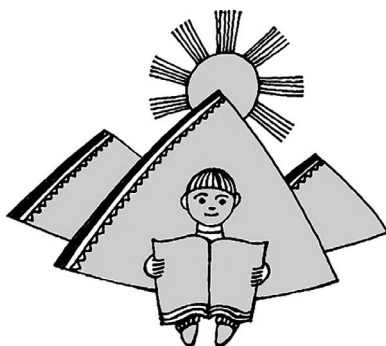


**Державний вищий навчальний заклад
«Прикарпатський національний університет
імені Василя Стефаника»**



Гірська школа Українських Карпат

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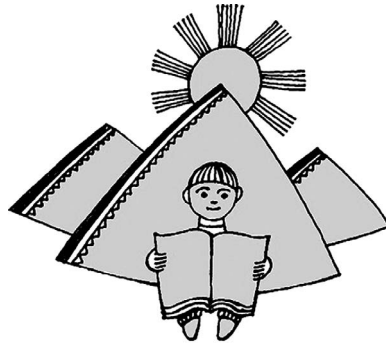
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Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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ФІЗИЧНЕ ВИХОВАННЯ ТЕХНОЛОГІЯМИ ДИСТАНЦІЙНОГО НАВЧАННЯ ЯК ЧИННИК ЗДОРОВОГО СПОСОБУ ЖИТТЯ СТУДЕНТІВ

Анотація. У статті розглянуто питання здорового способу життя студентів у процесі їхнього фізичного виховання під час навчання в закладах вищої освіти. Актуальність дослідження зумовлена значними проблемами щодо збереження здоров'я молоді в державному масштабі, зумовленої упродовженням карантинних обмежень в освітніх установах. Мета дослідження – виявлення можливості дисципліни «Фізичне виховання» засобами дистанційних технологій у формуванні навичок здорового способу життя студентів ЗВО. В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення. Установлено, що реалії нинішнього освітнього процесу висувають першочергове завдання перед дисципліною «Фізичне виховання» у ЗВО – збереження та зміцнення здоров'я студентської молоді шляхом формування навичок здорового способу життя. Досліджено практику використання технологій дистанційного навчання у фізичному вихованні студентів, проаналізовано можливості такого освітнього процесу у формуванні мотивації та потреби студентів у дотриманні основ здорового способу життя за умов карантину. Визначено, що до переліку останніх належать: побудова занять на основі особистісно зорієнтованого підходу, наочність рекомендацій уявлення про формування мотивації до фізичної активності; забезпечення можливості студентами здійснювати моніторинг показників індивідуального розвитку; набуття навичок підвищення валеологічної культури харчування; підвищення рухової активності в режимі навчального дня та дотримання санітарно-гігієнічного режиму. За результатами дослідження розширено відомості щодо потенцій інноваційних дистанційних технологій у оптимізації впливу фізичного виховання на особистість студента задля виховання потреби здорового способу життя в студентські роки, що дасть змогу забезпечити в майбутньому збереження їхнього здоров'я.

Ключові слова: фізичне виховання, студент, заклад вищої освіти, дистанційні технології, здоровий спосіб життя.

PHYSICAL EDUCATION BY DISTANCE LEARNING TECHNOLOGIES AS A FACTOR OF STUDENTS 'HEALTHY LIFESTYLE

Abstract. The article consider the issue of a healthy lifestyle of students in the process of their physical education while studying in higher education institutions. The urgency of the study due to significant problems in maintaining the health of young people on a national scale, due to the introduction of quarantine restrictions in educational institutions. The purpose of the study is to identify the possibilities of the discipline "Physical Education" by means of remote technologies in free economic education in the formation of skills of a healthy lifestyle of students. Based on the study, the use of a set of general scientific theoretical methods: analysis, synthesis, systematization, generalization. It is established that the implementation of the current educational process provides a priority before physical education – the preservation and change of pupils and students in the formation of their healthy lifestyle skills. The practice of using distance learning technologies in physical education of students is studied, the possibilities of such educational process in formation of motivations and needs of students in observance of the basic healthy ways of life in the conditions of quarantine are analyzed. It is determined that the latter should be reviewed: classes based on a personality-oriented approach, the availability of these recommendations for the formation of motivations for physical activity; providing opportunities for students to monitor indicators of individual development; acquisition of skills to increase valeological culture of nutrition; increase of motor activity in the modes of the school day and maintenance of the sanitary and hygienic mode. According to the results of the study, information on potential innovative distance technologies has been expanded to optimize the impact of physical education on the student's personality in order to educate users of a healthy lifestyle during student years, which will ensure their future health.

Keywords: physical education, student, institution of higher education, distance technologies, healthy lifestyle.

INTRODUCTION

The problem formulation. The new educational paradigm and integration of the higher education system of Ukraine into the European educational and scientific space provides for the formation of a highly qualified specialist. That is why the quality of higher education is identified with the quality of training of able-bodied professionals, which is ensured by the proper state of their health and is the main driver of progress in all spheres of society and the state (Koriahin, V., Blavt, O., Stadnyk, V., & Tsovkh, L., 2020). So, the issue of preserving and improving the health of student youth is considered one of the most pressing today.

"Coronavirus" quarantine in higher education institutions has now over a year. Students in extreme conditions had to learn to live in the new reality of infectious and informational threats. Strict adherence to the new rules of education has necessitated rapid adaptation to modern, often unexpected, challenges and overcoming new crises. Thus, all branches of higher education have not only temporarily modified their traditional "scenarios" of work, but also agreed to adapt to the new realities of distance learning in higher education institutions as soon as possible.

The transition to distance learning has led to a change in the way and rhythm of life of students, as a result of which they are forced to spend all their time on mental activity in a sitting position. Naturally, the lack of physical activity for a long time, inevitably has a negative impact on health. As a result, the general condition of the young organism deteriorates, the mood, which leads to decreased immunity, the emergence and exacerbation of diseases (Hryban, H.P., 2014). Obviously, there is a situation where "we teach at the expense of health". Thus, in the conditions of introduction of quarantine measures, activation of ways of normalization of style and a way of life, acquires extreme urgency.



Analysis of recent research and publications. There is no doubt that the transition to distance education during a pandemic can have a long-term impact on students' health. It is estimated that the deterioration in students' health due to the transition to distance learning will range up to 2.3% of the standard deviation. Obviously, this deterioration is due to the increase in the amount of study time compared to the amount of time that students spent on training before the introduction of quarantine restrictions and the transition to online formats.

It is believed (Bublei, Ye.M., 2013; Nosko, M.O., Harkusha, S.V., & Nosko, Yu.M., 2020), that in the aspect of significant deterioration of the psychophysical readiness of student youth, the issue of maintaining their health cannot be considered outside the context of physical education, which has a great social significance in this perspective. Undoubtedly, even the paramount importance of physical activity is important for the elimination of a significant number of negative processes that have caused students to deviate from the norm that specialists (Harkusha, S.V., 2013; Nosko, M.O., Harkusha, S.V., & Nosko, Yu.M., 2020) today characterize as a result of the introduction of quarantine safety measures.

Thus, scientists are unanimous in the opinion (Hryban, H.P., 2014; Koriahin, V., Blavt, O., Stadnyk, V., & Tsovk, L., 2020), that if no measures are taken to change the situation, it could become a heavy burden for the country. In this regard, the problem of forming the skills of a healthy lifestyle of students in higher education institutions determines the relevance and necessity of conducting comprehensive research on the defined.

According to the information (Nosko, M.O., Harkusha, S.V., & Nosko, Yu.M., 2020), physical education in these conditions is the main means of enabling students to gain a certain stock of knowledge and skills to apply them in practice to counteract the health consequences of sedentary lifestyle students, aimed at improving social, mental, emotional and physical dimensions. It is determined that today the purpose of physical education is to form an idea of using all possible forms of physical culture, adapted to today's realities to ensure compliance with the regime of physical mobility, as much as possible by taking quarantine security measures. According to him (Hryban, H.P., 2014), the most important direction of efforts to preserve and strengthen the health of student youth, as during their studies in higher education institutions, is to adhere to the basic factors of a healthy lifestyle.

THE PURPOSE OF THE RESEARCH is to identify the possibility of the discipline "Physical Education" by means of remote technologies in the formation of skills of a healthy lifestyle of students of higher education institutions.

RESEARCH METHODS

The research is based on the use of a set of general scientific theoretical methods: analysis, synthesis, systematization, generalization.

RESULTS OF THE RESEARCH

According to the state educational standard of higher professional education, physical culture in higher education institutions is a mandatory discipline of the humanities educational cycle (Koriahin, V., Blavt, O., Stadnyk, V., & Tsovk, L., 2020). Thorough understanding of the phenomenon of physical education as a factor of health care is necessary primarily to meet the challenges of today in solving the urgent problem of maintaining the health of students.

Despite the lack of data, we can assume that students in higher education institutions are at risk of those whose health may be most affected by the transition to distance learning. This is especially relevant in a situation of forced isolation of students at home during quarantine restrictions. Along with a sedentary lifestyle, it is associated with social isolation, high levels of stress, usually poor nutrition, and limited physical activity.

According to modern requirements, the content of physical education in the system of higher education, being an integral part of the system of education of future professionals, requires the creation and implementation of new forms and methods of teaching (Hryban, H.P., 2014). Distance learning, also called "lifelong learning" (Vlasii, O., Dudka, O., & Drin, B., 2017), assumes the status of students as important, democratic, active participants in their own potential. It is determined (Hrebinka, H. Ya., Kuspys, O.V., Kubrak, Ya.D., & Rozhko, O.I., 2020), that in the conditions of distance learning, such technologies as means of accumulation, organization, storage, processing, transmission and dissemination of information contribute to the expansion of students' knowledge and develop their ability to solve knowledge and develop the need for a healthy lifestyle. We agree (Nosko, M.O., Harkusha, S.V., & Nosko, Yu.M., 2020), that it is possible to significantly influence the internal motivation of students to maintain their health. There is no doubt (Parfinenko, T. 2020), that intrinsic motivation becomes the basis for the implementation of a healthy lifestyle in order to adjust their personal values and professionally important qualities.

We are impressed by the considerations (Nosko, M.O., Harkusha, S.V., & Nosko, Yu.M., 2020), specifically on students' understanding and awareness of health as a phenomenon. According to which, health is quite even an attractive object. However, the situation of its acquisition due to the same healthy lifestyle is often "quite unpleasant". If we evaluate the motivation to acquire it by, for example, according to the theory of probabilities, when efforts lead to a performance that will provide an important result, the motivation will be hopelessly weak, even with all the importance of the result, for something more than another attempt to start something. But health is a "thing" that can only be purchased: at the cost of not money, but their own, not always satisfying, effort. And it is physical education that should prove to students that it can be acquired at the expense of the same healthy lifestyle, which for the most part is categorically unacceptable (Koriahin, V., Blavt, O., Stadnyk, V., & Tsovk, L., 2020).

Studies (Harkusha, S.V., 2013; Parfinenko, T. 2020), show that today about 70% of students are characterized by a low level of need for a healthy lifestyle, low activity in fulfilling the requirements of a healthy lifestyle, bad habits and other risk factors associated with a low lifestyle culture. At the same time, the high level of formation of a healthy lifestyle among students is almost absent. It is worth noting that the critical level of health and physical development



of student youth is undoubtedly a consequence of reduced motor activity in languages of increasing learning time. According to research (Bublei, Ye.M., 2013; Koriahin, V., Blavt, O., Stadnyk, V., & Tsovk, L., 2020), psycho-emotional stress of the learning process, the introduction of computer technology in everyday life, unfavorable conditions of a sedentary lifestyle, especially in conditions of self-isolation, put forward a priority for physical education - maintaining and strengthening the health of young students by developing healthy skills. lifestyle.

It is well known information (Nosko, M.O., Harkusha, S.V., & Nosko, Yu.M., 2020), that the health of students is largely determined by lifestyle. The task of strengthening the health of student youth in higher education institutions is important because it is at this time that the foundation of their health is laid. Rational organization and ensuring a healthy lifestyle become especially relevant due to the clear advantage of bad habits in the student environment over a healthy lifestyle. According to the data (Hryban, H.P., 2014), the lack of basic knowledge about physical activity and its importance for health, the impact of exercise on the development and activity of the body are determining factors in forming a negative attitude of students to physical education and unwillingness to engage in any physical activity.

To conduct research in a certain direction, we first find out that a healthy lifestyle involves compliance with certain rules that ensure harmonious development, high efficiency, spiritual balance and health of students. The basis of a healthy lifestyle is an individual system of behavior and habits that provides the desired level of life of students in distance learning. As a result, we present a healthy lifestyle in the conditions of quarantine safety measures, practical actions aimed at preventing diseases, strengthening all body systems and improving general well-being.

Based on the generalization of these literature sources, the formation of a healthy lifestyle of students in the process of their physical education is based on several basic ideas, which make up a certain ideology:

- first, it is the idea of the priority of the value of health in the worldview of students;
- secondly, it is the understanding of health not only as a state of absence of diseases or physical defects, but as a state of complete well-being;
- thirdly, it is the idea of a holistic understanding of health as a phenomenon that inextricably combines its four areas of physical, mental, social and spiritual;
- the fourth idea is to take responsibility for your own health.

According to the ideas (Nosko, M.O., Harkusha, S.V., & Nosko, Yu.M., 2020), the foundations of a healthy lifestyle are, first of all, a properly organized construction of students' time, a sequence of actions, a certain system of study and recreation and a lifestyle in the conditions of distance learning. Among the consequences of the closure of higher education institutions and the transition to distance learning, UNESCO cites interrupted learning, poor nutrition, stress, unpreparedness of students for distance home education, unforeseen burden on the health care system, increasing expulsions, social isolation, difficulties with measurement and verification. knowledge acquisition. At the same time, the task of physical education is to be able to demonstrate that being at home you can stay active, lead a healthy lifestyle, engage in physical self-development and understand that there is no quarantine for physical improvement (Hryban, H.P., 2014).

The task of the discipline "Physical Education" by means of remote technologies in higher education institutions in the formation of skills of a healthy lifestyle of students is realized in the creation of information space on health issues. Therefore, in the process of physical education of students, emphasis should be placed on the main aspects of modeling the end-to-end process of mastering the skills of a healthy lifestyle, aimed at forming a system of values to preserve and promote student health.

Thus, we believe that the purpose of physical education of students by means of remote technologies should be directed not only to the formation of a culture of healthy living through the accumulation of knowledge, beliefs, behavioral skills. It should be multifaceted and aimed at improving the level of a healthy lifestyle, combining the acquisition of knowledge with practical activities, ie the ability of students to apply the acquired knowledge by distance learning technologies in practice.

Over the last year, due to changes in the characteristics of the working environment, the role of physical education of students has expanded, beyond individual development, as the use of resources of distance technology has become a valuable tool to ensure the proper level of physical education. The introduction of distance technologies in the physical education of students provides a high level of teaching the discipline to improve the health of young people. According to the data, this is possible by forming a healthy lifestyle among this category of the population, improving the system of their physical education, aimed at improving social, mental, emotional and physical dimensions (Koriahin, V., Blavt, O., Stadnyk, V., & Tsovk, L., 2020).

The goal of physical education of students in forced self-isolation is to create a stable motivation for a healthy lifestyle, the formation of the need for physical self-improvement as an update of the content of physical education, creating a new educational space, implementing forms and methods of organizing this process by remote technologies (Hrebinka, H. Ya., Kuspys, O.V., Kubrak, Ya.D., & Rozhko, O.I. (2020). We consider the latter as a modern educational environment, comfortable, safe and convenient for all participants, which has all the potential to ensure the effectiveness of the process of physical education of students to form the need for a healthy lifestyle. According to the information, this presupposes compliance with certain requirements that ensure the harmonious development, high efficiency, spiritual balance and health of students in quarantine.

Therefore, involving students in a healthy lifestyle begins with the formation of "health motivation". The tasks of physical education classes for students with distance learning technologies should be specific and feasible, which is a guarantee of their achievement. This in turn leads students to understand the need for a healthy lifestyle to improve their fitness and stay healthy in distance learning. The most difficult aspect is the problem of intrinsic motivation and



students' awareness of the need to lead a healthy lifestyle, especially with the introduction of quarantine security measures. Students must clearly understand that it only depends on their desire and will whether they will consciously improve their physical shape and thus "create" their health.

So, based on the study of literary works, we believe that physical education by means of distance technology, allows:

- construction of classes on the basis of personality-oriented approach: taking into account individual psychological features (perception, memory, thinking) and the individual pace of perception of educational material;
- clarity of recommendations for coverage of videos on the organization of a healthy lifestyle of students at home during quarantine;
- ideas about the formation of motivation for physical activity, approaches to the formation of the content of physical activity, taking into account their own characteristics of physical condition;
- the ability to ensure the individual focus of classes, optimizing the content of physical activity and their dosage;
- presentation of a large amount of information along with providing a personality-oriented approach to its use;
- presentation of information in the form of a completed task;
- providing students with the opportunity to monitor indicators of individual development, predict possible changes in health and conduct appropriate psychological, pedagogical, corrective, rehabilitation measures to maintain their health;
- acquisition of skills to improve the valeological culture of nutrition;
- acquisition of skills to increase motor activity during the school day: physical education, games, motor skills, finger exercises, eye exercises, etc .;
- acquisition of skills of observance of a sanitary and hygienic mode: hardening, a thermal and air mode, damp cleaning.

In addition, in our opinion, the application of pedagogical practices that change the teaching methodology and are based on hybrid models of physical education, it is necessary to provide educational work on the transmission and prevention of COVID-19.

Within the framework of our research we will pay special attention to informing students about the organization of their leisure. It is believed that such leisure is of great importance in the formation of a healthy lifestyle of student youth (Parfinenko, T. 2020). Physical and spiritual growth depends on how young people spend their free time. Strengthening the role of active leisure of students through physical education is an important opportunity to optimize their physical activity. There is a belief that a healthy lifestyle for students should become a daily necessity. It is safe to say that only the education of this need during the student years will ensure the preservation of their health in the future.

As a result, we note that in no case claiming the role of the last resort, we believe that the formation of a strategy for physical education by distance technology has a significant place for the effective formation of a healthy lifestyle of students in higher education institutions.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Today in Ukraine, the general problem of maintaining the health of young people on a national scale, improving the health of students and forming a healthy lifestyle has become an acute problem. With the introduction of quarantine security measures, physical education in higher education is undergoing radical changes, which is reflected in the global national realities. The effective assimilation of the content of physical education is facilitated by the use of the latest technologies of distance learning as a means of accumulation, organization, storage, processing, transmission and dissemination of information to expand students' knowledge and develop the need for a healthy lifestyle.

According to the results of scientific research, it is substantiated that the proper organization of physical education of students in the conditions of distance learning ensures the effectiveness of physical education of students, and thus contributes to their health. The idea of integrating a modern educational environment, comfortable, safe and convenient for all participants, and the potential of distance technologies in ensuring the effectiveness of the process of physical education of students to form the need for a healthy lifestyle. This will allow students to stay healthy and spend time in self-isolation not only without negative consequences for the body, but also with the benefit to help identify the main ways to address the issue of forming a need for a healthy lifestyle.

Prospects for further exploration we see in the identification of methodological techniques for implementing the basic principles of a healthy lifestyle in accordance with their personal needs through physical education.

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ІНФОРМАЦІЙНЕ СУСПІЛЬСТВО ТА ІНФОРМАТИЗАЦІЯ ОСВІТИ

Анотація. У сучасному світі інформаційні технології активно використовуються у всіх сферах життя. Інформаційний складник відіграє також істотну роль у формуванні конкурентоспроможного фахівця. У статті подано розуміння інформаційного суспільства як етапу розвитку постіндустріального суспільства, описано риси, що вирізняють таке суспільство від усіх попередніх форм соціуму. Також структуровано ознаки інформаційного суспільства із диференціацією його позитивних та негативних рис за впливом на розвиток індивіда та держави. Закцентовано увагу, що базисом інформаційного суспільства є інформація, знання та технології.

Зміна пріоритетів суспільного розвитку в бік активного застосування інформаційно-комунікаційних технологій зумовила вплив на освітню галузь. Цей процес трактується як інформатизація освіти.

Інформатизація освіти має низку складників: дидактичний – розробка методів і засобів навчання та виховання за допомогою інформаційно-комунікаційних технологій, змістовий – наповнення навчального матеріалу сучасними досягненнями інформаційних технологій для майбутньої професійної реалізації здобувачів освіти, організаційний – активне використання сучасних форм організації навчання (дистанційна освіта, е-освіта, неформальна освіта) управлінський – застосування цифрових технологій в управлінні освітнім процесом, упровадження корпоративної моделі управління закладом вищої освіти. При цьому основним завданням вищої освіти є підготовка конкурентоспроможного фахівця, здатного до швидкої адаптації до змінних умов ринку праці, до самоосвіти та самореалізації.

Ключові слова: вища освіта, інформатизація, інформаційно-комунікаційні технології, освітній процес, навчання.

INFORMATION SOCIETY AND INFORMATIZATION OF EDUCATION

Abstract. In today's world, information technology is actively used in all spheres of life. The information component also plays a significant role in the formation of a competitive specialist. The article presents the understanding of the information society as a stage of development of post-industrial society, describes the features that distinguish such a society from all previous forms of society. The features of the information society with the differentiation of its positive and negative features according to the influence on the development of the individual and the state are also structured. It is emphasized that the basis of the information society is information, knowledge and technology.

The change of priorities of social development towards the active use of information and communication technologies has led to the impact on the education sector. This process is interpreted as the informatization of education.

Informatization of education has components: didactic – development of methods and means of teaching and education with the help of information and communication technologies, content – filling educational material with modern achievements of information technologies for future professional realization of students, organizational – active use of modern forms of education (distance education, e-education, non-formal education) management – the use of digital technologies in the management of the educational process, the introduction of a corporate model of management of higher education.



The main task of higher education is to train a competitive specialist capable of rapid adaptation to changing labor market conditions, self-education and self-realization.

Keywords: higher education, informatization, information and communication technologies, educational process, training.

INTRODUCTION

At the present stage of development of society in all spheres of human life are traced characteristic of the XXI century general civilization trends. The first trend determines the rapprochement of nations and states through the formation of a common economic and information space. The second trend is the transition of mankind from industrial to scientific and information technologies and the creation of a knowledge society, for which the priority areas are education and science, ie areas that directly ensure the development of man and society.

The development of information and innovation technologies necessitates the consideration of science and education as priority prerequisites for the evolution of post-industrial society. The globalization of social and socio-economic relations provides the creation of an information space on a planetary scale, thus forming a new global information culture designed to promote new opportunities for creativity, self-development and self-expression of each person.

The formation of the "information society" was studied by the following scientists: D. Bell, M Castels, J. Habermas, Y. Hayashi, L. Karvalics, F. Mahlup, M. Porat, W. Tadao, E. Toffler, I. Wallerstein F. Webster and others (Bell, 1973; Castels, 1996; Habermas, 1979; Karvalics, 2007, 2010; Machlup, 1962; Porat, 1977; Savintseva, 2008; Toffler, 1990; Webster, 2006; Williams, 2014).

In particular, the apologist of the concept of "information society" L. Karvalics believes that it not just a definition of the type of new society, but presents it as a complex model of socio-economic social complex, which is created in the post-industrial era (Karvalics, 2007). The scientist proposes to present such a model as a set of descriptions ("narratives") of different levels: macro-level – civilization theory; meso-level – the theory of development; micro-level – practices and manifestations. Descriptions of different levels complement each other in the analysis of certain aspects of the "information society". Their relationship should be understood as a consistent nesting of the lower level to the upper level.

According to Ukrainian political scientist V. Bebik, "the information society is characterized by the recognition of information as one of the most important social resources, and the information sector of the economy (production, storage, processing, transmission and consumption of information) is one of the most important social activities. for the formation of a global information society and the development of scientific and technical, socio-economic and educational and cultural progress" (Bebik, 2011, p. 41).

Problems of informatization of Ukrainian education were studied by such prominent scientists as M. Zhaldak, N. Morse, O. Spivakovsky, S. Sharov. Requirements for electronic educational tools are formulated in the works of V. Lapinsky, O. Zimina, M. Shishkina.

THE AIM AND RESEARCH TASKS

The purpose of the article is to describe the main features of the information society and its impact on the transformation of training requirements in higher education institutions and the quality of education in general.

RESEARCH METHODS

In accordance with the purpose and objectives of our study, we used theoretical research methods, namely descriptive, comparative methods, generalization and interpretation of theoretical and applied aspects of informatization of education. The study used structural and systemic methods to get an idea and identify the components of the information society, their relationships.

RESULTS OF THE RESEARCH

The rapid development of information and communication technologies has led to G-7 governments signing general principles and goals of building a global information society, reflected in the Okinawan Charter, Japan, 2000. The formation of the information society, also called the knowledge society, involves a significant increase in information and knowledge in people's lives, free and rapid access to information resources, the implementation of user requests for information products and services, and information interaction of people.

The defining features that distinguish the information society from all previous forms of society are the following:

- creation of a global information space capable of providing a new quality of life;
- increase in the share of information and communication technologies, products and services in the gross domestic product of the country;
- emergence of qualitatively new communications and effective information interaction of people on the basis of increasing access to national and world information resources, overcoming information inequality (poverty), progressive satisfaction of human needs in information products and services (Dubov, 2010, p. 3).

Signs of the information society with the differentiation of its positive and negative features are structured by us in the diagram in figure 1. The bases of the information society are information, knowledge and technology.

According to Ukrainian scientists V Geyts, V. Seminozhenko, B. Kvasnyuk, the source of growth in the knowledge economy is both specialized (scientific) and everyday knowledge, due to which, along with natural resources, capital and labor, the processes of accumulation and use of knowledge become a dominant factor. which is constantly increasing the competitiveness of the economy (Geets, 2007, p. 31).

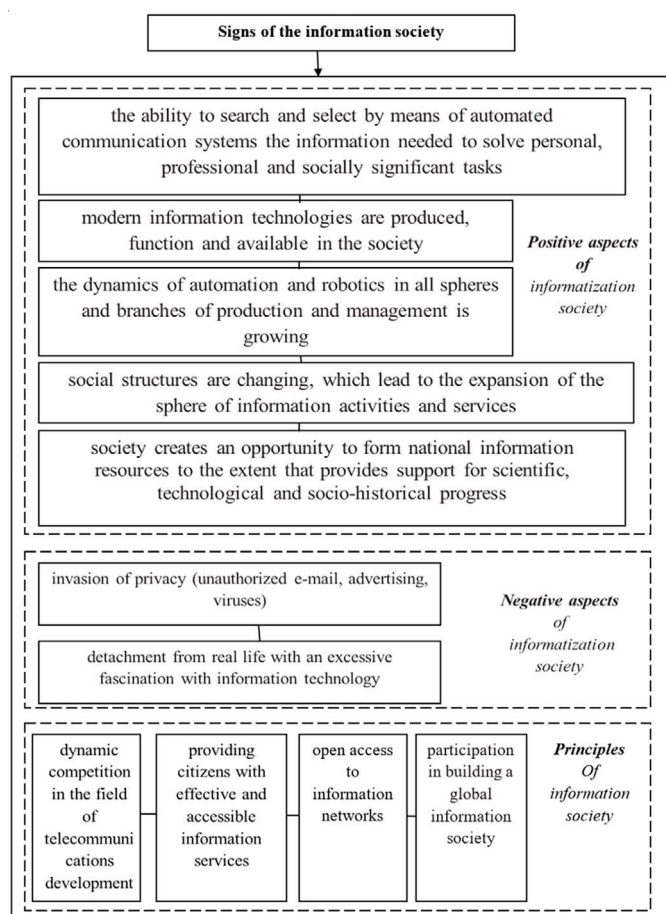


Fig.1. Signs of the information society.

As a result of globalization, the transition to the information society has taken place, and the requirements for the professional and personal qualities of a specialist have become more dynamic. Adaptation to such changes is provided by the informatization of education, which is "based on the widespread introduction and use for educational purposes of new information and communication technologies, which, in turn, serve as a mechanism for building a single educational space that will help solve strategic problems such as systems of continuous education, priority introduction into the educational process of the latest achievements of science and technology, scientific and methodological restructuring of all forms of education, etc." (Shtanko, 2012, p. 133). S. Sharov under the informatization of education proposes to understand "a set of measures designed for the transformation of pedagogical processes through the introduction into education and upbringing of information products, tools and technologies." (Sharov, 2017, p. 200).

The labor market in the information society requires graduates to be able to operate with innovative technologies and knowledge that meet the needs of the information society, focusing not so much on knowledge accumulation as the ability to find and analyze information, identify key issues and adapt previously acquired knowledge to new situations. In the information society, knowledge becomes an element of productive power, because «specific to the information method of development is the impact of knowledge on knowledge itself as the main source of productivity» (Castels, 1996, p. 39). This requires the individual to apply knowledge in practice, constantly updating knowledge. As a result, the transformation of society into information has led to a change in the educational paradigm of vocational education. There was a «transition from qualification to competence, which allows to find solutions in any professional and life situations, which allows the activities of an educated person, regardless of the local or global labor market. Such a person, having mastered the technology of decision-making, freedom of choice, will be able to adapt to constant change» (Ramsky, 2003, p. 10). Therefore, it is important to fill the content of specialist training with the use of modern information technology in professional activities.

The concept of the quality of the education system is also being transformed. According to the traditional approach, education is seen as a means and process of transferring knowledge, skills and abilities from one generation of people to another. The purpose of education is determined by the "social order" of society for the training of specialists currently in demand, the quality of education - the compliance of education with today's requirements. However, this approach does not actually take into account the prospects of society, the needs of the individual in self-development, innovative aspects of education. Therefore, a personality-oriented approach is relevant, according to which education is seen as a way and



process of personal development. The level of abilities of a specialist in professional activity, ability to innovate, level of self-development and ability to self-education are determined by the integral criterion for assessing the quality of higher education. As V. Andrushchenko rightly notes, "important today is not only the ability to operate with their own knowledge, but also to be ready to change and adapt to new needs of the labor market, operate and manage information, act actively, make quick decisions, learn throughout life" (Andrushchenko, 2000, p. 8).

Creating a single information environment in the field of education on the basis of an information network that covers all parts of the education system, institutions, agencies and their governing bodies, is one of the main tasks of informatization of the education system in Ukraine. Modern educational computer programs (electronic textbooks, computer taskbooks, textbooks, hypertext information and reference systems - archives, catalogs, reference books, encyclopedias, testing and simulation programs, etc.) are developed on the basis of multimedia technologies that have emerged at the junction many areas of knowledge. In new rounds of progress, the distance between new technical developments and education is narrowing.

Informatization of education has an organizational component. Possibilities of informatization of education allowed to develop a remote form of organization of the educational process. Initially, this form was effective for training, obtaining a second education, contributed to the fragmentary optimization of independent work of students. The use of this form has become urgent and widespread in a global pandemic. There are many positive and negative consequences of such processes.

Informatization of education contributes to the development of adult education in order to implement the modern requirement of "lifelong learning".

In general, the principles of using modern information technology in education outlined by I. Robert in (Robert, 2010).

The innovative orientation of education is designed to shape and meet the modern needs of society. In the knowledge society, classic lectures and seminars make room for modern projects: e-learning, STEAM-education, research-oriented learning, virtual laboratories, BYOD (Bring your own devices) – learning, web-quests and other modern educational technologies that provide a high degree of independence and activity of students. Methodological problems of training a modern specialist who would meet the requirements of the information society, we have considered in more detail in the publication (Stynska, 2020).

Informatization of higher education (especially pedagogical), in addition to improving the educational content, should ensure the quality of the upbringing process, which, unfortunately, methodologists pay little attention to. S. Sharov emphasizes that "to ensure the formation of students' moral qualities it is necessary to fill the upbringing process with relevant information, provide certain knowledge that would achieve with the help of information and communication technologies a certain goal – education moral person capable of respecting others. Recognize their independent nature and independence" (Sharov, 2017, p.203).

The development of the information society, the ever-increasing volume of information, the wide variability and dynamics of the educational environment make increased demands on the organization of educational process management in higher education institutions. Therefore, it is important to move to a corporate model of university management, which provides primarily the diversification of powers and responsibilities for the effectiveness of educational and research activities of institutions (Kondur, 2017). Higher education institutions are actively implementing an electronic document management system, systems for organizing the control of the educational process (electronic schedule, electronic journals). «The peculiarities of modern information technologies are that in modern conditions, automated learning management systems and measuring the educational level of students are becoming more widespread: automatic assessment and tracking of parameters that characterize the development of educational material» (Kokhanovskaya, 2018, p. 13).

Improving the efficiency of the corporate governance model of the university requires the activation of bodies that analyze and monitor higher education institutions, as well as the development of a system of indicators to analyze the situation in the market of educational services, improving the ranking of higher education institutions. In these processes we see the managerial component of informatization of education.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on the analysis and generalization of the conceptual foundations of the information society and informatization of education, the components of the latter are singled out – didactic, semantic, organizational, managerial. The importance of researching the possibilities of improving the informatization of education has significantly increased in connection with the intensive use of information and communication technologies during the global pandemic.

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ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ У МАЙБУТНІХ УПРАВЛІНЦІВ У СФЕРІ ОСВІТИ ЗАСОБАМИ СТУДЕНТСЬКОГО САМОВРЯДУВАННЯ

Анотація. Процеси глобалізації й динамічні суспільно-політичні, економічні та культурні трансформації перших десятиріч XXI століття диктують нагальну й гостру потребу в ґрунтовно освічених, інтелектуально сміливих та незаангажованих молодих і зрілих людях, здатних інноваційно мислити і діяти за умов перманентних криз, успішно долати стан безсилості чи розгубленості перед викликами сьогодення, продукувати інноваційну й оптимістичну картину світу. Формування такої особистості – надмета сучасної системи вищої освіти, що орієнтує її на виховання лідера – творчого, духовно-морального представника світової спільноти й громадянина своєї держави.

