (2006) rightly notes, the purpose of their education and upbringing was to ensure that graduates of religious educational institutions could «provide pleasant companionship to their husbands, assist them in maintaining the church premises, prepare medicine for the sick, raise their own children, and keep their households in the best possible order» (Yershova, 2006, p. 233). During the studied period, women's religious institutions were somewhat contrasted with women's gymnasiums and private boarding schools, as they occupied their own educational niche and differed in content from other women's educational institutions. These latter institutions were criticized by the Holy Synod for «fostering a passion for balls, dances, outfits, music, theatrical performances, and other not entirely safe entertainments» (Historical perspective on the participation of women in the religious..., p. 48). Some researchers (H. Stepanenko, 2007) see diocesan women's schools as a prototype of pedagogical institutions for training teachers for parish schools (Stepanenko, 2007).

In Volyn during the period under study, the Volyn School for Girls of Clerical Origin functioned in Zhytomyr (1864), followed by the later establishment of the Kremenets Diocesan Women's School (1884) (On the number and condition of educational institutions in the Volhynia province for 1874..., sheet 8). Additionally, in the early stage of the development of women's religious education in Volyn, the Horodyshche Monastery School also existed in the region (List of pupils of the Horodyshchensky Monastery School for 1871). Monastery women's schools are often considered the first form of primary education for girls of the Orthodox faith. By the mid-19th century, religious schools, representing a middle tier of religious education for women, began to be established.

O. Fotynsky (1914) wrote that the first such school in the Russian Empire was opened in 1843, modeled after the Tsarskoye Selo Lyceum. Later, women's diocesan religious schools began to emerge, followed by parish and church-teacher women's schools (Fotynsky, 1914, p. 4). The Volyn Diocesan Women's School was founded in 1864. According to O. Fotynsky, the official rationale for its creation was the need of «local clergy, who until then had to settle for a poor home education for their daughters or send them to private semi-Polish boarding schools» (Fotynsky, 1914, p. 4).

In 1861, it was planned to open such a school in the village of Mezhyrich in the Ostroh district, using the premises of a dissolved Franciscan monastery. However, Archbishop Antonyi deemed it more appropriate to open the school in Kremenets, next to the theological seminary, as it would be easier to provide the women's religious school with appropriate teaching staff. This attempt failed due to insufficient funds to set up the school in Kremenets, specifically in the buildings of a dissolved Basilian monastery (Case with a note from the council of the Volhynian Women's Diocesan School about the arrangement of the school in the city of Kremenets, 1891, sheet 18v). Consequently, the decision was made to establish the diocesan women's school in Zhytomyr. The school began its first academic year with 26 students, although six more could not start because their parents were unable to support them in Zhytomyr, having expected Kremenets to be the location of the school (Fotynsky, 1914, p. 8-9).

During the opening ceremonies of the diocesan school, much was traditionally said about the oppression of Orthodox Volhynians by Catholics, the «heavy hand of the Union», and the enslavement of peasants by the nobility. «The sphere of its [the Orthodox clergy's – S. L.] activity was incredibly challenging. ... All Jesuit virtues were employed against the least fortunate: hypocrisy, flattery, deception... The memorable Union laid its heavy hand particularly on the clergy, as representatives of the true religion and true Christian enlightenment» (Fotynsky, 1914, p. 11). Interestingly, in Bishop Antonyi's speech, a woman was described as «a rational and moral being, who has a share and right to partake in the benefits of reason» (Fotynsky, 1914, p. 11).

O. Fotynsky (1914) identified three stages in the history of the Volyn Women's Diocesan School: the three-class stage (1864-1884); the six-class stage (1884-1903); and the stage under the 1891 statute (1903-1914) (Fotynsky, 1914, p. 14).



According to archival materials (On the number and condition of educational institutions in the Volhynia province for 1874, sheet 8), during the initial phase of development, the Volyn Diocesan Women's School had between 20 and 50 students. The educational content at both monastic and diocesan schools was focused on varying degrees of study of the Law of God, participation in various prayer practices, and the development of household management skills. For instance, at the Volyn Spiritual School, students studied the Law of God, music, singing, basic medicine, needlework, domestic management, and the basics of accounting Report on the condition of the Volhynian School..., 1872).

At the beginning of its existence, Bishop Antoniý suggested incorporating the following subjects into the curriculum of the Volyn Diocesan Women's School:

1. The Law of God, including catechism, the history of the Old and New Testaments, and explanations of religious services;
2. Reading and writing in Russian and Church Slavonic;
3. Spelling;
4. Arithmetic, «up to the rule of three, solving arithmetic problems orally without the use of a board; counting on an abacus»;
5. Russian grammar; composition of short essays in the form of a story, letter, or brief reflection;
6. Church Slavonic grammar;
7. Russian history and Russian geography;
8. World history and world geography in a concise format;
9. Church singing;
10. Needlework, including the sewing of church vestments and other liturgical garments;
11. Training in household management and the necessary financial reporting for it (Fotinsky, 1914, p. 15).

The academic year at women's diocesan schools lasted from August 15 to June 15, with the final month dedicated to promotion and graduation exams. In 1873, the best graduates of the Volyn Spiritual School were awarded with copies of the Holy Scripture (Report on the condition of the Volhynian School..., 1872, p. 657).

Here is the translation of the text you provided, which includes the weekly schedule of lessons at the Volyn Diocesan Women's School in 1869 and the daily class schedule.

Table 1

**Weekly number of hours allocated to the study
of different subjects at the Volyn Diocesan Women's School (1869)**

Subject	Number of lessons (1.5 hours each)		
	Junior Class	Middle class	Senior class
Law of God	4	2	2
Spelling	4	4	3
Russian Language	1	2	2
Needlework	8	7	3
Arithmetic	1	1	2
World Geography	1	1	-
Russian Geography	-	1	1
Russian History	-	1	2
World History	-	1	2
Singing	2	2	2
Spiritual Reading	-		1

Source: Developed by the author

Table 2

Class Schedule at the Three-Class Volyn Diocesan Women's School (1869)

Day	Class Hours	Junior Class	Middle Class	Senior Class
Monday	09:00-10:30	Handicrafts	Spelling	Copying Lessons
	10:30-12:00	Spelling	Handicrafts	Divine Law
	14:00-15:30	Handicrafts	Divine Law	Spiritual Reading
	15:30-17:00	Divine Law	Russian Language	World History



Tuesday	09:00-10:30	Handicrafts	Spelling	Handicrafts
	10:30-12:00	Russian Language	Handicrafts	Spelling
	14:00-15:30	Geography	World Geography	Historical Reading
	15:30-17:00		Arithmetic	Russian Language
Wednesday	09:00-10:30	Spelling	Handicrafts	Singing
	10:30-12:00	Singing	Singing	Handicrafts
	14:00-15:30	Handicrafts	World History	Historical Reading
	15:30-17:00	Arithmetic	Homework as Directed by Headmistress	Russian History
Thursday	09:00-10:30	Spelling	Handicrafts	Copying Lessons
	10:30-12:00	Handicrafts	Copying Lessons	Spelling
	14:00-15:30	Divine Law	Russian Language	Russian History
	15:30-17:00		Handicrafts	Russian Literature
Friday	09:00-10:30	Spelling	Handicrafts	Arithmetic
	10:30-12:00	Handicrafts	Spelling	Spelling
	14:00-15:30	Divine Law	Russian Geography	Divine Law
	15:30-17:00		Divine Law	Russian Geography
Saturday	09:00-10:30	Handicrafts	Handicrafts	Singing
	10:30-12:00	Singing	Singing	Handicrafts
	14:00-15:30	Divine Law	Arithmetic	World History
	15:30-17:00	Handicrafts	Russian History	Russian Language

Source: Developed by the author

Regarding handicrafts, as indicated in Tables 1-2 (especially when it comes to sewing), there was so much of it that students had very little time left for other activities. The students were required to cut, sew, and repair their own clothes, knit stockings, and embroider. At the same time, Table 2 shows a wide range of not only religious but also general education subjects studied at the diocesan school. In this regard, we fully agree with the opinion of the well-known researcher L. Yershova that diocesan schools «were only approaching the type of an incomplete gymnasium» and that these educational institutions demonstrated "the tsarist government's interest, in alliance with the Orthodox clergy, in developing such women's institutions that, while addressing social issues, would not undermine the cornerstones of Russian autocracy" (Yershova, 2006, p. 238). The academic year at women's diocesan schools concluded with public examinations, just as in any other religious educational institutions of the period (in May or June). For students who did not pass the public examination with satisfactory grades, retakes for certain subjects were scheduled (at the end of August). For example, the «Volhynian Diocesan News» in 1896 wrote about this: «The retakes at the school will be held on August 27; starting at 9 a.m., for Divine Law, Russian language, writing, and the theory of literature; on August 28 at the same hours, for arithmetic, geometry, physics, civil history, and geography. Entrance exams will take place on August 31. Those who did not attend the retakes or entrance exams on the scheduled date will not be re-examined» (From the administration of the Volhynian Women's School, 1896, p. 368).