Це, своєю чергою, зумовлює важливість набуття майбутнім фахівцем лідерських якостей та навичок, завдяки яким він у подальшій професійній діяльності зможе ухвалювати своєчасні самостійні рішення, оволодівати навичками переконування, організовувати командну роботу, ефективно взаємодіяти з соціальним оточенням.

Швидкі зміни навколишнього середовища спричиняють фундаментальні трансформації, які здійснюють колосальний вплив на організації і ставлять перед сучасними лідерами складні й обсяжні завдання. Це зумовлює перехід до нової парадигми лідерства.

Сучасні дослідження проблеми лідерства доводять, що лідером стає особистість із лідерськими якостями та навичками, яка здатна реалізувати їх у відповідних ситуаціях, але в науковій соціально-педагогічній літературі технології формування лідерських якостей особистості у виховному процесі розроблені недостатньо. Отже, оскільки існує об'єктивна потреба в лідерстві, проблема формування лідерських якостей студентської молоді у освітньому процесі є актуальною проблемою сьогодення.

Організація виховного процесу та залучення молоді до роботи студентського самоврядування, що визначається як законна, послідовна, безперервна зміна етапів розвитку та становлення взаємодіючих суб'єктів, передбачає застосування ефективних способів та створення необхідних соціально-педагогічних умов, завдяки яким стане можливим формування лідерських якостей студентства.

Ключові слова: заклад вищої освіти, лідерство, управлінець, освітній процес, студентське самоврядування, командна робота.

FORMATION OF LEADERSHIP QUALITIES IN FUTURE MANAGERS IN THE FIELD OF EDUCATION BY STUDENT SELF-GOVERNMENT

Abstract. The processes of globalization and dynamic socio-political, economic and cultural transformations of the first decades of the XXI century dictate the urgent and urgent need for thoroughly educated, intellectually courageous and uninvolved young and mature people who can innovatively think and act in permanent crises, successfully overcome helplessness or helplessness. in the face of today's challenges, to produce an innovative and optimistic picture of the world. The formation of such a person is the goal of the modern system of higher education, which focuses on the education of the leader - a creative, spiritual and moral representative of the world community and a citizen of his country.



This, in turn, makes it important for the future specialist to acquire leadership qualities, thanks to which he will be able to make timely independent decisions, master persuasion skills, organize teamwork, interact effectively with the social environment.

Rapid changes in the environment are causing fundamental transformations that have a tremendous impact on organizations and pose complex and challenging challenges for today's leaders. This leads to a transition to a new leadership paradigm.

Modern research on the problem of leadership proves that the leader is a person with leadership qualities and skills that can implement them in appropriate situations, but in the scientific socio-pedagogical literature technologies for the formation of leadership qualities in the educational process are insufficiently developed. So, because there is an objective need for leadership, the problem of forming leadership qualities of student youth in the educational process is an urgent problem today.

The organization of the educational process and involvement of young people in student government, which is defined as a natural, consistent, continuous change of stages of development and formation of interacting actors, involves the use of effective methods and creating the necessary socio-pedagogical conditions.

Keywords: institution of higher education, leadership, manager, educational process, student self-government, team work.

INTRODUCTION

The problem formulation. The need to combine the process of acquiring new knowledge with the formation of life strategy, mastering social roles for full life in terms of integration into the world educational space is emphasized in regulations, including the laws of Ukraine "On Education", "On Higher Education", National Strategy for Education in Ukraine period until 2021, the State target program of work with gifted youth, the Concept of national-patriotic education of children and youth, etc.

Competition in the market of goods and services, globalization of the economy, the rapid change of requirements for the organization and management of production processes dictate a huge demand for graduates of economic universities, able to respond effectively to modern challenges.

This problem is especially relevant for future managers in the field of education, as improving the efficiency of the educational institution largely depends on the effective teamwork of employees and taking into account their leadership potential. To increase the competitiveness of the educational process, to develop a strategy for its further development, it is important to develop an optimal organizational structure, select a cohesive team of employees and create an appropriate moral and psychological mood in the team. All this can be ensured through the formation of leadership qualities in students - future leaders. Therefore, higher education institutions reorient classical programs and concepts of educational activities to the formation and development of leadership qualities and competencies of a young specialist, his personal and professional capabilities, including: productive teamwork, responsible management decisions, effective communication and others.

Analysis of recent research and publications. The phenomenon of leadership, the problems of manifestation of leadership qualities were studied by domestic (D. V. Alfimov, S. A. Garmash, O. O. Nestulya, S. I. Nestulya, T. O. Polkovenko, etc.) and foreign scientists (O. P. Balashov, K. Blanchard, K. Bogardus, M. Weber, O. V. Evtikhov, L. Carter, M. V. Kitaeva, R. L. Krichevsky, F. Massarik, B. D. Parigin, V. O. Tatenko, F. Fiedler and others).

Pedagogical aspects of the formation of leadership qualities in students were considered by N. P. Babkova-Pylypenko, P. I. Babochkin, B. R. Goloveshko, K. D. Demchuk, I. P. Krasnoshchok, A. V. Zorina, L. S. Kazantseva, N. V. Marakhovska, N. O. Semchenko, R. V. Sopivnyk and others.

However, despite the significance of the results obtained in solving the problems of organizational leadership, to date, an effective system of pedagogical conditions for the development of leadership qualities of students in higher education by means of student self-government.

The analysis of scientific sources shows the inadequacy of the study of this problem, as well as the presence of a number of contradictions between:

- increased demand for a high professional level of management staff and traditional approaches to their training in the Free Economic Zone, which do not ensure the formation of professional and personal competencies based on the leadership paradigm;
- urgent need of economic universities in the development of leadership qualities in students and insufficient development of theoretical foundations of this problem;
- potential opportunities of the educational environment of higher education institutions to improve the leadership qualities of students during their studies and the insufficient level of scientific and methodological support of this process.

THE PURPOSE OF THE RESEARCH

The article highlights the main ways to improve leadership qualities in future managers in the field of education, through the active work of such students in the student government of higher education.

RESEARCH METHODS

In research the following research methods are used: general scientific (analysis, synthesis, deduction, induction, comparison, classification, generalization), which allow to argue and justify the experience of socialization of children with special educational needs in the context of inclusive education; search and bibliographic for systematization of research sources; historiographical-interpretative for studying the state of the problem under research, comprehension of conceptual approaches to its solution and its categorical-conceptual apparatus; comparative and descriptive- to characterise the main stages of inclusive education development.

RESULTS OF THE RESEARCH

In the 90s of the twentieth century. began to study the leadership qualities associated with "social intelligence" - the ability to interpret their own and others' thoughts, feelings and behavior and act in accordance with this interpretation. Thus,



according to S. Zaccaro, "social intelligence" is the presence of a number of abilities, such as: "social consciousness, social insight, self-control and the ability to respond adequately to circumstances, situations and social environment".

D. Goleman introduces into the leadership thesaurus the concept of "emotional intelligence as a key quality of a leader. Emotional intelligence contains a set of personal and social competencies. The first scientist includes self-awareness, confidence, self-regulation and motivation. And social competencies include empathy and social skills, in particular the ability to communicate and resolve conflicts.

Note that emotional intelligence is emotions (affective sphere), thinking (cognitive sphere) and their interaction. If the actual intelligence is the use of information in accordance with life's tasks, then emotional intelligence is associated with the ability to understand emotions and use it when performing various tasks.

To substantiate leadership qualities, researchers today use the achievements of psychologists in the field of personality theory. One of the most productive is the model of the "big five" - the five main components of personality:

- 1) neuroticism (depression, anxiety, insecurity, irritability, vulnerability and hostility) as opposed to emotional stability (balance and relaxation);
- 2) extraversion (sociability, self-confidence, positive energy, perseverance and high activity) as opposed to passivity, calm and restraint;
- 3) intellectual openness (awareness, creativity, curiosity, intuition, inspiration) as opposed to everyday life, limitations and narrow interests;
- 4) conformism (adaptability, trustworthiness);
- 5) honesty (organization, controllability, reliability, determination, responsibility) as opposed to negligence and carelessness.

Leadership research has found a link between a person's presence in the Big Five and his or her leadership potential. In particular, extraversion is most correlated with leadership and is seen as the main feature of an effective leader, which is characterized by perseverance, activity, energy. In addition to a high level of extraversion, leaders are characterized by honesty, intellectual openness and low levels of neuroticism. It is noteworthy that conformism is almost uncharacteristic of leaders.

Leadership naturally appears in any group that unites several people, and even more so in a large organization or other social structure. O. Pervitska rightly notes that "the phenomenon of leadership, the relationship of leadership occurs whenever a group of people have to solve any problems that affect the interests of all or most members of the group. The most noticeable leadership relations are when the group faces the task of resource allocation (resources in this context are understood in a broad sense: material, financial, food, information, etc., up to reproductive)".

Such a broad understanding of leadership, which can affect areas of social life (politics, economics, culture, science, etc.), as well as micro- and macro-level interactions of people (from relationships in small groups to government and international politics), allows to cover formal and informal organizations.

Perhaps the brightest leadership is manifested in the conditions when it is necessary to mobilize all the efforts of a particular community, group or organization to protect their interests, overcome crises, carry out complex social reforms or organizational change. The people who led them have been called heroes in various nations since ancient times, extremely respected, recognizing their power and authority in the exercise of management functions.

As you know, the words "leader" ("leader") and "leadership" ("leadership") have the Anglo-Saxon root "lead" (Ukrainian - "way"), which, in turn, comes from the verb "lead" - "go", "travel". The Anglo-Saxons used it to determine the course of a ship at sea. Thus, initially the leaders were called people or ships that pointed the way.

It should be noted that by the end of the XIX century. - early twentieth century. in scientific texts, the concepts of "leader" and "leadership" were considered in terms of politics and economics. It was not until the 1930s that they became widespread in social psychology in connection with publications on conflict theory by the American Researcher K. Levin and his followers.

However, different sciences have their own views on the interpretation of this concept. Thus, in the philosophical literature, the leader is the most authoritative member of the organization or social group, which due to the specifics of his personality dominates in various political, moral and social situations. Scientists I. Korotets, L. Shtompel, O. Shtompel emphasize the informal nature of the leader's authority and the spontaneity of leadership in a particular situation. Economics and sociology see the leader as an authoritative, influential member of the group, able to lead the group, the team; a person who, due to his personal qualities, has a significant influence on members of a social group. Political science interprets a leader as a person who runs a political party or other socio-political organization.

In psychological and pedagogical science, the concept of "leader" is considered quite widely. Thus, according to V. Davydov, it is a member of the group, which in significant situations is able to influence the behavior of other participants. The leader, according to V. Grigorieva, is a member of the group, able to organize its activities and regulate relations, the one who actually leads. The leader has the same qualities as most other members of the group, but is distinguished by his actions, and the level of his activity is higher.

According to O. Kondur a leader is "a person who has developed communication skills, is able to effectively influence other people with words, with whom the majority of the team wants to cooperate" (Kondur, 2021, p. 68).

According to T. Vezhevych, the leader is a member of the group, who is authorized by all other members to make the most responsible decisions that "concern the interests of the whole group and determine the direction of its activities" (Vezhevych, 2021).



According to I. Emelyanov, the leader - "a member of the group who has the necessary organizational skills, occupies a central position in the structure of interpersonal relationships and encourages his example, organization and management of the group to achieve group goals in the best way" (Emelyanov, 1971, p. 53).

According to O. Kondur, the leader is a member of the group, which is associated with an ideal set of group values, has the greatest impact on their community and reveals its qualities in the process of interaction (Kondur, 2021, p. 66). The leader, according to V. Yagodnikov, is "a member of the group, according to which she recognizes the advantage in status and gives the right to make decisions in situations important to her"; "An individual who is able to play a key role in organizing joint activities and regulating relationships in the group"; "A person who, due to his personal qualities, influences members of a social group" (Yagodnikov, 2015, p. 56).

The leader, according to J. Smith, is a member of the group who focuses on group processes, has the art of agreement, and in terms of role differentiation has his own position (Smith, 2015, p. 65).

In the study, we rely on the interpretation of the School of Leaders as a curriculum for members of student government of higher education institutions, designed for a certain period of time, which aims to create a team of leaders through training and joint activities in training.

In his intelligence, O. I. Kalashnykov emphasizes that today training has become a group form of work on personal development and an interdisciplinary method that helps practitioners to effectively implement tasks related to the development of communicative abilities and skills, management of emotional states, cognitive processes, acceptance and self-improvement, etc. Training "provides effective interaction with the world, contributes to success in various fields" (Kalashnykov, 2018, p. 6).

The term "training" comes from the English language "training" and has a number of beginnings - "training", "education", "training", "training". According to the UK's Manpower Services Commission (MSC), training is "a pre-planned process aimed at changing participants' attitudes, knowledge or behavior through learning experiences, aimed at developing skills to perform a particular activity or several activities" (Kliuiev, 2017).

Measures of the leadership management paradigm of the School of Leaders on the basis of the training program are designed for three categories of students: I - students, II - research and teaching staff, III - management staff.

The program provides for diagnosis, analysis, formation (if necessary) and development of leadership qualities. Speakers of events can be specialists who have shown a willingness and desire to share their work and pedagogical experience.

Tasks of the School of Leaders for future managers in the field of education:

- to promote a change of views on the organization of communication with students on the principles of personality-oriented interaction;
- to form and develop leadership qualities that are absent or insufficiently developed in students;
- to teach students to use the acquired skills of personality-oriented interaction in organizational activities;
- to provide favorable conditions for joint creativity of students of pedagogical specialties and students-managers.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on the analysis and generalization of the conceptual foundations of the research problem, the concept of "leader" as the most authoritative person in the group, who due to his personal qualities plays a major role in various moral, social and other situations, joint activities of group members. decisions in situations relevant to the group and is responsible for them.

The concept of "leadership qualities of students" is revealed as a dynamic professional and personal education, formed in the process of professional training of students of pedagogical and managerial specialties in higher education.

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СПЕЦИФІКА ПОБУДОВИ АКАДЕМІЧНОГО ТЕКСТУ

Анотація. У статті висвітлено результати аналізу наукових розвідок та узагальнення напрацювань теоретиків і практиків освітньої галузі щодо побудови академічного тексту. Виявлено, що наукові дослідження вітчизняних і зарубіжних науковців присвячені висвітленню різних аспектів проблеми академічного письма: розвитку академічної грамотності, формуванню академічної та комунікативної компетентності, специфіці наукової мови та розвитку культури її використання, розвитку умінь і навичок академічного письма тощо. Представлено використані методи дослідження (аналіз, синтез, узагальнення). Обґрунтовано особливості вибору теми наукового дослідження та етапи основних заходів роботи над дослідницькою темою. Подано визначення тексту як основної одиниці спілкування, а також академічного тексту, який готують відповідно до вимог наукового стилю, а його зміст виражається засобами спеціальної наукової термінології і мовних засобів. Представлено трикомпонентну модель академічного тексту (сендвіч-технологію / гамбургер-модель), що охоплює ключові метатекстові елементи: вступ, основна частина та висновки. Відображено взаємозв'язок між трьома компонентами гамбургер-моделі академічного тексту: у вступі презентується логіка розвитку авторських ідей; в основній частині реалізується їх презентація; у висновках автор пропонує читачеві висновки з цих ідей. Схарактеризовано специфіку побудови вступної, основної та висновкової частин академічного тексту. Запропоновано висновки: основними характеристиками академічного тексту є те, що він містить авторську ідею (авторське бачення щодо проблеми дослідження); його змістове наповнення містить знання, у якому виокремлюються ключові терміни та поняття. Академічний текст вирізняє цілісність, яка охоплює пов'язані між собою компоненти, що сприяє викладенню змістового наповнення в логічній послідовності.

Ключові слова: академічний текст, академічне письмо, гамбургер-модель, сендвіч-технологія, трикомпонентна структура тексту, вступ, основна частина, висновки.

SPECIFICS OF ACADEMIC TEXT CONSTRUCTION

Abstract. The article highlights the analysis results of scientific research as well as theorists and practitioners' work's generalization of the educational field on the academic text construction. It is revealed that scientific researches of domestic and foreign scientists are devoted to highlight various aspects of the problem of academic writing: development of academic literacy, academic and communicative competence formation, scientific language specificity and development of culture of its use, development of academic writing skills, etc. The used research methods (analysis, synthesis, generalization) are presented. The peculiarities of the research topic choice and the stages of the main activities of the researched topic are substantiated. The definition of the text as the basic unit of communication, as well as the academic text, which is prepared in accordance with the requirements of scientific style, and its content are expressed by the means of special scientific terminology and language tools. A three-component model of the academic text (sandwich technology / hamburger model) is presented, which covers key metatext elements: introduction, discussion, and conclusion. The relationship between the three components of the hamburger model of the academic text is reflected: the introduction presents the logic of the



development of the author's ideas; in the discussion part their presentation is realized; in the conclusions the author presents the conclusions from these ideas to the reader. The introductory, discussion and concluding parts specifics of the academic text construction are described. Conclusions are presented: the main characteristics of the academic text are as following: it contains the author's idea (author's vision of the research problem); its content contains knowledge, which highlights key terms and concepts. The academic text distinguishes integrity, which includes interconnected components, which contribute to the presentation of the content in a logical sequence.

Keywords: academic text, academic writing, hamburger model, sandwich technology, three-component text structure, introduction, discussion, conclusions.

INTRODUCTION

The problem formulation. The problem of forming a culture of academic integrity solving is one of the keys to establish a quality assurance system of education. Today, these issues are the subject of research by both foreign and domestic scientists, as academic integrity is a multifaceted and complex phenomenon, and the development of a culture of its observance requires the efforts of all members of the academic community: teachers, students, managers. One of the mechanisms of academic integrity development is the acquisition of knowledge, formation and development of academic writing skills. The teaching of this discipline is aimed at forming one of the competencies that are necessary for students. First, it is about the development of scientific thinking, the formation and development of research skills that are necessary for the full development of the chosen specialty.

Analysis of recent research and publications. The specifics of teaching academic writing are the subject of research by domestic and foreign scholars. Thus, the peculiarities of the preparation of students for academic communication (M. Kozolup, 2017), the content and specifics of academic writing (N. Maloshonok, 2018, S. Revutska, 2018, B. Green, S. Beavis, 2012), academic writing in culturological and linguistic discourse (O. Selivanova, 2008, O. Semenog, 2019, L. Shulinova, 2005, T. Yakhontova, 2014), etc.

THE AIM AND RESEARCH TASKS

The purpose of the article is to present the results of research on the specifics of the construction of the academic text as one of the main components of academic writing.

RESEARCH METHODS

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

RESULTS OF THE RESEARCH

First, it is worth remembering that the main purpose of an academic text is to pass the reader the author's idea, the results obtained during the research, as well as to interest the reader and encourage him to further discussion. Therefore, when choosing the direction of research work, the topic should be relevant, both from a practical and theoretical point of view. It is important that the topic was feasible to implement, as well as promising for further work in this direction in the scientific community. It is clear that it is necessary to provide the author with appropriate primary materials. Of course, the topic should be of interest to the researcher who stimulates the search initiative. It is necessary to outline the plan and stages of the main measures of further work on the topic. For their implementation it is necessary to provide: substantiation of a theme, a choice of object and definition of the purpose of research; selection and analysis of scientific literature on the selected topic; hypothesis development; drawing up a plan and structure of work, development of the program and research methods; creation of own base of research material; conducting a research experiment in laboratories, search expeditions, etc.; creation of the experimental base; conducting research and summarizing its results, formulating conclusions; registration of research work; work review; defending of the obtained results.

Writing a scientific paper requires, first, a clear idea of the level of development of the research topic in science. Therefore, it is necessary to get acquainted with the basic literature concerning the chosen subject. Enhances the reliability of the results, the combined use of different types of sources, but it is very important that these sources accurately meet the specific objectives and topics of scientific work.

The text is the basic unit of communication. The main features of the text are its integrity, not only coherence, but also completeness, comprehensiveness of speech, modality, the presence of evaluation and self-evaluation, "point of view" (N. Khusanov, M. Berdieva, N. Dierova, E. Mirzaeva, Sh. Makhkamova, 2016, p. 45). According to scholars, the text is a complete speech formation, semantic, structural and grammatical unity, which is objectified in oral or written form, is characterized by closeness, coherence, different types of lexical, grammatical, logical, stylistic connection and has a certain pragmatic guideline (O. Semenog, O. Fast, 2015). The academic text is defined by the authors as an integral communicative block that has a clear, logical structure, a kind of framework with internally complete parts (sections, subsections, points, paragraphs, chunks), saturated with relevant terminology (O. Semenog, O. Fast, 2015). An academic text is a generalized coherent text prepared in accordance with the requirements of the scientific style, and its content is expressed by means of special scientific terminology and linguistic means. An academic text can be created based on preliminary processed source base, collection of material, research, analysis and reflection of data, facts, ideas, provisions, etc.

One of the basic concepts of the Anglo-American tradition of academic writing is accessibility, which means "intelligibility" of the academic text to members of the professional community. Its provision involves compliance with the principle of organization of the academic text at the macro and micro levels in accordance with the technologies used in the



international academic environment; construction of an academic text that meets the goals of scientific communication and the requirement of publicity. At the macro level, such a construction should correspond to the generally accepted three-component model and the principle of unity of the text. The organization at the micro level covers the logical structure of the paragraph, the clarity of syntax, the use of appropriate vocabulary and stylistic features, and the absence of spelling and punctuation errors.

An academic society uses a three-component model of an academic or scientific text, consisting of such key metatext elements as introduction, discussion, and conclusion. This model is called sandwich technology or hamburger model. In its structure, the introduction and conclusions are symmetrical components “above and below”, between which is the main part – discussion.

Metatext elements have a generally accepted internal logical order – “skeleton”, which is increased by additional textual components depending on the disciplinary specifics. However, it should be understood that the bun of the presented hamburger is perceived as an introduction and conclusions that support the whole text. Thanks to them, the text is arranged according to a certain framework structure of the text. However, it is important to remember that this is a way of organizing the content of an academic text.

The main content of the hamburger is a beef patty, in our case, the discussion of the academic text, which reflects the author’s ideas. However, in addition to the beef patty, the hamburger also includes other extras that complement or emphasize the taste, and in general form the specific taste of the hamburger. In an academic text, it is the support of author’s ideas, which contributes to a better perception of author’s ideas by the reader.

This hamburger model of the academic text shows the relationship between the three components: the introduction presents the logic of the development of authorial ideas; in the discussion, their presentation is implemented; in the conclusions, the author presents to the reader the conclusions from these ideas. Thus, in the introduction, discussion and conclusions ideas will be presented in the same order. For example, if there are three ideas, then in the introduction they can be listed as three problems in a certain logical order (for example, priority), then these three problems will be considered and solved in the same sequence in the main part of the text and finally summarized and presented in the form of three conclusions interconnected – the first, second and the third.

Let us characterize in more details each of the elements of the academic text. The introduction should clearly identify the problem, research questions, methods of solution and the main thesis. When stating a problem, it is necessary to indicate its relevance and lack of existing knowledge in its field (lack of research, or a limited approach to its study in the scientific literature). In other words, the author substantiates the expediency of writing the text, explains what prompted him to study the problem, as well as why its solution is important for the professional community. The author formulates research questions based on which the main thesis is built – the main idea of the author, which he discusses in his work, is expressed clearly, clearly and concisely. “An introduction in the format of a paragraph consists of two parts: several general statements that intrigue and attract the reader’s attention and a thesis statement in which the idea of the text is presented. The thesis statement plays the same role in the introduction as the first sentence in the paragraph: it names the topic and forms the reader’s idea of the general idea of the content of the text...” (N. Khusanov, M. Berdieva, N. Dierova, E. Mirzaeva, Sh. Makhkamova, 2016, p. 52). That is, the author introduces the topic, gives a brief description of its context, and justifies its relevance and importance. It is necessary to single out the problem or contradictions, lack of knowledge about the subject of research and submit the wording of the topic. The introduction indicates the purpose of the study, as well as a brief overview of certain aspects or structure of the scientific text (N. Khusanov, M. Berdieva, N. Dierova, E. Mirzaeva, Sh. Makhkamova, 2016, p. 52).

Thus, the introduction intrigues the reader and informs him of the main topic that will be discussed. The introduction performs a range of functions: to interest the reader, to outline the topic, to identify the problem, to formulate a thesis, to outline the structure of the text and the aspects that will be studied. Moreover, all this should be compelled into one small paragraph. The introduction is sometimes compared to a funnel, with which the author narrows the discussion field to the problem that can be solved within a single text.

The main part or discussion details these aspects of the problem or research issues in the same order in which they are presented in the introductory part. Their disclosure should provide a consistent argumentation of the main author’s thesis. Depending on the subject of the study, arguments can be supported or illustrated by facts, information from official documents, reports on previous studies, and other sources. The opinions of authoritative scientists, statistical data, graphs, photographs, reproductions of paintings, etc. are also used for argumentation. It is clear that the choice of argument depends on the field of scientific knowledge. However, here the author should remember that it is necessary to strictly adhere to the main line of reasoning, to avoid the use of extraneous or insignificant for the research problem information, coverage of concepts that are not directly related to the text. Deviations from the thesis are often sinned in the works of students who seek to make the bibliographic list significant or to demonstrate their literacy and broad outlook. However, redundant links and the inclusion of redundant information only spoil the work. Thus, the main part of the text covers several paragraphs, each of which reveals the subtopic of the main topic.

Conclusions are formed on the principle of reflection of the introduction. If in the introduction the author brought to a narrow problem of research, starting with a broad overview of the problem, then in conclusion he presents the material, ranging from a narrow problem to the possibility of applying the results of its solution in a wider area. The conclusion lists the author’s answers to each of the research questions or draws conclusions about each aspect of the main thesis. Here it is necessary to follow the same order in which they were set out in the introduction and the main part / discussion. In the end, the author clearly and consistently formulates the main conclusion, which is directly related to the main thesis. The



main conclusion, as a rule, is made with a view to the prospect of further discussion. This can be a promising expansion or deepening of the topic, attracting new sources, applying new approaches and methods, asking new questions, presenting recommendations, forecasts for the future, and so on. Thus, the conclusion on the principle brings the reader beyond the research problem, in a broader context, to the prospects for further research. Thus, the conclusions present an overview of the ideas presented in the main part and highlight the prospects for further research.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The academic text consists of three parts: introduction, main part (discussion), conclusions. Its main characteristics are that it contains the author's idea (author's vision of the research problem); its content contains knowledge, which highlights key terms and concepts. The academic text distinguishes integrity, which includes interconnected components, which contributes to the presentation of the content in a logical sequence.

Prospects for further research include the study of the specificity of syntaxis constructions and their use in academic texts.

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ФАХОВА ПІДГОТОВКА ПЕРЕКЛАДАЧІВ В УМОВАХ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ

Анотація. Стаття присвячена вивченню особливостей професійної підготовки перекладачів в умовах міжкультурної комунікації. Автори обґрунтовують доцільність при навчанні фахівців перекладацької діяльності в майбутньому враховувати правильність інтерпретації не лише конкретних слів і словосполучень, а й змісту кожного речення цілком у контексті загального сенсу матеріалу. У доробку наголошується на необхідності врахування специфіки перекладу, де в смисловому значенні різних культурних термінів обов'язково присутня відмінність, і фахово-підготовлений перекладач в більшості випадків повинен витлумачити сказане іншою мовою, уникнувши грубих помилок, неточностей та інтерпретації понять у протилежному значенні. Інтеграційні процеси, що охопили більшу частину людства, зумовили інтенсифікацію комунікацій, у тому числі в міжкультурній сфері. Водночас у статті зазначено, що щільність, інтенсивність та тривалість таких стосунків, які складаються між представниками різних культурних спільнот, значно зросли і продовжують збільшуватися з кожним роком. Автори стверджують, що поява такого діалогу зумовлює об'єктивну необхідність переоцінки контактів між різними соціокультурними спільнотами та їх власною культурною ідентичністю, які базуються на ідеях толерантності, адекватного сприйняття культурних відмінностей, які за цих обставин є необхідними передумовами для ефективних взаємин між культурами та взаєморозуміння між суб'єктами-носіями. За таких умов актуальність перекладу у світлі міжкультурної комунікації значно зростає. Автори наголошують, що, розглядаючи питання перекладу, надзвичайно важливим є розуміння, що спілкування – це різновид взаємодії між індивідами, за умов якого особи, що спілкуються між собою, виступають як суб'єкти культури, представники певної лінгвосоціокультурної спільноти, а переклад – це свого роду медіація, а отже, не лише засіб міжмовної, а й міжкультурної комунікації.

Ключові слова: перекладач, міжкультурна комунікація, навички бізнес комунікації, білінгвізм.

PROFESSIONAL DEVELOPMENT TRAINING OF THE INTERPRETERS UNDER THE EFFECTIVE INTERCULTURAL COMMUNICATION

Abstract. The article is devoted to the study of the peculiarities of professional training of interpreters in the framework of intercultural communication. The authors substantiate the expediency of training translation specialists to take into account the correct interpretation not only of specific words and phrases, but also the content of each sentence in the context of the general meaning of the material in the future. The work emphasizes the need to pay attention to the specifics of translation, where there is a difference in the semantic meaning of different cultural terms, and a professionally trained translator in most cases must interpret what is said in another language, avoiding glaring errors, inaccuracies and interpretations in the opposite sense. The authors claim that when considering translation, it becomes important to understand that communication is a kind of interaction between individuals, in which subjects communicating with each other act as subjects of culture, representatives of a certain linguo-socio-cultural community, and translation, being a kind of mediation, is not only a means of interlingual, but also intercultural communication.

Keywords: translator, intercultural communication, business communication skills, bilingualism.

INTRODUCTION

The problem formulation. In the modern world, due to the trends of internationalization and globalization, the importance of effective intercultural communication is essentially increasing. The professional training of an interpreter lasts a lifetime. The better the interpreter, the less it is visible in the text, and with oral translation it is completely invisible. There is a growing need for qualified interpreters with both general cultural and specialized knowledge.

To maintain a high level of a team of professional interpreters require constant training. A team of interpreters, like a special team, must have the full range of knowledge, skills, abilities, as well as a sense of team spirit. Knowledge of the language is important, but it is even more important to have experience in language proficiency and skills of the intercultural communication.

AIM AND TASKS RESEARCH

The objective of our work is to distinguish the peculiarities of professional development training of the interpreters in conditions of effective intercultural communication.

RESULTS OF THE RESEARCH

In the variety of skills for effective intercultural communication, the following skills can be distinguished that are necessary in the field of business communication:

- the ability to properly organize the translation process, which includes setting the goal of the translation, drawing up the necessary list of terms, consulting with the customer and specialists, and, if necessary, consulting with representatives of another culture, writing the translation and its editing;
- the ability to express thoughts clearly, clearly, concisely;
- the ability to find the necessary information about the cultural characteristics of different countries and cultures independently;
- the ability to adapt the text of a document, letter or technical instruction depending on the culture of the country or group of people for whom this document, instruction or letter was written;
- the ability to write in a style that can be easily translated into another language, while avoiding problems associated with an inadequate understanding of cultural characteristics;



- the ability to work in a multicultural team, when communication with other team members occurs using various means of telecommunications (Köksala O, Yürük N., 2019).

The choice of teaching methods for translation is due to the need to bring the learning process as close as possible to reality (Sokol, Tsaryk, Rybina, Kosovych, Sushko, Bodnar, 2020), therefore, such teaching methods are used as a combination of group and individual work, the implementation of real projects and others.

When translating a specialty knowledge and use of generally accepted terminology allows you to make the text of the document as informative as possible and as neutral as possible, from the point of view of cultural differences.

Interpreters usually work at negotiations, conferences, exhibitions, seminars, film screenings, and so on. Typically, in such cases, two main types of interpretation can be used i.e. sequential and synchronous. Usually translators specialize in one of them, since each translation method requires special language and psychological training. For consecutive interpreters, it is important possession of "holding memory", which allows them to memorize the meaning of sufficiently long statements while thinking about the translation. It is also important to be able to notice and quickly record in writing the most difficult moments, as well as numbers, dates, names, titles. For this, a special translation cursive is used.

An interpreter, in addition to excellent knowledge of the language, must also have a number of qualities that he needs. We mean the initiative, the ability to work with people, resistance to stress, the ability to respond quickly to changes in the situation, a flexible approach to the situation, efficiency, the ability to learn quickly, the ability to instantly analyze the situation (Rybina, 2019).

A professional interpreter must know the specifics of interaction with partners, clients and the audience based on modern technical means of communication; requirements for the design of business cards and their use in the course of business contacts; ethical and psychological rules for organizing and holding international conferences, seminars, symposia, informal meetings, business etiquette, etc.

The interpreter must be able to use the psychological and ethical norms of interaction in a team at different levels of the service hierarchy; observe the rules for meeting and receiving guests, organizing their business and cultural programs, their personal time, wire etiquette, maintaining and consolidating existing contacts.

As a specialist in intercultural communication, he should also be able to apply knowledge of typical stereotypes presented in situations of interethnic and international communication and business negotiations of representatives of different faiths and cultures, ways to overcome typical conflicts during negotiations and achieve mutual understanding and consensus.

A bilingual interpreter is a "doubled" language personality (Rybina, 2019). He perceives foreign language textual activity from the position of the linguistic culture of a foreign language society. And then he switches to his native language and socio-cultural codes. The responsibility is colossal, but this is the main function and task of the translator. The tasks of the translator include not only the "transfer" of information, but also, he must make sure that both the "transmitting" and "receiving" parties understand what the speech is about. This is the essence of intercultural communication, the instrument of which is translation. And the opinion that "it is easy to be a translator if you know the languages" is by no means fair.

The profession of an interpreter consists in tireless work and constant readiness, constant learning, self-education, reading any literature, not only related to the subject of translation studies, but also a seemingly meaningless brochure of a cosmetic company, or a technical description of a hydraulic crane. The translator must be erudite. He's unique "accumulator" of information about different areas of human knowledge and human activity, and it is equally important for him to know the essence of a process or phenomenon, and how all this is called in his native and accordingly foreign language (Köksala, Yürük, 2019). Another important aspect is the ability to express yourself beautifully, competently, that is, knowing a foreign language is great, but not being able to speak, expressing yourself in your native language is a big mistake. It is important that the translator has oratory skills. Thus, by increasing his level of linguistic knowledge, the translator paves the way for the future of the specialty.

To avoid mistakes, the interpreter should:

- to delve into the semantic content, structure and communicative task of the text;
- to determine the main thoughts, accents, relationships;
- to identify the connections of the text with extra-textual phenomena, with reality;
- define and take into account the style / register of speech;
- proceed from the context;
- attract (and constantly expand and deepen) your background knowledge;
- use dictionaries, reference books, expert advice;
- check all proper names unknown to him;
- proceed from the logic of the statement and the entire text as a whole.

The interpreter should not:

- to judge the meaning of a word in the source text by its main value.
- trust bilingual dictionaries unconditionally.
- leave unverified "doubtful" cases and semantic "discrepancies";
- rely only on guesswork and intuition where possible check their correctness;



- translate literally expressions and phrases.

Translation is a complete replacement of the source material with a text similar in content and semantic meaning in a foreign language (Katan D, 2009). In translation, it is important to take into account the correct interpretation of not only specific words and phrases, but also the content of each sentence as a whole in the context of the general meaning of the material. The linguist is obliged to study the cultural nuances of the target language, be aware of the specifics of working with a specific audience and clearly define the purpose of the information presented in writing or orally. It is important to take into account that there is always a difference in the semantic meaning of various cultural terms, and a competent translator in most cases can only approximately interpret what is said in another language, avoiding gross errors, inaccuracies and interpreting concepts in the opposite sense.

Translation is the literal transfer of information into a foreign language and cultural rethinking of all the facts that come from two participants in communication when interacting with a translation specialist (Katan, 2009). A translator should not ignore the semantic differences of languages when working on a translation - this also applies to live dialogue in an informal setting, and professional teamwork on any project. How can a specialist choose the appropriate tactics for professional interaction between people? Transformation - changing the original text (speech) by transferring words in a single order from the original source to the second language. In this case, the word is transliterated - it is made out with letters of a foreign language in order to become understandable to a native speaker. Component analysis is aimed at a deep understanding of the meaning of the content of a text or oral message and its competent interpretation, understandable in the target language. In this case, the cultural features of the language are erased, and only the informative content of the original message comes to the fore. Which way to use to translate a specific material? It is best if this issue is decided by the customer - having prioritized what kind of meaning of the text will play a primary role in its presentation. It is worth considering the orientation of the content, the purpose - for whom the material is translated and on whose behalf the information is presented in the original source. A specialist who manages to maintain a balance between the semantic and cultural components of the translation will be able to successfully neutralize any problems inherent in communication within the framework of intercultural communication.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Integration processes that have engulfed most of humanity have predetermined the intensification of communications, including in the intercultural sphere. At the same time, the density, intensity and duration of such relationships that develop between representatives of different cultural communities have grown significantly and continue to increase every year. The emergence of such a dialogue predetermines the objective need to reassess contacts between various socio-cultural communities and their own cultural identity, which are based on the ideas of tolerance, adequate perception of cultural differences, which, in these circumstances, are necessary prerequisites for effective relationships between cultures and mutual understanding between subjects-carriers. In such conditions, the relevance of translation in the light of intercultural communication increases significantly.

Thus, when considering translation, it becomes important to understand that communication is a kind of interaction between individuals, in which subjects communicating with each other act as subjects of culture, representatives of a certain linguo-socio-cultural community, and translation, being a kind of mediation, is not only a means of interlingual, but also intercultural communication.

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Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

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ГРОМАДСЬКО-ПОЛІТИЧНА ДІЯЛЬНІСТЬ ТА НАЦІОСОФІЯ ВАСИЛЯ СТЕФАНІКА ЯК ОСНОВА ДЕРЖАВНИЦЬКОЇ ІДЕОЛОГІЇ

Анотація. Стаття присвячена Василеві Стефаніку, який не тільки вписав яскраву сторінку в історію вітчизняної літератури, репрезентувавши літературний процес її західного регіону, а й вагомо спричинився до становлення української національної просвіти.

Питання освіти, громадської боротьби, політичних протистоянь письменник активно порушував у своїй творчості та озвучував на сторінках тогочасних періодичних видань, розширював творчі контакти з українською періодикою, активізував свою діяльність як публіцист, чим фактично спричинився до бурхливого розвитку української журналістики, яка за тодішніх умов несла на собі відбиток педагогізації: відображала проблеми розвитку української школи, порушувала актуальні питання національного виховання, уміщувала твори сучасних авторів та літераторів минулого, які висвітлювали героїко-патріотичну тему, тобто українська періодика виконала свою суспільну функцію – будила до національного життя людину регіону, утверджувала національні ідеали у свідомості дітей, юнацтва та дорослих, «просвічувала» їх тощо. Ці праці Стефаніка були тісно пов'язані і спричинені їхньою активною громадянською позицією.

У статті представлено термін «націософія», який упродовжив до наукового лексикону в 1930-х рр. український соціолог, політолог і етнолог польсько-литовського походження О.-І. Бочковський. Виокремивши націологію як «чисту науку», до компетенції останньої О. Бочковський зараховував і філософію нації, яку назвав «націософією». Вона повинна стати «методом соціологічної типології і характерології» націй. На думку вченого, до компетенції націософії належить з'ясування проблематики нації з ідеологічного та філософського боку, отже, наукове освітлення таких питань, як нація і людство, космополітизм, інтернаціоналізм та націоналізм.

Ключові слова: Василь Стефанік, націософія, громадська діяльність, політична діяльність, митець.

SOCIAL-POLITICAL ACTIVITY AND NATIONAL SOFIA OF VASYL STEFANYK AS THE BASIS OF STATE IDEOLOGY

Abstract. The article is dedicated to Vasyl Stefanyk, who not only wrote a bright page in the history of national literature, representing the literary process of its western region, but also significantly contributed to the formation of Ukrainian national education.

The writer actively raised issues of education, social struggle, and political confrontations in his work and voiced them in the pages of contemporary periodicals, expanded his creative contacts with Ukrainian periodicals, intensified his activities as a publicist, which actually contributed to the rapid development of Ukrainian journalism. Imprint of pedagogization: reflected the problems of development of the Ukrainian school, raised topical issues of national education, included works of modern authors and writers of the past, covering the heroic and patriotic theme, i.e. Ukrainian periodicals fulfilled its social function - to awaken the people of the region. Consciousness of children, youth and adults, «enlightened» them, and so on. These works of Stefanyk were closely connected and caused by their active civil position.

The article presents the term «national philosophy», which was introduced into the scientific lexicon in the 1930s by the Ukrainian sociologist, political scientist and ethnologist of Polish-Lithuanian origin O.-I. Bochkovsky. Having singled out nationalism as «pure science», O. Bochkovsky also included the philosophy of the nation, which he called «national philosophy», in the competence of the latter. It must become a «method of sociological typology and characterology» of nations. According to the scientist, the competence of national philosophy «includes the clarification of the problems of the nation from the ideological and philosophical point of view, therefore, the scientific coverage of issues such as nation and humanity, cosmopolitanism, internationalism and nationalism. Vasyl Stefanyk's socio-political achievements became more accessible to people through Ukrainian periodicals, served as a means of educating national consciousness, patriotism, love for the native land, opened a treasury of oral folk art, formed a sense of pride in belonging to the great "Russian people". This journalism even served as a didactic material for educational initiatives of Ukrainian public societies in the field of adult education.

Keywords: Vasyl Stefanyk, national philosophy, public activity, political activity, artist.



INTRODUCTION

The problem formulation. His public and educational path was not easy. In 1890, Stefanyk was forced to leave his studies in Kolomyia and continue his studies at the Drohobych Gymnasium due to accusations of illegal social and cultural work, where he took part in public life, became a member of a secret youth group, and met Frank in person. which then maintained friendly relations.

After graduating from high school, Stefanyk entered the medical faculty of the University of Krakow, however, according to the writer, this study was useless. Instead of studying medicine, he immersed himself in the literary and social life of Krakow, where there was a society of Ukrainian students "Academic Community". Stefanyk joined the majority, which reached out to the Radical Party. During his student years he read a lot, closely followed modern literature, became close to Polish writers.

In Krakow, which at that time was the center of Polish modernism, he became acquainted with the latest European artistic trends, which affected the formation of Stefanyk as an artist - he began his career with the modernist genre of poetry in prose. In Krakow he wrote short stories "Fireplace Cross", "Evening Hour", "Road", "Paliy" and other works (Avramenko, Pakhareno, 2010, p.181-193). Stefanyk took an active part in the political struggle: he spoke at peasant rallies, exposed the anti-national character of state institutions, for which he was arrested in 1895.

A characteristic feature of the literary process of the Stefanyk era is that the writer belonged not only to certain literary associations, but also to numerous Ukrainian public societies and institutions, educational or cultural-educational societies, and sometimes to several, which reflected on the subject matter and the ideological orientation of his work.

In addition to his interest in the life of Krakow, the artist takes an active part in the public life of his native Pokuttya, expands his creative contacts with Ukrainian periodicals, and intensifies his activity as a publicist. After publication in 1890. of the first article - "Stomachs of our working people and reading rooms", writes and publishes in the organs of the radical party "People", "Farmer", "Public Voice" and "Literary and Scientific Bulletin" a number of articles: "Chamber of Masurian peasants in Krakow", "Masurian Chamber in Rzeszyw", "Men and Performance", "Book for peasant food", "Young priests", "For children", "Poets and intellectuals".

Stefanyk took an active part in the political struggle - he spoke at peasant rallies, exposed the anti-national character of state institutions, for which in 1895 he was arrested. Nevertheless, Stefanyk continued his political activity, in particular, in 1897 he devoted much energy to the election campaign in Galicia, campaigning for the "peasant ambassador" Ivan Franko, witnessed brutal repression of disobedient peasants, and himself was persecuted. Actively engaged in public and political activities, as well as publishing their own journalistic articles and works of art.

The ideas of M. Drahomanov, I. Franko and M. Pavlyk had a significant influence on the formation of the future writer's worldview at that time. The so-called "awakeners" were united by nationally conscious intellectual youth, who declared a vital and creative goal - to work for the good of the people. Their merit lies in the fact that, studying and collecting, recording oral folklore, history of the native land, the Ukrainian people, creating artistic and journalistic and scientific national-patriotic texts, translating works of Slavic "awakeners", members of the "Pokut Trinity" (Stefanyk was expelled from Kolomyia Gymnasium for participating in the Pokut Trinity, a secret creative association of spiritually close fellow artists, which also included Les Martovych and Marko Cheremshyna.) And a new generation of their young sympathizers affirmed the idea of self-sufficiency of Ruthenians (Ukrainians) as a nation, its separation from the Polish, German or any other ethnic group, the importance of Ukrainian folklore in the spiritual life, folk language, rich, melodious, which has the right to become the language of literature, culture, education, and finally, the realization that the Ruthenians of Galicia, Transcarpathia and Bukovina are part of the great Ukrainian people, which has an original and glorious history culture, language, traditions, etc. (Bagriy, 2020, p. 251).

The analysis of recent research.

Modern scientific discourse is important for the development of the terminological system of our research (M. Bitter, S. Zenkin, M. Naenko, L.Natochiy, T. Popova, and others.), for example, on the definition of such basic categories as "generation", "cultural and educational activities", "literature of modernism", etc. Given the multiplicity of definitions, we searched for the most optimal interpretations of concepts and categories of research.

Some problems associated with the development of historical and pedagogical science have found a comprehensive understanding in the modern scientific discourse of O. Adamenko, S. Bobryshov, G. Bilavich, L. Vakhovsky, S. Goncharenko, N. Gupan, T. Zavorodnaya, I. Strazhnikova, O. Sukhomlynska, E. Khrykova, V. Vykrushcha, O. Vyshnevsky.

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

RESEARCH RESULTS

Exploring the national-philosophical features and ideological foundations of the national worldview as a holistic and at the same time evolutionarily changing system, we see that Vasyl Stefanyk has a special, leading role in depicting the problem of national socio-psychological feeling, irrational sense of individuality, originality and individuality. others, rational understanding of the core problems of national existence and the national ideal of political and philosophical categories. In other words, Stefanyk's knowledge of the nation grows from the level of worldview to the level of worldview, from historical empiricism to theoretical generalizations.



It is worth noting that Stefanyk's literary and journalistic national philosophy is organically combined, containing the achievements of creative self-realization and its various textualizations.

Stefanyk's creative heritage has great cognitive, ideological-aesthetic and historical-literary significance. He was an innovator in literature, the creator and unsurpassed master of a concise, dramatic in content and deeply lyrical in sound socio-psychological novel. The artist introduced expressionism in Ukrainian literature, this style involves the depiction of the inner through the outer, interest in deep psychological processes. Drawing on thematic material from a village well known to him, the writer did not see the essence of his work in descriptions of peasant life or the violation of social issues. For him, the main thing in showing the "peasant rift" were not domestic and not political, but universal aspects of human life.

The events of the First World War became a new impetus to creative activity: since 1916 he wrote a number of short stories - "Children's Adventure", "She-Earth", "Maria", "Sons", which reflected the bloody tragedy, raised acute problems of national fate of Ukrainians. In 1919 the book "Stories" was published in Kyiv, in 1924 the most complete collection of short stories "Maple Leaves" appeared in Kharkiv, in 1925. the book "Stories" was published, and in 1926 the last collection "Earth", "Selected Works" (1927), "Works" (1927), and "Selected Stories" (1930) were published.

From the mid-1920s, the writer took a direct part in the literary and art magazines "Pluzhanin", "Life and Revolution" and others, publishing his new works in them. The last works were already dictated by the seriously ill writer in 1933, when his new book "Works" was being prepared for publication, which included the rest of his works published in magazines. The second period of his work lasted from 1916 to 1933. In all, he wrote 23 short stories. and several autobiographical memoirs.

From the point of view of art forms in Stefanyk's work, after a 14-year break nothing has changed; the new in the second period of creativity appears only in the subject, as well as a noticeable return to the lyrical and autobiographical patterns from which he began his work. In addition, Stefanyk left a huge correspondence, which is no less literary than short stories. The most complete edition of the writer's work is the "Complete Collection of Works" in 3 volumes (1949-1954).

Stefanyk builds plots not on the development of external events, but on changes in feelings and experiences. There are no author's explanations and interpretations in the writer's works - the characters themselves speak and think. Therefore, his works are based on monologues and dialogues. The writer wanted every word in his short stories to sound loud, deeply colorful, like a bunch of human pain, like a folk song. The author of the "Blue Book" drew attention to himself by showing the tragedy of the peasantry. The short stories "Katrusya" and "News" are among the most amazing works of Stefanyk by the power of artistic truth. They stand next to his later masterpieces, such as Maple Leaves, Children's Adventure, Mother, and others. Stefanyk skillfully portrayed tragic human destinies in these works. In the last years of his life, Stefanyk also wrote autobiographical short stories, fictionalized memoirs. These include such works as "Thread", "Brothers", "Heart", "Wolf", "Glory to Jesus", "Lyudmila", "Stonemasons".

Thus, nationalism is a specific scientific discipline, which focuses on theoretical and empirical problems of specific historical existence of nations (theory of nations), and national philosophy - a philosophical discipline (philosophy of the nation), centered around general, universal» (Bochkovsky, 1991-1992, p. 99).

In his journalistic works, Stefanyk often touched on various problems of national existence, however, not all of these appeals were of a nationalist nature. Many of them concerned specific episodes, personalities or details of the daily life of the people and their individual representatives and did not rise above the level of everyday empiricism to philosophical generalizations. These reflexes of national reality have their historical value and should not be devalued.

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Thus, the national philosophy of Vasyl Stefanyk is also the core of his life-creating strategy and an important component of his worldview and creativity as a writer-thinker. It (national philosophy) was organically separated from specific socio-historical circumstances, own intellectual research and life experience. Stefanyk's literary intuition usually preceded the reflections of a scholar and publicist and, at the present stage, is of considerable scientific interest and can serve as a guide for modern political thought and the basis of the concept of Ukrainian national education.

Thus, Vasyl Stefanyk's socio-political achievements became more accessible to people through Ukrainian periodicals, served as a means of educating national consciousness, patriotism, love for the native land, opened a treasury of oral folk art, formed a sense of pride in belonging to the great "Russian people". This journalism even served as a didactic material for educational initiatives of Ukrainian public societies in the field of adult education.

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ДІЯЛЬНІСТЬ ТОВАРИСТВА ДИТЯЧИХ ДРУЗІВ ДЛЯ ДІТЕЙ ТА ЇХ СІМЕЙ З РИЗИКОМ СОЦІАЛЬНОГО ВИКЛЮЧЕННЯ

Анотація. Стаття є аналізом досягнень Товариства друзів дітей - найстарішої неурядової організації в Польщі, що діє на благо дитини та її сім'ї. Основна увага цієї організації зосереджена на дітях, яким загрожує соціальне відчуження через бідність, бездогляд, притулок або інвалідність, та їх сім'ям. З самого початку своєї діяльності, тобто з 1919 року, Товариство яскраво реагувало на потреби в догляді та освіті дітей та створювало різні денні та цілодобові заклади, забезпечуючи їм гідні умови для розвитку та підтримку сімей. Після закінчення Другої світової війни воно особливо піклувалося про дітей-сиріт, які повертались із заслання та концтаборів, голодні, бездомні та занедбані в навчанні. У подальші роки товариство організувало дитячі будинки, дитячі садки, екологічні освітні центри та молодіжні клуби. Товариство створило 6 центрів усиновлення, які кваліфікували дітей-сиріт до прийомних сімей. Проведено широку кампанію з організації літнього та зимового відпочинку для дітей з непрацездатних сімей та спеціалізованих літніх таборів для хворих та дітей-інвалідів. У 90-х рр. ХХ ст. Товариство створило низку інноваційних спеціалізованих установ, таких як громадські клуби, включаючи соціотерапевтичні центри, центри для дітей та сімей, реабілітаційні центри, сімейні консультативні центри, центри кризових втручань, а також бази відпочинку та дитячі будинки відпочинку. Робота Товариства на благо дітей та сім'ї базується на принципах компетентності, креативності та всебічності. У своїй нинішній діяльності воно віддає перевагу принципам: рівних можливостей для виховання всіх дітей у сім'ї, суб'єктивності та гідності дитини, захисту її прав та освіти в дусі толерантності, поваги та взаємодопомоги. З цією метою в багатьох містах було призначено близько ста соціальних омбудсменів з прав дитини, які втручаються в ситуації жорстокого поводження з дітьми та розв'язують конфлікти та ситуації догляду та виховання в сім'ях. У багатьох сферах догляду Товариство було першопрохідцем, і ініційовані ним форми догляду увійшли до національної системи догляду за дітьми в Польщі.

Ключові слова: неурядова організація, соціальне відчуження, дитина, сім'я, догляд, виховання.

ACTIVITIES OF THE CHILDREN'S FRIENDS 'SOCIETY FOR CHILDREN AND THEIR FAMILIES AT RISK OF SOCIAL EXCLUSION

Abstract. The article is an analysis of the achievements of the Society of Friends of Children - the oldest non-governmental organization in Poland operating for the benefit of the child and his family. The focus of this organization is on children at risk of social exclusion due to poverty, neglect, orphanage or disability and their families. From the beginning of its operation, in from 1919, the Society responded vividly to the care and educational needs of children and established various day and



24-hour facilities providing them with decent conditions for development, and support for families. After the end of World War II, it took special care of orphaned children returning from exile and concentration camps, hungry, homeless and neglected in education. In later years, TPD organized orphanages, kindergarten camps, environmental educational centers, and youth clubs. It established 6 adoption centers which qualified orphaned children to adoptive families. It conducted an extensive campaign of organizing summer and winter recreation for children from dysfunctional families and specialized summer camps for sick and disabled children. In the 1990s, the Society established a number of innovative, specialized institutions, such as community clubs - including sociotherapeutic centers, centers for children and families, rehabilitation centers, family counseling centers, crisis intervention centers as well as recreation centers and children's holiday homes. The work of the Society for the benefit of the child and the family is based on the principles of competence, creativity and comprehensiveness. In his current activities, he prefers the principles of: equal opportunities for all children to be brought up in the family, the subjectivity and dignity of the child, protection of his rights and education in the spirit of tolerance, respect and mutual assistance. To this end, in many cities, about one hundred social ombudsmen for children's rights have been appointed, who intervene in situations of child abuse, and solve conflict and care-and-education situations in families. In many areas of care, the Society was a pioneer, and the forms of care initiated by it entered the national childcare system in Poland.

Keywords: non-governmental organization, social exclusion, child, family, care, upbringing.

DZIAŁALNOŚĆ TOWARZYSTWA PRZYJACIOŁ DZIECI NA RZECZ DZIECI I ICH RODZIN ZAGROŻONYCH WYKLUCZENIEM SPOŁECZNYM

WSTĘP

Do pełni ontogenetycznego rozwoju każde dziecko potrzebuje sprzyjających warunków w postaci rodzinnej przestrzeni życiowej, wsparcia ze strony rodziców, przedszkola czy szkoły oraz zespołu różnorodnych form stymulacji. Jednakże są rodziny, które nie mogą lub nie potrafią zapewnić swoim dzieciom prawidłowych warunków rozwoju, co czyni je sierotami społecznymi, a środowisko wychowawcze zagraża ich marginalizacją lub wykluczeniem społecznym. Rodzice nie potrafią dostosować się do szybkiego tempa zmian jakie dokonują się w życiu społecznym i coraz bardziej boleśnie odczuwają „podział świata na bogatych i biednych” (Trempała E., 2005, p. 47). Taka sytuacja potęguje odczuwane nierówności społeczne, a tych z grupy najłabszych, naraża na marginalizację lub wykluczenie społeczne. Przez marginalizację należy rozumieć „proces powstawania marginalnych grup społecznych, a także wchodzenie poszczególnych jednostek lub grup na istniejący już margines społeczny, co wiąże się na ogół z ich dyskryminacją” (Kawula S., 2005, s. 54). Wykluczenie społeczne – inaczej ekskluzja – interpretowane jest jako „proces, w wyniku którego pewne osoby są wypychane na peryferie społeczeństwa” (Nowak A., 2012, p. 10) osiągając jakby skrajną postać marginalizacji. Wśród osób zagrożonych wykluczeniem społecznym przedmiotem szczególnego zainteresowania są dzieci z rodzin dysfunkcyjnych, które doświadczając na co dzień ubóstwa, zaniedbań, przemocy, nierównego traktowania, skutków niskiej kultury pedagogicznej swoich rodziców, mają ograniczony dostęp do wielu dóbr i usług: wykształcenia, zabawy, odpoczynku, rozwoju zainteresowań itp. W przyszłości może im to utrudniać, a nawet uniemożliwiać, pełny udział w życiu społecznym i politycznym. Taka sytuacja wymaga pomocy i normalizacji polegającej na wyrównywaniu szans rozwojowych – w tym także edukacyjnych – dzieci i młodzieży oraz na przeciwdziałaniu wykluczeniu społecznemu.

Organizacją społeczną, która w ramach swojej statutowej działalności prowadzi szeroko zakrojoną działalność na rzecz dzieci ze środowisk zaniedbanych jest Towarzystwo Przyjaciół Dzieci.

CEL I ZADANIA

Celem podjętych badań jest analiza dokonań organizacji pozarządowej o bogatej – ponad stuletniej – tradycji w zestawieniu ze współczesnymi potrzebami społecznymi w zakresie zapewnienia opieki i wychowania dzieciom z rodzin dysfunkcyjnych zagrożonym wykluczeniem społecznym.

METODY BADANIA:

1. Poszukiwanie kierunków rozwoju systemu opieki nad dzieckiem w historycznym kontekście doświadczeń badanej organizacji pozarządowej.
2. Analiza dorobku TPD w kontekście zmian, jakie dokonują się obecnie w pieczy zastępczej w Polsce.
3. Próba syntezy form wspierania dzieci z rodzin dysfunkcyjnych sprawdzonych w praktyce zapobiegania ich wykluczeniu społecznemu.

WYNIKI BADANIA

Towarzystwo Przyjaciół Dzieci to najstarsze, liczące już ponad 100 lat, stowarzyszenie działające na rzecz dzieci i ich rodzin. Początki działalności Towarzystwa Przyjaciół Dzieci sięgają 1919 r., kiedy to przy Centralnym Komitecie Wykonawczym Polskiej Partii Socjalistycznej został utworzony Robotniczy Wydział Wychowania Dziecka i Opieki nad Nim, który zapoczątkował działalność Robotniczego Towarzystwa Przyjaciół Dzieci w Polsce. TPD powstało z inicjatywy pedagogów oraz lekarzy w odpowiedzi na niski poziom opieki zdrowotnej nad dziećmi, wysoki wskaźnik śmiertelności niemowląt, a także brak powszechnego dostępu dzieci do edukacji. Towarzystwo zarejestrowane w 1927 r. przyjęło w swoim statucie, że „(...) jest organizacją rodziców i wychowawców dla ułatwienia, popierania społecznego organizowania wychowania zgodnie z zasadami pedagogiki naukowej oraz psychologii dziecka, zapewniając dzieciom robotniczym możliwość swobodnego rozwoju umysłowego i moralnego (...)” (Towarzystwo, 2020).

Od pierwszych lat swojej działalności Towarzystwo koncentrowało się na ratownictwie biologicznym, zaspokajaniu głodu i ograniczaniu cierpienia dzieci osieroconych, a także na wyrównywaniu braków wynikających z zaniedbań wychowawczych i niedostatku opieki ze strony rodziny. W programie działalności uwzględniano organizację i prowadzenie: przedszkoli, domów



dziecka, ognisk dziecięcych i dla młodzieży szkolnej, zakładów wychowawczych, zakładów leczniczo-wychowawczych, zakładów dla dzieci z różnymi typami niepełnosprawności, klubów, kolonii, półkolonii, bibliotek, czytelni oraz działalność na rzecz zwalczania uzależnienia od alkoholu.

W dniu 13 maja 1949 r. podczas Zjazdu Zjednoczeniowego TPD doszło do połączenia Robotniczego Towarzystwa Przyjaciół Dzieci z Chłopskim Towarzystwem Przyjaciół Dzieci, w wyniku czego decyzją Rządu (Rozporządzenie, 1949) powołano Towarzystwo Przyjaciół Dzieci jako instytucję opiekuńczą i wychowawczą wyższej użyteczności publicznej. Statut Towarzystwa był upolityczniony i zawierał treści wychowania socjalistycznego, ale porządkował jego strukturę organizacyjną i zawierał różnorodne propozycje powołania i funkcjonowania instytucji oświatowych i placówek opiekuńczo-wychowawczych adekwatnych do ówczesnych potrzeb społecznych. Zgodnie z nowym statutem działalnością TPD kierował i nadal kieruje Zarząd Główny, któremu podlegają oddziały regionalne, okręgowe, powiatowe i gminne oraz koła w całym kraju, a §5 tegoż statutu przewidywał organizację na wsiach i w miastach następujących form opieki, pomocy i edukacji:

- 1) „przedszkola i dziecińce,
- 2) szkoły ogólnokształcące stopnia podstawowego i licealnego,
- 3) licea pedagogiczne, zakłady i kursy kształcenia personelu pedagogicznego i opiekuńczego,
- 4) domy dziecka, bursy i internaty dla dzieci i młodzieży,
- 5) kolonie, półkolonie, obozy i domy turnusowe,
- 6) świetlice i biblioteki dziecięce, domy kultury dziecka,
- 7) imprezy artystyczne, teatry i widowiska przeznaczone dla dzieci i młodzieży,
- 8) wydawnictwa o charakterze pedagogicznym,
- 9) akcje pomocy socjalno-prawnej dzieciom i młodzieży”(Monitor, 1949).

W centrum zainteresowania oddziałów TPD w czasie wojny były dzieci powracające z zesłania i z obozów koncentracyjnych, dzieci osierocone i zagrożone sieroctwem, żyjące w skrajnej nędzy i poniżeniu, żebrzące i głodne, bezdomne, nieślubne, wykorzystywane, zaniedbane edukacyjnie oraz będące ofiarami przemocy fizycznej i psychicznej.

Lata 1949-1956 były dla TPD trudnym okresem, w którym próbowano znacząco ograniczać działalność organizacji społecznych, a placówki dawniej prowadzone przez Towarzystwo przekazywano państwu. W 1953 r. podejmowano próby zlikwidowania TPD, jednak korzystne zmiany dla rozwoju jego działalności przyniósł I Krajowy Zjazd TPD, który odbył się 26 maja 1957 r. Wyznaczono na nim nowe priorytety i kierunki rozwoju działalności organizacji, wśród których znalazły się:

1. Organizacja placówek opiekuńczo-wychowawczych (świetlic, ośrodków szkolno-wychowawczych i rehabilitacyjno-wychowawczych).
2. Organizacja wypoczynku dzieci i młodzieży w okresie ferii w formie kolonii wypoczynkowych letnich i zimowych, obozów stacjonarnych i wędrownych, półkolonii, ośrodków wczasów dziecięcych.
3. Powoływanie Kół Pomocy Dzieciom organizujących opiekę zdrowotną dla dzieci zagrożonych wykluczeniem społecznym z tytułu niepełnosprawności umysłowej i ruchowej, astmy oskrzelowej, alergii, fenyloketonurii, mukowiscydozy.
4. Rozwijanie poradnictwa dla rodziców dzieci w ramach prowadzonych poradni społeczno-wychowawczych (Towarzystwo, 2020).

W historii swojej działalności TPD wielokrotnie jako pierwsze w Polsce inicjowało nowe formy opieki nad dzieckiem i pomocy jego rodzinie. Do tych nowatorskich form zaliczyć należy:

- kuchnie mleczne dla niemowląt i dzieci;
- domy dziecka (świetlice i koedukacyjne w miejsce dawnych sierocińców);
- poradnie społeczno-wychowawcze (obecnie publiczne poradnie psychologiczno-pedagogiczne);
- ogniska przedszkolne (organizowane głównie na wsi), których celem było wyrównywanie braków w rozwoju i wychowaniu dzieci oraz ich przygotowanie do rozpoczęcia nauki szkolnej;
- inicjowanie i rozwijanie rodzinnych form opieki dla dzieci osieroconych w postaci: rodzin adopcyjnych, zastępczych (okresowych – na czas uregulowania sytuacji prawnej dziecka) oraz rodzinnych domów dziecka;
- powołanie ośrodków adopcyjno-opiekuńczych TPD oraz Krajowego Ośrodka Adopcyjno-Opiekuńczego zajmującego się kwalifikowaniem dzieci do adopcji zagranicznych; potem część z tych ośrodków przejęło państwo;
- wypracowanie koncepcji specjalistycznych kolonii zdrowotnych dla dzieci przewlekłe chorych i niepełnosprawnych (przez wiele lat TPD było liderem w tym zakresie);
- wypracowanie koncepcji opieki i wychowania dzieci w środowisku lokalnym i kształtowanie środowiska przyjaznego dzieciom (organizacja edukacji i czasu wolnego w środowisku zamieszkania);
- ruch pomocowy i wsparcie rodziców dzieci przewlekłe chorych i niepełnosprawnych (np.: dzieci z cukrzycą, niepełnosprawnych ruchowo, z padaczką, z rozszczepem wargi i podniebienia) (Towarzystwo, 2020).

Wychodząc naprzeciw potrzebom dzieci i ich rodzin Towarzystwo wykorzystywało i nadal wykorzystuje z jednej strony tradycyjne, sprawdzone metody i formy opieki i wychowania, z drugiej zaś wprowadza innowacje, które z czasem wchodzą na stałe do państwowego systemu edukacji czy systemu opieki nad dzieckiem.

Po zmianach ustrojowych, jakie dokonały się w Polsce w 1989 r. nastąpił wzrost liczby dzieci osieroconych, w tym sierot społecznych żyjących w trudnych warunkach materialnych i finansowych, zagrożonych niedostosowaniem społecznym, a zatem także wzrost zapotrzebowania na opiekę i wychowanie. Począwszy od lat 90. TPD prowadzi ponad 20 typów placówek dla dzieci, w tym: żłobki, przedszkola, ogniska wychowawcze, świetlice środowiskowe (w tym socjoterapeutyczne), kluby młodzieżowe, szkoły, ośrodki pracy środowiskowej, poradnie (centra) dla dziecka i jego rodziny, warsztaty terapii zajęciowej, środowiskowe domy samopomocy, specjalne ośrodki wychowawcze, ośrodki rehabilitacyjne, centra edukacyjne, turnusy rehabilitacyjne,



niepubliczne rehabilitacyjne zakłady opieki zdrowotnej, ośrodki adopcyjne, placówki poradnictwa rodzinnego, ośrodki interwencji kryzysowej, ośrodki wypoczynkowe (całoroczne i sezonowe), schroniska młodzieżowe i domy wczasów dziecięcych (Szklarska J., 2019, p. 4). Aktualnie działalność Towarzystwa koncentruje się na stymulowaniu rozwoju psychofizycznego dzieci poprzez pracę reedukacyjną, kompensacyjną, przekazywanie wiedzy oraz rozwój zainteresowań i uzdolnień. W swojej pracy opiekuńczo-wychowawczej hołduje ono trzem podstawowym zasadom: kompetencji, kreatywności i kompleksowości. Głównym celem prowadzonej działalności jest troska o ochronę praw dziecka, a także o jakość warunków życia, wychowania i edukacji, dbałość o zdrowie, bezpieczeństwo, wszechstronny rozwój, podmiotowość, godność i równość szans życiowych dzieci w Polsce. Realizując założone cele TPD wprowadza do codziennej praktyki pedagogicznej zasady:

- „Równości szans wszystkich dzieci do wychowania w rodzinie, dostępu do nauki, opieki zdrowotnej, dóbr kultury, zdobycy techniki, rozwoju perspektyw życiowych.
- Sprawiedliwego, równego traktowania, poszanowania podmiotowości i godności dziecka.
- Tolerancji i szacunku dla drugiego człowieka, jego pracy oraz poglądów.
- Wychowania w duchu patriotyzmu.
- Integracji, solidarności i ochrony praw pokrzywdzonych.
- Działalności humanitarnej, charytatywnej, wzajemnej pomocy, pracy społecznej i wolontariatu”(Misja, cele, tożsamość, 2020).