The direct supervision of the diocesan school was carried out by its headmistress. The first headmistress of the Volhynian Diocesan School was V. Loseva, who was later replaced by A. Shalygina. Almost the same responsibilities were performed by the school's chaplain, A. Puriyevich, who was in charge of overseeing the educational and disciplinary aspects of the school's functioning (Fotinsky, 1914, p. 61).

After some time, the issue arose about transforming the three-grade diocesan women's school into a six-grade one. This initiative was proposed by Father Pavlo Stefanovych at the diocesan clergy congress in Kremenets: «Education for women is becoming increasingly necessary every day to ensure their future livelihood. The time has long passed when merely being from a clerical background guaranteed a secure future for a woman of this class» (Fotinsky, 1914, p. 40-41). It took another six years to finalize the curriculum for the six-grade school, modeled after the women's (Mariinsky) gymnasiums, one of which was successfully operating in Zhytomyr. Physics and pedagogy were added to the curriculum, and in 1879, senior students from the three-grade school took their final exams in these subjects.

The introduction of pedagogy into the curriculum allowed graduates of diocesan schools to qualify for the title of home teachers. In 1883, music (as an optional subject) and French were added to the curriculum, and in 1888, drawing (one lesson per week) was introduced. In 1898, hygiene and first aid were included in the list of subjects, with two lessons per week in the fifth and sixth grades.

The lesson schedule for the six-grade Volhynian Diocesan School is presented in Table 3.



Table 3

Number of lessons for some subjects at the Volhynian Six-Grade Women's Diocesan School (1892)

Subject	Number of lessons per class per week					
	I	II	III	IV	V	VI
Spelling	2	2	2	1		
Singing	2	2	2	2	2	2
Geography of Russia	1	1	1	1	1	1
Geometry					3	
Physics						5
Arithmetic				2	2	
Pedagogy					2	2

Source: Developed by the author

With the introduction of the six-grade system, the diocesan school began to hire permanent teachers, instead of those who combined teaching with other duties. For instance, the teacher of religious studies became seminarian Father Ivan Hlaholev; the department of Russian literature was taken by Kyiv Theological Academy candidate Hryhorii Mossakovskiy; and the department of history and geography was headed by another candidate of the same academy, Orest Fotynskiy, who also documented the entire history of the school in his well-known research study, «*An Outline of the History of the Volhynian Women's Spiritual Department Over Fifty Years of Its Existence (1864-1914)*» (Fotynsky, 1914). The department of mathematics, physics, and cosmography was overseen by St. Volodymyr University candidate Mykola Buinytskyi, while pedagogy was entrusted to retired director of the teacher's seminary Ivan Solomonovskiy. The only part-time teacher remaining was the singing instructor and regent of the bishop's choir, A. Kvashevskiy.

The main forms of educational activities at women's diocesan schools were primarily reproductive: reading, copying texts, memorizing them, and then reproducing them from memory. Methods at a productive or creative level were rare and mainly included writing essays (in Russian language and literature) and handicrafts, where students could demonstrate their skills in embroidery or sewing. Written assignments played a significant role in both the content and forms of education at diocesan schools. All students were involved in essay writing, whether as a class or homework assignment. In grades 2-3, students completed over 20 written assignments on various subjects (Russian language, Divine Law, geography). In grades 4-6, written work was divided as follows:

- **4th grade:** 4 written assignments in Russian language, 3 in Divine Law, 3 in history, 2 in geography.
- **5th grade:** 4 written assignments in literature, 3 in Divine Law, 3 in history, and 1 written assignment each in geography and history.
- **6th grade:** 3 written assignments in literature, 2 in Divine Law, 2 in history, 2 in pedagogy, and 1 written assignment each in geography, physics, and cosmography.

As for the evaluation of students' academic performance, a specific set of rules was in place:

1. Students could not repeat the year if they did not demonstrate the required level of knowledge; they were expelled from the school at any time during the academic year.

2. Retakes were not permitted, except in cases where students were unable to take exams due to illness.

The students' academic success was influenced by their preparation before entering the diocesan school. Girls were expected to know common prayers, write from dictation, read Gospel texts correctly, count within the number twenty, and understand fractions.

With the introduction of pedagogy into the curriculum of diocesan schools, the need arose to establish a parish school at the institution where students could apply their pedagogical knowledge, skills, and abilities. Such a school was indeed opened at the Volhynian Diocesan School in 1888. Initially, there were doubts about the necessity of this parish school, as the Holy Synod did not allocate funding for it. However, the funds were provided by the diocese, and the school began to operate successfully. The head of the parish school was traditionally the pedagogy teacher from the diocesan school, as were its other teachers. Thanks to this parish school, from 1892, special exams were conducted for graduates of the diocesan school to earn the title of teacher for a one-class parish school. However, it should be noted that there were only one or two candidates per year (Fotynsky, 1914, p. 83-85).

Due to the ongoing financial difficulties in maintaining the diocesan school, an initiative by one of its teachers, I. Radetskyi, led to the founding of the «Society for the Assistance of the Volhynian Women's Diocesan School» in 1897. The governing board of this society included the headmistress of the school, two of its teachers, and four external members. Twice a year, letters were sent throughout the province inviting people to contribute donations for the benefit of the diocesan school's students. According to historical records, these efforts did not yield significant results. Consequently, the society organized public lectures for the Zhytomyr community, charitable lotteries, and other events. They also arranged sales of books and various stationery supplies for the students at reduced prices. Despite these efforts, they did not



significantly improve the financial situation of the school, which in 1901 came under the patronage of Grand Duchess Ksenia Alexandrovna, ensuring a more stable financial base for the educational process (Fotinsky, 1914, p. 92-93).

Based on the «Instructions for the Staff of the Volhynian Women's School of the Ecclesiastical Department» (1869-1870), conclusions can be drawn regarding the approximate daily schedule for students and the strict requirements for adhering to it. The instructions state: «In the morning, the students wake up, wash, comb their hair, dress, and make their beds under the supervision of the governess, who then brings them to morning prayers and breakfast... during lunch, the governesses monitor cleanliness and propriety; during games, they sometimes participate, aiming to awaken joyfulness in the students and protect them from carelessness... During lesson preparation from 6 to 8 p.m., they especially focus on those who, due to weaker abilities, need their attention most» (Fotinsky, 1914, p. 169). The general daily schedule is summarized in Table 4.

Table 4.

**Daily Schedule for Students of the Zhytomyr Diocesan Women's School
(First Stage, Three-Class System)**

Time	Schedule	Responsible Personnel
06:00 AM (or 06:30, from Oct 1 to Mar 1 annually) Sundays and holidays – 07:00 AM	Wake-up	Governesses and their assistants
07:00 AM	Morning hygiene	Governesses and their assistants
08:00 AM	Breakfast	Governesses, Housekeeping Supervisor
09:00 AM – 12:00 PM	Handicrafts, Reading	Literature Teachers, Governesses, Assistants
12:00 PM	Lunch	Housekeeping Supervisor, Governesses
12:00 PM – 2:00 PM	Free time for games and reading	Governesses, Assistants, Duty Teachers
2:00 PM – 5:00 PM	Lessons according to the schedule	Teachers according to the schedule, Governesses
2:00 PM – 3:00 PM (for senior class students)	Reading of spiritual books under the supervision of the school head	School Headmistress, Literature Teachers, Governesses
5:00 PM	Snack	Housekeeping Supervisor
6:00 PM – 8:00 PM	Preparation for the next day's lessons	Governesses
8:00 PM	Dinner	Housekeeping Supervisor, Governesses
9:00 PM	Evening hygiene and bedtime	Governesses

Source: Developed by the author

The mission of the diocesan school, as outlined in the «Instructions for the Staff of the Volhynian Women's School of the Ecclesiastical Department» (1869-1870), highlights the spiritual and moral goals of the institution. It emphasizes that governesses must «strive with all their might so that the Spiritual School, to which they dedicate their talents and efforts, continues to improve in spiritual perfection. It should become a true House of God, filled with piety, harmony, order, diligence, integrity, and fervent Christian love and humility. The students, nourished and permeated by this spirit, should bring the Kingdom of God into their own homes and spread it in their future residences through both their example and all available means» (Fotinsky, 1914, p. 169-170).

Educational Content of Diocesan Schools

The curriculum at the Volhynian diocesan schools evolved over time. Initially structured as a three-class system, and later expanded to six classes, the schools provided a well-rounded education aimed at the daughters of clergy, preparing them for roles both within their families and the broader religious community. The curriculum included:

- **Religious education:** The study of the **Law of God**, which involved the catechism, the history of the Old and New Testaments, and explanations of liturgical services.
- **Languages:** Instruction in **Russian language** and **Church Slavonic**, with a focus on reading, writing, and grammar. Students also practiced composition, including short essays in the form of stories, letters, and reflections.
- **Mathematics:** Basic **arithmetic** and, later, more advanced mathematical concepts.



- **History and geography:** Russian and world history and geography were key components of the curriculum, providing students with a broader understanding of their country and the world.
- **Practical skills:** The girls were taught **handicrafts** (sewing, embroidery), which were considered essential domestic skills.
- **Music: Church singing** played a significant role in their education.
- **Household management:** Basic financial literacy and skills for managing a household were also introduced.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The analysis of the activities and curriculum of women's spiritual educational institutions in Volhynia reveals the primary aim of these schools: the spiritual, moral, and practical preparation of girls from clerical families. The schools focused on religious education, prayer practices, and teaching essential household management skills. Over time, the curriculum expanded, adapting to the evolving needs of society, and reflected a combination of spiritual and secular education. Key stages in the development of the Volhynian Diocesan Women's School, from its three-class system (1864-1884) to its six-class expansion (1884-1903) and later under the Statute of 1891 (1903-1914), demonstrate the institution's efforts to provide a well-rounded education grounded in religious and practical life skills.

The significant role of pedagogy as a subject, introduced into the curriculum of the Volyn diocesan women's schools at the end of the 19th century, was noted, as it granted graduates the right to claim the title of home teachers. The importance of the decision to establish a parish school at the Volyn diocesan school as a place for future teachers to practice was emphasized.

The main forms and methods of educational activities in the women's diocesan schools of Volyn were identified, predominantly reproductive in nature: reading, copying texts and memorizing them for subsequent reproduction from memory, as well as written creative works. The staffing of the women's spiritual educational institutions was analyzed, including the headmistress of the school, the dean, caregivers, teachers, assistant caregivers, the housekeeper, and others.

REFERENCES

- Kolesnyk, O. (2011). Charity of the Orthodox clergy in spreading women's education in the Chernihiv region in the second half of the 19th – early 20th centuries. *Siverskyi Chronicle*, 6, 56-59.
- Yershova, L. (2000). Women's spiritual education in Volhynia (mid-19th – early 20th century). *Path of Education*, 3, 324-337.
- Lisnenko, S.V. (2015). Educational process in diocesan women's schools in Ukraine (second half of the 19th – early 20th century). *Current Issues of National and World History*, 18, 110-117.
- Sviatnenko, A.V. (2013). The formation and development of women's spiritual schools in Right-Bank Ukraine: second half of the 19th – early 20th centuries. *Bulletin of the National Academy of Managerial Staff of Culture and Arts*, 3, 170-176.
- Stepanenko, H.V. (2007). Women's spiritual schools in Ukraine in the 19th – early 20th centuries: the path from elementary to professional pedagogical education. *Problems of the History of Ukraine of the 19th-20th Centuries*, 13, 184-196.
- Central State Historical Archive of Ukraine in Kyiv. F.127. Op.998. Case 5. 18.
- Yershova, L.M. (2006). Women's education in Volhynia. Monograph. Zhytomyr: Polissya. 488.
- Historical perspective on the participation of women in the religious, moral, and civil life of the Church of God, with the appendix of the history of the Yaroslavl School for Girls of Spiritual Rank, compiled on the occasion of the 25th anniversary celebration of the institution on June 1, 1871. Yaroslavl: no publisher, 1871. 186.
- On the number and condition of educational institutions in the Volhynia province for 1874. From the report of the Volhynia governor on August 12, 1875. Central State Historical Archive of Ukraine in Kyiv. F.442. Op.54. Case 391. 96.
- List of pupils of the Horodyschensky Monastery School for 1871. Volhynian Diocesan Records. (1871). October 1 (No. 19). Official part, 406-407.
- Fotinsky, O.A. (1914). Outline of the history of the Volhynian Women's Spiritual Department for fifty years of its existence (1864-1914). Zhytomyr: Electric Printing House of the Heirs of M. Denenmar. 194.
- Case with a note from the council of the Volhynian Women's Diocesan School about the arrangement of the school in the city of Kremenets. (1891). State Archive of Zhytomyr Region. F.158. Op.1. Case 441. 49.
- Report on the condition of the Volhynian School for Girls of Spiritual Rank for the 1871–1872 academic year. (1872). Volhynian Diocesan Records. December 1 (23). Official part, 633-634.
- From the administration of the Volhynian Women's School of the Spiritual Department. (1896). Volhynian Diocesan Records, 18, 352-369.

Received 12.05.2024
Accepted 02.06.2024



ВІДОМОСТІ ПРО АВТОРІВ

Атаманюк Ярослава – кандидат географічних наук, доцент, завідувач кафедри географії та природознавства, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Багрий Марія – доктор педагогічних наук, доцент, викладач-методист Івано-Франківського фахового коледжу Прикарпатського національного університету імені Василя Стефаника (м.Івано-Франківськ, Україна)

Басараб Наталія – доктор філософії, асистент кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Борис Уляна – кандидат педагогічних наук, викладач, Коломийський педагогічний фаховий коледж Івано-Франківської обласної ради (м.Коломия, Україна)

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

Вербещук Світлана – кандидат педагогічних наук, викладач кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Гнезділова Вікторія – кандидат біологічних наук, доцент кафедри біології та екології, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Грошовенко Ольга – кандидат педагогічних наук, доцент кафедри педагогіки та освіти, Маріупольський державний університет (м.Київ, Україна)

Гуменюк Ірина – доктор педагогічних наук, професор кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Дідух Ірина – кандидат педагогічних наук, доцент кафедри соціальної педагогіки та соціальної роботи, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Довгий Олег – кандидат фізико-математичних наук, доцент, доцент кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Ілійчук Любомира – кандидат педагогічних наук, доцент, доцент кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Копчак Лілія – старший викладач кафедри іноземних мов і країнознавства, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Котик Тетяна – доктор педагогічних наук, професор кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Кривцун Неоніла – аспірант кафедри педагогіки та освітнього менеджменту імені Богдана Ступарика, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Лелюх Софія – здобувач ступеня доктора філософії (PhD) спеціальності 011 Освітні, педагогічні науки, Рівненський державний гуманітарний університет (м. Рівне, Україна)

Лепьохін Євгеній – кандидат філологічних наук, доцент, викладач кафедри психології, Інститут управління природними ресурсами Університету економіки та права «КРОК» (м.Коломия, Україна)

Луцан Надія – доктор педагогічних наук, професор, професор кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Марусинець Маріанна – кандидат філологічних наук, доцент, старший науковий співробітник, доцент кафедри історії та суспільних дисциплін, старший дослідник Науково-дослідного центру імені Тиводора Легоцької, Закарпатський угорський інститут імені Ф. Ракоці II (м.Берегово, Україна)

Мельник Надія – кандидат медичних наук, доцент, доцент кафедри терапевтичної стоматології, Івано-Франківський національний медичний університет (м.Івано-Франківськ, Україна)

Микитин Тетяна – кандидат біологічних наук, доцент кафедри біології та екології, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Наконечна Лариса – кандидат філологічних наук, доцент, доцент кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Олійяр Марія – доктор педагогічних наук, професор, професор кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Петренко Оксана – доктор педагогічних наук, професор, завідувачка кафедри теорії і методики виховання, Рівненський державний гуманітарний університет (м.Рівне, Україна)

Поясик Оксана – кандидат педагогічних наук, доцент, завідувач кафедри педагогіки і психології, Коломийський навчально-науковий інститут Прикарпатського національного університету імені Василя Стефаника (м.Коломия, Україна)

Присяжнюк Лариса – кандидат педагогічних наук, доцент кафедри педагогіки та освіти, Маріупольський державний університет (м.Київ, Україна)

Прутуляк Оксана – кандидат медичних наук, доцент кафедри внутрішньої медицини, Івано-Франківський національний медичний університет (м.Івано-Франківськ, Україна)

Різничук Надія – кандидат біологічних наук, доцент кафедри біології та екології, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Снітовська Ольга – кандидат філологічних наук, доцент, доцент кафедри латинської та іноземних мов, Львівський національний медичний університет імені Данила Галицького (м.Львів, Україна)

Трифоненко Тетяна – здобувач другого (магістерського) рівня вищої освіти спеціальності 013 «Початкова освіта», Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Трухан Оксана – асистент кафедри англійської філології, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Хвалибога Димитрій – кандидат медичних наук, асистент кафедри хірургії № 2, Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України (м.Тернопіль, Україна)

Хвалибога Тетяна – доктор педагогічних наук, професор, професор кафедри іноземних мов, Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України (м.Тернопіль, Україна)

Червінська Інна – доктор педагогічних наук, професор, професор кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)

Червінський Андрій – кандидат історичних наук, доцент, доцент кафедри географії та природознавства, Прикарпатський національний університет імені Василя Стефаника (м.Івано-Франківськ, Україна)