Beneficjentami działalności Towarzystwa są cztery grupy społeczne: dzieci i młodzież (również po osiągnięciu pełnoletniości), rodzice, osoby, grupy i organizacje świadczące na rzecz dziecka i rodziny oraz ogół społeczeństwa.

Po przeszło stu latach doświadczeń w centrum uwagi Towarzystwa nadal pozostają zagrożenia i potrzeby opiekuńczo-wychowawcze dzieci i ich rodzin. Praca z rodziną realizowana jest przez pedagogów rodzinnych, a za cel TPD stawia sobie przede wszystkim pomoc rodzinom dysfunkcyjnym – niewydolnym wychowawczo, o niskiej kulturze pedagogicznej, niezaradnym życiowo. Ogniska wychowawcze jako placówki dziennego wsparcia rodziny poprzez działania opiekuńczo-wychowawcze i profilaktyczne starają się zapobiegać sieroctwu dzieci realizując hasło: „Róbmy wszystko, aby dzieci wychowywały się w rodzinach własnych”(Malanowska I., 2019). Oferta pedagogiczna tych placówek skierowana jest zarówno do dzieci, które wymagają: pomocy w nauce, rozwijania uzdolnień, ciekawej organizacji czasu wolnego (wycieczek, kolonii) czy nauki obsługi komputera, jak i rodziców, którzy mogą liczyć na pomoc w postaci porad, szkoleń i rozwijania ich umiejętności opiekuńczo-wychowawczych.

W ramach struktur TPD rozwijane jest rzecznictwo i ochrona praw dziecka, które jest statutowym zadaniem tej organizacji. Łącznie w Polsce działa około 100 społecznych rzeczników praw dziecka powołanych na mocy porozumienia TPD z rzecznikiem praw dziecka RP z 2004 r. Jak twierdzi sam prezes ZG TPD – Wiesław Kołak: rzecznicy „są bardzo potrzebni i szanowani, ponieważ pomagają rozwiązywać konflikty rodzinne, interweniują, gdy dziecko jest krzywdzone oraz w trudnych sprawach opiekuńczych i wychowawczych”(Malanowska I., 2019, p. 2-3). Pełnią oni dyżury przy Zarządach TPD, a także współpracują ze szkołami, z sądem rodzinnym, policją, psychologami, lekarzami. Pomimo, iż funkcje rzecznika powierza się osobom z odpowiednim wykształceniem i doświadczeniem, nadal powinni być szkoleni w zakresie psychologii czy prawa, by móc sprostać rosnącemu zapotrzebowaniu społecznemu na ich pomoc.

Drugą – obok dzieci z rodzin dysfunkcyjnych – grupą zagrożoną wykluczeniem społecznym są dzieci chore i z niepełnosprawnością, dla których TPD między innymi organizuje: sklepiki z żywnością bezglutenową, prowadzi ciekawe zajęcia, organizuje ruch samopomocy dla ich rodziców. Obecnie ruch na rzecz dzieci z niepełnosprawnością intelektualną funkcjonuje już oddzielnie, natomiast w ramach TPD działa Krajowy Komitet Pomocy Dzieciom i Młodzieży Niepełnosprawnej Ruchowo pod kierunkiem Józefa Bogdaszewskiego. Zarówno Komitet jak i Koła TPD przyczyniły się „do likwidowania rozmaitych barier – architektonicznych, społecznych, obyczajowych, zawodowych – utrudniających dzieciom i młodzieży pełnoprawne funkcjonowanie w społeczeństwie”(Malanowska I., 2019). Obecnie dzieci z niepełnosprawnością, korzystając z przysługujących im praw, uczą się w szkołach ogólnodostępnych, a także studiuje na wyższych uczelniach.

Na terenie województwa mazowieckiego, w tym także w Warszawie, już w okresie dwudziestolecia międzywojennego TPD uruchamiało placówki adekwatne do potrzeb opiekuńczo-wychowawczych dzieci z rodzin dysfunkcyjnych. W latach 1919-1939 powołano do życia dwa koedukacyjne Domy Dziecka: przy ul. Nowosielskiej w Warszawie i im. H. Dłuskiej w Helenowie koło Warszawy przeznaczone dla sierot i półsierot, które zapewniały opiekę całodobową dzieciom w wieku od 2 do 20 lat. W latach 1926-1928 obie placówki zapewniły opiekę 139 wychowankom (Towarzystwo, 2020). Praca opiekuńcza i wychowawcza w obu Domach była, jak na owe czasy, oparta na nowatorskich metodach i zasadach. Dzieci mieszkały w dobrych warunkach, miały zapewnione bezpieczeństwo i atmosferę zbliżoną do rodzinnej. Po ukończeniu szkoły podstawowej miały szanse uczyć się w szkołach zawodowych i gimnazjach, co dawało szansę na dobre przygotowanie do samodzielnego życia. Oddziaływania wychowawcze ukierunkowane były na stymulowanie rozwoju osobowości i rozwijały samorządność wychowanków. W latach 1923-1928 z inicjatywy TPD powstały w Warszawie bursy dla chłopców, 7 ognisk wychowawczych dla dzieci w wieku szkolnym, 4 kluby dla młodzieży. Praca dziennych form opieki nastawiona była na pomoc dzieciom zagrożonym wykluczeniem społecznym z tytułu ubóstwa w ich rodzinach i trudnych warunków bytowych.

Aktualnie Mazowiecki Oddział Regionalny TPD za cel swojej działalności przyjmuje troskę o jakość warunków życia dzieci, ich wszechstronny rozwój, zdrowie i bezpieczeństwo, a także podmiotowość i godność zgodnie zapisami Konwencji o Prawach Dziecka (Konwencja, 1991). Misją Oddziału – podobnie jak całego Towarzystwa – jest: „Zapobieganie umieszczeniu dziecka poza rodziną, zapobieganie patologiom w rodzinie, ochrona i promowanie praw dziecka, udzielanie pomocy dzieciom przewlekłe chorym i niepełnosprawnym oraz ich rodzinom, udzielanie rodzicom pomocy w wykonywaniu zadań opiekuńczo-



wychowawczych”(Towarzystwo, 2020). Formy wsparcia dziecka i rodziny oferowane w praktyce opiekuńczo-wychowawczej TPD prezentuje tabela poniżej.

Tabela 1. Formy wsparcia dziecka i rodziny zapewniane przez TPD w woj. mazowieckim wg danych za 2019 r. (Społeczni, 2020).

Lp.	Forma wsparcia	N
1.	Rzecznicy praw dziecka	11
2.	Placówki wsparcia dziennego (w tym w Warszawie)	56 32
3.	Warsztaty Terapii Zajęciowej	4
4.	Środowiskowy Dom Samopomocy	
5.	Ośrodek rehabilitacyjny	1
6.	Punkty przedszkolne	4
7.	Ośrodek Interwencji Kryzysowej	1
8.	Ośrodek Adopcyjny	1
9.	Poradnia Rodzinna	1

Źródło: opracowanie własne na podstawie sprawozdań Mazowieckiego Oddziału Wojewódzkiego TPD.

Jedną z form promowania i ochrony praw dziecka jest rzecznictwo TPD realizowane w 11 punktach na terenie województwa. Dienne formy wsparcia – głównie w postaci środowiskowych ognisk wychowawczych – zapewniają pomoc dzieciom ze środowisk dysfunkcyjnych w wyrównywaniu braków dydaktyczno-wychowawczych i niwelowaniu deficytów rozwojowych, a także proponują ciekawe formy organizacji czasu wolnego służące rozwijaniu ich zainteresowań i uzdolnień. Z dziennych form wsparcia korzystało rocznie 3500 dzieci i młodzieży, a z różnorodnych form wypoczynku (nie wymienionych w tabeli) w postaci półkolonii, kolonii i obozów skorzystało w 2019 r. ponad 5000 dzieci. Pomoc Warsztatów Terapii Zajęciowej i Środowiskowego Domu Samopomocy nastawiona jest na aktywizację społeczną i zawodową dorosłych członków rodzin z niepełnosprawnością. Ośrodek rehabilitacyjny zapewnia pomoc w usprawnieniu psychofizycznym dzieci z niepełnosprawnością, zaś Ośrodek Interwencji Kryzysowej zapewnia pomoc psychologiczną, pedagogiczną, prawną i socjalną rodzinom w sytuacjach kryzysowych.

Ośrodek Adopcyjny w Warszawie jest jednym z sześciu takich ośrodków prowadzonych przez TPD w kraju, a działa od 1960 r. TPD powołało także do życia pierwszy w Polsce Ośrodek Preadopcyjny, w którym dzieci oczekujące na adopcję przechodzą badania lekarskie i psychologiczne oraz mają zapewnione dobre warunki bytowe i rozwojowe. Dzięki zaangażowaniu lekarzy i prawników w 1964 r. udało się wprowadzić do procedury adopcyjnej tzw. zgodę blankietową tj. zgodę rodziców biologicznych na adopcję ich dziecka przez inną nieznaną rodzinę, co gwarantowało rodzicom dyskrecję, a dziecku nową kochającą rodzinę. Bilans działalności Ośrodka Adopcyjnego obejmuje: przekazanie do adopcji ponad 3500 dzieci, ponad 1000 dzieci do rodzin zastępczych, utworzenie 21 Rodzinnych Domów Dziecka, które objęły opieką 127 dzieci oraz zorganizowanie Poradni ds. Rodzicielstwa Zastępczego, wprowadzenie rodzin zastępczych terapeutycznych oraz uruchomienie pierwszego w Polsce Telefonu Zaufania. Ośrodek ponadto rozwinął metody pracy z kobietami, które nie mogą wychowywać swojego dziecka. Wychodząc naprzeciw potrzebom rodziców zastępczych w ramach projektu zorganizowano poradnię dla rodzin adopcyjnych i zastępczych, która zapewniała: konsultacje indywidualne, porady psychologiczno-pedagogiczne, psychoterapię małżeńską i rodzinną, konsultacje psychiatryczne dla dzieci, webinaria internetowe dla rodziców i opiekunów. Powołano również grupy wsparcia: dla rodzin adopcyjnych wychowujących dzieci do lat 6, dla rodzin wychowujących dzieci w wieku od 7 do 15 lat, dla dzieci przysposobionych – nastolatków w kryzysie tożsamości, dla opiekunów zastępczych i dla dorosłych osób adoptowanych (Kmiotek H., & Malicka E. & Stupak M., 2010). Poradnia Rodzinna TPD zatrudnia psychologów, pedagoga, psychiatrę i prawnika (advokata) i zapewnia różnorodne formy wsparcia dziecka i jego rodziny w stanie kryzysu.

W ramach profilaktyki wykluczenia społecznego dzieci ze środowisk dysfunkcyjnych Towarzystwo od szeregu lat prowadzi w swoich placówkach projekty przeznaczone dla dzieci i młodzieży:

- „Od uprawy do potrawy” – pięć edycji programu Tesco i TPD nauki zdrowych nawyków żywieniowych;
- „Żółty talerz” – kolejny program zdrowego żywienia;
- „Droga do domu” – program obejmujący działania na rzecz powrotu wychowanków domów dziecka do rodziny biologicznej;
- „100 dębów na 100-lecie TPD – akcja sadzenia drzew (program ekologii w wychowaniu);
- „Cyfrolatki” – program obrony młodzieży przed „hejtem” w internecie w formie warsztatów rozwijających umiejętności w zakresie reagowania, zgłaszania problemu i poszukiwania profesjonalnej pomocy (Malanowska I., 2019).

WNIOSKI

Towarzystwo Przyjaciół Dzieci to organizacja użytku publicznego, która od początku swego istnienia potrafi dostosowywać proponowane formy opieki nad dzieckiem do rzeczywistych potrzeb społecznych. Wykorzystuje swoje wieloletnie doświadczenia, aby dzieciom i ich dysfunkcyjnym rodzinom zapewnić skuteczną pomoc. Przykład stanowią środowiskowe ogniska wychowawcze, które w latach 90. XX wieku były przez państwo likwidowane, a w TPD przetrwały zapewniając dzieciom dzienną formę wsparcia bez konieczności odbierania ich rodzicom. Stopniowo w skali kraju powrócono do tej formy wspierania rodzin. Ogniska bowiem tworzą korzystne warunki rozwoju dla dzieci z rodzin w sytuacjach kryzysowych, mających trudności w



realizacji obowiązku szkolnego, a także dzieci sprawiających trudności wychowawcze. Bogata oferta zajęć w tych placówkach zapewnia im wyrównywanie braków dydaktyczno-wychowawczych oraz tworzy warunki prawidłowego rozwoju poznawczego i emocjonalno-społecznego przy jednoczesnym wspieraniu ich rodzin. Dzięki działaniom podejmowanym w ramach ogólnopolskich projektów dzieci przystosowywane są do zmian społecznych, jakie dokonują się w całym kraju. TPD dzięki Ośrodkom Adopcyjnym zapewnia sierotom – dzieciom o uregulowanej sytuacji prawnej – właściwe warunki rozwoju w rodzinach adopcyjnych, a nastolatkom i osobom dorosłym wychowywanym w rodzinach adopcyjnych przeżywającym kryzys tożsamości, zapewnia wsparcie i pomoc psychologiczną.

Przedmiot szczególnej troski w działalności TPD stanowią ponadto dzieci z niepełnosprawnością oraz ich rodziny, które są mobilizowane do działalności samopomocowej na rzecz swoich dzieci. Osobom z niepełnosprawnością kończącym edukację szkolną proponowane są zajęcia i różnorodne formy terapii w Warsztatach Terapii Zajęciowej. Ruchy społeczne rodziców dzieci z niepełnosprawnością intelektualną zapoczątkowane przez TPD dały ich rodzinom nadzieję i wiarę w to, że wspólnymi siłami mogą rozwiązywać problemy swoich dzieci. Dostrzegając skalę problemów dzieci i ich rodzin Towarzystwo stworzyło szanse dla rozwijania oddolnej, twórczej inicjatywy społecznej, a także warunki dla wprowadzania w życie idei społeczeństwa obywatelskiego.

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ПОСТАТЬ ВАСИЛЯ СТЕФАНИКА КРИЗЬ ПРИЗМУ УКРАЇНСЬКОЇ ПЕДАГОГІЧНОЇ БІОГРАФІСТИКИ

Анотація. 14 травня 2021 року виповнилося 150 років з дня народження Василя Стефаника – класика української літератури, громадсько-політичного діяча, однієї зі знакових постатей культурного й соціально-політичного життя України. Низка тематичних заходів відбулася в Прикарпатському національному університеті імені Василя Стефаника, що засвідчує про великий інтерес науковців, літературознавців, педагогів, громадськості України та світу до постаті В. Стефаника.

Мета статті – проаналізувати життєдіяльність і творчий спадок Василя Стефаника кризь призму української педагогічної біографістики. Педагогічна біографістика – маловивчений і новий в українській науці напрям. Один із аспектів вивчення педагогічної біографістики є аналіз освітнього середовища письменника, яке спричинилося до формування його як особистості. У статті стисло проаналізовано життя і діяльність, творчу спадщину В. Стефаника кризь призму педагогічної біографістики, подано характеристику освітнього середовища, яке оточувало В. Стефаника впродовж понад двадцять років та формувало його як літератора, громадсько-просвітницького діяча.

У його життєвому шляху автори чітко простежують певні етапи, пов'язані зі здобуттям освіти: початкова освіта, яку дістав хлопець у Русові (трикласна народна школа (1878–1880)) та в Снятині (виділова, тобто вища початкова школа) (1880–1883); гімназійна освіта (Коломийська державна гімназія (1883–1890), Дрогобицька державна гімназія імені



Франца Йосифа I (1891–1892)); університетські студії (медичний факультет Ягеллонського університету (1892–1900)); та самоосвіта, яка тривала впродовж усього життя. 1900 р. В. Стефаник залишає Ягеллонський університет і цілком оформлюється як письменник, просвітник, громадський діяч. Зроблено висновок про вплив освітнього середовища на формування В. Стефаника.

Ключові слова: педагогічна біографістика, Василь Стефаник, життя, творчість, гімназія, університет, навчання.

THE FIGURE OF VASYL STEFANYK THROUGH THE PRISM OF UKRAINIAN PEDAGOGICAL BIOGRAPHICAL STUDIES

Abstract. May 14, 2021 marked the 150th anniversary of the birth of Vasyl Stefanyk – a classic of Ukrainian literature, public and political figure, one of the iconic figures of cultural and socio-political life of Ukraine. A number of thematic events took place at Vasyl Stefanyk Precarpathian National University. Pedagogical biographical studies are a little-studied and new direction in Ukrainian science. The purpose of the article is to analyze the life and creative heritage of V. Stefanyk through the prism of Ukrainian pedagogical biography.

In research the following research methods are used: general scientific (analysis, synthesis, deduction, induction, comparison, classification, generalization), which allow to argue and justify the experience of studying the figure of Vasyl Stefanyk from the standpoint of pedagogical biographical studies; search and bibliographic for systematization of research sources; comparative and descriptive – to characterize the social and educational activities of the writer; special biographical (biographical, biographical reconstruction, etc.) – determine the methods, techniques of studying various aspects of life and work of Vasyl Stefanyk; etc.

One aspect of the study of personalistics is the analysis of the writer's educational environment, which led to their formation as a person. The establishing of V. Stefanyk as a writer, public and educational figure was influenced by a number of factors, including the educational environment. In his life we clearly trace certain stages associated with the acquisition of education: primary education, which he received in Rusiv (three-grade public school (1878–1880)) and in Sniatyn (special, is higher primary school) (1880–1883); gymnasium education (Kolomyia State Gymnasium (1883–1890), Drohobych State Gymnasium named after Franz Joseph I (1891–1892)); university studies (medical faculty of Jagiellonian University (1892–1900)); and lifelong self-education. In 1900, V. Stefanyk left the Jagiellonian University and fully registered as a writer, educator, and public figure.

Keywords: pedagogical biographical studies, Vasyl Stefanyk, life, creativity, gymnasium, university, education.

INTRODUCTION

The problem formulation. Ukrainian pedagogical science is going through a difficult stage of its development and search for new scientific paradigms. It is due to reforms in the system of education and upbringing of Ukraine and its course of integration into the international cultural and educational space. All this requires an in-depth study of the history of education development, theory and practice of teaching and education. The need in establishing theoretical and methodological foundations of pedagogical biographical studies, the formation of historiography of Ukrainian pedagogical science, which is a relatively new promising scientific field that at the beginning of the XXI century undergoes complex contradictory processes of its formation.

Pedagogical biographical studies are a little-studied and new direction in Ukrainian science. On the one hand, there are important developments in the study of certain aspects of the problem (the works of authoritative scientists: O. Valevskiy, V. Menzhulin, I. Bielienkii, V. Chyshko, K. Karpinskyi, N. Lohinova, M. Rybnikov, O. Holovii, L. Holubnycha, N. Hupan, E. Dneprov, T. Zavhorodnya, I. Strazhnikova, O. Petrenko, N. Pobirchenko, H. Trotsko, T. Usatenko, M. Chepil, L. Berezivska, N. Dichek, M. Yevtukh, I. Zaichenko, N. Nychkalo, O. Sukhomlynska, M. Yarmachenko, etc.); on the other hand, the theoretical and methodological principles of pedagogical biographical studies, the conceptual and categorical apparatus of this field of knowledge, the methodology of research of pedagogical biographical studies are insufficiently developed.

The study of scientific and pedagogical activities of prominent representatives of Ukrainian education, science, culture, literature (in our study, it is the figure of Vasyl Stefanyk) is relevant. Thorough study and critical comprehension of the creative achievements of literary, public and educational figures of Ukraine will allow contemporaries to realize their fruitful ideas and positive experiences from the standpoint of today, as well as warn against mistakes they made.

Analysis of recent research and publications. Despite the fact that the figure of V. Stefanyk was the subject of deep and thorough research of Ukrainian literary critics, in particular, a real scientific Stefanykiana was created, the Ivano-Frankivsk center of which is concentrated at Vasyl Stefanyk Precarpathian National University (scientists Ye. Baran, V. Poliek, S. Protsyuk, R. Pikhmanets, S. Khorob, etc.), this personality has not been comprehensively and completely studied in the aspect outlined in the title of the article.

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyze the life and creative heritage of V. Stefanyk through the prism of Ukrainian pedagogical biography.

RESEARCH METHODS

In research the following research methods are used: general scientific (analysis, synthesis, deduction, induction, comparison, classification, generalization), which allow to argue and justify the experience of studying the figure of Vasyl Stefanyk from the standpoint of pedagogical biographical studies; search and bibliographic for systematization of research sources; comparative and descriptive – to characterize the social and educational activities of the writer;



special biographical (biographical, biographical reconstruction, etc.) – determine the methods, techniques of studying various aspects of life and work of Vasyl Stefanyk; etc.

RESULTS OF THE RESEARCH

Authoritative Ukrainian scholars (L. Berezivska, V. Popyk, O. Sukhomlynska, etc.) interpret the concept of “pedagogical biographical studies” as a component of historical and pedagogical science about the creation of scientific biographies of teachers and educators, the compilation of relevant biographical dictionaries and reference books, various types of biographical and biobibliographic products, the formation of electronic resources of biographical information, etc. (Berezivska, 2015, p. 284).

According to Academician O. Sukhomlynska, “the biographical approach in the history of pedagogy is such a way of elaboration, analysis of sources, in which the biography, the personality of the teacher is, on the one hand, a determining factor of his work, and on the other – reflects the era or is its creator. The biographical approach helps to find the reasons for the emergence and development of pedagogical ideas in various facts of the biography, to reveal the essential, “significant” moments behind them, to see certain patterns of accumulation of empirical facts” (Sukhomlynska, 2003, p. 44).

One aspect of the study of personalistics is the analysis of the writer’s educational environment, which led to their formation as a person (Rozman, 2019). In our article we will briefly analyze the life and work, creative heritage of V. Stefanyk through the prism of pedagogical biography, give a description of the educational environment that surrounded him for over twenty years and shaped him as a writer, public educator.

May 14, 2021 marked the 150th anniversary of the birth of Vasyl Stefanyk – a classic of Ukrainian literature, public and political figure, one of the iconic figures of cultural and socio-political life of Ukraine. Given the artist’s significant contribution to the development of Ukrainian literature, culture, and the spirituality of Ukrainians in general, the Verkhovna Rada of Ukraine adopted a resolution on the celebration of the 150th anniversary of the birth of V. Stefanyk (Resolution of the Verkhovna Rada, 2020). A number of thematic events took place at Vasyl Stefanyk Precarpathian National University. In particular, on May 14-15, 2021 – the International Scientific Congress “Vasyl Stefanyk and World Culture”. Among the organizers of the event were not only the Ministry of Education and Science of Ukraine, the Ministry of Culture and Information Policy of Ukraine, Vasyl Stefanyk Precarpathian National University, but also Jagiellonian University (Krakow, Poland), Taras Shevchenko Institute of Literature of NAS of Ukraine, Institute for Ukrainian Language of NAS of Ukraine, The National Writers’ Union of Ukraine, The National Union of Local Historians of Ukraine, The Rusiv Literary Memorial Museum of Vasyl Stefanyk (International Scientific Congress, 2021), which testifies to the great interest of scientists, literary critics, teachers, the public of Ukraine and the world in the figure of V. Stefanyk.

Also, on April 21–22, 2021, the All-Ukrainian scientific practical conference “Psychological and pedagogical aspects of Vasyl Stefanyk’s work” was held online. It was organized by the Department of Pedagogy of Primary Education of Vasyl Stefanyk Precarpathian National University. The conference was attended by teachers, students, educators, representatives of public organizations, famous writers from many higher education institutions of Ukraine. This scientific forum testified that the influence of such prominent iconic figures as Vasyl Stefanyk in Ukrainian history, science, culture, and literature is growing every year. And the creative heritage, life and work of the writer are perceived by Ukrainian pupils and students, children and adults as a factor in the formation of national consciousness, education of new generations of Ukrainians as patriots, citizens (All-Ukrainian scientific practical conference, 2021).

In the life of V. Stefanyk we clearly trace the following stages associated with education:

1. Vasyl Stefanyk’s family environment (factors of education were folk pedagogical means: work, oral folk art, the example of seniors, etc.).
2. Primary education received in Rusiv (three-grade public school (1878–1880)) and Sniatyn (special, ie higher primary school) (1880–1883)).
3. Gymnasium education of Vasyl Stefanyk (Kolomyia State Gymnasium (1883–1890), Franz Joseph I Drohobych State Gymnasium (1891–1892)).
4. University education of Vasyl Stefanyk (Jagiellonian University (1892–1900)).
5. Self-education, which lasted throughout the life of the writer.

We will briefly analyze these periods to trace the process of V. Stefanyk’s formation as a writer, a great educator, a man who worked on himself during his life.

The family environment gave a start to V. Stefanyk’s education. In the family, the boy was quite comfortable under the care of his loving mother Oksana, beloved sister Maria, despite the severity of his father Semen, a very wealthy farmer and a good landlord. The upbringing in the Stefanyk family was based on words, one’s own example, humane relations (V. Stefanyk wrote: “.. at home my parents never beat me”) (Stefanyk, 1927) and had an impact on the formation of the future writer’s personality.

For three years (1878–1880), Vasyl, like all school-age children, studied at the local public (primary school). The father saw that his son was willing to study, had the ability to study, and in 1880 he took Vasyl to Sniatyn, where he was enrolled in the second grade of the special school. At that time, only this type of educational institution gave the opportunity to study in high school. Here, for the first time, the boy was made fun of by teachers and sons of lords (“I was beaten here”, V. Stefanyk recalled in his autobiography (Stefanyk, 1927)). So, thanks to his father, Vasyl received a complete primary education, which gave him the opportunity to continue his studies.

Studying at the Kolomyia Gymnasium (1883–1890) became an important stage in V. Stefanyk’s life. The formation of the worldview, the personality of Stefanyk, a high school student, also took place outside the school. As you know, education



in high schools was conducted in Polish and German. The young high school student begins to engage in self-education and self-development: he reads works by H. Kvitka-Osnoyanyenko, Panas Myrnyi, Marko Vovchok, and Russian writers. T. Shevchenko's *Kobzar* became his favorite book; he did not part with it until the end of his life. An important factor in the formation of V. Stefanyk was the gymnasium environment and the environment of Kolomyia as an important cultural and educational center of Pokuttya. He met A. Pavlyk, an activist of the Ukrainian women's movement in Halychyna, and her brother, M. Pavlyk, a well-known public educator, politician (radical), and publicist in Halychyna. Kolomyia grammar school students – friends of V. Stefanyk: Les Martovych, Ivan Semanyuk (Marko Cheremshyna), Lev Bachynskiy and others were fascinated by radical views and service to the native people of both Pavlyks.

Thus, this so-called non-formal education, participation in a secret circle, educational activities in the villages of Pokuttya, organization of reading rooms (libraries) had an important impact on the formation of V. Stefanyk as a public educator who dedicated his life to serving the peasants (Vasyl Stefanyk in criticism and memoirs, 1970).

We believe that thanks to progressive teachers of the gymnasium, V. Stefanyk developed his creative personality. These are T. Hrushkevych (1846–1916), a member of the Prosvita society, the Russian Pedagogical Society (later the Ukrainian Pedagogical Society (UPT) "Ridna Shkola"), the editor of the *Uchytel* magazine (1890–1892), and the director of the 1st gymnasium UPT in Yavoriv (1909–1912), compiler of "Taras Shevchenko's *Kobzar*" for children (1891), translator into Ukrainian of "History of Pedagogy" by L. Kellner (1895), compiler of "Bukvar" for the 2nd grade of secondary schools, professor of classical philology in Kolomyia Gymnasium, who was the first to pay attention to the work "Rudal" by Les Martovych and Vasyl Stefanyk. T. Hrushkevych, after reading it, advised his students to continue to engage in literary work. At one time T. Hrushkevych taught Ivan Franko at the Drohobych Gymnasium.

The same role in the life of Stefanyk was played by teacher R. Yarosevych, one of the leaders of the Academic Community in Krakow, doctor of philosophy (1885, Vienna), doctor of medicine (1894, Krakow), public and political figure, diplomat, co-founder and a leading figure of the Russian-Ukrainian (later Ukrainian) Radical Party, chairman of the Ukrainian faction of the Austrian parliament from the Radical Party (1897–1900). V. Stefanyk wrote about R. Yarosevych: "I was happy to agree with this smart and wonderful professor of the gymnasium. For us, the study of the Ukrainian language was the most pleasant and useful. Such a great teacher" (Stefanyk, 1927; Vasyl Stefanyk in criticism and memoirs, 1970).

At the Franz Joseph I Gymnasium in Drohobych (1891–1892), the young radical plunged back into social and cultural work. The ideas of M. Drahomanov, M. Pavlyk, I. Franko, personal acquaintance with Ivan Franko, with whom he maintained "the most friendly relations all his life" and who was "the only one of the great Ukrainian writers he loved the most" (Stefanyk, 1927). However, we assume that the educational environment of Drohobych gymnasium had no less influence on the development of V. Stefanyk's personality. In 1892, the young man successfully passed the final exams ("matura"), which opened the way for him to university education. V. Stefanyk writes with sympathy about the director of the gymnasium, a famous Ukrainian figure of the 80s of the XIX century. O. Borkovskiy. We pay attention to the teaching staff of Drohobych Gymnasium, in particular, teachers of philology, who contributed to the literary and linguistic development of the gymnasium. This is a famous Galician naturalist, teacher, linguist, folklorist, author of about 200 publications that laid the foundations of Ukrainian scientific terminology, writer I. Verkhratskiy, who after graduating from Lviv University in 1868 began teaching Ukrainian and German at Drohobych Gymnasium, where his student was also I. Franko. Professor V. Birchak, teacher of Greek and Ukrainian languages, Ukrainian writer, literary critic, also contributed to literary and language education and general development of Stefanyk as a high school student.

One of the most important periods in the life of V. Stefanyk – the one he spent in Krakow (1892–1900). In 1892, a 21-year-old entered the medical faculty of the Jagiellonian University, the second most prestigious educational institution in Central Europe. V. Stefanyk was not interested in medicine: he plunged headlong into the literary, artistic and social-educational environment of the city of Krakow and the university (active participation in the student society "Academic Community"). He became known in Galicia and in the Polish intellectual and artistic circles as a writer, and in 1900 he dropped out of the medical faculty and devoted himself entirely to literature and socio-political and educational work.

In our opinion, the Krakow art and literary bohemia, which gathered in the society "Young Poland", participation in Ukrainian and Polish associations, friendship with young artists I. Trush, M. Boychuk, acquaintance and close contacts with B. Lepkyi, friendship with the Morachevski family, communication with famous intellectuals S. Pshybyshkevskiy, V. Orkan, S. Vyspyanskiy, Ya. Kasprovych, K. Tetmayer and others, who opened the new "way into the world" for V. Stefanyk, etc. – all this led to the fact that V. Stefanyk left medicine and established himself as a writer. It is in Krakow that the creative phenomenon of V. Stefanyk as a novelist acquires authentic features.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The establishing of V. Stefanyk as a writer, public and educational figure was influenced by a number of factors, including the educational environment. In his life we clearly trace certain stages associated with the acquisition of education: primary education, which he received in Rusiv (three-grade public school (1878-1880)) and in Sniatyn (special, ie higher primary school) (1880-1883); gymnasium education (Kolomyia State Gymnasium (1883–1890), Drohobych State Gymnasium named after Franz Joseph I (1891–1892)); university studies (medical faculty of Jagiellonian University (1892–1900)); and lifelong self-education. In 1900, V. Stefanyk left the Jagiellonian University and fully registered as a writer, educator, and public figure.

The analysis of Vasyl Stefanyk's studies at the Medical Faculty of the Jagiellonian University and his activities as a member of the society "Academic Community" requires further research.



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Chapter III. SOCIO-CULTURAL SPACE OF UKRAINIAN CARPATHIANS REGION AND ITS IMPACT ON THE DEVELOPMENT OF PERSONALITY

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ПРАКТИЧНЕ ЗАСТОСУВАННЯ КРАЇНОЗНАВЧИХ ТЕКСТІВ НА ЗАНЯТТЯХ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Анотація. Статтю присвячено актуальній темі: вивченню країнознавчих текстів як основної комунікативної одиниці на заняттях української мови як іноземної. Викладені в статті ідеї проілюстровано прикладами, взятими з досвіду викладання української мови як іноземної в Тернопільському національному технічному університеті імені Івана Пулюя. Проведено аналіз сучасних досліджень та публікацій. Акцентовано на важливості враховувати лінгвокультуральний підхід, емоційну складову, добираючи пісні, фразеологізми, скоромовки, тематичні тексти. На прикладі ліричної пісні «Гуцулка Ксеня» продемонстровано, як на рівні тем, образів, лексем можна розповісти інокомунікантам про ментальні особливості гуцулів, культуру, природу, народні інструменти. Подано низку методичних напрацювань на е-платформах: open4ukrainian.education/gutsulka-ksenya/; <http://bit.ly/rizdvanyi-pisni-kolyadki>, розкрито переваги роботи з онлайн-інструментами: Wizer.me (<https://wizer.me/>), Learningapps (<https://learningapps.org>), що надважливо



в умовах дистанційного навчання. «Мета публікації — привернути увагу викладачів-мовників до необхідності підбирати навчальні матеріали з урахуванням доцільності та практичного застосування інформації; зосередитися на розвитку комунікативної компетенції; довести доречність урізноманітнення завдань та прикладів; поділитися досвідом викладання української мови в середовищі іноземних студентів. Взято за основу герменевтичний, комунікативний, культурознавчий та ін. методи, важливості візуалізації дотекстових і післятекстових вправ, запитань, післятекстових коментарів. Методологічною основою цієї розвідки послугували праці Ганни Швець. Проаналізовано та описано змістове наповнення країнознавчих текстів, які сприяють формуванню лінгвокраїнознавчих знань про Україну, допомагають адаптуватися студентам-іноземцям до України та ознайомитися з її реаліями.