INFORMATION ABOUT THE AUTHORS

Atamaniuk Yaroslava – Ph.D., Candidate of Geographic Sciences, Associate Professor, Head of the Department of Geography and Natural Sciences, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Bagriy Mariya – Doctor of Pedagogical Sciences, Teacher of the Highest Category at Ivano-Frankivsk Vocational College, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Basarab Nataliia – Doctor of Philosophy, Assistant of the Department of Pedagogy and Educational Management named after Bohdan Stuparyk, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Borys Uliana – Candidate of Pedagogical Sciences, Lecturer, Kolomyia Pedagogical Professional College of the Ivano-Frankivsk Region (Kolomyia, Ukraine)

Chervinska Inna – Doctor of Sciences (Pedagogy), Professor, Professor of the Primary Education Department and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Chervinskyi Andrii – Candidate of Historical Sciences, Associate Professor, Faculty of Natural Sciences, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Didukh Iryna – Candidate of Pedagogical Sciences, Associate Professor of the Department of Social Pedagogy and Social Work, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Dovgyi Oleh – Candidate of Physical and Mathematical Sciences, Associate Professor, Associate Professor at the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Gniezdilova Victoria – Candidate of Biological Sciences (Ph.D.), Associate Professor of the Biology and Ecology Department, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Groshovenko Olga – Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Education, Mariupol State University (Kyiv, Ukraine)

Humeniuk Iryna – Doctor of Pedagogical Sciences, Professor in the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Ilichuk Liubomyra – Candidate of Pedagogic Sciences, Associate Professor, Associate Professor of the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Khvalyboha Dymytrii – PhD in Medicine, Assistant Professor at the Department of Surgery No.2, I. Horbachevsky Ternopil National Medical University (Ternopil, Ukraine)

Khvalyboha Tetiana – DSc in Pedagogy, Professor, Professor at the Foreign Languages Department, I. Horbachevsky Ternopil National Medical University (Ternopil, Ukraine)

Kopchak Liliia – Senior Lecturer at the Department of Foreign Languages and Country Studies, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kotyk Tetiana – Doctor of Pedagogical Sciences, Professor of the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kryvtsun Neonila – Postgraduate Student at the Department of Pedagogy and Educational Technologies named after B. Stuparyk, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Leliukh Sofia – PhD Candidate Specialty 011 Educational, Pedagogical Sciences, Rivne State University for the Humanities (Rivne, Ukraine)

Lepokhin Eugene – Candidate of Philological Sciences, Associate Professor, Lecturer at the Psychology Department of the Institute for Natural Resources Management of KROK University (Kolomyia, Ukraine)

Lutsan Nadiia – Doctor of Sciences (Pedagogy), Professor, Professor of the Primary Education Department and Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Marianna Marusynets – Candidate of Philological Sciences, Associate Professor, Senior Research Fellow, Associate Professor of the Department of History and Social Sciences, Senior Researcher of the Tivadar Lehoczky Social Sciences Research Centre, F. Rakotsi II Transcarpathian Hungarian College of Higher Education (Beregovo, Ukraine)

Melnyk Nadiia – Candidate of Medical Sciences, Associate Professor, Associate Professor of the Department of Therapeutic Dentistry, Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

Mykytyn Tetiana – Candidate of Biological Sciences (Ph.D.), Associate Professor of the Biology and Ecology Department, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Nakonechna Larysa – Associate Professor of Primary Education and Educational Innovations, Candidate of Philological Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Oliiar Mariia – Doctor of Pedagogical Sciences, Professor, Professor at the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Petrenko Oksana – Doctor of Pedagogical Sciences, Professor, Department of Theory and Methods of Education, Rivne State University for the Humanities (Rivne, Ukraine)

Poiasyk Oksana – Candidate of Pedagogical Sciences, Associate Professor, Head of the Education Science and Psychology Department, Kolomyia Institute of Vasyl Stefanyk Precarpathian National University (Kolomyia, Ukraine)

Prysyazhnyuk Larisa – Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Education, Mariupol State University (Kyiv, Ukraine)

Prytuliak Oksana – Candidate of Medical Sciences (Ph.D.), Associate Professor of the Department of Internal Medicine, Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

Riznychuk Nadiya – Candidate of Biological Sciences (Ph.D.), Associate Professor of the Biology and Ecology Department, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Snitovska Olha – Candidate of Philological Sciences, Associate Professor, Danylo Halytsky Lviv National Medical University (Lviv, Ukraine)

Trifonenko Tetiana – the student of the second (master's) level of higher education, specialty 013 «Primary Education», Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Trukhan Oksana – English Instructor at English Philology Department, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Vasylyk Maryna – Ph.D. in Pedagogy, Associate Professor of the Department of Foreign Languages, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Verbeschuk Svitlana – Ph.D. (Pedagogy), Lecturer of the Primary Education Department and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)



РЕДАКЦІЙНА КОЛЕГІЯ НАУКОВОГО ФАХОВОГО ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

ГОЛОВНИЙ РЕДАКТОР

Білавич Галина Василівна – доктор педагогічних наук, професор кафедри педагогіки початкової освіти та освітніх інновацій Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

ЗАСТУПНИК ГОЛОВНОГО РЕДАКТОРА

Москаленко Юрій Михайлович – кандидат філософських наук, професор, директор Івано-Франківського фахового коледжу Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

ВІДПОВІДАЛЬНИЙ СЕКРЕТАР

Червінська Інна Богданівна – доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти та освітніх інновацій Прикарпатського національного університету імені Василя Стефаника (м. Івано-Франківськ, Україна)

Цепенда Ігор Євгенович – доктор політичних наук, професор, ректор, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Біда Олена Анатоліївна – доктор педагогічних наук, професор, завідувач кафедри педагогіки і психології, Закарпатський угорський інститут імені Ференца Ракоці II (м. Берегово, Україна)

Блават Оксана Зіновіївна – доктор педагогічних наук, доцент кафедри фізичного виховання, Національний університет «Львівська Політехніка» (м. Львів, Україна)

Богданець-Білокаленко Наталія Іванівна – доктор педагогічних наук, головний науковий співробітник відділу навчання мов національних меншин та зарубіжної літератури, Інститут педагогіки НАПН України (м. Київ, Україна)

Валят Войцех – доктор педагогічних наук, проректор у справах студентських та навчання, завідувач відділення загальної дидактики та освітніх систем, Жешувський університет (м. Жешув, Республіка Польща)

Горпініч Тетяна Ігорівна – кандидат педагогічних наук, доцент кафедри іноземних мов, ДВНЗ «Тернопільський державний медичний університет ім. І.Я. Гобачевського» (м. Тернопіль, Україна)

Зварич Ірина Миколаївна – доктор педагогічних наук, старший науковий співробітник, професор кафедри іноземної філології та перекладу, Київський національний торговельно-економічний університет (м. Київ, Україна)

Кондур Оксана Созонтівна – доктор педагогічних наук, професор, декан педагогічного факультету, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Котик Тетяна Миколаївна – доктор педагогічних наук, професор кафедри фахових методик і технологій початкової освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Кучай Олександр Володимирович – доктор педагогічних наук, доцент кафедри педагогіки, Національний університет біоресурсів і природокористування України (м. Київ, Україна)

Лисенко Неллі Василівна – доктор педагогічних наук, професор, професор кафедри теорії та методики дошкільної і спеціальної освіти, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Мазур Пьотр – доктор педагогічних наук, професор, завідувач кафедри педагогіки, Державна вища професійна школа в м. Холм (м. Холм, Республіка Польща)

Максимчук Борис Анатолійович – доктор педагогічних наук, професор кафедри соціальної роботи, соціальної педагогіки та фізичної культури, Ізмаїльський державний гуманітарний університет (м. Ізмаїл, Україна)

Марусинець Мар'яна Михайлівна – доктор педагогічних наук, професор, професор кафедри педагогіки і психології, Національний педагогічний університет імені М.П. Драгоманова (м. Київ, Україна)

Момбек Алія Ануарбеківна – кандидат педагогічних наук, асоційований професор, член-кореспондент МАН ПО, Казахський національний педагогічний університет імені Абая (м. Алмати, Республіка Казахстан)

Мукан Наталія Василівна – доктор педагогічних наук, професор, професор кафедри педагогіки та інноваційної освіти, Національний університет «Львівська політехніка» (м. Львів, Україна)

Олійр Марія Петрівна – доктор педагогічних наук, професор, професор кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Пальшкова Ірина Олександрівна – доктор педагогічних наук, професор кафедри педагогічних технологій початкової освіти, декан факультету початкового навчання, Південноукраїнського національного педагогічного університету імені К. Д. Ушинського (м. Одеса, Україна)

Пенчковські Ришард – доктор педагогічних наук, декан педагогічного інституту, Жешувський університет (м. Жешув, Республіка Польща)

Романишин Руслана Ярославівна – доктор педагогічних наук, професор, завідувач кафедри початкової освіти та освітніх інновацій, Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Романюк Світлана Захарівна – доктор педагогічних наук, професор, завідувач кафедри педагогіки та методики початкової освіти, Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Федірчик Тетяна Дмитрівна – доктор педагогічних наук, професор, проректор з науково-педагогічної роботи та освітньої діяльності, Чернівецький національний університет імені Юрія Федьковича (м. Чернівці, Україна)

Федчишин Надія Орестівна – доктор педагогічних наук, професор, завідувач кафедри іноземних мов, ДВНЗ «Тернопільський державний медичний університет ім. І.Я. Горбачевського» (м. Тернопіль, Україна)

Чепіль Марія Миронівна – доктор педагогічних наук, професор, завідувач кафедри загальної педагогіки та дошкільної освіти, Дрогобицький державний педагогічний університет імені Івана Франка (м. Дрогобич, Україна)

Яблонський Андрій Іванович – доктор психологічних наук, доцент, завідувач кафедри педагогіки та інклюзивної освіти, Миколаївський національний університет імені В. О. Сухомлинського (м. Миколаїв, Україна)



EDITORIAL BOARD

SCIENTIFIC EDITION ON PEDAGOGICAL SCIENCES

«MOUNTAIN SCHOOL OF UKRAINIAN CARPATY»

EDITOR IN CHIEF

Bilavych Halyna – Doctor of Pedagogy, Professor, Department of Pedagogy of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

DEPUTY CHIEF EDITOR

Moskalenko Yuriy – Candidate of Philosophy Sciences, Professor, Director of Ivano-Frankivsk Professional College of Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

EXECUTIVE SECRETARY

Chervinska Inna – Doctor of Pedagogic, Professor of the Department of Pedagogy of Primary Education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Tsependa Igor – Doctor of Political Sciences, Professor, Rector of Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Bida Olena – Doctor of Pedagogic, Professor, Head of the department of Pedagogic and Psychology, Ferenc Rakoczi Transcarpathian Hungarian College of Higher Education (Beregovo, Ukraine)

Blavt Oksana – Doctor of Pedagogical Sciences, Associate Professor of the Department of Physical Education, Lviv Polytechnic National University (Lviv, Ukraine)

Bohdanets-Biloskalenko Natalia – Doctor of Pedagogical Sciences, a senior researcher of the scientific subsection of Languages of Other Ethnic Minorities and Foreign Literature Teaching Department of the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine (Kuiv, Ukraine)

Walat Wojciech – Doctor of Pedagogy, Vice Rector for Student academic affairs and education, Head of the Department of General didactics and education systems, Rzeszow University (Rzeszow, Poland)

Gorpinich Tetiana – Candidate of Pedagogic, Associate Professor, Department of Foreign Languages, State Pedagogical University «Ternopil State Medical University named after. I. I. Gobachevsky» (Ternopil, Ukraine)

Zvorych Iryna – Doctor of Sciences (Pedagogics), Senior Staff Scientist, the Department Professor Foreign Philology and Translation, Kyiv National University of Trade and Economics (Kyiv, Ukraine)

Kondur Oksana – Doctor of Pedagogical Sciences, Professor, Dean of the Faculty of Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kotyk Tetiana – Doctor of Pedagogical Sciences, Professor, Professor of the department primary education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Kuchay Olexander – Doctor of Pedagogical Sciences, Associate Professor, Department of Pedagogy, National University of BioSource and Environmental Sciences of Ukraine (Kyiv, Ukraine)

Lysenko Nelly – Doctor of Pedagogical Sciences, Professor, Professor of the department of theory and methodology of preschool and special education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Borys Maxymchuk – PhD in Education, Professor of Social Work, Social Education and Physical Education, Izmail State Humanitarian University (Izmail, Ukraine)

Marusinets Marianna – Doctor of Pedagogical Sciences, Professor, Professor of the department of Pedagogical and Psychology, National Pedagogical University named after M.P. Drahomanov (Kyiv, Ukraine)

Mazur Petr – Doctor of Pedagogic, Professor, Head of the department of Pedagogic at State School of Higher Education (Chelm, Poland)

Mombek Aliya – Candidate of Pedagogic, Associate Professor, Corresponding Member of MAN PO, Kazakh National Pedagogical University named after Abay (Republic of Kazakhstan)

Mukan Nataliya – Sc.D. (Education), Full Professor, Professor of the Department of Pedagogy and Innovative Education, Lviv Polytechnic National University (Lviv, Ukraine)

Oliyar Maria – Doctor of Pedagogical Sciences, Professor, Professor of the department of primary education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Palshkova Irina – Doctor of Pedagogic, Professor of the Department of Pedagogical Technologies of Primary Education, Dean of the Faculty of Primary Education, Kostiantyn Ushynskiy South Ukrainian National Pedagogical University (Odessa, Ukraine)

Pęczkowski Ryszard – Doctor of Pedagogic, Dean of the Institute of Pedagogy, Rzeszow University (Rzeszow, Poland)

Romanyshyn Ruslana – Doctor of Pedagogical Sciences, Professor, Head of the department of primary education and Educational Innovations, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

Romaniuk Svitlana – Doctor of Pedagogic, Professor, Head of Department of Pedagogy and Methodology of Primary Education, Yuriy Fedkovych Chernivtsi National University (Chernivtsi, Ukraine)

Tetiana Fedirchuk – PhD in Education, Professor, Vice-Rector for Education, Yuriy Fedkovych Chernivtsi National University (Chernivtsi, Ukraine)

Fedchyshyn Nadiya – Doctor of Pedagogic, Professor, Head of the Department of Foreign Languages, «Ternopil State Medical University named after. I. Y. Gobachevsky» (Ternopil, Ukraine)

Chepil Mariia – Doctor of Pedagogic, Professor, Head of the department of General Education and Preschool Education at Ivan Franko Drohobych State Pedagogical University (Drohobych, Ukraine)

Andrii Yablonskyi – PhD in Psychology, Associate Professor, Head of the Department of Pedagogy and Inclusive Education, Vasyl Sukhomlynskyi National University (Mykolayiv, Ukraine)



ЗМІСТ

РОЗДІЛ I. ТЕОРЕТИКО-ПЕДАГОГІЧНІ ПРОБЛЕМИ СУЧАСНОЇ ОСВИТИ

<i>ВАСИЛИК МАРИНА, МЕЛЬНИК НАДІЯ, ПРИТУЛЯК ОКСАНА, ЧЕРВІНСЬКА ІННА.</i> АДАПТИВНЕ НАВЧАННЯ ЯК ЧИННИК ОПТИМІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ В ЗАКЛАДАХ ВИЩОЇ ОСВИТИ	5
<i>КОНДУР ОКСАНА, ЦЮНЯК ОКСАНА, ВЕРБЕЩУК СВІТЛАНА.</i> ІНТЕГРАЦІЯ ТА ЦИФРОВІЗАЦІЯ ЯК СУЧАСНІ ОСВІТНІ ТРЕНДИ	11
<i>КРИВЦУН НЕОНІЛА.</i> РОЗВИТОК ЗАРУБІЖНОЇ ПЕДАГОГІЧНОЇ ДУМКИ В РЕЦЕПЦІЇ УКРАЇНСЬКИХ НАУКОВЦІВ	16
<i>МАРУСИНЕЦЬ МАРІАННА.</i> ПРОГРАМИ ЕКОЛОГІЧНОЇ ОСВИТИ В СУЧАСНІЙ ІРЛАНДІЇ: ДОСВІД ДЛЯ УКРАЇНИ	20
<i>ПЕЛЕХ ВЛАДИСЛАВ.</i> РІВНЕВА СТРУКТУРА ЦІННІСНО-СМИСЛОВОЇ САМОРЕГУЛЯЦІЇ ОСОБИСТОСТІ	25
<i>СНІТОВСЬКА ОЛЬГА.</i> РОЗВИТОК ДИСТАНЦІЙНОГО НАВЧАННЯ У ВИЩІЙ ОСВИТІ ЗА КОРДОНОМ В ІСТОРИОГРАФІЇ УКРАЇНСЬКОЇ ПЕДАГОГІЧНОЇ НАУКИ	31

РОЗДІЛ II. ІСТОРИКО-ФІЛОСОФСЬКІ АСПЕКТИ ПЕДАГОГІЧНИХ ДОСЛІДЖЕНЬ

<i>БАГРІЙ МАРІЯ.</i> ВИХОВАННЯ ПАТРІОТИЗМУ ТА ГРОМАДЯНСЬКОЇ СВІДОМОСТІ В МАЙБУТНІХ ФАХІВЦІВ КРІЗЬ ПРИЗМУ УКРАЇНСЬКОЇ ТА ЗАРУБІЖНОЇ ЛІТЕРАТУРИ	36
<i>БОРИС УЛЯНА.</i> ПЕРШІ УКРАЇНСЬКІ ПЕДАГОГІЧНІ ЧАСОПИСИ ГАЛИЧИНИ ЯК ІСТОРИЧНЕ ДЖЕРЕЛО ДОСЛІДЖЕНЬ РОЗВИТКУ ПОЧАТКОВОЇ ПРИРОДНИЧОЇ ОСВИТИ	40
<i>ГНЕЗДІЛОВА ВІКТОРІЯ, МИКИТИН ТЕТЯНА, РІЗНИЧУК НАДІЯ.</i> КВЕСТ ЯК ЗАСІБ РЕФЛЕКСІЇ ПІД ЧАС ПРОВЕДЕННЯ STEM-ЕКСКУРСІЇ	46
<i>ДІДУХ ІРИНА.</i> ПРОБЛЕМА РЕАЛІЗАЦІЇ ІСТОРИЧНОГО ДОСВІДУ ПЛАСТОВОГО ВИХОВАННЯ В РЕАЛІЯХ СУЧАСНОСТІ	52
<i>ПЕТРЕНКО ОКСАНА.</i> МОРАЛЬНЕ ВИХОВАННЯ У ВИПРАВНИХ ЗАКЛАДАХ УКРАЇНИ У 20-30-ТІ РР. ХХ СТ.: ІСТОРИКО-ПЕДАГОГІЧНА РЕФЛЕКСІЯ	56