Ключові слова: українська мова як іноземна, комунікативний підхід, країнознавчі тексти, адаптація, методика викладання, інтерактивні вправи.

PRACTICAL USAGE OF CROSS-CULTURAL TEXTS IN THE CLASSES OF UKRAINIAN AS A FOREIGN LANGUAGE

Abstract. The article is devoted to a topical issue: the study of cross-cultural texts as the main communicative tool in Ukrainian language classes as a foreign language. The ideas presented in the article are illustrated by examples based on the experience of teaching Ukrainian as a foreign language at Ternopil Ivan Pulu National Technical University (TNTU). The analysis of modern researches and publications is carried out. The importance of considering the linguistic and cultural approach is emphasized, as well as the emotional component, choosing songs, phrases, colloquialisms, and thematic texts. Based on the lyrical song "Hutsulka Ksenia", the authors demonstrated how at the level of themes, images, and tokens it is possible to tell foreign communicators about mental features of Hutsuls, culture, nature, and folk instruments. A number of methodical developments on e-platforms are given: open4ukrainian.education/gutsulka-ksenya/; <http://bit.ly/rizdvyanipisni-kolyadki>, the benefits of working with online tools are revealed: Wizer.me (<https://wizer.me/>), Learningapps (<https://learningapps.org>), which are very important in distance learning languages. The objective of the article is to draw attention of teachers-practitioners to the need of selecting educational materials with consideration of the expediency and practical application of information; to focus on the development of communicative competence; to prove the relevance of a variety of tasks and examples; to share the experience of teaching the Ukrainian language among foreign students. The hermeneutic, communicative, cultural and other methods are applied in the research; the importance of visualization of pre-text and post-text exercises, questions, post-text comments is studied. The methodological basis of this research is the work of Anna Shvets "Theory and practice of teaching the Ukrainian language to foreign students of humanities: a monograph" (Shvets, 2019). The content of cross-cultural texts, which contribute to the formation of linguistic and local lore knowledge about Ukraine, and help foreign students adapt to Ukraine and be acquainted with its realities, is analyzed and described.

Keywords: Ukrainian as a foreign language, online tools, communicative approach, linguistic cross-cultural texts, adaptation, methods of teaching, interactive exercises.

INTRODUCTION

The problem formulation. Adaptation of foreign students in Ukraine depends on the level of Ukrainian language proficiency, psychological and physical ability to immerse in the Ukrainian-speaking space, and language training, which is partly based on working with cross-cultural texts that help intercultural groups adapt to the country of residence and join its socio cultural life.

The issue of studying the Ukrainian language as a foreign language (UFL) by foreign students receiving higher education in Ukraine is relevant for linguists in terms of teaching methods. For foreign communicators, language is not only an academic discipline, the study of vocabulary and grammatical constructions, but also a means of obtaining the necessary information in an unfamiliar environment, a way of adapting to the country of residence. Cross-cultural texts are the main array for working in the classroom, which are necessary for the promotion of tangible and intangible national heritage of Ukraine.

Analysis of recent researches and publications. Since the middle of the twentieth century, the linguistic aspect has been of interest to scientists from around the world (K. Apel, F. Buslaev, T. Voloshinova, V. Von Humboldt, J. Grimm, J. Gerder, B. Kassen, K. Klakhon, O. Potebnya, E. Stewart, E. Hall, G. Steinthal, K. Jaspers, etc.). At the present stage, linguistic issues are covered by Ukrainian scholars, in particular O. Antoniv, V. Gorodetska, O. Gorda, V. Vladimirova, V. Kononenko, T. Leshchenko, D. Mazuryk, N. Malyuga, S. Pilishek, M. Redkva, N. Sarnovska, O. Trumko, H. Shvets, O. Shevchenko and others. Due to the interest in the Ukrainian language as a foreign language, every year more and more methodological and scientific works appear, in which cross-cultural texts act as a basis for the theoretical and practical approach to intercultural communication. The monograph by H. Shvets "Theory and practice of teaching Ukrainian to foreign students of humanities" (Shvets, 2019) is a significant contribution to the development of UFL. In this work, a focus is made on coverage, analysis, and theoretical justification of cross-cultural and local lore approaches. A novelty of cross-cultural studies is the textbook "The Key to Ukraine. Cities and people" (Kliuchkovska, Horda, Trumko, Martynshyn, Temnyk, Rusnak, 2020). At Ternopil Ivan Pulu National Technical University (TNTU), foreign students study the textbook "Ukrainian language for foreigners. Level B1 – B2" by L. Nazarevych and N. Havdyda (Nazarevych, Havdyda, 2017). In addition to texts about everyday, educational, business, economic, political, scientific, and technical life, the practicing teachers consider the expediency of studying songs. This issue is covered more thoroughly in the work "Song creativity – a component of the methodology of teaching Ukrainian as a foreign language" (Nazarevych, Denysiuk, 2020, p. 95-98).



AIM AND TASKS RESEARCH is to share the experience gained by the Department of Ukrainian and Foreign Languages of TNTU in the field of teaching Ukrainian as a foreign language; to highlight issues related to working with cross-cultural texts in the study of this discipline, where Ukrainian is positioned as a socio cultural phenomenon. Besides, the new ways of developing communicative competence of speakers and adapting them to a foreign language country should be found. The challenge is to emphasize the importance of working with pre-text and post-text exercises, semanticizing and visualizing vocabulary, selecting didactic material, including interactive exercises in the system of distance education, based on communicative needs and language proficiency of students.

The **object** and **subject** of research is a method of teaching Ukrainian as a foreign language, based on cross-cultural texts, and didactic materials for study in the classroom.

RESEARCH METHODS

The methodological basis is a hermeneutic approach, the essence of which is to consider broad textual and non-textual factors, diverse contexts. Empirical method is based on the experience of teaching at TNTU. Bibliographic one is applied to identify, select and systematize scientific and educational literature; cultural-historical – to consider the phenomena proposed for study in broader contexts. Contextual method is used to study each phenomenon in the context of history, psychology, cultural traditions; descriptive one – to describe cross-cultural and local lore texts. Analytical method systematizes and structures educational material into small components for the introduction of communicative and reproductive exercises in the classes of Ukrainian as a foreign language; inductive one embodies practical examples at the pre-theoretical level.

RESEARCH RESULTS

The theoretical and practical value of the obtained results is that they can be considered as a form of finding effective ways for teaching foreigners and can be used by teachers of Ukrainian as a foreign language during classes with foreign communicators and in research.

In this article, the authors cover the study of Ukrainian as a foreign language in intercultural groups. For foreign students studying in Ukraine, the Ukrainian language is not only a discipline and the process of learning vocabulary and grammar, but a means of obtaining the necessary information in an unfamiliar environment, a way to adapt to the country of residence. Anna Shvets, Doctor of Philology, helps understand the difference between the terms "local lore and cross-cultural text". Educational scientific texts about Ukraine form the basis of a textbook on country studies and are used in the practical course of UFL. Thus, they are called "cross-cultural or country studies" (Shvets, 2019, p. 259). Such texts contribute to the immersion of foreign communicants in language and culture at all linguistic levels. Based on the above, cross-cultural texts are necessary to promote the tangible and intangible national heritage of Ukraine. To acquaint foreigners with Ukrainian history through the prism of learning the Ukrainian language is a difficult way. The teachers should take into account the peculiarities of psychology and the interests of those for whom the material is intended, because the languages of students who came from other countries are completely different. That is why, the authors consider the necessary work with texts that would affect the topics of life, environment, cultural leisure, recreation, education, science and technology, sports, health, nutrition, ecology, social and political life, traditions, customs and holidays, stereotypical thinking of Ukrainians, economy, etc. Communicative skills and abilities to each of the levels (A1-B2) must be built based on all types of speech activity: listening, reading, speaking, and writing. Visualization of textual information with the help of video presentations and mental maps (on platforms Xmind, Canva, etc. platforms) is of great help. This approach is primarily based on standardized requirements for levels of proficiency in Ukrainian as a foreign language (Antoniv, Synchak, Boyko, 2020), and is designed to promote fluent speech of foreign communicators, to broaden their horizons.

The main goal of the lessons is to improve the student's speaking skills, which is formed based on reading competence. "Foreigners face numerous problems related not only and not so much to grammar as to vocabulary, correct pronunciation, text analysis, auditory perception, reading, etc. [...] As non-native speakers, they must be able to not only read and write, but also to speak Ukrainian, to ask questions correctly." (Erdoğdu, 2020) Thus, formulation of post-text questions, paraphrasing parts of the text, additional interpretation, comparative analysis – this is an opportunity to intensify students' speech activity, involve critical thinking in the discussion of texts, help foreigners understand people with whom they have to live in the same country. However, the texts must be updated according to the communicative situation, giving preference to phrases needed in everyday life. Communication skills, in particular skilful use of typical etiquette clichés, proverbs, sayings, and language templates are the challenge of learning. Having mastered them, a foreigner would be able to meet, talk on the phone, find out the address, arrange a meeting, ask about details that interest him, clarify or refute information, praise interlocutor or to object to it, be acquainted with recipes of national cuisine, discuss or exchange impressions about architectural or cultural monuments in social networks. He would also be able to choose a tourist route based on the analysis of Ukrainian-language sites, "Ukrainer", "Travel Ukraine", "Honchar's Museum", Orest Zub's blog "Travel. Learn. Earn", etc.), reviews of excursions and trips, advertising projects, announcements of cultural events, maps, etc. The authors believe that well-selected cross-cultural materials help not only adapt to the country where foreigners live, but also become a part of it (Nazarevych, Denysyuk, Kotovs'ka, 2021, p. 120-124).

A thorough material for students who master the Ukrainian language at levels B1-B2, C1-C2 is a two-volume work of Ukrainians of the International Institute of Education, Culture and Diaspora Relations of the National University "Lviv Polytechnic" "The Key to Ukraine. Cities and people" (Kliuchkovska, Horda, Trumko, Martynshyn, Temnyk, Rusnak, 2020). The textbook reveals to foreigners more facts about famous writers, architectural monuments and cities of Ukraine. Texts about modern events in Ukraine ("Donetsk", "Cyborg Remembrance Day", "Savur-grave"), letters and instructions of Vasyl Stus, an excerpt from the speech of Iryna Kalynets, "Three stories about 300 soldiers", an excerpt from the novel



V. Shklyar's "Black Sun", and photos with cyborgs broadcast the truth about Ukraine. The above material debunks the myths that remain many of the "Soviet" times, help form their own opinion, preferences, inner character, and stimulate to self-education. It is needed not only by those for whom the Ukrainian language is foreign or inherited, but also by young people who receive education in their native language.

A necessary component of every lesson in Ukrainian as a foreign language, as well as any foreign language, is work with pre-text and post-text exercises. Having analysed a number of modern didactic materials on UFL, the authors paid attention to the textbook on the Ukrainian language for foreign students by Anna Shvets "Meet: Kyiv". The author, following the principle of consistency, gradually "leads" the foreigner from simpler to more complex material, distinguishing typical lexical and grammatical constructions present in the texts, as well as constructs grammatical tasks in accordance with the stylistic features of the texts (Shvets, 2021).

In TNTU, in classes on the Ukrainian language as a foreign language, in addition to educational texts, the teachers practice the study of folk and modern songs. Linguistic and stylistic elaboration of lyrics deepens the aesthetic and cognitive reception of cultural phenomena. Our observations are confirmed by scientific and methodical researches of L. Antonov, O. Denga, O. Leshchenko, I. Samoilenko, V. Yufimenko, V. Kokorina, V. Bader, V. Gorban, A. Karolchuk-Kozyr, L. Semenova, P. Kayak, M. Laskevych, H. Shvets. According to Hanna Shvets, songs contribute to "effective practice of pronunciation (articulation, accentology, orthoepic, intonation) and auditory skills, mastering lexical and grammatical norms of language, development of productive skills, formation of linguistic competence" (Shvets, 2019, p. 324).

Dynamics, rhythm, systematic repetitions help reproduce certain phrases immediately after the first listening. On the example of the song "Hutsulka Ksenia" we are once again convinced that songs and exercises help foreigners immerse themselves in Ukrainian culture. Under the condition of interaction with the teacher the student can grind the pronunciation of such Ukrainian sounds as: [б], [п], [ж], [з], [с], [р], [к], [х], [ш], [о], [у], emphasizing the repetition of words "полонина", "постать", "пізнав", "трембіта", "серце кохає" and others. They could understand the meaning of words гуцул, гуцулка, полонина; learn more about the Carpathians and the mountain people; discover the mountain flora and continue linguistic and cultural research (in the Carpathians, there are 28,000 large and small rivers; deciduous and coniferous trees are of great importance for man and nature; there are several species of conifers (pine, spruce, spruce, thuja, juniper). The students could learn more about Ukrainian folk instruments, in particular: the length of the trembita reaches 8 meters and this longest wind instrument entered in the Guinness Book of Records is a symbol of the Carpathians, and the trembita and the flute are not the same). In addition, the text of the song allows the teacher to talk about imagery, because at the level of imagery (грають хвилі; сумують очі сині; нічка вкриває гори й заливає полонину; чорнобрива дівчина; серце гаряче, мов жар) the beauty of the Ukrainian language is encoded, (<https://open4ukrainian.education/gutsulka-kseniya/>).

In winter period the teachers offer students to listen and sing carols, study "Shchedryk" by Mykola Leontovych, songs of the Christmas cycle ("Nicholas Bearded", "Nicholas", "Dzen'-dzelen'", "God was born on a sleigh", "Silent Night, holy night", "New joy has come", "Oh, how grey is cuckoo"). The complex methodical development, which is devoted to holidays and traditions, can be found on the website <http://bit.ly/rizdvyani-pisni-kolyadki>. Online tools (Wizer.me (<https://wizer.me/>), Learningapps (<https://learningapps.org/>), etc.) simplify grammar acquisition, facilitate memorization of the text through repeated repetition, promote pronunciation training, and help consolidate knowledge with morphology and syntax, memorize language clichés.

Working with cross-cultural texts involves open and closed questions that can be focusing, suggestive, evaluative. The leading questions are most relevant in the audience that has mastered the propaedeutic language-training course. At each stage of the work such questions are justified, because they "encourage" not to speak, but also to argue, to see the problem from a different point of view (Nazarevych, 2020, p. 111). Problematic questions are also relevant. The teacher's task is to encourage students to talk, so it is advisable to ask open-ended questions during the discussion, for example, after reading the text about the history of "Shchedryk" by Mykola Leontovych, you can ask students: "What impressed you the most?", "Why do you think the melody of "Shchedryk" fascinates people for 100 years?". We amplify the impression of Ivan Malkovych's poetry "Leontovych" by discussing the action of the All-Russian Special Commission agent.

It is worth emphasizing the importance of comments on ethnographic texts. The commentary removes the difficulties of linguistic and ethnographic nature at the pre-text stage. Teachers-practitioners emphasize that comments should not overload the reader with information (Shvets, 2021, p. 385), in addition, the commentary is an explanation of specific cultural realities. In the textbook "Ukrainian for Foreigners" (Nazarevych, Havdyda, 2017), the authors provide comments on the Christmas and Easter holidays, supplementing the context with videos: <https://youtu.be/EFDw1PeITdA>. The text "Easter is a holiday of all Christians" is illustrated by the following comments: "Easter is a holiday in honour of the resurrection of Jesus Christ, the victory of good over evil, life over death" or "Easter eggs are chicken eggs painted red or yellow, and Easter eggs are chicken eggs painted with a certain ornament (Nazarevych, Denysiuk, 2020 p. 166). After reading this information, we offer students to paint Easter eggs in the morning before Easter. This activity opens up a number of possibilities: repeat the name of colours and geometric shapes, change verbs (брати, писати, провести, намалювати, покласти, занурити, витерти, подивитися), memorize the form of the imperative mood of these verbs, discuss symbols, establish a positive psycho-emotional climate. The text is complemented by an audio podcast: <https://soundcloud.com/ukraine-audio-book-grammar-2/velykden> and visual materials on the FB-page "Ukrainian for foreigners": <https://m.facebook.com/ukrainian.for.foreigners/posts/214017172705584>. All these elements are a way to immerse into the language and socio-cultural environment.

Humorous stories, news, press articles, short videos about travelling in Ukraine, cuisine, life, music, traditions, phrases, recipes also serve as appropriate illustrative material that unobtrusively introduces foreigners to our realities. Talking or



stumbling blocks should not be overlooked at all stages of language acquisition. Thus, a humorous poem by Olesya Mamchych: *Ось античний грек / підіймає глек / а ось це грекиня / в неї є глекіня / а ось греченятко, в нього глеченятко / греченятко в глечку / поскладало гречку / та й питає в грека / як дістати глека* – is a great tool for training phonetics, including solid hissing sound [ч], as well as sonorous larynx [г]. It should be noted that incommunicators often pronounce [г] as voiceless sound [х], and such a similarity in pronunciation is permissible only within five words, and not at the beginning and not at the end: *легкий, нігті, кігті, вогкий, дігтяр*. With the help of slow and then fast repetition of this patten, you can achieve a double goal: to improve pronunciation and talk about diminutive suffixes: suffixes -ен(я), -ен(я), -ат, -ят, -атк(о), -ятк(о), etc. Patters: *У бобра добра багато; Біжать стежини поміж ожини; Побачив вовк козу, забув про грозу; Ніс Пилип плуг через поріг* – serve as a good exercise for training the pronunciation of the pair "voiced-voiceless » [б]-[п], «although, б and п, – according to Olga Dubchack, – work in pairs, they are not interchangeable» (Dubchak, 2020, p. 990. Such examples help students understand the subtleties and specifics of the Ukrainian language. In general, any patters are selected and arranged words in a way that requires some effort from the speaker and helps develop diction and correct articulation.

Communicative exercises designed to paraphrase word combinations, write sentences from suggested words, ask all possible questions to sentences, complete sentences, replace narrative sentences with interrogative ones, retell a fragment about a historical monument, give a title, determine the main idea of the text, write plan, and reproduce statements contribute to the development of speech skills of foreign students. Reproductive exercises should not also be avoided, as they encourage uttering based on already familiar grammatical material. Repetition of phrases during the same type of answers becomes automatic, quick search for appropriate tokens.

That is why listening exercises on the SoundCloud platform are so important when learning a language. Actually, listening takes place in three stages: 1) listening, 2) listening and reproducing what is heard, 3) synchronous repetition with imitation of the speaker's intonation. Such tasks promote spontaneous memorization of vocabulary, word order in sentences, help focus on grammatical phenomena.

According to A. Schopenhauer, if a person correctly understands the spirit of a foreign language, he will also take a big step towards understanding the nation that speaks this language; for the style of language is connected with the mind of the individual, just as language belongs to the mind of the nation. A person can fully master another language when he is able to translate not books, but to transform himself into another language, when, without losing his individuality, he can immediately communicate in that language. Thus, it pleases both foreigners and their compatriots (Schopenhauer, 1992, p. 34). Therefore, based on the above, it is necessary to build work with texts, because well-chosen materials help not only to adapt to the country where foreigners live, but also to become a part of it.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The presented material allows drawing the following conclusions: the teacher's task is to choose carefully the content for the adaptation of a foreign student to the language environment, and to apply methods that would be subject to didactic purposes. They also structure tasks, depending on educational tasks to select interesting unobtrusive historical and cultural material for reading and discussions, in particular songs, to adhere to the principle of consistency and continuity, to connect new information with already known material, and to explain unfamiliar words, give examples, resort to pre-text and post-text commenting. At the present stage of development of the Ukrainian language as a foreign language, there is a need for high-quality multi-genre texts, audio and video materials that would promote Ukraine in the world, promote the formation of linguistic knowledge about Ukraine, encourage the discovery of Ukrainian culture through language. Prospects for further research are to find new ways of delivering classes in Ukrainian as a foreign language with consideration of the specifics of cultural and historical experience, national features, and the linguistic picture of the world of foreign communicants.

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ПІЗНАННЯ ДОШКІЛЬНИКАМИ ДОВКІЛЛЯ ЗАСОБАМИ ЕКСПЕРИМЕНТУВАННЯ

Анотація. Автори статті обґрунтовують вплив експериментальної діяльності на формування пізнавальної активності дітей дошкільного віку; мотивацію до пізнання довкілля за допомогою інтелектуальних ігор та експериментів, презентовано результати дослідження, у якому взяли участь 83 дошкільників. Представлено результати науково-дослідницької роботи, що підтвердили ефективність запропонованої авторами методики. Виявлено, що в період дошкільного дитинства пізнавальна дослідницька діяльність супроводжується ігровими, продуктивними видами діяльності у вигляді орієнтуючих дій, перевірки можливостей будь-якого нового матеріалу. У дослідженні запропоновано такі аспекти експериментування з дошкільниками: усі схарактеризовані заходи мають бути емоційно забарвленими, викликати в дітей позитивні емоції та бажання діяти; для дітей дошкільного віку актуальний прийом повторення; багато видів діяльності можна і варто повторювати в процесі роботи; одночасно можна розглянути один із елементів об'єкта в різних його поєднаннях або один об'єкт з різними властивостями.

У процесі дослідження встановлено, що використання експериментування дає змогу ознайомлювати дітей із конкретними методами дослідження, із різними методами вимірювання, із правилами безпеки під час експерименту. Діти спочатку за допомогою дорослих, а потім самостійно виходять за межі набутих знань та навичок, спеціально організованої діяльності і створюють новий продукт.

Ключові слова: дошкільники, експериментування, довкілля, заняття, здібності, методи, педагог.

ENHANCING ENVIRONMENTAL COGNITION BY PRESCHOOLERS THROUGH EXPERIMENTAL ACTIVITIES

Abstract. The paper focuses on the issue of environmental cognition by preschool children via experimental activities. The emphasis is placed on the role of motivation, intellectual games and experiments in children's perceiving the world. The article presents positive results of the pedagogical experiment (in which participated 83 preschoolers) that proved the effectiveness of the devised methodology. In the article, it is posited that early-age experimentation implies a simple manipulation with things, at which children perform the operations of differentiation, and categorization under various conditions. Specifically, these operations presume simple actions with objects, which vary in color, shape and size. Moreover, preschoolers use different sensory channels to perceive the objects around them. The study maintains that in the junior preschool period children's cognitive activities are accompanied with role-plays, games, and orientation actions aimed at testing new objects, while senior preschoolers perform similar activities experimenting with objects and employing verbal means like questions why, what for, and how? The study propounds the effective techniques of experimentation with preschoolers, which embrace



creating a positive learning environment, employing emotionally colored forms of instruction, maintaining in children a high level of motivation for actions, and using repetitive and suggestive tools.

In the course of research, it has been revealed that experimenting is targeted at familiarizing preschool children with specific methods of cognition, measurement tools, and appropriate safety rules, which allow preschoolers to broaden their knowledge and acquire necessary skills in order to be able to create new products independently within specially organized learning activities.

Keywords: preschoolers, experimental activities, environmental cognition, classes, abilities, methods, teacher.

INTRODUCTION

The problem formulation. In modern educational practice, the importance of preschool experimental teaching is increasing. This is due to the dynamic development of society, the penetration of new levels of knowledge of the nature, the change of social structure and the emergence of new types of activities in previously unknown industries. Experimental activity is an activity related to the solution of a creative, research problem with a previously unknown solution, which assumes the presence of the basic stages characteristic for research in the scientific field, normalized, based on accepted traditions in science.

Experimental activities will allow expressing child's individually or in a group, show publicly achieved results. This activity is aimed at solving a specific issue, often formulated by the children themselves in the form of a problem, when the result of this activity – a found way to solve the problem – is practical, has important application value and, very importantly, interesting and meaningful for the discoverers themselves.

Analysis of recent research and publications. In the study, we rely on the results of foreign researchers on the problem of using experimentation with preschool children. In recent years, research on solving problem has become very popular. K. Anderson and A. Gullberg discussed studying science in preschool. One of the example of exploring preschool children's science content knowledge is presented in the work of Ying Guo, Shayne B. Piasta and Ryan P. Bowles. The most interesting approaches to this issue has been proposed by Dziengel Ana, T. Tu, L.French.

To understand preschool children's science learning, it is also important to identify potential predictors of science competency, because the identified factors could aid in determining which preschool children may struggle with learning science content knowledge and experience downstream science learning problems as they matriculate into elementary school and beyond (Ying Guo, Piasta, Bowles, 2015, p.125).

The current situation of human development is a situation of non-standard, uncertain tasks, a situation where one has to act with unreliable information, to take into account the perspectives of real and potential partners. It requires that each individual search attitude to the outside world. The fundamental feature that determines the specificity of human cognitive activity in modern conditions is that there is a constant need to manage many new and diverse objects and phenomena related to each other at once. Therefore, a different system of organizing cognitive activity is now needed – of a higher quality. A modern child must actively explore the novelty and complexity of the changing world, create, and invent new original strategies for behavior and activity (Dziengel, 2012). This active cognitive attitude to reality must be shaped from childhood.

THE PURPOSE OF THE RESEARCH – are to analyze the problem importance of preschool experimental teaching; highlight its theoretical aspects; outline the scope of its practical application in preschool education.

RESULTS OF THE RESEARCH

The fundamental ideas on which research is based can be attributed to the pedagogical principles. We started by investigating of them. The principle of orientation to the cognitive interests of the child. Research is a creative process, creativity cannot be imposed from the outside, it is appeared only based on an internal need, in this case, a need for knowledge.

The principle of freedom of choice and responsibility for one's own learning. Only if it is implemented can education be adequate to the individual purpose of the individual.

The principle of assimilation of knowledge in unity with the ways of their assimilation. The approach to the formation of the scientific picture of the spiritual and moral world order, which is determined by the tasks of research teaching, involves not only the assimilation of a certain amount of information obtained through special researches, but also the need to obtain new knowledge on the basis of mastering the ways of its discovery. Science is inseparable from the reflection of the way in which knowledge is obtained, so the young researcher must not only acquire in the product in the form of some positive knowledge, but also be well aware of the evolution of knowledge, as well as – ways and means of obtaining it (Fleer M., Gomes J., March S., 2014, p. 38).

Principle of reliance on the development of self-seeking information. The main task of modern education is not only the communication of knowledge, but, first and foremost, the development of the child's needs and abilities to acquire this knowledge. Only on this basis can the child transform the knowledge into a tool for creative development of the world.

The child does not simply consume information, but generates knowledge itself. The knowledge offered for learning a child in traditional education is new to her. In circumstances where the main value of education is not knowledge, but ways of obtaining it, it becomes irrelevant how new the information obtained by the child is.

The principle of combining productive and reproductive teaching methods. The psychology of learning indicates that it is easy and involuntary to absorb the material that requires active thinking, but not everything that is necessary to learn a child in education; it should open during independent search (Tu, 2006, p.246). Therefore, the use of research teaching



methods should be combined with the use of reproductive methods. Moreover, the work of any researcher has traditionally many tasks of a reproductive nature, which may be considered routine but do not become unnecessary.

Requirements for the teacher

The role of the teacher in experimental learning differs significantly from that which it performs in traditional teaching, which is based on the predominant use of reproductive teaching methods. The teacher, prepared to solve the problems of research training, must possess a number of characteristics; it must master a set of specific skills. The main ones are:

- be sensitive to problems; be able to see "the amazing in the everyday"; to be able to find and set before children real educational research tasks in a form understandable to children;
- be able to capture children with a didactically valuable problem by making it a problem for the children themselves;
- be able to fulfill the functions of coordinator and partner in research;
- by helping children, be able to avoid directives and administrative pressure;
- be able to be tolerant to the mistakes of children who are allowed by them in trying to find their own solution; offer your help or address the right sources of information only when the child begins to feel the hopelessness of his or her search;
- organize activities for observations, experiments and various "field" studies;
- provide ongoing reporting to working groups and exchange views during open general discussions;
- encourage and develop critical thinking about research procedures;
- be able to stimulate suggestions for improving the work and promoting new, original research areas;
- carefully monitor the dynamics of children's interests in the problem under study; be able to finish experiment and work on discussing and putting solutions into practice before signs of loss of interest in the problem appear in children;
- be flexible and, while maintaining high motivation, allow individual children to continue to work on the issue on a voluntary basis while other children are finding ways to solve a new problem.

The game in experimental activities

An indispensable childhood companion and the most important tool of the game is a toy. From the first months of life, it holds a special place among the objects that surround the child. It is often the vehicle and the subject of the first of its own research. The game is one of the most interesting types of human activity, a leading activity of the preschool child, a means of its comprehensive development, an important method of education, a real social practice of preschoolers. Children's game is an activity aimed at orientation in the subject and social reality, in which the child reflects the impression of their knowledge (Polevikova, Shvets, 2019, p.326). We usually offer a child a toy that is not designed to be actively explored (disassembled, broken, etc.) by its potentialities and contents. In addition, the desire of the child to use a toy in the program of its own research activities leads to the fact that it is thrown, drowned in water, buried in the sand, disassembled. All this usually causes the toy to become unusable. In some countries, there is a strict rule: in no case should you punish your child for broken toys.

At first glance, it may seem like an easy way to solve the problem – you need to create toys that you can do anything with. We need toys that can be disassembled and assembled, that is, toys that are capable of transformation, so that their capabilities and devices can be studied without rendering them unusable. This is indeed a way of solving the problem, but technically, it is extremely difficult.

There are alternative and very productive ways. One of these ways is to give the preschooler a minimum of ready-made toys, to try to make its game with toys that it made itself. Another option is to let the child find its own toys among the objects that surround it. Therefore, we must admit to its that it considers toys all the objects with which it comes into contact. Research shows that ready-made toys often bring more harm than good to the child's development. Ready-made toys that please the eye of the adult often do not allow the child to realize its search activity, to mobilize fantasy. They are only interesting for some time.

Many observant educators and parents know that often the expensive, new toy from the store is inferior to the competition for the child's attention to a simple glass or pebble, wooden bars or unknown metal objects, fragments of old utensils or pieces of foam (Polevikova, Tsyupak, Shvets, 2019; Polevikova, Shvets, 2019). It is no an accident – a child by nature – a researcher. It is much more interested in the fact that it has no rigidly fixed functions, and therefore can be used for a variety of purposes. When depriving a kindergarten or apartment of this kind of garbage, we also often restrict children's research.

The most interested preschooler is playing with toys that give to it the "joy of achievement" (Anderson, Gullberg, 2012, p. 291). To try them, children are usually offered not sets of toys, but sets of parts from which they can assemble the toy themselves. From them you can do something new, unusual, they can be used for different purposes.

Promoting and counteracting research behavior is widespread. With this in mind, one has to overcome stereotypes and learn to look at traditional educational activities from a new perspective. However, it should be kept in mind that this opposition has its positives as well. Society impedes the acquisition and dissemination of experience, which destroys its moral foundations and cultural values, such as the experience of socially abusive habits (smoking, drugs, etc.), age restrictions on the acquisition of sexual experience and knowledge, the dissemination of criminal activity (Conezio, French, 2002, p.12). Education should prevent the dissemination of experience that is considered false or outdated.



The most interesting thing is that counteracting research can foster personal growth and development. Moreover, it is not just the well-known sweets of "forbidden fruit". In humanistic psychology, there is a special term – "hyper compensation". This is the ability of the individual to withstand the circumstances of society and to develop against them. The task of a successful personality – the development of personal qualities, as well as the development of intelligence and creativity – inevitably requires that the child learn to overcome difficulties and obstacles. From this point of view, not only the promotion but also the counteraction should be considered favorable.

Educational research by a preschooler, as well as research conducted by an adult researcher, inevitably involves the following elements:

- and statement of the problem (choice of research topic);
- hypothesis development;
- search and offer possible solutions;
- collection of material;
- analysis and synthesis of the received data;
- preparation and protection of the final product (message, report, layout, etc.).

During the experimental work on creating and refining the methodology, it has been repeatedly noted that for many educators, the idea that a child is able to go through all these stages, at first glance, seems doubtful and even frightening. However, these fears and doubts dissipate as soon as the real research work with the children begins. Note that in order to simplify, it would seem that one can shorten one of the steps. Nevertheless, looking carefully at these stages, you can no doubt understand that this will significantly impede the process, and therefore the pedagogical result of the work (Adúriz-Bravo, 2012, p.1593).

The results show that it is especially important to remember that at all stages of this work, we should be clearly aware that the basis of the expected progress is the development of creative abilities, the acquisition of new knowledge, skills, research skills and processing of the material obtained. In no case should it be confused (the result) with that product that is made, because of the work of a small researcher. More precisely, we must bear in mind that in this case we are dealing with not at least one "result" but at least two. The first, of course, the most important, let us call it pedagogical. The second is the one that creates a child with its own head and hands – layout, project, report, etc.

For the teacher, the main result of this work is not just a nice, detailed scheme, a message prepared by the child, a "technical drawing" or even a paper-made layout. The pedagogical result is primarily an invaluable educational experience of independent, creative, research work, new knowledge and skills, a whole range of mental tumors that distinguish a true creator from a simple artist (Ekerblom, 2015, pp. 3–4).

Mental experiments (games) are quite widely used in teaching children research. Psychologists call these games mental experiments. Mental games help children acquire the skills of research and development of divergent thinking: the ability to see problems and hypothesize their solutions (Erduran S., Dagher R., 2014). This kind of thinking is closely related to the imagination and is a means of generating many original ideas. Among games for preschoolers are the different. The examples of the games illustrated below.

Infusion of soap bubbles.

Objective: To teach how to make soap bubbles; to be acquainted with the fact that when the air enters a drop of soap water forms a bubble.

Materials: Plate (tray), glass funnel, straws, sticks with rings at the end, soap solution in the container (do not use toilet soap).

Experiment progress.

An adult pours into a plate or a tray of 0.5 cups of soap solution, puts an object (for example, a flower) in the middle of the dish and covers it with a glass funnel. Then blow into the tube of the funnel and, after the formation of a soap bubble, cants the funnel and releases bubble from under it. The plate should have an item under the soap dish (you can blow through a small bubble into a large bubble with small bubbles). An adult explains to children how the bubble leaves, and invites them to infuse themselves with soap bubbles. Together, they consider and discuss: why increased in size bubble (there penetrated the air); where did the air come from (we breathed it out from ourselves); why some bubbles are small, and others are large (different amounts of air) (Polevikova, Tsyupak, Shvets, 2019, p.280).

Wood, its quality and properties.

Objective: To learn to recognize things made of wood to distinguish its qualities (hardness, surface structure – smooth, rough, degree of strength (thickness) and properties (cuts, burns, does not break, does not sink in water).

Materials: Wooden objects, water tanks, small boards and bars, alcohol, matches, knife.

Experiment progress.

An adult shows a few wooden objects and asks the child what they are and what they are made of. Offers to determine the quality of the material. The child receives a board and a bar, feels them, and makes a conclusion about the structure of the surface and thickness. To detect properties, lowers the bar into the water (does not sink); tries to refract it (does not work – means strong); drops to the floor (not beating). The adult cuts a small figurine out of the bar and focuses the attention of the children on the fact that it takes considerable effort to perform this work. Demonstrates burning wood. Determination of household items can be made of wood.

To illustrate the result, in our research, we invited 63 preschool teachers who were teaching kids with a use of experiments. At the beginning of the research, we made the analysis of the understanding the environment before using



the experiments in preschool classes. We were testing over 83 preschoolers for getting the results for our research. The overall measurement results of analyzing the understanding the environment before using the experiments in preschool classes are summarized in Table 1.

Table 1

The results of analyzing the understanding the environment before using the experiments in preschool classes (in rates)

Levels of the understanding the environment before using the experiments in preschool classes			
elementary	pre-intermediate	intermediate	upper intermediate
25	64	8	3

Then we started to use experiments and mental game to explain the environment. All the types of children' activities, which were explain previously, helps to improve preschoolers' level of understanding the environment. The results of analyzing the understanding the environment before using the experiments in preschool classes are presented in Table 2.

Table 2

The results of analyzing the understanding the environment before using the experiments in preschool classes (in rates)

Levels of the understanding the environment after using the experiments in preschool classes			
elementary	pre intermediate	intermediate	upper intermediate
18	47	24	11

Of course, a very significant impact on the effectiveness of the individuality of the teacher working with preschoolers. The obtained data confirm the positive dynamics in the understanding the environment with the use of the experiments in preschool classes.

However, such a positive dynamics is associated with the use of various ways of experimental activity with preschoolers. Cognitive research is started in early childhood, and initially is a simple experiment with things, during which differentiation of perception, there is a simple categorization of objects by color, shape, purpose, mastered sensory standards, simple object actions (French L., 2004, p. 139).

In the period of preschool childhood, the "island" of cognitive research activities accompanies game, productive activities in the form of orienting actions, testing the possibilities of any new material. Cognitive research activities of the senior preschooler is manifested in the form of children's experimentation with subjects and in the form of verbal research of questions posed to the adult (why, why, how?).

The value of research for children:

- enriches the memory of the child, activates her mental abilities;
- the child's speech develops;
- there is an accumulation of an arsenal of mental techniques and operations;
- independence is formed and developed, the ability to transform any objects and phenomena to achieve a certain result;
- developing the emotional sphere of a child, his creative abilities.

Studies allow the child to find the answers to the questions "how?" and "why?". This is a great opportunity for children to think, to try, to experiment, and most importantly, to express themselves.

In the process of research is the development of cognitive activity and curiosity, enriching the memory of the child, activate its mental processes, because there is a constant need to perform operations of analysis and synthesis, comparison and classification, generalization. The need to formulate patterns and draw conclusions stimulates the development of speech. The child's accumulation of mental skills, develop fine arts. It has to measure, count, compare.

The main advantage of the experimentation method is that it gives children a real understanding of the different sides of the object under study, its relationship with other objects, and the environment. Knowledge of the world is an active and challenging activity. The environment attracts the child with its novelty desire to know the unknown. The objects that surround the little ones are a source of curiosity for them and the first step of knowing the world. Young children's science content knowledge is of particular importance for comprehending more advanced scientific concepts and facilitating scientific thinking skills (Plummer, Krajcik, 2010, p.768) and is consistently associated with continued interest in science careers (Carneiro, Meghir, Parey, 2013, p.130).

Preschoolers like to experiment. This is due to the fact that they are inherently visual and visual thinking, and experimentation, like no other method, corresponds to age-specific features. Experimentation is a leading activity for



young children. For example, educators and parents should consider puddles as a "source" of cognition: and not be afraid that children will get wet or get wet.

In the process of experimenting, preschoolers learn to set a goal, solve problems and test them empirically, draw conclusions. They feel great joy, wonder and even admiration for their small and big "discoveries", which cause children to feel satisfied with their work. Given that preschool age, children are capable of learning scientific concepts; national and state learning standards highlight preschool science as a key area for learning and outline the specific science content areas that young children are expected to master (Ying Guo, Shayne B. Piasta & Ryan P. Bowles, 2015, p.140).

In the process of experimentation, the preschooler gets the opportunity to satisfy its peculiar curiosity (Why? Why? How? What if ...?), Feel like a scientist, researcher, and discoverer. The purpose of search-experimental activity of preschool children: the development of cognitive interests needs and abilities, independent search activity based on enriched and formed emotional-sensory experience.

Tasks:

- arouse interest in search activity;
- teach children to see and highlight the problem of the experiment;
- accept and set the goal of the experiment;
- choose tools and materials for independent activity;
- develop personal qualities: purposefulness, perseverance, determination;
- enrich the consciousness with meaningful information about the world.

In its activities, it should be based on the leading principles of development of preschoolers:

- the principle of psychological comfort: consists in the removal of stress factors;
- the principle of nature compliance: development in accordance with the nature of the child, his health, mental and physical constitution, his abilities and inclinations, individual characteristics, perception;
- the principle of differentiated approach: the tasks of effective psychological assistance to the pupils in the improvement of their personality are solved; it helps to create special pedagogical situations that help to reveal the psychophysical, personal abilities and capabilities of the pupils;
- principle of activity: involvement of the child in game, cognitive, search activities in order to stimulate active life position;
- the principle of creativity: maximum orientation on the creative beginning in game and productive activity of preschool children, gaining its own experience of creative activity;
- the principle of integration: the integrative nature of all processes that take place in the educational space (education and training, development and self-development, the natural and social sphere of the child, the child and adult subculture).

The impetus to start experimenting is often a wonder, a curiosity, a problem raised by someone or a request. Therefore, you should use all existing types of experiments in your work:

- random observations and experiments (do not require special training, are conducted offhand in the situation that occurred when the children saw something interesting);
- scheduled observations and experiments (pre-planned);
- experiments in response to children's questions (conducted in response to children's questions). The fact that children do not receive direct answers to the questions stimulates their intellectual development, inquisitiveness of mind and ability to find the answer by experiencing.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on the results, it can be concluded that in early childhood, the child is intuitively introduced to the world through sensation, perception. A variety of subjects attracts the attention of children of two years. Toddler examines objects in a variety of ways: twists, shakes, throws, and more. In most cases, this does not even require special equipment. Plants, animals, humans, objects of inanimate nature are being investigated.

The following points should be taken into account when experimenting with preschoolers:

- all proposed activities should be emotionally colored, arouse positive emotions in children and desire to act;
- for children of preschool age, the principle of repetition is relevant; so many activities can and should be returned in the process of work, even attributing them to the rank of traditional ones;
- at one time, you can consider one of the properties in its various combinations or one object with different properties.

The experiments with preschoolers allows the children to be acquainted with specific research methods, with different methods of measurement, with the rules of safety during the experiment. Children, first with the help of adults, and then independently go beyond the knowledge and skills acquired and specially organized activities, and create a new product – a building, a fairy tale, saturated with smells of the air, etc.

From the research that has been performed, it is possible to conclude that the experiment connects creative manifestations with the aesthetic development of the child. Particularly intellectually active, emotional attitude towards the environment, cultivated by the teacher, manifests itself in the desire to individually express in the process of experiment their personal experiences and ideas about objects and phenomena of the world. The criterion of the effectiveness of children's experimentation is not the quality of the result, but the characteristic of the process, which is objectified to intellectual activity, cognitive culture and value attitude to the real world.



In our future research, we intend to concentrate on the role of the educator in the experimental activities of preschoolers, the development of guidelines for teachers to acquaint preschoolers with the environment through experimental activities.

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СОЦІАЛЬНО-ЕКОНОМІЧНИЙ АСПЕКТ У ТВОРЧОСТІ ВАСИЛЯ СТЕФАНИКА

Анотація. У статті подано аналіз новелістичної творчості Василя Стефаника з позиції соціально-економічного аспекту, розкрито вплив соціальних та економічних чинників на психологічний стан селян у другій половині XIX – на початку XX століття, проведено порівняльний аналіз соціально-економічного становища українців на сучасному етапі та в період творчості письменника.

Сьогодні, як і в новелах Василя Стефаника, ми переживаємо соціально-економічні наслідки війни, вимушеної еміграції, стрімке зубожіння населення та ведемо не завжди вдалі спроби боротьби за подолання соціальної несправедливості.

В Україні немає чітких концепцій та стратегій щодо розв'язання негативних тенденцій у національній економіці, які існують в європейських країнах.

Україна потребує системних змін у політичній, економічній, соціальній та інших сферах національної безпеки. Зневіра до влади з боку громадян, прагнення відповідати європейським стандартам, невдоволення рівнем корупції, погіршення якості життя, зростання соціальної нерівності тощо. Системна криза охопила всі сфери життя. Настав час застосування інноваційних підходів до здійснення соціальної політики держави. Першочерговим завданням є формування стратегії розвитку країни. Серед головних стратегічних пріоритетів варто визначити територіальну цілісність країни, боротьбу з корупцією та бідністю тощо.

Запровадження децентралізації управління та надання можливості регіонам самостійно розв'язувати проблеми соціального та економічного розвитку є важливим кором до розв'язання соціальних та економічних проблем регіонів. При цьому важливим чинником, що забезпечить успішну децентралізацію на державному рівні, є наданням регіонам не лише відповідних повноважень, а й фінансових ресурсів.

Розв'язання соціальних та економічних проблем лежить у площині реформ не лише економіки, а й в освіті, культури та національної свідомості. Вивчення творів Василя Стефаника – це дієвий спосіб осмислити історичне минуле та змінити сучасне.

Ключові слова: новела, Василь Стефаник, соціально-економічні чинники, соціальна напруга, еміграція.

SOCIAL AND ECONOMIC ASPECTS IN THE CREATIVE WORK OF VASYL STEFANYK

Abstract. The analysis of Vasyl Stefanyk's novelistic creative work from the standpoint of social and economic aspect has been presented. The influence of social and economic factors on the psychological state of peasants in the second half of



the 19th – early 20th century has been revealed, the comparative analysis of social and economic situation of Ukrainians at the present stage and during creative work of the writer has been conducted.

Today, as in Vasyl Stefanyk's short stories, we are experiencing the social and economic consequences of the war, forced emigration, rapid impoverishment of the population and we do not always conduct successful attempts for overcoming social injustice.

In Ukraine, there are no clear concepts and strategies for overcoming the negative trends in the national economy that exist in European countries.

The solution of social and economic problems lies in the plane of reforms not only in the economy, but also in education, culture and national consciousness. Studying the works of Vasyl Stefanyk is an efficient way to comprehend the historical past and change the present.

The introduction of decentralization of governance and rendering possibilities for regions to solve social and economic development problems on their own is an important step towards solving social and economic problems of the regions. At the same time, an important factor that will ensure successful decentralization at the state level is the provision of not only corresponding powers to the regions, but also financial resources.

The solution of social and economic problems lies in the plane of reforms not only in the economy, but also in education, culture and national consciousness. Studying the works of Vasyl Stefanyk is an efficient way to comprehend the historical past and change the present.

Keywords: novel, Vasyl Stefanyk, socio-economical factors, social voltage, emigration.

INTRODUCTION

The problem formulation. At the end of the 19th – beginning of the 20th century the Ukrainian literary arena is represented by talented writers who combined the progressiveness of ideological positions with the innovation of the form in their creative work. Ivan Franko wrote about them as follows: "Mostly peasants' sons from their birth, socialists by conviction, young writers began to paint the life they knew best – the rural life".

These experts, basing themselves on the work of Ivan Franko, strived to describe and facilitate the fate of poor Ukrainians. The problems of social and economic content touched upon most of their works. They were almost the only ones who strived to outline the acuity of the negative social and economic phenomena of that period.

The realism of Mykhailo Kotsyubynsky, Olha Kobyljanska, Fasyk Stefanyk, Marko Cheremshyna and other progressive writers started a new stage in the development of critical realism.

Analysis of recent research and publications. Much has been written about Vasyl Stefanyk's novelistic skills. An important place among them is occupied by the literary-critical works of Ivan Franko, which were published during the life of the writer and the article by Lesya Ukrainka (Lesya Ukrainka, 1970). However, the social and economic aspect in the novelistic inheritance of Vasyl Stefanyk needs to be thoroughly studied.

The novelist's creative work was studied by T. Bilenko (T. Bilenko, 2001), M. Zubrytska (M. Zubrytska, 2005), O. Bilyavska (O. Bilyavska, 1968), S. Kryzhanivsky (S. Kryzhanivsky, 1959), I. Protsenko (I. Protsenko, 1979).

In the works of V. Kostashchuk "The lord of the peasants' dumas" the writer is depicted primarily as a man – a patriot and a citizen (V. Kostashchuk, 1950). In V. Lesyn's publications the creative heritage is researched and the place in the Ukrainian literature of the end of the 19th century – the beginning 20th century is defined (V. Lesyn, 1965, V. Lesyn, 1970). T. Bilenko focuses her attention on the realism of his works (T. Bilenko, 2001). The article by M. Zubrytska reveals the social side of Vasyl Stefanyk's work (M. Zubrytska, 2005). S. Kryzhanivsky in his work "Life and work of Vasyl Stefanyk" researches creativity from the standpoint of laconicism and dramatic effect (S. Kryzhanivsky, 1959).

THE PURPOSE OF THE RESEARCH. To comprehend the social and economic aspects in the work of Vasyl Stefanyk and to reveal their relevance in today's conditions.

RESULTS OF THE RESEARCH

Vasyl Stefanyk was called as a national pessimist and a peasant writer, but first his works were read and analyzed by the intelligentsia. The writer fascinated his contemporaries with his observation and excellent knowledge of life in the Ukrainian countryside, the vernacular, as well as extreme conciseness, social and psychological content of images.

Tragic moments took place in the private life of the novelist. The death of his mother, war, poverty, and the death of his wife had a profound effect on the young writer, who, due to a depressed state, moved away from literary work for fifteen years. Perhaps, that is why Vasyl Stefanyk's creative work is pierced with a sense of social and economic injustice and psychological tension.

Thematically, the works of the writer can be divided as follows:

1. short stories about recruitment ("Has been executed", "Taken out of the village");
2. about emigration and rapid impoverishment of the masses (Dream", "Fireplace cross", "Walking from the city", "Mother's son", "Autumn" and others);
3. about family tragedies based on social and economic factors ("Skin", "The most alone", "Maple leaves", "Katrusya", "News", etc.);
4. about the class struggle in the countryside in the new social and economic conditions ("Incendiary", "Commissioner of eldership and the landlord", "Blue book", "Letter" and "Court").

The subject of recruitment, with which Vasyl Stefanyk began his work, was not new in Ukrainian literature. Vasyl Stefanyk's innovation lies primarily in the method of revealing them.

In "Taken out of the village" short story the writer extremely accurately finds expressions that convey the mental suffering of parents who accompany their son to the army. In another short story "Has been executed" the psychological



state of an old father who lost his only son is deeply revealed. These works are wound around in sadness of parents who lose the most precious thing in their lives.

Today, Ukraine mourns the death of patriots and resists the aggressor in the face of the Russian Federation. The enemy uses a new format of warfare that assists avoiding responsibility for thousands of lives lost, destroyed homes, and the industry of the country. Again the best sons of the Ukrainian nation are dying. All the pain and despair described in the short stories, as if revived, touched Ukrainian hearts again.

The enemy uses the power of the word: he applies information and psychological influence on society and namely:

- misinforms society and the international community;
- influences public opinion through communication;
- conducts diversification of public opinion – dispersion of attention to artificially created problems and thus distracts from solving urgent problems in the social and political and economic development of the state;
- conducts a psychological impact on people through threats, intimidation, blackmail with the purport of encouraging a certain model of behavior;
- conducts activities concerning widening of false information among the population (Y. Malyk, 2015).

The main task of information warfare is realization of a destructive influence on the power of the state by weakening its potential for ensuring national security, prevention in conducting active foreign and formation of international relations, weakening of the political image of the country and the ruling elite, as well as established social and political regime by it (Y. Malyk, 2015).

Today we are losing the information war at the international level. We need “people's speaking trumpet” of the Ukrainian word to consolidate society, to declare the social and economic consequences of hostilities for the world community. A war based on the blood of a Ukrainian patriot and the tears of a mother is a national grief.

Ukraine should direct the whole complex of financial, logistical, economic, informational and military measures for overcoming the enemy.

At the end of the 19th century peasants in Western Ukraine who, as well as today, in search of work sought a better fate abroad. Many families traveled to the United States, Canada, Argentina, and Brazil. Emigration influenced the social, economic and demographic processes in the country. It was caused by a number of economic reasons:

- slowed pace of economic development;
- agrarian overpopulation;
- steep impoverishment of the Ukrainian people;
- low social and economic level;
- high level of mortality rate.

“Dream”, “Fireplace cross”, “Walking from the city”, “Mother’s son”, “Autumn” and other works are the odes to hard peasant labor and mass emigration of the population, where there is no place for sentimentality, but there is only the needy and true life of Ukrainians, not adorned, not decorated. The whole depth of the feelings of a peasant-emigrant is conveyed by the short story “Fireplace Cross”, which the author himself called his favorite work. The image of Ivan Didukh is the image of the Ukrainian people, who with their own work strive to improve family well-being and flourish the land with harvest.

Today, “fireplace crosses” lie as a heavy burden on the hearts of Ukrainian families. Vasyl Stefanyk’s short stories were reflected in “new colors”.

The consequences of labor migration are gaining catastrophic scales. It will be almost impossible to stop irreversible processes in Ukraine’s economy. According to sociologists, over the last 5 years, between 5 and 7 million citizens have left Ukraine (O. Radchuk, 2019)..

The national economy needs to attract an additional 5 million workers and up to about 3 million small entrepreneurs to grow GDP by 5-7 per cent (O. Radchuk, 2019). Taking into account the current tendencies of the outflow of Ukrainians outside the country, it will be difficult to ensure positive dynamics of economic growth. Besides, taking into account demographic factors, in 2025 we can expect the collapse of functioning of the social security system, because there will be three pensioners per a working Ukrainian (O. Radchuk, 2019).

The issue of social protection of an already exhausted society will become even more acute before us.

The writer dedicates the short stories “Leaving the city”, “Dream”, “Letter”, “Signature”, etc. to the theme of impoverishment of the peasant masses.

A special place in the novelist’s works is occupied by children. The birth of a child is a holiday for a Ukrainian family. However, when there is nothing to eat and poverty, which wrapped around the family like a web, the baby is no longer a joy for parents. The terrible situation of children in the families of the poor caused great pain to Vasyl Stefanyk. The fate of the child is skillfully reflected in the works “Maple leaves”, “News”, “Grain field”, “Funeral”, “Katrusya”.

The short story “News” is based on a real fact that happened in 1898 in the village of Triytsia. The poor man, the widower Mykhailo, suffering with his children, decides to drown them: he drowned the younger one, and the older one begged him. In Vasyl Stefanyk’s short story, the inner conflict of the father is striking – a tragic bifurcation of the soul: to allow children to die slowly in starvation or to relieve them of this torment.

The “News” is a social and psychological work, which sharply reflects the social insecurity of a man and economic hopelessness, which cause degradation of the society and they become the cause of psychological disorders. Not everyone can perceive the difficult situation of the life as spiritual growth, not all people are able to reach those spiritual heights. Some spoil their lives and the closest people to them.



Vasyl Stefanyk never tried to prepare a reader for a psychologically difficult event. The events in his works do not expand in a temporal-causal sequence, and from the very first lines the author exposes the social and economic evil. The impoverishment of the rural population grew with geometrical progression and turned peasants from small owners into needy people. Stefanyk was not silent.

As of today, there is no clear vision for positive changes in the Ukrainian economy in the near future. Most forecasts and expert researches indicate negative trends in the system of social and economic provision. The pandemia, labor migration, military actions in eastern Ukraine, and corruption in all echelons of power negatively affected the national economy. According to IMF forecasts, Ukraine's GDP is expected to fall by 8.2 per cent. According to the results of 2020, 45 per cent of the population of Ukraine will fall into the category of the poor (G.Vozniak, I. Zherybylo, 2020).

The well-being of the population was affected by forced unoccupation, loss of household income, rise of unemployment, curtailing of economic activity of enterprises, job cuts, inobservance of income, lack of resources for investment, falling of demand for domestic products, destruction of supply chains etc. These dynamic changes require appropriate strategic and tactical decisions.

One of the causes of poverty is the unequal distribution of income among the population. Besides, the problem of poverty among workers already exists at the present stage.

Social and economic injustice is the basis for the growth of social tension in the society, which is reflected in the works of the novelist. The attempts of struggle of peasants against social and economic injustice are reflected in the short stories "Incendiary", "Letter", "Commissioner of eldership and the landlord", and "Court". In them, Vasyl Stefanyk demonstrated how to awaken in readers the spirit of resistance in the realism of earthly life.

In the basis of writing "Incendiary" short story lies a real fact. The work does not contain the author's assessments concerning the actions of the main hero. The old aggrieved Fedir, thrown out into the street, committed a crime. With his action, Fedir restores justice. To burn or not to burn Kurochka's property is the result of daily thoughts and social and economic consequences. Vasyl Stefanyk portrayed evil as a social phenomenon that can grow in the souls of just people, incapable of aggression. There will be no positive result from trying to fight evil with his own black methods.

Modern media do not stop reporting on crimes based on political, social and economic factors. However, if you look at each of them, it becomes clear that the prerequisite is usually social and economic tension, which is constantly growing.

Ukraine needs systemic changes in political, economic, social and other areas of national security. Discouragement in authorities by citizens, the desire to meet European standards, dissatisfaction with the level of corruption, worsening of quality of life, growing social inequality, etc. The systemic crisis has included all spheres of life. The time came to apply innovative approaches to the implementation of social policy of the state. The priority task is to form a development strategy for the country. Among the main strategic priorities, the territorial integrity of the country, the fight against corruption and poverty should be identified.

To the main measures of social policy that should be implemented in the near future belong:

- development of strategies of anti-crisis directions, which are based on strategic goals of the development of human potential;
- systematic monitoring for tracking social risks and dangers to human life and health;
- overcoming social inequality in the society;
- regulation of migration processes;
- promoting adaptation of the population to adverse external conditions, providing assistance in maintaining health, efficiency, self-realization and self-development;
- strengthening the responsibility of public authorities for the losses of population due to military conflicts and inability to conduct military actions;
- conducting measures for regulating the outflow of human and intellectual capital outside the country;
- consolidation of the society on the basis of the national system of values;
- increasing the responsibility of the media for unreliable and untrue information that increases psychological stress of the population;
- strengthening public confidence in government and the state;
- introduction of motivational mechanisms for increasing social, entrepreneurial and innovative activity of the population aimed at solving social problems;
- strengthening of public control over the activities of state and regional authorities concerning social and human development.

The introduction of decentralization of governance and rendering possibilities for regions to solve social and economic development problems on their own is an important step towards solving social and economic problems of the regions. At the same time, an important factor that will ensure successful decentralization at the state level is the provision of not only corresponding powers to the regions, but also financial resources.

In the process of implementing social policy it is necessary to ensure a balance of the state and regional social policy. The following measures should be implemented at the state level:

- to conduct monitoring during which it is necessary to identify the regions that have a threat to social security;
- to improve the legislation of Ukraine on the definition of powers and responsibilities of social policy subjects at the state and regional levels;
- to create effective mechanisms for introducing a system of state social standards and social guarantees;



- to regulate the current system of social guarantees;
- to stimulate the attraction of domestic investments in order to solve social problems;
- to introduce a systematic sociological monitoring of the regions of the country;
- to create an effective mechanisms for combining the interests of the state and the regions in the field of education;
- to abolish the dependence of social and economic development of the regions from the political situation.

At the regional level it is necessary to:

- involve the public in solving social problems;
- use the potential of trade unions for determining the strategic priorities for the development of the region within their competence concerning the development of labor and social sphere in conditions of decentralized governance;
- strengthen the interest of local governments in finding new sources of income for the development of the region.

The development of civil society is a priority direction of social policy and it requires new approaches to the formation of social relations. The events, which are taking place during recent years, have identified new problems and initiated the role of civil society in solving them. Civic activity and readiness for a long struggle in the legal field will become the key to success.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Social policy is the basis of economic development of the state, so the problem of overcoming poverty in Ukraine is acute for the government. Unlike a number of European countries, clear concepts and strategies for overcoming poverty do not exist in Ukraine.

The role of social policy lies in purposeful education of a sense of mother country in consciousness of a human, its own responsibility for its state and prosperity, in the knowledge of cultural heritage and cultivation of love for the country.

The modern Ukrainian society needs to solve a number of pressing social and economic problems that should be solved as reformation of the economy as well as education, culture and national consciousness. Studying the works of Vasyl Stefanyk is an effective way to look into the historical past and change the present.

Vasyl Stefanyk's creative work is a people's pain, a cry over the fate of Ukraine, which does not subside today. Dmytro Pavlychko called the writer's works "monologues with signs of lamentations." Through the psychological state of the heroes, it reveals the social situation of people and it attracts the attention of the society. Vasyl Stefanyk's works are written with the heart and great talent, they became the decoration of Ukrainian and world literature. The writer wanted to see our land free and happy, and with his work he tries to bring this time closer.

Striving for European integration, it should be understood that building a democratic society with the implementation of the principles of social justice can be achieved by reforming social and economic relations, creation of effective state institutions and significant changes in national consciousness.

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

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ШЛЯХИ МОДЕРНІЗАЦІЇ ПРАКТИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ІНФОРМАТИКИ

Анотація. Необхідною умовою функціонування освіти в умовах цифрового суспільства є її інформатизація, мета якої полягає в радикальному підвищенні ефективності та якості підготовки фахівців на основі широкого використання нових інформаційно-комунікаційних технологій. У статті проаналізовано особливості практичної підготовки майбутніх учителів інформатики за умов функціонування освіти в цифровому суспільстві. Наголошується на тому, що практична підготовка повинна стати наскрізною лінією навчання студента і реалізуватися неперервно в процесі всього навчання у закладі вищої освіти (ЗВО). Запропоновано відносити до практичної підготовки не тільки проведення практик різного виду, а й виконання практичних завдань під час вивчення дисциплін психолого-педагогічного, спеціального та методичного циклів, а також під час виконання курсових, кваліфікаційних та магістерських робіт. Виокремлено шляхи модернізації практичної підготовки майбутніх учителів інформатики на основі впровадження тісної співпраці вищих та середніх навчальних закладів.

Зроблено висновок, що практична підготовка студентів у ЗВО є однією з найважливіших складників процесу методичної підготовки майбутніх учителів, яка стає сполучною ланкою між теоретичним навчанням і майбутньою професійною діяльністю. Інтенсивне зростання запити цифрового суспільства на кваліфікованих фахівців вимагає інтеграції практичної підготовки студентів на всіх етапах навчання у ЗВО, що дасть змогу покращити процес формування загальних та професійних компетентностей, а неперервність практичної підготовки підвищить мотивацію до навчання та готовність до роботи в реальних умовах.

Ключові слова: практична підготовка, учитель інформатики, середня освіта, педагогічні програмні засоби.

WAYS OF PRACTICAL TRAINING MODERNIZATION OF THE FUTURE COMPUTER SCIENCE TEACHERS

Abstract. Training of future teachers in higher education is a complicated and complex process, which includes the study of disciplines of psychological and pedagogical, special and methodological cycle of disciplines, as well as the practice of various types. In the article, the main features of practical training of future computer science teachers under the conditions of education functioning in a digital society, are analyzed. It is emphasized that practical training of students should become a cross-cutting line of student learning and should be realized continuously throughout the whole study process at higher educational institution. It is proposed to attribute practical training not only to the practice of different kinds, but also to the practical tasks during the study of disciplines of psychological and pedagogical, special and methodical cycles, as well as during course, qualification and master's work. The ways of modernization and improving of practical training of future computer science teachers are proposed based on a close cooperation of higher and secondary educational institutions. Importance of developing educational software by students for using it in learning process at a secondary school provided by modern techniques, innovative pedagogical and information technologies is established.

Practical training of students in HEIs is one of the most important components of the process of methodical training of future teachers, which becomes a link between theoretical training and future professional activity. The intensive growth of the digital society's demand for qualified specialists requires the integration of practical training of students at all stages of education in the HEI, which will improve the formation of general and professional competencies, and continuity of practical training will increase motivation to learn and willingness to work in the real world.

Keywords: practical training of students, computer science teacher, secondary education, educational software.

INTRODUCTION



The problem formulation. Training of future teachers in higher education is a complicated and complex process, which includes the study of disciplines of psychological and pedagogical, special and methodological cycle of disciplines, as well as the practice of various types. The specificity of specialized training of teachers is the predominance of the practical component over the theoretical one. In the modern educational process, the priority is to train a new type of employee, which is characterized by professional flexibility and mobility, the ability to adapt to changes due to the development of digital technologies. And such adaptation is impossible without the appropriate practical training of the student, which must be modernized in accordance with the requirements of modern society.

Relevance of the research. A necessary condition for the functioning of education in a digital society is its informatization, the purpose of which is to radically improve the efficiency and quality of training professionals based on the widespread use of new information and communication technologies (Natsionalna stratehiia, 2013). In this regard, the new Ukrainian school challenges the teacher with new professional tasks, the success of which depends not only on the professional development of the teacher, but also on the quality of training of qualified teachers in higher education institution (HEI), able to respond timely and creatively to requests by digital society, often working in uncertainty. In this regard, the urgency of the problem of training future computer science teachers for professional activities is not in doubt.

RESEARCH RESULTS

The National Strategy for Education Development in Ukraine for 2012–2021 states that higher educational institutions must meet the demands of the modern labor market and meet the needs of the national economy, which is provided, in particular, by modernizing the educational activities of universities that train teaching staff based on the integration of traditional pedagogical and the latest information and communication technologies of teaching, as well as the creation of a new generation of textbooks, manuals and teaching aids" (Natsionalna stratehiia, 2013).

The Draft Concept of Education Development until 2025 states that one of the responses of the educational system to the growing challenges of life is the creation of material, technical and organizational conditions for the formation of educational and scientific clusters (based on free economic science), in which basic science should be supported by applied research» (Proekt Kontseptsii, 2014).

In (Balaban, Balaban, & Ivanov, 2015) it is emphasized that the competitiveness of the graduates is largely determined by the practical training of students, which is one of the important forms of organization of the educational process. The process of studying in HEI should be aimed at training a specialist who not only has a thorough knowledge of general and professional disciplines, but also the ability to mobilize their knowledge and skills to solve specific professional problems, arguing ways to solve problems and skills to work professionally in a team on the principles of the commonwealth (Shevchuk, & Sidelnyk, 2017). Professional competence is an integrated indicator of the quality of a future specialist training.

Problems of training of future teachers of computer science for professional activity, their practical training, formation of professional competences and development of information culture were studied by many scientists (eg, V. Bykov, Yu. Horoshko, A. Hurzhiy, O. Honcharova, M. Zhaldak, V. Lapynskiy, M. Lapchyk, N. Morse, S. Ovcharov, N. Ponomareva, S. Postova, Y. Ramskiy, V. Rudenko, O. Spivakovskiy, Spirin, Y. Tryus, H. Tsybko, M. Shkil, etc.) Despite the fact that the problem of pedagogical practice in the system of professional training of future teachers is considered in great detail, its importance in recent years has been significantly reconsidered (Ovcharov, 2011; Ponomaryova, 2017).

The purpose of the study is to analyze the features of practical training of students majoring in "Secondary Education (Computer Science)" and search for opportunities to improve the ways of practical training of future teachers of computer science in accordance with the requirements of the digital society.

Presenting main material. The training of future computer science teachers is based on thorough theoretical and practical components. Theoretical training is carried out in the process of studying the disciplines of psychological and pedagogical, special, methodological cycles, and practical - both in the process of mastering academic disciplines and during all types of practices. The integration of theoretical knowledge and practical training is a necessary component of gaining experience in solving professional problems in order to form professional competence. Digital society requires highly qualified teachers and creative scientific and pedagogical thinking. The current level of development of information and computer technologies (ICT) significantly expands the capabilities of teachers, simplifying access to educational and professional information, improves the functionality and efficiency of learning resources management, and promotes the integration of national information and education systems into the global network.

The practical training of future teachers of computer science is largely implemented in the framework of internships of various kinds during education in the specialty "Secondary Education (Computer Science)" at the educational levels "Bachelor" and "Master". Let's briefly analyze the essence of such training.

In the process of passive pedagogical practice in junior years, students get acquainted with the peculiarities of the educational process, techniques and methods of teaching and educating students, studying the experience of teachers and class teachers, which is a very important aspect of future teachers' skills. It is during the acquaintance with the educational process in secondary schools that the process of adaptation of students to the future professional activity of a computer science teacher begins.