РОЗДІЛ III. ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ

<i>АТАМАНЮК ЯРОСЛАВА, ІЛІЙЧУК ЛЮБОМИРА, ЧЕРВІНСЬКИЙ АНДРІЙ.</i> КІБЕРБУЛІНГ У ЗАКЛАДІ ОСВИТИ ЯК СОЦІОКУЛЬТУРНА ТА ПСИХОЛОГО-ПЕДАГОГІЧНА ПРОБЛЕМА СУЧАСНОСТІ	62
<i>БАСАРАБ НАТАЛІЯ.</i> САМООСВИТА ПЕДАГОГА В СУЧАСНОМУ ОСВІТНЬОМУ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНОМУ ПРОСТОРІ ЯК ШЛЯХ ДО ПРОФЕСІЙНОГО ЗРОСТАННЯ	68
<i>ГУМЕНЮК ІРИНА.</i> ШІ-ЗГЕНЕРОВАНИЙ КОНТЕНТ ЯК ІНСТРУМЕНТ УДОСКОНАЛЕННЯ ЛІНГВІСТИЧНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ОСВИТИ	73
<i>КОТИК ТЕТЯНА.</i> ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО ІНТЕГРАЦІЇ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ В ОСВІТНІЙ ПРОЦЕС ГІРСЬКИХ ШКІЛ ПРИКАРПАТТЯ	78
<i>ПОЯСИК ОКСАНА, ЛЕПЕХІН ЄВГЕНІЙ.</i> СИМБІОЗ ЛЮДИНИ І ПРИРОДИ: КАРПАТСЬКІ ЛІСОРУБИ В КУЛЬТУРІ ГУЦУЛЬЩИНИ	81
<i>ХВАЛИБОГА ТЕТЯНА, ХВАЛИБОГА ДМИТРО.</i> ПОДОЛАННЯ МОВНОЇ ІНТЕРФЕРЕНЦІЇ: СТРАТЕГІЇ ДЛЯ ПОКРАЩЕННЯ ВИВЧЕННЯ ЛАТИНСЬКОЇ ТА АНГЛІЙСЬКОЇ МОВИ ЗДОБУВАЧАМИ ВИЩОЇ ОСВИТИ	86

РОЗДІЛ IV. ПРОБЛЕМИ НАВЧАННЯ І ВИХОВАННЯ ДІТЕЙ У ЗАКЛАДАХ ОСВИТИ ГІРСЬКИХ РЕГІОНІВ

<i>ГРОШОВЕНКО ОЛЬГА, ПРИСЯЖНЮК ЛАРИСА.</i> ВИКОРИСТАННЯ ІНСТРУМЕНТІВ ДІЯЛЬНІСНОГО ПІДХОДУ У ПРОЦЕСІ РОБОТИ ГРУПИ ПОДОВЖЕНОГО ДНЯ У ПОЧАТКОВІЙ ШКОЛІ	90
<i>НАКОЇЧНА ЛАРИСА, ТРІФОНЕНКО ТЕТЯНА.</i> ВИКОРИСТАННЯ ЛІНГВІСТИЧНИХ ІГОР НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ У ПОЧАТКОВІЙ ШКОЛІ	97
<i>ОЛІЯР МАРІЯ, КОПЧАК ЛІЛІЯ, ДОВГИЙ ОЛЕГ.</i> ШЛЯХИ ОРГАНІЗАЦІЇ ІННОВАЦІЙНОГО ВИХОВНОГО СЕРЕДОВИЩА В НУШ	101
<i>ТРУХАН ОКСАНА.</i> УКРАЇНОЗНАВЧИЙ КОМПОНЕНТ ЛІТЕРАТУРНИХ ТВОРІВ ПИСЬМЕННИКІВ США ЯК ДЖЕРЕЛО ФОРМУВАННЯ НАЦІОНАЛЬНОЇ ІДЕНТИЧНОСТІ ДІТЕЙ ТА ЮНАЦТВА	106
<i>ЧЕРВІНСЬКА ІННА, ВЕРБЕЩУК СВІТЛАНА, ЛУЦАН НАДІЯ.</i> МЕДІАОСВИТА ЯК ОСНОВА ФОРМУВАННЯ МОНОЛОГІЧНОГО МОВЛЕННЯ ЗДОБУВАЧІВ ПОЧАТКОВОЇ ОСВИТИ	110
<i>ЛЕЛЮХ СОФІЯ.</i> ЖІНОЧІ ЄПАРХІАЛЬНІ УЧИЛИЩА В СИСТЕМІ ДУХОВНОЇ ОСВИТИ НА ВОЛИНІ (1864-1917 РР.)	116



CONTENTS

CHAPTER I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

VASYLYK MARYNA, MELNYK NADIYA, PRYTULIAK OKSANA, CHERVINSKA INNA. ADAPTIVE LEARNING AS A FACTOR IN OPTIMIZING THE EDUCATIONAL PROCESS IN INSTITUTIONS OF HIGHER EDUCATION	5
KONDUR OKSANA, TSIUNIAK OKSANA, VERBESCHUK SVETLANA. INTEGRATION AND DIGITALIZATION AS MODERN EDUCATIONAL TRENDS	11
NEONILA KRYVTSUN. EVOLUTION OF FOREIGN PEDAGOGICAL THOUGHT IN THE RECEPTION OF UKRAINIAN SCIENTISTS	16
MARUSYNETS MARIANNA. ECOLOGICAL EDUCATION PROGRAMS IN MODERN IRELAND: EXPERIENCE FOR UKRAINE	20
PELEKH VLADYSLAV. LEVEL STRUCTURE OF VALUE-MEANING SELF-REGULATION OF THE PERSON	25
SNITOVSKA OLHA. DEVELOPMENT OF DISTANCE LEARNING IN HIGHER EDUCATION ABROAD IN THE HISTORIOGRAPHY OF UKRAINIAN PEDAGOGICAL SCIENCE	31

CHAPTER II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

BAGRIY MARIYA. EDUCATION OF PATRIOTISM AND CIVIC AWARENESS IN FUTURE SPECIALISTS THROUGH THE PRISM OF UKRAINIAN AND FOREIGN LITERATURE	36
BORYS ULIANA. THE FIRST UKRAINIAN PEDAGOGICAL JOURNALS OF GALICIA AS A HISTORICAL SOURCE OF RESEARCH ON THE DEVELOPMENT OF PRIMARY SCIENCE EDUCATION	40
GNEZDILOVA VICTORIA, MYKYTYN TETIANA, RIZNYCHUK NADIYA. QUEST AS A MEANS OF REFLECTION DURING A STEM-EXCURSION.	46
DIDUKH IRYNA. THE PROBLEM OF IMPLEMENTING THE HISTORICAL EXPERIENCE OF PLAST EDUCATION IN THE MODERN REALITIES	52
PETRENKO OKSANA. MORAL EDUCATION IN CORRECTIONAL INSTITUTIONS OF UKRAINE IN THE 20-30S OF THE XX CENTURY: HISTORICAL AND PEDAGOGICAL REFLECTION.	56

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

ATAMANIUK YAROSLAVA, ILIICHUK LIUBOMYRA, CHERVINSKYI ANDRII. CYBERBULLYING IN EDUCATIONAL INSTITUTION AS A SOCIO-CULTURAL AND PSYCHOLOGICAL-PEDAGOGICAL PROBLEM OF MODERNITY . . .	62
BASARAB NATALIYA. SELF-EDUCATION OF TEACHERS IN THE MODERN EDUCATIONAL INFORMATION AND COMMUNICATION SPACE AS A PATH TO PROFESSIONAL GROWTH	68
HUMENIUK IRYNA. AI-GENERATED CONTENT AS A TOOL FOR IMPROVING THE LINGUISTIC COMPETENCE OF STUDENTS	73
KOTYK TETIANA. PREPARATION OF FUTURE TEACHERS FOR THE INTEGRATION OF MULTIMEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF MOUNTAIN SCHOOLS OF CARPATHIANS	78
POIASYK OKSANA, LEPOKHIN EUGENE. SYMBIOSIS OF MAN AND NATURE: CARPATHIAN LOGGERS IN THE CULTURE OF THE HUTSUL REGION	81
KHVALYBOHA TETIANA, KHVALYBOHA DYMYTRII. OVERCOMING LANGUAGE INTERFERENCE: STRATEGIES FOR ENHANCING LATIN AND ENGLISH LEARNING BY HIGHER EDUCATION STUDENTS . . .	86