The experience gained during pedagogical practices during junior years and in-depth theoretical knowledge students use in the process of active pedagogical practice in the final year of bachelor's and master's degree, when performing



the functions of computer science teacher and class teacher in primary and secondary school. In the process of these practices, students deepen and consolidate theoretical knowledge and learn to apply them in practice; master modern methods, forms of educational work; carry out training and education of students both in lessons and in the system of extracurricular activities; form pedagogical professional qualities and interest in research work in the field of pedagogical sciences; learn to act as a computer science teacher and class teacher.

L. Katsova emphasizes the main shortcomings in the structure of the educational process in higher pedagogical educational institutions, namely: the lack of a clear professional and pedagogical orientation in the system of teaching special and psychological-pedagogical disciplines and their connection with practical work at school; insufficient logical sequence and interconnection in the study of disciplines, which should ensure the integration and specialization of professional training of future teachers in practice; insufficient involvement of students in active forms of educational work; the lack of a scientifically sound system of gradual formation of students' general pedagogical knowledge, skills and abilities to work with students during all years of study in higher education as the basis of pedagogical skills of the future teacher (Katsova, 2005).

In our opinion, it is necessary to structure the educational process in all courses so that lectures and practical classes in the disciplines are in a logical relationship with the tasks of pedagogical practices.

The problem of professional training of computer science teachers is inextricably linked with the use of digital technologies in education. A computer science teacher must receive appropriate training in this field from the HEI. Today, there are a large number of electronic educational resources (educational, methodological, reference, etc.) available on the global Internet, which teachers can effectively use in their professional activities. At the same time, current trends in education (continuing education, open education, distance education, etc.) require teachers to master the methods and means of creating their own educational resources. In this regard, it is necessary to introduce into the pedagogical process training courses designed to form the theoretical knowledge and practical skills of students to develop pedagogical software for educational purposes and methods of using them in modern school (Dudka, Vlasii, & Bolshakov, 2016). A necessary component of the process of developing such tools is their testing, during which students can identify in practice all the strengths and weaknesses of their development, especially the methodological plan. Therefore, future computer science teachers need to have deep knowledge in the field of using the educational potential of digital technologies to be able to use them in the future in their professional activities.

In the context of the study of the problem, we consider it appropriate to focus on the need to improve and modernize the practical training of future teachers of computer science. In particular, we offer the following possible ways of such modernization:

- practical purpose of teaching all disciplines of professional training;
- direct cooperation of higher and secondary educational institutions, which may consist, in particular, of submitting requests for the development of the necessary methodological materials required in the modern school by teachers and the development of such materials in the final work in the study of courses, coursework, qualifications, etc. Such cooperation will allow teachers to feel support in the implementation of creative ideas and their implementation in the educational process, and students □ to feel responsible for the work done and be active participants in the real educational process;
- acquaintance with industrial enterprises, consumer service enterprises, IT clusters, etc. within the production (pedagogical) practice in order to guide future computer science teachers in the requests of modern companies for an IT specialist to prepare students for choosing a profession;
- maintaining a permanent site of practical training of the student, which should cover all their practically valuable achievements.

As part of research practice, master's students majoring in "Secondary Education (Computer Science)" at Vasyl Stefanyk Precarpathian National University under the guidance of associate professors of Mathematics and Computer Science and Teaching Methods Olesia Vlasii and Olha Dudka conducted open events for students to test self-developed teachers software. Junior students were involved in conducting such classes in order to acquaint them with different types of practical training. Master's students participated as volunteers in the event "Interesting vacation", implemented in the framework of the educational project "University of the Gifted Child" at the Science Park "Precarpathian University" during 2017–2020 academic years. For example, in 2018, such events as "Computer Wisdom" and "Quest from the Language Purgatory" were held, in which graduate students Yuliia Berezhna, Nataliia Mahomet, Oksana Demianchuk excelled. "Computer Wisdom" is an online quest for the development of logical thinking and information and communication skills, which involves a series of logical tasks of various types and levels of complexity. "My first computer game" is a course of practical lessons in programming in the Scratch environment with the use of game technologies, the purpose of which is to increase the interest in programming of modern schoolchildren. "Quest from the Language Cleaner" is an online quest to develop language competence, increase interest in language literacy and the digital skills formation.

Also, students involved in this specialty are engaged in the annual Tournament of young scratchers not only as the organizers' assistants, but as consultants to participants and co-developers of creative tasks in the final tasks in the disciplines "Programming", "Methods of computer science teaching" and "Modern technologies in computer science



teaching". This practical orientation of their tasks significantly increases the motivation to learn, responsibility for the work done and improves the process of acquiring professional skills.

The effectiveness of the classes is confirmed by the positive feedback of both students who participated in them and their teachers and parents. Requests for such open events indicate the need for active cooperation of teachers, students, teachers of secondary schools and parents of schoolchildren. We would like to emphasize the unity of generations during the events. It was very interesting to watch how the youngest participants of the event were helped by their grandmothers while solving language tasks and their mothers chased an electronic ball on the football field with the children who created this game themselves. Such a community deserves attention as one of the ways to implement cooperation between the school and the family.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Practical training of students in HEIs is one of the most important components of the process of methodical training of future teachers, which becomes a link between theoretical training and future professional activity. The defining component of practical training of students is, of course, different types of practices, during which future teachers deepen their knowledge, gain the first pedagogical experience, and improve methodological skills and abilities. However, the intensive growth of the digital society's demand for qualified specialists requires the integration of practical training of students at all stages of education in the HEI, which will improve the formation of general and professional competencies, and continuity of practical training will increase motivation to learn and willingness to work in the real world.

Prospects for further research. In the future it is planned to continue to intensify the practical training of future teachers of computer science by introducing group forms of work for the development of pedagogical software for educational purposes.

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НАЦІОНАЛЬНІ НАРОДНОПІСЕННІ ТРАДИЦІЇ У РОЗВИТКУ ДУХОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ

Анотація. У статті проаналізовано роль національних традицій у духовному розвитку майбутніх учителів. Особливу увагу сфокусовано на проблемах початкової школи. Оскільки, на думку вчених, саме в молодшому шкільному віці формується світоглядна позиція особистості, зокрема її національна самосвідомість.

Виховання різнобічно та гармонійно розвинутої особистості молодшого школяра за умов нової української школи є одним із найважливіших завдань на сучасному етапі розвитку суспільства, у якому збагачення духовного світу дитини передбачає формування творчого потенціалу та внутрішньої культури, забезпечення духовної єдності поколінь. Виховання маленьких громадян повинно бути спрямовано насамперед на розвиток їхніх гуманістичних почуттів, формування національних і загальнолюдських цінностей. Тому відродження народної пісенної культури набуває великого значення у справі виховання учнів нової української школи.

У процесі теоретичного аналізу визначено виховні можливості української народнопісенної творчості. Обґрунтовано необхідність акцентувати увагу молодших школярів на ідейно-дидактичному характері народної пісні, адже пісенний фольклор є полісистемним засобом формування особистості, оскільки водночас впливає на духовно-інтелектуальну, емоційну й інші сфери людини, морально та психологічно налаштовує її до праці, а вдаль теоретико-методичне використання етнопедагогічних засобів забезпечує естетичний розвиток учнів, високу культуру сприймання різних видів мистецтва.

Зроблено висновки, що знання про духовні досягнення, здобуті молодими школярами під час навчання, повинні стимулювати активне ставлення молодого українця до вивчення конкретних за своєю природою, справді точних історичних духовних надбань свого народу, корінням яких є фольклор (народна творчість) та збереження у будь-яких проявах на місцевому рівні.

Ключові слова: освіта, національні традиції, духовність, духовний розвиток, етнопедагогіка.

NATIONAL TRADITIONS IN SPIRITUAL DEVELOPMENT FUTURE TEACHERS

Abstract. It was concluded that knowledge concerning spiritual achievements gained by young people during their studies should make stimulant active treatment of young Ukrainian to study specific in nature, truly accurate historical spiritual heritage of his people, rooted in folklore (folk art) and saved in any manifestation at the local level.

The article analyzes the role of national traditions in the spiritual development of future teachers. The specific focus is placed on the problems of primary school. According to scientists, it is in the early school years that the worldview of the individual is formed, in particular the national identity.

The upbringing of a versatile and harmonic personality of a petty in the new age Ukrainian school is one of the most important tasks at the present stage of society; in which enrichment of the child's spiritual world involves the formation of creative potential and inner culture as well as spiritual unity of generations. The upbringing of young citizens should be aimed primarily at developing their humanistic feelings, the formation of national and universal values. Therefore, the revival of folk song culture has great importance in the education of students of the new age Ukrainian school.

The educational possibilities of Ukrainian folk songs were determined in the theoretical analysis. The necessity of directing the attention of the petty on the ideological and didactic nature of the folk song was described. That is important as the song folklore is a polysystemic means of personality formation, and it affects the spiritual, intellectual, emotional, and other spheres of a human being; morally and psychologically adjusts a person to work. The proper use of ethno-pedagogical tools ensures the esthetic development of students along with a high culture of perception of various arts. In conclusion, the knowledge of spiritual achievements gained by petty during their studies should stimulate an affirm attitude of them as young Ukrainians to study and research historical, spiritual heritage of their people, the roots of which are folklore (folk art) that is preserved in different manifestations at the local levels.

Keywords: education, national traditions, spirituality, spiritual development, ethnopedagogics.



INTRODUCTION

The problem formulation. The "National Strategy of Education of Ukraine for 2021" underlined the need to build an effective system of national education, to provide moral, spiritual and cultural development, create socially mature creative personality, a citizen of Ukraine and the world. The future should be holy revival and development of the nation, the state, science and culture, education and educational systems fruitful international cooperation, high spirituality and morality, individual freedom and scope of the creative forces of man.

Today unfolded extensive research work on ways to implement the content of the education laws of historical development, ethnic history and Ukrainian ethnogenesis. Gradually society was an understanding that modern knowledge is only possible through knowledge of national traditions, folk experience that the people who can be treated as a 'breeding ground', research and study which will lead to a spiritual understanding of the underlying sectors, which are cultural ideas about life and death, and his alien.

Requires a thorough analysis and study of the issue of interference and national unity, spiritual, national and universal, revealing their relationships and achievements in the implementation of national educational thought.

Analysis of recent research and publications. At various times of social traditions of education was close to many famous teachers. In particular, they are reflected in the pedagogical heritage Ya. Komenskoho, Y. Pestalotsti. Teaching the theory of Ukrainian people deeply disclosed in pedagogical heritage G. Skovoroda, O. Dukhnovych, K. Ushynskoho. The fundamental importance for the study of problems of national spiritual culture has etnopedahohichna heritage educators, anthropologists, writers, T. Shevchenko, I. Franko, Lesia Ukrainka, Ju. Kotsiubynsky, O.Voropaya, M.Dragomanov, H.Vaschenka and others. Theoretical and practical contribution to the national pedagogical theory of our time is work and activities M.Volkova, M.Stelmahovycha, V. Sukhomlynsky and others. The basis of modern research problems of formation of professional competence of future teachers on the basis of spiritual and moral values is labor Natalya Kuzmina, M.Leschenko, V.Semychenko, V.Slastonina, V.Simonova, N.Talyzinoyi, R.Shakurova, O.Scherbakova etc.

The wording of Article purposes. Thus, the goal of the article put the definition of national traditions in the spiritual development of future teachers.

RESEARCH METHODS

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

RESULTS OF THE RESEARCH

An analysis of source literature in addressing the spiritual formation of children and young people is clearly evident weaknesses training future teachers to the activity in question. Therefore, future teachers should develop the ability to comprehend human, national, personal values, enrich and transmit to new generations of spiritual designs, material culture, among them a prominent place occupied by humanist values, national and spiritual priorities.

Spirituality – a category that reveals man as a creature that is deeply rooted in the culture is humane, moral, cognitive with wide interests. It does not exist outside the national consciousness. Spirituality - the concept of a synthetic, summarizing and comprehensive, it includes concepts such as spiritual culture, spiritual needs, spiritual interests, spiritual life, is in the richness of the inner world of a person of knowledge, developed intellectual and emotional demands.

In the philosophical literature indicates that "spirituality – a quality characteristic of consciousness that reflects the dominant type of values." Spirituality is also given to a child in final form, meaning it can only be enlightenment or simply remembering the ideological and moral standards, semantic orientations. Each student is gradually acquiring ideas, values, emotional and aesthetic heritage of the people he emotionally absorb certain components of spirituality, makes his attitude towards them, realizing in practice.

The spiritual essence of a young man appears in relation to reality, nature, art and all that is meaning of human existence. In the formation of human individuality, spiritual development of the younger generations special role played by art that appeals to the senses, awakens in the children's inherent nature of the individual human qualities, clearly conveys the emotional picture of human life, a sense of the true value of human passion.

The principles of spirituality in the training provides deep psychological and didactic content adaptation courses to study social and cultural space. Therefore, using folk treasures Education and its commandments, teachers, educators have to find various means to motivate, encourage youth to work, to arouse their curiosity, nurturing love and respect for the native language, as the element of nationalities living organism communication, basics of national expression of a single treasury spiritual values through the language because people generate national spirit, character, psychology, traditional family and consumer culture lifestyle.

In preparation for future professional dominant importance to folk art as the foundation and core of all ethnic culture in the spiritual formation of young people. This means, first of all weapons of the future teacher specific methodology and advanced learning technologies; focus its development on the formation necessary to present rice and desires that characterize it as a folk art researcher who over time with their pupils will study, analyze, promote and further and utilize the knowledge in real life.

According to scientists (Natalya Kuzmina, V.Slastonin), the special attention subjects of educational activity has become a spiritual and moral atmosphere that should contribute to the development of human in man. Such an atmosphere you nick in the process of cooperation, common life, business communication education, interpersonal relations. This requires mastery of future teachers personality-oriented technology (Praktykum z pedagogiky, 2004, p. 29). Cornerstone values, norms, ideals of social and cultural context are displayed in spiritual and moral world.



First, future teachers should acquire philosophical knowledge about the world, society, man; historical knowledge of the laws of the evolution of society, culture and science; culturological – the development of social systems and cultures; the values (religious, political, social); psychological - the attitudes, behavior; the pan: the cultural and historical uniqueness of national and world history; knowledge of the native language and culture of the people and other peoples etc. Means to achieve spiritual and moral goals: domestic humanitarian culture; value-dominant orientation, cultural, symbolic archive of people, traditions, morality, art, religion, spiritual picture of the people, traditions, national philosophy of education; university educational environment that promotes disclosure of the essential powers of man, personal development; spiritual, moral, ethical ideals under which the future teacher identifies; information and communication technologies.

Thus, reviving the spirituality of the individual teacher on the basis of national traditions should primarily revive national values and shrines. Thanks to the work of the students advanced ancient samples of this genre can achieve outstanding results in terms of spirituality, especially in shaping self involvement in the creation and existence of ethnic culture.

An important condition of the students are processing existing song and ritual samples of local folklore, which to some extent affects his living playing either does not intervene in the ancient text and melody, fully maintaining its fundamental principle, which is the most correct and most necessary in work or carefully and wise exposing the material available modern transcription without disrupting regional folk component.

Important in the formation of future teachers of spirituality is religion. Note that most residents of Western Ukraine belongs to one of the major Christian denominations, allowing us to expand characterized festive time space, which applies to large events such as Christmas. To a lesser extent than older people, who are the main carriers of the Christmas song and ritual traditions, young inherent respect for the Nativity, but, while they are not as responsible as senior practice its ancient system of certain restrictions, which are based on traditional beliefs, violation of which can lead to "God's punishment". Not always the youth has knowledge that the tradition of Christmas is a reflection of a particular, specific system of spiritual and moral values which, as an important mechanism for regulating social relations, promotes outlook, the fundamental structures of morality and spiritual values especially to young people, "characteristic feature outlook of our people as it is reflected in folk songs, is the high idealism on a religious basis. In the ideal human form primarily emphasizes high properties soul" (Ivanyts'kyi, 2008, p. 120).

Preservation of old, traditional customs and rituals performed by genetically rooted in the goodness of human wisdom, lordship of hope provided by oral closely associated with this tradition and has practical significance. Oral presupposes acquiring knowledge through continuity, immediate informal contacts with live bearers, transformation occurs tradition 'word of mouth', often in rural areas, in urban transmission by using audio and video recordings of authentic required forms.

Today, at the beginning of. Like many centuries ago, in words and actions that folklore has long been engaged in agriculture, there is clarity 'agrarian magic' 'invocation, plowing, sowing, crop production and so on.

Rites of Agricultural Winter theme of the area with their rich melodiousness, according to scientists, can be attributed to the most archaic. They are a must have direct dialogue or inducement to it, that best reveals the ancient tiller and family issues.

Important in pressing in the community process are questions concerning the interpretation and evaluation of the young-old heritage of Ukrainian folk art (folklore), forming young people understand that phenomenon this phenomenon primarily has rightly seen as synonymous with ethnic identity and belonging to this ethnicity. An important condition for the spiritual development of future teachers are teaching to equip them with practical skills: Gnostic (comprehend the nature and structure of the spiritual – moral education, to analyze the psychological and pedagogical conditions of moral behavior, taking into account the age characteristics of students to study scientific literature on the problem of moral education students); projecting (formulate key goals and objectives of spiritual and moral education. based on theoretical concepts, achievements folk pedagogy, advanced teaching experience, to design the main areas, content, forms, means and methods of spiritual and moral education of students of all ages to model their own teaching activities of enrichment experience spiritual and moral behavior); design (implement goals, objectives by selecting appropriate contents of spiritual and moral education, provide significant at random facts of moral behavior, behavior of students to design a system of various forms, methods of spiritual and moral education model educating situation, aimed at the development of moral consciousness of students); communication (to establish appropriate relationships with students in the various forms of spiritual and moral education, build valuable relations of pupils to national traditions, ideals, learn humane means to resolve various educational situation); organizational (direct process of spiritual and moral education of students in educational work together with students to organize educational activities with the moral and ethical issues, to promote the desire of students to moral self-improvement, self-development, stimulate the accumulation of students' moral experience, values, teach students ways of regulating moral

behavior, taking into account the cognitive and social situation, organize their own educational activities to enrich the spiritual and moral experience, improve personal moral traits (Praktykum z pedagogiky, 2004, p. 351-352).

Based on the analysis of modern scientific approaches define pedagogical conditions of spiritual development of future teachers on the basis of national traditions (Gavrina, 2007; Grytsa, 2002; Praktykum z pedagogiky, 2004):

- humanistic orientation process of spiritual sphere future specialist;
- the implementation of individual creative professional training of students;
- the presence of a professional standard of the individual teacher university;
- experience of culture-spiritually directed activity;



- studying and mastering future teachers the best national and international experience associated with the introduction of new technologies;
- study and implementation of learning PNF courses ethnology character;
- introduction of advanced educational technology, modern means of education and upbringing of spiritual and moral.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The successful development of future teachers of spirituality based on national traditions should: enrich the educational process developed tasks of spiritual and moral content; organize research work in that direction; during pedagogical practice future teachers organize educational work with spiritual and moral. However, targeting teacher education students to master an integrated system of spiritual, moral and ethical knowledge, beliefs, feelings of moral consciousness, the formation of moral behavior in general, morally decent life and activity as an important precondition for professional and personal development teacher.

Prospects for – further research we see in conducting a wide range of scientific generalizations about mastering the basics of future teacher professional competence on the basis of spiritual and moral values.

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СУЧАСНИЙ СТАН МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ДЛЯ ПРОФЕСІЙНОГО СПІЛКУВАННЯ У ВИЩИХ ЗАКЛАДАХ ОСВІТИ УКРАЇНИ

Анотація. У матеріалах статті подано результати аналітичного дослідження найновіших вітчизняних наукових праць з проблеми формування іншомовної професійної комунікативної компетентності. Зокрема розкрито еволюцію мети і змісту щодо формування іншомовної професійної комунікативної компетентності майбутніх фахівців. Встановили, що загальною метою іншомовного навчання професійного спілкування є розвиток діяльній іншомовної компетенції у повсякденних, ділових та професійних ситуаціях, а кінцевим орієнтиром для реалізації зазначеної мети визнано професійно орієнтовану міжкультурну комунікативну компетенцію майбутнього фахівця, що складається з п'яти системних компонентів: комунікативної, соціокультурної, фахової, навчальної та методичної. Висвітлено інновації в технологічному забезпеченні процесу підготовки студентів у закладах вищої освіти до майбутньої професійної комунікації, серед яких: міждисциплінарність навчального курсу «Іноземна мова за професійним спрямуванням», що пропедевтично знайомить студентів 1-2 курсів з майбутньою професійною діяльністю й мотивує до подальшого удосконалення іншомовної професійної компетенції; перенесення акценту з транслювання інформації на формування вміння самостійно здобувати знання й ефективно використовувати їх у навчальній та професійній діяльності; суттєве скорочення кількості годин на аудиторні заняття, що зобов'язує до формування в студентів уміння самостійно здобувати знання й ефективно використовувати їх у практичній діяльності; підготовка студентів до самостійного вивчення іноземної мови для подальшого професійного самовдосконалення, тобто до автономного навчання.

Ключові слова: методика формування іншомовної професійної комунікативної компетентності, професійна підготовка, автономне навчання.

CURRENT STATE OF THE METHOD OF TEACHING A FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION IN HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE

Abstract. The article presents the results of analytical research of the latest domestic scientific works on the problems of foreign language professional communicative competence formation. The evolution of the purpose and content of the formation of foreign language professional communicative competence of future professionals is disclosed. It is established that the general goal of foreign language training for professional communication is the development of active foreign language competence in everyday, business and professional situations, and professionally oriented intercultural communicative competence of future professionals is defined as the ultimate guideline for achieving this goal. This competence consists of five system components: communicative, socio-cultural, professional, educational and methodological. Innovations in technological support in the course of training students in higher education institutions for future professional communication



are highlighted, including the interdisciplinarity of the course "Foreign language for professional orientation", which introduces the 1-2 course students into future professional activity and motivates to further improve foreign language professional competence; shifting the emphasis from the transforming the information on the formation of skill to acquire knowledge independently and use them in educational and professional activities effectively; a significant reduction of the number of auditorium classes, which is associated with the formation of students' skill to acquire knowledge independently and apply it in practice efficiently; preparing students for independent study of a foreign language for further professional self-improvement, that is for independent study.

Keywords: methods of foreign language professional communicative competence formation, professional training, autonomous training.

INTRODUCTION

The problem formulation. The course of foreign language for professional communication takes considerable place in the structure of training specialists at higher educational institutions of Ukraine for various sectors of the country's economy. Strengthening the functional content of this element of the specialist training system needs to be updated and modernized in connection with the reform of the entire educational process in Ukraine. Hence, there is a need in scientific reasoning of the content and procedural components of the process of preparing students of higher educational institutions for foreign language professional communication.

The purpose of the article: to highlight the current state peculiarities of foreign language teaching methods for professional communication in Ukraine, to outline trends and patterns of further scientific development in the field of language didactics.

Objectives: to investigate the evolution of the purpose and content of the formation of foreign language professional communicative competence of future professionals; to find out innovations in technological support in students training process at higher educational institutions for the future professional communication.

RESEARCH METHODS

Analysis of normative educational documents on research problems and the latest domestic research on the problems of foreign language professional communicative competence formation, linguodidactic interpretation of the obtained data in accordance with the purpose of the article.

RESULTS OF THE RESEARCH

Scientifically substantiated organization of the process of formation of readiness for professional foreign language communication requires first of all definition of the purpose of training, the content and final results prediction.

Any activity begins with the definition of the purpose, including and educational-cognitive, and educational-professional. A well-defined goal is the main task that needs to be solved by organizing the learning process, because the organization itself is impossible without a clear idea of what you want to get in the end. The process of formation of professional-speech readiness to communicate in a foreign language is a holistic system in which the goal is at the highest hierarchical level and determines the functioning of all other components of the system.

It should be noted that the goal performs not only a system-forming function, but also such auxiliary ones as: a / the function of a landmark that aims to achieve certain learning outcomes, b / the function of a benchmark to determine the degree of achievement of learning outcomes and c / management function, acting as a criterion for the methods selection, tools, forms of the language learning process organization, etc. Thus, the importance of a specific, accurate, scientifically sound definition of purpose is obvious.

In the Law of Ukraine "On Education" (2017), the purpose of education has not changed dramatically compared to the previous regulatory educational documents. It envisages the following: "comprehensive development of a man as a personality and the highest value of society, his talents, intellectual, creative and physical abilities, formation of values and competencies necessary for successful self-realization, education of responsible citizens capable of conscious social choice and directing their activities to other people and society benefit, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens to ensure sustainable development of Ukraine and its European choice".

Thus, in the legislative document, as in the previous ones, the priority is given to the comprehensive development of a highly conscious personality. But, for the first time, it is stated what the state expects exactly from a highly educated person: "ensuring the sustainable development of Ukraine and its European choice". Therefore, Ukraine reaffirms its commitment to European integration and recognizes education as a powerful driver of this process.

To ensure Ukraine's presence in the European environment, it is necessary to implement many conditions, which are provided primarily by means of international strategic communications. Therefore, the importance of knowledge in English as the language of international communication, as well as other foreign languages is declared in documents of national importance.

In particular, in 2019 the Concept of English language development in higher educational institutions of Ukraine (Konseptualni zasady derzhavnoi polityky shchodo rozvytku anhliiskoi movy u sferi vyshchoi osvity, dateless) was approved, which provides the creation of the necessary conditions for all citizens of Ukraine to master the means of international communication for the professional development of each and economic growth of Ukraine.

Thus, the purpose of education highlights the specific requirements of the state and society to the person who received higher education. They can be combined into two large groups: first of all a / general, obligatory for each educated person; and also b / special, characterizing experts of the corresponding field of activity.



It should be noted that some components of the goal do not only indicate the expected ultimate result of the educational process, but also focus on how to achieve the outlined goal. Thus, the general goal of education provides the development of not only intellectual and physical, but also creative abilities of students, as well as the formation of values and important competencies for students and society, the development of which is possible only in activities.

Thus, the purpose of education defined in the state document focuses on achieving a certain ultimate result, which is expressed in the existing competencies, and the efficient way to achieve it.

It should be noted that the organization of the learning process according to the activity approach is not an innovation for linguodidactics, because in the 70s of the last century the famous researcher of the theory of learning content N. Talizina noted: "Knowledge can neither be learned nor stored outside the learner. ; instead of two problems: to transfer knowledge and to form abilities and skills - there is one: to form such kinds of activity which from the very beginning contain the set system of knowledge and provide their use within in advance provided limits» (Talyzyna, 1975, p. 41-42).

Let us consider how society's requirements for the readiness of professionals to carry out foreign language professional communication have been interpreted in modern domestic methods of teaching a foreign language.

At the beginning of the XXI century standard curricula in English, German and French were created for university students studying in various specialties (Prohrama z anhliiskoi movy dlia profesiinoho spilkuvannia, 2005; Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014). The main idea of these regulations is to help students - future professionals in various sectors of economy - to become competitive in the international labor market.

The main tasks of the foreign language course in vocational orientation focused on the formation of students' general and professionally oriented communicative competencies, development of lifelong self-learning ability, cognitive abilities and positive motivation to learn languages, as well as students' understanding of important international sociocultural issues (Prohrama z anhliiskoi movy dlia profesiinoho spilkuvannia, 2005).

The process of professional communicative competence formation, which was considered as specific for academic and professional environment language behavior, which is formed in educational communicative situations close to various aspects of professional activity, was under close attention in typical educational programs. The certain types of communicative professional activity were an indicator of achieving the final results.

Therefore, from the beginning of the introduction of the foreign language training course for professional communication, the application of the activity approach to target the process of foreign language professional training of students at Higher Educational Institutions was declared.

The authors of the programs (Inozemna mova za profesiinym spriamuvanniam , dateless) have emphasized that it is not the level of informativeness that determines the readiness to carry out professional foreign language communication activities, but practical language and speech skills, which are a form of functioning of theoretical knowledge. Therefore, the level of readiness of students to carry out foreign language professional communication was determined on the basis of diagnosing the skills needed in specific professional activities, in professional speech activities in particular. Since it is impossible to form perfect foreign language speaking professional skills during training, the necessary minimum was outlined, which provided the professional foreign language communicative competence.

The activity component of the content of students' foreign language training was further developed after the publication of the Framework Program new version for the German language for professional communication, intended for students of higher educational institutions. The general purpose of foreign language training for professional communication was called the development of active foreign language competence in everyday, business and professional situations. The ultimate guideline for the realization of this goal was recognized the professionally oriented intercultural communicative competence of the future specialist. The essence of this complex, systemic, multicomponent phenomenon was revealed as follows: "these are skills and abilities that provide qualified professional activity in private, public, professional and educational spheres of communication in a multinational society in a foreign language, as well as nonverbal (formulas, graphics, gestures, facial expressions) by means of communication in the context of the target culture" (Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014, p.10) .

Five groups of competencies were recognized as structural components of professionally oriented intercultural communicative competence, which led to the content and determination of the final results of foreign language learning in a professional field. Such competencies included:

- foreign language communicative competence, which develops in different types of speech activity, which are inherent in everyday and professional speech situations of the future specialist;
- socio-cultural competence, which is a stimulating tool and motivating component in the language learning course, develops in an atmosphere of openness and willingness to accept the behavior rules and norms in another society;
- professional competence that develops through the acquisition of experience to solve standard professional tasks perfectly;
- educational competence, which is based on the ability to perform educational tasks of different levels of complexity independently and in the process of interaction with other subjects of the educational process;
- methodological competence, which involves the ability to use different strategies and techniques to solve professional problems (Ramkova prohrama z nimetskoi movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014, p.11-12).



The criterion for the formation of these types of competencies was the quality of students' implementation of the most significant educational professional and communicative actions, which were characterized by a high frequency of application in various types of future professional activities.

The typical curriculum (*Inozemna mova za profesiinym spriamuvanniam*, dateless) states that the general purpose of the formation of highly qualified specialists is realized through specific goals aimed at mastering foreign language communication in the main types of professional activities. Therefore, a precedent has been set in the domestic methodology of foreign language teaching for professional purposes for the scientific substantiation of the purposeful process of foreign language communication teaching and training specialists to master professional types of activities in close interconnection.

Linguistic teachers G. Bakaeva, O. Borysenko and others note that in typical curricula it is not possible to describe all professional situations due to their large number (*Prohrama z anhliiskoi movy dlia profesinoho spilkuvannia*, 2005, p. 11). Instead, they provide an algorithm and examples of creating such situations in the educational process.

Thus, at the beginning of the XXI century, the task of concretizing the goals of teaching in the methodology has not been found out, but only started, because the main difficulties were to identify all kinds of activities, preparation for which is the goal of learning a foreign language for professional activity in a higher educational institution.

Hence, there was the problem of developing a variety of possible and most commonly used communicative situations for professionals of different specialties to simulate them in the process of professional foreign language learning, so it is necessary to determine what activities should be set as the ultimate goal of professionally oriented foreign language teaching.

This problem is being actively developed in modern domestic methods of teaching foreign languages. The researchers, studying one or another methodological aspect of the formation of foreign language professional competence, do not ignore the linguistic and pragmatic features of different types of speech activity, and thus determine the types, forms, genres, styles of professional communication and on this basis build the content of foreign language training for professional communication.

Thus, for future specialists in information technology, whose professional activity is dominated by written communication, N. Shandra (Shandra, 2019) investigated and described the linguopragmatic features of professional written discourse, as well as the areas, types and functions of professionally oriented written communication, outlined situations of their application; defined the functional roles of IT professionals in such communication, their communicative goals and intentions, means of communication, that is the researcher identified and described everything necessary to specify the purpose, content and final results of training professionals in this field for foreign written professional communication.

The subject matter of I. Semeryak's (Semeriak, 2016) research was the communicative strategies of foreign language professionally oriented communication of future programmers. Based on the analysis of linguistic and functional features of different genres of professional discourse in the field of programming, the researcher has found that they will need such verbal address-oriented strategies as: information, self-presentation, emotional and evaluation, motivational and cooperative, which will be realized through the prism of the sociocognitive approach with the use of the Internet. Then the content of foreign language teaching in a professional direction was outlined, the purpose of which was to form communicative professional strategies in connection with the development of professional speech in various fields, topics, communicative situations that simulate future professional activity.

A similar study was conducted to determine the content of business writing training for future marketers. N. Chorna (Chorna, 2017) identified the functional features of the professional discourse of marketers in accordance with different types of marketing, described the types of texts of business documentation and defined the selection criteria for the formation of professional foreign language competence in business writing for future professionals.

Thus, the characteristic feature of the domestic method of foreign language teaching for professional communication is the reliance on professional discourse, which reflects the characteristics of the industry or specialty, types and functions of professional communication, functional roles of communicators, their communicative goals and intentions, means and communication strategies. In view of this, an additional function of the foreign language course in the professional field is outlined, which is to acquaint undergraduate students with the chosen specialty and the development of professional speech skills.

Starting from the second decade of the XXI century, the domestic method of foreign language teaching for professional communication is being gradually enriched with a significant number of studies that specify the overall purpose of foreign language learning for students of different specialties at higher educational institutions, scientifically substantiate the content and results of learning activities. For example, H. Tymbrovska defined the purpose and content of foreign language training for future pediatricians, A. Tomashevska - for pharmacists; T. Shovkova - for future translators; V. Myskiv, I. Ferenchuk-Piontkovska - for students of philology, M. Natsyuk and I. Bilyanska - for future teachers; I. Potyuk and E. Mustafayeva - for students of non-language specialties, and N. Mykytenko and N. Lenyuk - for students of natural and technical sciences; methodologists and researchers also have paid their attention to future specialists of tourism and economic branches, etc.

The analysis of experimental teaching methods developed and tested by scientists showed that the content of the formation of active foreign language competence included not only lexical and discursive features of professional speech, but also fragmented use of other subjects content.

Thus, I. Semeryak (Semeriak, 2016), for the formation of communicative professional experience of students-programmers used business games in the collegial consultation format, presentation of novelties in professional field,



practical and advisory assistance to the client, preparation of various types of professional documentation, participation in webinars and Internet conferences, conducting site, etc..