CHAPTER IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

GROSHOVENKO OLGA, PRYSIAZHNIUK LARYSA. USING ACTIVITY-BASED APPROACH TOOLS IN THE WORK OF AFTER-SCHOOL CARE GROUPS	90
NAKONECHNA LARYSA, TRIFONENKO TETIANA. USE OF LINGUISTIC GAMES IN ENGLISH LANGUAGE LESSONS IN PRIMARY SCHOOL	97
OLIIAR MARIYA, KOPCHAK LILIIA, DOVGYI OLEH. WAYS OF ORGANIZING AN INNOVATIVE EDUCATIONAL ENVIRONMENT IN THE NEW UKRAINIAN SCHOOL.	101
TRUKHAN OKSANA. UKRAINIAN STUDIES COMPONENT IN THE WORKS OF AMERICAN WRITERS AS A SOURCE OF NATIONAL IDENTITY FORMATION IN CHILDREN AND YOUTH	106
CHERVINSKA INNA, VERBESHCHUK SVITLANA, LUTSAN NIADIA. MEDIA EDUCATION AS THE BASIS FOR THE FORMATION OF MONOLOGICAL SPEECH IN PRIMARY EDUCATION STUDENTS.	110
LELIUKH SOFIA. WOMEN'S DIOCESAN SCHOOLS IN THE SYSTEM OF RELIGIOUS EDUCATION IN VOLYN (1864-1917)	116



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 проєкт «Гірська школа. Стан. Проблеми. Перспективи розвитку».

Метою проєкту 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 «Проєктом», «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 проєкту

Welcome to cooperation!

Dear teachers and tutors, organizers and heads of educational institutions, scientists-teachers and researchers in Ukraine and other countries, studying the person, her life and development. Mountains, no matter in what country they are, make approximately identical influence on their inhabitants. Mountain landscapes and special climatic conditions determine specificity of ability to live and life-support, traditions and customs, ways of managing and children's education.

Influence of the environment (mountains, woods, steppes of a region) almost is not taken into consideration at the organization of educational process. Very often those who carries out this process, do not know themselves all features of forming influence of the natural conditions on the making and development of the human person.

The regional project «Mountain school. Condition. Problems. Prospects of development» is developed by the group of scientists of the Precarpathian National University named after Vasyl Stefanyk (Ukraine).

The purposes of the project are as follows:

- Studying influence of the mountain environment on development, training and education of pupils;
- Research of the contents, forms and methods of use by teachers and tutors of features of the mountain environment aimed at increasing of the efficiency of educational process;
- Summarizing of the results of studying influence of the mountain environment on development of pupils, acquiring scientific knowledge, determining the laws of the person's formation in specific conditions of the mountains;
- Preparation of offers and recommendations about taking into account features of the mountain environment for teachers, tutors, organizers and heads of educational institutions of different levels.

Will you acquaint yourself with our «Project», «Approximate subjects of scientific researches», which contains this edition, consider social – economic and cultural-historical conditions and features of your country and make common exploration of this insufficiently studied problem?

The comparative analysis of different directions of scientific studying of the defined problems will enable not only to share experience of taking into account influences of the natural conditions on education and development of children, but also will define certain laws of teaching and educational work in conditions of the mountain region.

It will be possible to exchange the results of the researches of scientists in Ukraine and other countries not only by means of scientific publications, but also during their discussion at the international seminars, symposiums and conferences.

Naturalists of the European highland countries have already united in researches of the problem of preservation and constant development of mountains (the Alpine and Carpathian conventions, etc.). The National Committees of Mountains are founded in 78 countries of the world.

Scientists – teachers, psychologists, physicians, sociologists, and ethnologists should also unite for studying problems of interaction of the nature and the person, influence of the nature on development of the person as the most value of the state and society.

We invite you to scientific cooperation.



ПОЛІТИКА ВІДКРИТОГО ДОСТУПУ

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» практикує політику відкритого доступу до опублікованого змісту, підтримуючи принципи вільного поширення наукової інформації та глобального обміну знаннями задля загального суспільного прогресу. Часопис видається Прикарпатським національним університетом імені Василя Стефаника з 2006 року.

Періодичність видання – виходить 2 рази у рік.

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» містить статті теоретичного й експериментально-прикладного спрямування з актуальних проблем теорії та історії педагогіки, філософії освіти, освітнього менеджменту, методик і технологій організації навчання, виховання та профорієнтації учнів у закладах освіти і позашкільних установах, освітніх інновацій, психолого-педагогічних проблем розвитку особистості школярів, фахової підготовки та професійного становлення майбутніх педагогів, неперервної педагогічної освіти, педагогічної практики, порівняльної педагогіки, соціальної педагогіки тощо. Велику увагу часопис приділяє проблематиці гірських шкіл.

Видання з педагогічних наук «Гірська школа Українських Карпат» адресоване науковцям, педагогам, докторантам, аспірантам, педагогічним працівникам гірських шкіл України та зарубіжжя, батьківській громадськості, усім тим, хто цікавиться сучасним станом розвитку педагогічної науки.

За достовірність фактів, назв, дат, покликань та літературних джерел, політики антиплагіату тощо відповідальність несуть автори. Редакційна колегія не завжди поділяє їхні погляди. Статті рецензують члени редакційної колегії.

Науковому фаховому виданню з педагогічних наук «Гірська школа Українських Карпат» присвоєно Міжнародний стандартний серійний номер ISSN 1994-4845 (Print), ISSN 2415-7147 (Online).

Журнал «Гірська школа Українських Карпат» зареєстрований, реферується та індексується у таких наукометричних базах даних, пошукових системах та репозитаріях:

- **Національна бібліотека імені В.І.Вернадського (Україна)** <http://www.nbuv.gov.ua/>
- **Українські наукові журнали (Україна)** usj.org.ua
- **Index Copernicus International (Республіка Польща)**
<https://journals.indexcopernicus.com/search/details?id=4580> (ICV 2022 = 70.26)
- **Google Scholar** <https://cutt.ly/CeCKM0u>
- **Scilit (Швейцарія)** <https://www.scilit.net/journal/1908455>
- **ERIH PLUS** <https://dbh.nsd.uib.no/publiseringskanaler/erihplus/periodical/info.action?id=498179>

OPEN ACCESS POLICY

The journal practices a policy of open access to published content, supporting the principles of the free flow of scientific information and global knowledge sharing for the general social progress.

Scientific professional publication in pedagogical sciences «Mountain School of Ukrainian Carpaty» has been published by Vasyl Stefanyk Precarpathian National University since 2006.

Publication frequency – twice a year.

The journal contains theoretical and experimental articles highlighting current problems of the theory and history of education, philosophy of education, educational management methods and technologies of training, education and vocational guidance of students in educational institutions and extracurricular institutions, educational innovations, psycho-pedagogical problems of student personality development, professional training and professional development of future teachers, continuous pedagogical education, pedagogical practice, comparative pedagogy, social pedagogy and more. Much attention is paid to the problems of mountain schools. Scientific specialized edition of pedagogical sciences is intended at researchers, teachers, doctoral students, graduate students, academic staff, the parent community, and all those interested in the current status of pedagogical education development.

Authors are responsible for the reliability of facts, names, dates, references and literature, plagiarism etc. The editorial board does not always share their views.

The International Standard Serial Number has been assigned to the scientific specialized edition of pedagogical sciences «Mountain School of Ukrainian Carpaty» - ISSN 1994-4845 (Print), ISSN 2415-7147 (Online)

The journal «Mountain School of Ukrainian Carpaty» is registered, referenced and indexed in the following research computer databases, search engines and repositories::

- **Vernadsky National Library (Ukraine)** <http://www.nbuv.gov.ua/>
- **Ukrainian scientific journals (Ukraine)** usj.org.ua
- **Index Copernicus International (Republic of Poland)**
<https://journals.indexcopernicus.com/search/details?id=4580> (ICV 2022 = 70.26)
- **Google Scholar** <https://cutt.ly/CeCKM0u>
- **Scilit (Switzerland)** <https://www.scilit.net/journal/1908455>
- **ERIH PLUS** <https://dbh.nsd.uib.no/publiseringskanaler/erihplus/periodical/info.action?id=498179>



ВИМОГИ

ДО СТАТЕЙ У НАУКОВОМУ ФАХОВОМУ ВИДАННІ «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ» КАТЕГОРІЯ «Б»

Статті, подані до збірника, повинні мати необхідні елементи:

1. Ім'я, прізвище, інформація про автора (вчене звання, науковий ступінь, назва організації, в якій працює автор українською та англійською мовами).

2. Корпоративна електронна пошта автора (авторів) статті.

3. Номер **ORCID** (<http://orcid.org/>) і/або номер **researcherID ID** (<http://www.researcherid.com/>)

4. Номер **УДК**.

5. Назва статті, текст напівжирним шрифтом, усі великі літери.

6. Резюме і ключові слова (курсив) мовою статті з такими обов'язковими елементами: актуальність проблеми, мета, методи та результати дослідження (від 1800 знаків та 10 ключових слів).

7. Назва статті українською та англійською мовами, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.

8. Авторське резюме українською та англійською мовою.

9. Текст статті, де містяться такі **необхідні елементи**:

1. Вступ / **INTRODUCTION**. Постановка проблеми. **Analysis of recent research and publications**.

2. Мета дослідження / **THE PURPOSE OF THE RESEARCH**

Визначаються, виходячи з невирішених чи проблемних аспектів порушеної теми. Завдання мають бути спрямовані на узагальнення даних, формулювання концепції, певної моделі, методики, розробку та виділення методів, умов проведення дослідження тощо.

3. Методи дослідження / **RESEARCH METHODS**. Методи дослідження передбачають опис їх основного змісту, характеристик і показників, які вони фіксують, та одиниць вимірювання.

4. Результати дослідження / **RESEARCH RESULTS**. Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів повинен містити стисле узагальнення отриманих автором даних із виділенням напрямів, тенденцій, підходів до розв'язання проблеми. Опис емпіричних результатів має містити конкретні дані, що підтверджують статистичну достовірність отриманих результатів, у вигляді таблиць, графіків, діаграм з подальшою інтерпретацією. Теоретичний аналіз не повинен обмежуватися посиланнями на авторів, які вивчали порушене питання. У статті бажано також подавати посилання на іншомовні джерела та джерела з бази **Scopus** і **Web of Science**.

5. Висновки та перспективи подальших досліджень / **CONCUSSION AND PROSPECTS FOR FURTHER RESEARCH**.

Висновки з дослідження, які стисло висвітлюють сутність отриманих результатів згідно з поставленими в роботі завданнями.

6. Список використаних джерел подається в міжнародному стилі оформлення наукових публікацій **APA**.

REFERENCES

Подається англійськомовний переклад списку використаних джерел. Переклад засобами онлайн-сервісів інтернет не допускається. Окремими файлами подається:

Довідка про автора (співавторів).

Лист - підтвердження оригінальності дослідження.

Редакційна колегія залишає за собою право відхиляти доповіді та статті, які не відповідають вищезгаданим вимогам і тематиці видання.

Статті надсилати на електронну пошту наукового фахового видання з педагогічних наук «Гірська школа Українських Карпат»:

E-mail: ifosuhcvas@gmail.com АБО inna.chervinska@pnu.edu.ua



REQUIREMENTS

FOR ARTICLES IN THE SCIENTIFIC PROFESSIONAL PUBLICATION «MOUNTAIN SCHOOL OF THE UKRAINIAN CARPATHIANS» CATEGORY «B»

Articles submitted to the collection must have the required elements:

1. First name, surname, information about the author (academic title, scientific degree, name of the organization where the author works in Ukrainian and English).
2. Corporate e-mail of the author (authors) of the article.
3. **ORCID number** (<http://orcid.org/>) and / or **researcherID ID number** (<http://www.researcherid.com/>)
4. **UDC** number.
5. Title of the article, text in bold, all capital letters.
6. Summary and keywords (italics) in the language of the article with the following mandatory elements: relevance of the problem, purpose, methods and results of the study (from 1800 characters and 10 keywords).
7. The title of the article in Ukrainian and English, centered, text in bold, all capital letters.
8. Author's resume in Ukrainian and English.
9. The text of the article, which contains the following required elements:

1. **INTRODUCTION.** Problem statement. Analysis of recent research and publications.

2. **PURPOSE OF THE RESEARCH**

Determined on the basis of unresolved or problematic aspects of the topic. The objectives should be aimed at generalizing data, formulating a concept, a specific model, methodology, developing and highlighting methods, research conditions, etc.

3. **RESEARCH METHODS.** Research methods provide for a description of their main content, characteristics and indicators that they record, and units of measurement.

4. **RESEARCH RESULTS.** The presentation of the main research material with a full justification of the scientific results obtained should contain a brief summary of the data obtained by the author with the selection of directions, trends, approaches to solving the problem. The description of the empirical results should contain specific data confirming the statistical reliability of the obtained results, in the form of tables, graphs, diagrams with further interpretation. Theoretical analysis should not be limited to references to authors who have studied the issue raised. The article should also provide references to foreign-language sources and sources from the Scopus and Web of Science databases.

5. **CONCUSSION AND PROSPECTS FOR FURTHER RESEARCH.**

Conclusions from the study, which briefly highlight the essence of the results obtained in accordance with the tasks set in the work.

6. The list of sources is presented in the international style of scientific publications **APA**.

REFERENCES

The English translation of the list of sources is provided. Translation by means of online services is not allowed. It should be submitted in separate files:

Reference about the author (co-authors).

Letter confirming the originality of the study.

The editorial board reserves the right to reject reports and articles that do not meet the above requirements and the subject of the publication.

Articles should be sent to the e-mail address of the scientific professional publication on pedagogical sciences «Mountain School of the Ukrainian Carpathians»:

E-mail: ifosuhcvas@gmail.com

inna.cervinska@pnu.edu.ua



Підтвердження оригінальності дослідження

Я(ми), автор(и) рукопису «_____», передаю(ємо) засновникам і редколегії журналу «Гірська школа Українських Карпат» право опублікувати цей рукопис українською (англійською) мовою.

Підтверджую(ємо), що ця публікація не порушує авторського права інших осіб або організацій і принципів наукової етики, ніде раніше не публікувалася і не подана до інших видань. Автор(и) надає(ють) право видавцю редагувати, видавати, а також поширювати статтю необмеженим накладом у будь-якому вигляді та форматі.

Підписи автора(ів): _____ (П.І.Б., дата, адреса, тел., e-mail).

Автор(ри) повинен зареєструватися на сайті видання за покликанням: <https://journals.pnu.edu.ua/index.php/msuc/user/register>

Отримати логін <https://journals.pnu.edu.ua/index.php/msuc/login>

Рецензування статті:

Рецензування здійснюється в два етапи:

- 1) редколегія перевіряє зміст статті на відповідність тематиці журналу;
- 2) стаття подається на рецензування незалежному експерту (члену редакційної колегії) відповідно до напрямку дослідження.

*****ДЕТАЛЬНІША ІНФОРМАЦІЯ ПРО ЖУРНАЛ ЗА АДРЕСОЮ:**

<https://journals.pnu.edu.ua/index.php/msuc>

Confirmation of the originality of the research

I (we), the author(s) of the manuscript «_____», transfer (we) to the founders and editorial board of the journal "Mountain School of the Ukrainian Carpathians" the right to publish this manuscript in Ukrainian (English).

I (we) confirm that this publication does not violate the copyright of other persons or organizations and the principles of scientific ethics, has not been previously published anywhere and has not been submitted to other publications. The author(s) grant (us) the right to edit, publish, and distribute the article in unlimited circulation in any form and format.

Signatures of the author(s): _____ (Full name, date, address, tel., e-mail).

Author(s) must register on the journal website by calling: <https://journals.pnu.edu.ua/index.php/msuc/user/register>

Get a login <https://journals.pnu.edu.ua/index.php/msuc/login>

Article review:

Reviewing is carried out in two stages:

- 1) the editorial board checks the content of the article for compliance with the journal's topic;
- 2) the article is submitted for review to an independent expert (member of the editorial board) in accordance with the direction of research.

*****DETAILED INFORMATION ABOUT THE JOURNAL AT THE ADDRESS:**

<https://journals.pnu.edu.ua/index.php/msuc>

Наукове видання

Гірська школа Українських Карпат

Наукове фахове видання з педагогічних наук

№ 30

2024

Видається з 2006 року

<i>Головний редактор</i>	Галина Білавич
<i>Заступник головного редактора</i>	Юрій Москаленко
<i>Відповідальний секретар</i>	Інна Червінська
<i>Літературні редактори</i>	Ірина Гуменюк Марина Василик
<i>Технічні редактори</i>	Ярослав Никорак Олеся Власій

«Гірська школа Українських Карпат»
Прикарпатський національний університет імені Василя Стефаника
вул. Шевченка, 57
м. Івано-Франківськ, 76000

Телефони редакції – (0342) 53-15-74 fax (0342) 53-15-74.
E-mail: mountainschool@pnu.edu.ua <http://scijournals.pnu.edu.ua/index.php/msuc>

Підп. до друку 20.06.2024.
Формат 60x84/8. Папір офсетний. Гарнітура Ukrainian Pragmatica.
Друк на ризографі. Ум. друк. арк. 15,6. Тираж 300 пр.

Видавець і виготовлювач
Прикарпатський національний університет імені Василя Стефаника