I. Kodlyuk (Kodlyuk, 2018) in the process of teaching foreign language communication provided for the acquaintance of future tourism specialists with such types of professional activities as choosing a tour, accepting a food order, booking hotel rooms, etc.

Thus, another characteristic feature of modern methods in foreign language teaching for professional communication has been clearly outlined - the interdisciplinarity of the course "Foreign language for professional purposes", which propaedeutically acquaints the 1-2 course students with future professional activity and motivates to further improve foreign language professional competence.

In addition, there is a tendency to integrate the course with related disciplines, in particular with the general course of a foreign language (Semeryak, 2016).

Thus, at the present stage of foreign language teaching methods development the tendency to concretize goal setting on the basis of activity approach and determination of the relevant content of foreign language learning, the results of which meet the students' needs and the world labor market requirements, has become a permanent demand for content formation and final learning outcomes of foreign language teaching course for professional communication in higher educational institutions.

The main provisions of the activity approach, which set the guidelines for the organization of the learning process, and communicative, which focuses on the final results and ways to achieve them, set the main direction of the learning process: to encourage students not to accumulate knowledge but prepare for independent creative work, form organizational skills for professional communicative activity. This means that the priorities of the teacher's activity have changed: the emphasis has been shifted from the transmission of information to the formation of the ability to acquire knowledge independently and use it effectively in educational and professional activities. Thus, the future specialist receives a boost and tools for further sustainable education, due to which an active professional life is going on, and it will contribute to the successful and harmonious coexistence of the individual in society.

The significant reduction of classroom classes is the feature of the modern process of obtaining education in higher educational establishments, which obliges students to develop the ability to acquire knowledge independently and use it effectively in practice. On this background, despite the strengthening of creative parity interaction of the subjects of the educational process - teachers and students, there is a tendency to separate teaching from learning at a new qualitative level. To provide such a level of education is the leading educational task of a foreign language course in a professional field. It requires the teacher to be a moderator of the learning process: "to promote the development of self-esteem and the ability to self-study, that will allow students to continue their studies in academic and professional environment both during the university study and after graduation" (Prohrama z anhliiskoi movy dlia profesiinoho spilkuvannia, 2005).

Over time, the declared methodological requirement for preparing students for independent study of a foreign language for further professional self-improvement, that is for autonomous learning, has acquired the status of a leading principle of the course as a methodological guideline in organizing the learning process (Ramkova prohrama z nimetskoj movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014).

The methodical interpretation of the principle of autonomous learning carried out by language teachers reveals its important essence for students, as it is the basis for independent lifelong learning and prepares for a quick response to possible professional challenges; in addition, highlights the conditions, structure and tactics of organizing the process of preparing students for further independent study (Ramkova prohrama z nimetskoj movy profesiinoho spilkuvannia dlia vyshchykh navchalnykh zakladiv Ukrainy, 2014, p. 15-16).

In the methodology of foreign languages teaching, the problem of autonomous learning has become the subject of research in the context of organizing independent work of students for the formation of foreign language professional competence.

Thus, A. Tomashevskaya (Tomashevskaya, 2019) identified and experimentally proved the effectiveness of such didactic conditions for the development of higher education students' autonomy: determining the amount of educational material to master during independent work by a student; introduction of various types of independent work that involve communication in the form of monologue, dialogue or polylogue in pairs and groups; the use of learning tools such as reminders to help students to choose the right learning strategy, and diaries of independent work to monitor, control and regulate their own speech and non-speech behavior in situations of foreign language communication and design of subsequent learning activities. Extracurricular conditions of independent work provided an opportunity to carry it out at an individual pace, independently choosing the methods of self-control and self-examination.

To determine the optimal nature of management of students' independent learning activities by a teacher A. Tomashevskaya tested two options for control: "strict", one that provides clear regulation and verification of independent work by a teacher, and "relatively strict", under which students independently tested individual tasks according to the given keys and chose the scope of additional tasks. Therefore, the inefficiency of "rigid" management of the process of independent work of students was experimentally proved, instead, a conclusion has been made about the expediency of developing students' educational autonomy, starting with semi-autonomy.

The expediency of using different types of students' educational autonomy for the organization of independent work during the formation of foreign language professional competence was studied by A. Kotlovsky (Kotlovsky, 2017). According to the results of experimental research, it was proved that educational autonomy is formed gradually and in stages in accordance with the students' mastery of different kinds and types of independent work. Thus, at the initial introductory



stage of formation of foreign language professional competence, when during independent work in the classroom students perform assignments of a reproductive nature, the relative autonomy of students proved to be effective; students also needed relative autonomy at the stage of automation of skills during the performance of classroom reconstructive-variable independent work. At the final stage of experimental training, when students could independently perform search and creative tasks, the level of students' learning autonomy increased significantly and the researcher described it as semi-autonomous.

Thus, it was proved that classroom work under the guidance of a teacher is necessary for students if they are at the initial level of educational autonomy. The ability to manage their own learning activities develops gradually in the process of performing various types of independent work in close collaboration with the teacher. The ability to perform creative types of work independently and implement the tasks of educational projects testifies to the transition of the student to the next level of educational autonomy - semi-autonomy. Therefore, an important conclusion follows: independent work is a mandatory form of the process of forming foreign language professional competence and an important means of developing the educational autonomy of future professionals.

Thus, research on the organization of independent work of students for the formation of foreign language professional communicative competence proves that the evolution of students' learning autonomy depends on the effective organization of independent work. Therefore, another important functional direction in the course of a foreign language for professional communication has been outlined - to ensure the sustainable development of student learning autonomy.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

At the present stage of development of a foreign language teaching methods for professional communication, the content of the course is determined taking into account the competence and activity approaches. The logic of educational and professional activity for mastering the means of international communication for professional development of each and economic growth of Ukraine is revealed on the subject professionally oriented material. The structure of the content of training directs on realization of educational-cognitive, educational-professional and educational-research activity, formation of creative communicative professional activity and teaching the students a system of specialist values. The promising area of further work based on the performed research is the enrichment of general language didactics with innovative learning technologies developed in such a specific methodology as learning a foreign language for professional communication.

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ПІДГОТОВКА МАЙБУТНІХ ВИХОВАТЕЛІВ ДО РОБОТИ З ОБДАРОВАНИМИ ДІТЬМИ В КОНТЕКСТІ НОВОЇ РЕДАКЦІЇ БАЗОВОГО КОМПОНЕНТА ДОШКІЛЬНОЇ ОСВІТИ УКРАЇНИ

Анотація. У змісті статті проаналізовано особливості підготовки майбутніх вихователів у ЗВО до роботи з обдарованими дітьми. Схарактеризовано основні умови формування випускника спеціальності «Дошкільна освіта» першого (бакалаврського) освітнього рівня. Експериментально доведено важливість підготовки вихователів до роботи з обдарованими дошкільниками серед практикуючих педагогів міста Івано-Франківська.

Теоретично проаналізовано сутність поняття «обдарованість» у психолого-педагогічних дослідженнях. Акцентовано увагу на основних завданнях організації освітнього процесу в закладах дошкільної освіти з обдарованими дітьми відповідно до оновленого Базового компонента дошкільної освіти України (2021 р). Проаналізовано специфіку формування професійних компетентностей фахівця дошкільної освіти у Стандарті вищої освіти України першого освітнього (бакалаврського) рівня. Схарактеризовано основні умови забезпечення професійної компетентності майбутніх вихователів в організації навчальних компонентів освітньої програми. Обґрунтовано важливість створення освітньої моделі формування якостей випускника, необхідних для роботи з розвитку дитячої обдарованості.

Доведено важливість і взаємозумовленість планування та введення освітніх компонентів, урахуваючи формування життєвих компетентностей дітей, прописаних у Базовому компоненті дошкільної освіти України. У ході дослідження залучено комплекс методів: аналізу та синтезу, індукції та дедукції, порівняння, системного аналізу. Використання



такого широкого методологічного спектру уможливило структурування теоретичного матеріалу досліджуваної проблеми з допомогою елементів наочності.

Ключові слова: поняття «дитяча обдарованість», компетентність, заклади дошкільної освіти, вихователі, здобувачі, ЗВО, поняття «професійна компетентність», освітній компонент, знання, уміння, Базовий компонент дошкільної освіти України.

TRAINING OF FUTURE EDUCATORS TO WORK WITH GIFTED CHILDREN IN THE CONTEXT OF THE NEW EDITION OF THE BASIC COMPONENT OF PRE-SCHOOL EDUCATION OF UKRAINE

Abstract. In the article the peculiarities of training of future educators in HEE to work with gifted children are analyzed. The main conditions for the formation of a graduate of the specialty "Preschool Education" of the first (bachelor's) educational level are described. The importance of educators' training to work with gifted preschoolers has been experimentally proven by practicing teachers of Ivano-Frankivsk. The essence of the concept "giftedness" in psychological and pedagogical research is theoretically analyzed. Emphasis is placed on the main tasks of the organization of the educational process in school with gifted children in accordance with the updated Basic Component of Pre-school Education in Ukraine (2021).

The specifics of formation of professional competencies of a preschool education specialist in the Standard of Higher Education of Ukraine of the first educational (bachelor's) level are analyzed. The main conditions for ensuring future educators' professional competence considering educational components of the educational program are described. The importance of creating an educational model of the formation of graduate qualities necessary for work on the development of children's talents is substantiated. The importance and interdependence of planning and introduction of educational components is proved, taking into account the formation of life competencies of children, assigned in the Basic Component of Pre-school Education of Ukraine. The study implied a set of methods: analysis and synthesis, induction and deduction, comparison, systems analysis. The use of such a wide methodological range made it possible to structure the theoretical material of the problem under study with the help of visual elements.

Keywords: the concept of "children's giftedness", competence, preschool education institutions, educators, applicants, HEE, the concept of "professional competence", educational component, knowledge, skills, Basic Component of Pre-school Education in Ukraine.

INTRODUCTION

The problem formulation. The priority task of preschool education regarding the Law of Ukraine "On Preschool Education" and "Basic Component of Pre-school Education in Ukraine" is the complete development of the child's personality, his/her creative abilities (Bazovyj komponent doshkilnoji osvity, 2021). This problem is not new. However, not only in practice, but also in the theory of preschool pedagogy, the idea of accepting a child in his/her unique manifestations is still debatable. Due to the undifferentiated content of education and upbringing of children in modern preschool education, which is largely due to the lack of early identification of talent, the abilities of children in the educational process are often not taken into account. Teachers do not have scientifically based and methodically developed tools for identifying and accompanying gifted children. Therefore, there is a need to make changes in the modern concept of the content of training of preschool education specialists with non-standard thinking, who are able to solve new problems of revealing abilities of each child, development of their talents.

The analysis of recent research shows attention to updating of the content of training of preschool education specialists, in particular in the studies of O. Antonov, G. Belenka, O. Vetrov, N. Gavrysh, V. Demchenko, N. Denysenko, E. Karpova, O. Kononko, N. Lysenko, T. Ponimanska, G. Trygubets, V. Ushmarova and others, the main conditions are aimed at improving the professional training of future specialists in preschool education to work with gifted children. The key objectives of scientists' research are to create an educational model of forming the graduate's qualities necessary for work on the development of children's talents, creating new educational methods for the development of students' creativity.

The aim of the research is to study the content of educational training of future educators in higher education considering the latest demands of society for gifted children.

We consider the priority tasks in highlighting the interdependence of the formation of professional competence of educators combined with the development of life competencies of a gifted child.

RESULTS OF THE RESEARCH

Regarding the problem we raised, it's worthwhile applying for understanding and identifying the meaning of the concept "children's talent". Variants of conceptual solutions for the development of gifted children take place in the works of prominent scientists I. Voloshchuk, Y. Gilbukh, O. Matyushkin, V. Molyako, O. Savenkova. V. Yurkevich's research is devoted to the problem of predicting the development of a gifted child; problems of development of cognitive and creative sphere of the child's personality - works of M. Veraksa, O. Dyachenko, V. Petrovsky and others.

In the works of foreign and domestic researchers (V. Davydov, L. Zankov, V. Kilpatrick, E. Meiman, M. Montessori, E. Thorndike, I. Yakimanska etc.) approaches to the content of education of gifted children in various subject areas are offered. (music, painting, physical development, acquaintance with the environment, etc.).

So, based on the analysis of research data on various aspects of the problem of abilities and talents in the psychological and pedagogical literature, we have identified the areas for interpreting the origin of nature of this phenomenon: the first - proving the natural conditionality of abilities; the second - stimulating and ensuring the development of giftedness in the education system and living conditions of children (Lazarovych N.B., 2009).



Based on this, the community of educators faces the task of providing preschool education institutions with competent professionals capable of developing children's talents. In order to study the readiness of educators to work with gifted preschoolers, testing (standardized methods of V. Boyko, E. Rogova) was held among practicing teachers who obtained the second educational level "Master" in "Preschool Education" full-time and part-time department of PNU. The main objectives of the study were to obtain information about the factors influencing the effectiveness of work with gifted children, as well as the impact of personal qualities of the teacher on the effective organization of work with gifted pre-schoolers.

According to educators, children are more likely to show talent in intellectual (logical-mathematical) and creative activities (art). The problems of gifted pre-school children were: "non-standard" behavior, curiosity, hypersensitivity, fear, insecurity and shyness.

In general, according to the results of the study, educators have no difficulty in organizing work with gifted children, but 70% of educators expressed their readiness to improve their skills, in particular on the development of creative potential, organization of work with gifted pre-schoolers, and the desire to get acquainted with international experience working with such children.

Thus, the study of the dependence of the level of educators' readiness to work with gifted children gave grounds to argue about the importance of forming professionally significant qualities of the teacher's personality.

The Standard of Higher Education in Ukraine of the first educational (bachelor's) level defines the structure of professional competence of a preschool institution educator. It consists of health-care, diagnostic-prognostic, planning, educational-developmental, communicative, organizational-pedagogical, controlling competencies (Standart vyshhoji osvity Ukrainy, 2019).

In particular, G. Belenka in her research, defines the concept of "professional competence" as a effective characteristic of education, which is formed in the process of purposeful higher education (Bjeljenjka Gh., 2012).

The formation of professional competence of future educators getting education in HEE involves the ability to develop, teach and educate children of early and pre-school age, the ability to solve specialized tasks, characterized by the complexity of educational approaches (Standart vyshhoji osvity Ukrainy, 2019). Accordingly, the level of a teacher's professional competence depends on the attitude of the student to educational activities, the type of relationship of the future specialist with all participants of the educational process and so on.

The content of professional training of preschool education specialists is included in the list of educational components, in which the methodological complex of each component includes a list of competencies and methods of their formation. Through the prism of each of them, the goals of the educational process are coordinated and achieved: the formation of personality, training of a modern competitive teacher, a competent educator of pre-school children. Gradual mastering of the content of educational components enables interaction of participants of pedagogical process in various kinds of activity: theoretical mastering of knowledge (lectures, seminars, round tables, discourses, etc.), practical embodiment of abilities and skills in direct work with children in pre-school education establishment (classes, game activity, supervision, project activities, sightseeing tours, etc.), creative application of knowledge and skills of future educators through the integration of forms and methods in the children daily life in pre-school establishments (experimental research, master classes, work with parents, training, etc.).

While mastering the system of proposed knowledge and practical skills, the level of prior training, the composition of students' psychological characteristics, namely their ability to use creatively information and acquired skills in working with children is important.

The method of gradual formation of professional competence of educators of preschool children includes a list of competencies, the acquisition of which can be traced in students learning outcomes. This interdependence is based on the transparency of the content of each educational component, which is especially important for students when choosing disciplines from the selective block of the educational program. Thus, university students independently regulate their preparation for professional activity in-depth studying selected educational components. Therefore, for work with gifted children, the student can gain knowledge not only from the required professional educational components, but also he/she chooses special elective courses with direct study of the content of gifted children's education, diagnostic methods of children's abilities, innovative technologies for working with gifted preschoolers, etc.

Thus, we consider the professional competence of a preschool education specialist to be the ability to integrate the acquired knowledge and skills into individual work with each child in order to develop his/her characteristics. The child's awareness of himself/herself as a gifted person should take place in play, communication, cognitive, subject-practical and artistic activities in complex.

Accordingly, the content of the Basic Component of Pre-school Education in Ukraine, as the main state document, provides a competency-based approach to building an educational process aimed at achieving a socially fixed result - the child's gaining of physical, mental and moral health, personal values and promoting the development of the child's personality. (Bazovij komponent doshkiljnoji osvity, 2021p.).

The basics, which are specified in the Basic Component of Pre-school Education in 2021 (updated version) on the construction of the educational process, provide a number of values, namely:

- recognition of self-worth of pre-school childhood, its potential and special role in personal development;
- happy pre-school childhood as a prerequisite for complete development and further self-realization in life;
- respect for the child, the peculiarities of his/her development and individual experience;



- strengthening physical, mental and social health of the child;
- valuing life and well-being as the ability to value, cherish, nurture, maintain and create safe conditions for oneself and others, creating conditions for a safe environment in the natural, material and social environment;
- development of creative talents and abilities;
- preserving the traditions of national experience of family and social education enriching the cultural potential of interaction between generations (Bazovyy komponent doshkylnjnoj osvity, 2021p.).

That is, the educator faces the main task of building the educational process in the pre-school establishment on the principles of partnership with children, creating the atmosphere of psychological support, intellectual and emotional well-being.

The Basic Component of Preschool Education of Ukraine defines directions for competencies that children should gain in all forms of activity due to educators regularities and the administration of pre-school establishment activity, competence, integrated and personality-oriented approaches to the educational process. Accordingly, the child's competence is both the result of preschool education and his/her personal progress.

Researching the training of future preschool education professionals to work with gifted children, we found a number of interdependent factors that can be traced in government documents (Basic Component of Pre-school Education in Ukraine, the Standard of Higher Education of Ukraine: first (bachelor's) level) regarding the influence of competencies (SC) of a graduate of specialty 012 "Preschool education" on the formation of a preschool child's competences (Table 1).

Table 1

Competences of preschool children in the education lines of the Basic Component of Pre-school Education			Special (professional) competencies of the graduate according to the State Standard of EL "Bachelor"
Education line	Competence	The essence of competence	
The child's personality	1. Motor activity	A child's constant motivation expressed in various types of motor activity, increasing the functional capabilities of the body, improving vital motor skills, development of physical qualities	SC-12. Ability to physical development of children of early and preschool age, correction and strengthening of their health by means of physical exercises and motor activity
	2. Health-care	A set of basic knowledge about a person and his/her health, a healthy lifestyle. Constant motivation of ecological and valeological orientation towards self-knowledge and environment, which encourages the use of skills of healthcare behavior. The need to master ways of preserving and strengthening health, focused on self-knowledge and self-realization	SC-14. Ability to form skills of a healthy way of life as bases of culture of health (valeological culture) of the person.
The child in the sensory-cognitive space	1. Subject-practical	Familiarity with adult work, expression of interest and respect for professions, the ability to participate in joint work with adults and children. Creative manifestation of oneself in independent subject-practical activity.	SC-3. Ability to develop curiosity, cognitive motivation, cognitive actions in children of early and preschool age.
	2. Technological	The child's ability with the help of an adult and independently organize joint activities with peers, establish relationships, creatively implement ideas that are formed in the space of subject-practical, subject-game (mobile, didactic games, games with rules), design and construction, art and productive, household, research, cognitive, sensory-cognitive activities	SC - 4. Ability to form ideas about the subject, natural, social environment, properties and relations of objects; development of self-awareness («me and my role» in the environment)
	3. Sensory-cognitive	Mastering of the basis of logical-mathematical, research knowledge, which is based on the acquired skills and abilities, cognitive experience and provide the child's ability to use their own sensory system in the process of logical-mathematical and research activities, which is formed in the space of subject-practical, subject-game, design -construction, artistic and productive, economic and household activities	
	4. Logical-mathematical		
	5. Research		



A child in natural environment	<p>1. Natural and ecological</p> <p>2. Skills focused on sustainable development</p>	<p>The child's ability to behave in a natural way in various life situations, based on emotional and value attitude to nature, knowledge of its laws formed in the space of cognitive, research work, play activities.</p> <p>The formation of the child's patterns of behavior of a sustainable lifestyle, which are manifested in the formation of initial ideas about sustainable actions and behavior, awareness of the necessity of preserving resources of our planet and personal involvement in it; development of children's effective habits of social behavior, management of natural resources and nature conservation and the desire to do it.</p>	<p>SC-8. Ability to form the skills of ecologically safe behavior and activity in a life, the nature and environment.</p> <p>SC-6. Ability to educate about conscious observance of socially recognized moral and ethical norms and rules of conduct.</p>
Child's game	actable	<p>The child's ability to develop personal potential (physical, mental, social, spiritual), the presence of creative abilities, independence, initiative, organization, the formation of a constant interest in learning about the environment and self-realization</p>	<p>SC-13. Ability to organize and manage play (leading), artistic-speech and artistic-productive (visual, musical, theatrical) activities of children of early and preschool age</p>
The child in society	Social and civil	<p>The value attitude of the child to himself/herself, own rights and rights of others, interpersonal interaction with family members, other people, peers in the social and civic space, to the cultural heritage of the Ukrainian people, representatives of different nationalities and cultures; ability and manifestation of personal qualities, social feelings, love for the Motherland; readiness to participate as much as possible in the democratic processes taking place in children's centers, community, society</p>	<p>SC-16. Ability to instill a tolerant attitude and respect for others, prevention and counteraction to bullying.</p> <p>SC-7. Ability to national-patriotic upbringing of children of early and preschool age (love for the Motherland, native language, native city; interest and respect for state symbols of Ukraine, national traditions, customs, holidays, rituals)</p>
The child's speech	<p>1. Speech</p> <p>2. Communicative</p> <p>3. Literary and artistic</p>	<p>A person's ability to express thoughts, impressions, etc. in any form of speech through verbal and nonverbal means.</p> <p>The child's motivation to interact with peers and adults, the ability to build dialogue in various forms of constructive interaction, maintain partnerships, the ability to express their intentions and desires, to coordinate their interests with others, to negotiate, if necessary, to defend their position.</p> <p>The child's value attitude to a printed or electronic book, artistic word as a cultural phenomenon, developed artistic and aesthetic perception of literary and folklore works, sufficient for artistic communication level of literary awareness, ability to reproduce artistic and aesthetic impressions perceived by various artistic activities.</p>	<p>SC-5. Ability to develop speech as a means of communication and interaction with peers and adults.</p> <p>SC-19. Ability to communicate with children</p> <p>SC-13. Ability to organize and lead (leading), artistic-speech and artistic-productive (visual, musical, theatrical) activities of children of early and preschool age by parents, colleagues.</p>
A child in the world of art	1. Art	<p>Elementary awareness of various arts. The desire and ability to realize in practice their artistic and aesthetic potential to obtain their own unique result of creative activity with the priority of developing the sensory sphere of personality and focus on the formation of life competence during educational and independent artistic activity</p>	<p>SC-11. Ability to form elementary ideas about different types of art and means of artistic expression (word, sounds, colors, etc.) and experience of independent creative activity.</p>



The child's personality	2. Personal	It is realized in the child's creative activity in all specifically children activities and is manifested in the child's personal qualities - from elementary ideas and a positive attitude of the child to his/her inner world (thoughts, feelings, dreams, desires, motives, plans, ideals, goals, aspirations) to the formation of the foundations of her/his worldview and the development of her/his consciousness (cognitive activity, emotional receptivity, positive attitude of actions, thoughts, optimistic experiences, realistic intentions)	SC-2. Ability to develop basic personality traits (arbitrariness, independence, creativity, initiative, freedom of behavior, self-awareness, self-esteem).
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The analysis of the content of professional competencies of the Standard of Higher Education of Ukraine of the first (bachelor's) level, specialties presented in the table makes it possible to plan educational components for high-quality, close to modern demands of pre-school public education training of graduates capable of solving today's professional tasks. The holistic personal development of a gifted pre-school child is achieved with the help of combination of directions and content of the educational process (educational lines), activities and competencies that reflect the individual experience of the child.

Thus, at the present stage of development of education in Ukraine, the need for consistency in the formation of future teachers' appropriate competence in organizing work with gifted children with the content of compulsory and elective educational components in accordance with educational and professional programs is the main task of quality teacher training.

RESULTS OF THE RESEARCH

У контексті модернізації вищої школи України ведуться пошуки шляхів удосконалення організації систем управління закладами вищої освіти, акредитації вузів, джерел фінансування, підвищення якості викладання тощо. Процеси, що відбуваються в Європі, змушують поглянути на оновлений шлях педагогічних вузів по іншому і дослідити цілі, зміст, технології освіти педагога більш розширено. Сьогодні в Україні умови отримання педагогічної вищої освіти розвиваються дуже стрімко, тому виникає потреба у вивченні освітнього західноєвропейського досвіду.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Поєднання в ході дослідження цих методів сприяло здійсненню ґрунтовного аналізу значного масиву інформації, що дозволило отримати неупереджені об'єктивні висновки.

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ФОРМУВАННЯ НАВИЧОК УСНОГО МОВЛЕННЯ В МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ ПОЧАТКОВОЇ ШКОЛИ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ

Анотація. Сьогодні відбувається істотне оновлення змісту навчання іноземних мов у загальноосвітніх навчальних закладах України, що пов'язано насамперед із впровадженням Концепції Нової української школи. З-поміж 10 ключових компетентностей стратегічний освітній документ виокремлює спілкування іноземними мовами. Тому формування комунікативних умінь майбутнього вчителя англійської мови початкової школи в системі вищої освіти є одним із пріоритетних завдань.

Мета статті – обґрунтувати комунікативний аспект формування навичок усного мовлення, підготовки майбутнього вчителя англійської мови початкової школи як складник його мовної компетентності.

Зміст навчання англійської мови студентів ґрунтується на таких основних характеристиках: воно відповідає актуальним комунікативно-пізнавальним інтересам майбутніх учителів англійської мови, відбиває реальні потреби використання мови як засобу спілкування, є максимально наближеним до умов і цілей реальної міжкультурної комунікації; стимулює розвиток інтересів та позитивного ставлення до англійської мови, здійснює вплив на їхню мотиваційну сферу; ґрунтується на досвіді оволодіння рідною мовою; ураховує загальнонавчальний досвід студентів, набутий ними під час оволодіння шкільним курсом іноземної мови, а також іншими предметами (міжпредметні зв'язки); стимулює самостійну діяльність студентів, спонукає до рефлексії щодо якості власних навчальних досягнень і бажання їх удосконалювати.

Щоб розвинути в майбутніх учителів англійської мови навички усного мовлення (говоріння), викладачеві насамперед необхідно створити передумови для організації активного освітнього процесу, підготувати відповідну навчально-дидактичну базу, дібрати оптимальні навчально-методичні матеріали тощо. Доречним буде застосування інноваційних освітніх технологій, до прикладу, використання відеоматеріалів, що дасть змогу істотно інтенсифікувати навчальний процес, підвищити рівень мовної компетентності майбутніх учителів англійської мови, розширити діапазон використання методичних засобів у навчанні.

Ключові слова: навички усного мовлення, процес говоріння, англійська мова, майбутні вчителі англійської мови початкової школи, комунікативна компетентність.

FORMATION OF ORAL SPEECH SKILLS IN FUTURE PRIMARY LANGUAGE TEACHERS OF PRIMARY SCHOOL IN ENGLISH LANGUAGE CLASSES

Abstract. Today, the content of teaching foreign languages in secondary schools of Ukraine is being significantly updated, which is primarily due to the implementation of the Concept of the New Ukrainian School. Among the 10 key competences, the strategic educational document distinguishes communication in foreign languages. Thus, the formation of communicative skills of the future primary school teacher in the system of higher education is one of the priority tasks.

The aim of the article is to substantiate the communicative aspect of the formation of oral skills, training of future primary school teacher of English as a component of his language competence.

The content of English language teaching of students is based on the following main characteristics: it corresponds to the actual communicative and cognitive interests of future teachers of English, reflects the real needs of the use of language as a means of communication, is as close as possible to the conditions and goals of real intercultural communication; stimulates the development of interests and positive attitude to the English language, influences their motivational sphere; based on the experience of mastering the native language; takes into account the general educational experience of students which has been acquired during the mastering of the school foreign language course, as well as other subjects (interdisciplinary links); stimulates students' independent activity, encourages reflection on the quality of their own academic achievements and the desire to improve them.

In order to develop the skills of oral speech (speaking) in future teachers of English, the teacher, first of all needs to create preconditions for the organization of an active educational process, to prepare the appropriate educational and didactic base, to choose the optimal educational and methodological materials etc. It will be appropriate to use innovative educational technologies, for example, the use of video materials, which will significantly intensify the learning process, to increase the level of language competence of future teachers of English, to expand the range of use of methodological tools in teaching.



Keywords: oral skills, speaking process, English, future primary school teachers of English, communicative competence.

INTRODUCTION

The problem formulation. Nowadays, there is a significant update of the content of foreign language teaching in secondary schools of Ukraine, which is primarily due to the implementation of the Concept of the New Ukrainian School. This document, in particular, states that educational activities will be organized taking into account the skills of the XXI century in accordance with the individual styles, pace, complexity and learning trajectories of pupils: from communicative types of tasks (find common ground with friends, teachers, classmates, parents, strangers) to creative (artistic and innovative). Among the 10 key competencies, the strategic educational document distinguishes communication in foreign languages. This includes the ability to understand properly what is said in a foreign language, to express and interpret concepts, thoughts, feelings, facts and views in oral and written forms (through listening, speaking, reading and writing) in a wide range of social and cultural contexts. Skills of mediation and intercultural communication (Kontseptsia, 2016, p. 10-11).

Therefore, an important place in the training of students - future foreign language teachers - is given to communicative training. Exactly communication skills as an important component of the general and professional culture of the teacher will help the English teacher, among other things, to effectively organize the pedagogical process, build convincing communication with children, their parents, colleagues, the public etc. These professional skills are necessary for a teacher, because communication, speech - are his main tools in the activity.

The analysis of recent research. The problem of preparation for professional activity was studied by O. Abdulin, F. Gonobolin, M. Yevtukh, V. Krutetsky, Z. Kurland, N. Talyzina, etc. ; O. Bigich, O. Bondarenko, I. Maksak, S. Nikolaeva, V. Plakhotnyk, S. Roman, etc. studied the issues of training future English teachers, however, some aspects of the training of English language specialists, in particular the communicative aspect of their language competence, remain insufficiently covered in the scientific literature.

THE AIM AND RESEARCH TASKS

To substantiate the communicative aspect of the formation of oral skills, training of future primary school English teachers as a component of his language competence.

RESEARCH METHODS

The following research methods were used in the study: general scientific (analysis, synthesis, deduction, induction, comparison, classification, generalization), which allow to argue and substantiate the experience of training future teachers of English in primary school on the formation of oral skills; search and bibliographic for systematization of research sources; historiographical-interpretive for studying the state of the researched problem, comprehension of conceptual approaches to its solution and its categorical-conceptual apparatus; comparative and descriptive - to characterize the process of formation of oral skills in future English teachers.

RESULTS OF THE RESEARCH

Changes in the strategic directions of development of modern school education are connected with the direction of educational activities to develop the necessary life competencies in students, which in the future would allow school graduates to feel comfortable in today's global multinational space. This is objectively due to a number of factors, among which the priority is the trend of constant globalization and intensification of international contacts in various spheres of life. An important place in these transformational processes belongs to the issue of defining and implementing the updated content of education. First of all, this is ensured by the active reorientation of school foreign language education to the communicative-activity, personality-oriented and cultural direction of the educational process. This aspect forces a comprehensive rethinking of theoretical approaches to the choice of effective technologies and means of teaching a foreign language (Inozemni movy, 2017; Lihvodydaktychni zasady, 2018, p. 3-5).

As the implementation of the Concept of the New Ukrainian School today has entered the second phase (2019-2022) it is characterized by: development and approval of standards of basic secondary education on a competency basis, formation of a new system of professional development of teachers and heads of educational institutions, ensuring high-quality study of foreign languages in high school in accordance with the Sustainable Development Strategy "Ukraine 2020". Therefore, educational activity will be organized taking into account the skills of the XXI century in accordance with the individual styles, pace, complexity and learning trajectories of pupils: from communicative types of tasks (to find common ground with friends, teachers, classmates, parents, strangers) to creative (artistic and innovative). In the field of formation of such competence as communication in foreign languages, the task of a foreign language teacher is to form in students the ability to properly understand what is said in a foreign language, to express in oral and written forms and interpret concepts, thoughts, feelings, facts and views (through listening, speaking, reading and writing) in a wide range of social and cultural contexts. The skills of mediation and intercultural communication are important (Kontseptsia, 2016, p. 11).

Thus, the task is to develop the same skills in future foreign language teachers (in our case, English). In other words, to form an appropriate level of communicative competence of current students who are preparing to become English teachers in primary school.

It is known that competence is a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, other personal qualities, which determines a person's ability to successfully conduct professional and / or further educational activity. Key competencies are those that everyone needs for personal realization, development, active citizenship, social inclusion and employment and that are able to ensure personal fulfillment and lifelong success (Kontseptsia, 2016, p. 10).



It is important to emphasize that the main purpose of teaching a foreign language in primary school is the formation of students' communicative competence, which is provided by linguistic, speech and socio-cultural experience, consistent with the age capabilities of primary school pupils, at the end of primary school pupils achieve level A1 (pupils of specialized schools with in-depth study of foreign languages - level A2), which corresponds to the European recommendations of language education (Inozemni movy, 2017; Zahalnoievropeiski Rekomendatsii, 2003).

Communicative, educational, upbringing and developmental goals of mastering the content of education are realized through educational materials (texts and dialogues) as basic speech units, which contain semantic and linguistic information and serve as certain means of generalizing foreign language experience of future English primary school teachers. Acquaintance of students with the sound system of a foreign language is based on innovative technologies in communicative situations, necessary and sufficient for speech actions, and is considered the main in the production of foreign pronunciation, formation of rhythmic and intonation skills and sound-letter relationships.

Mastering a foreign language by primary school pupils involves the interconnected learning of all types of speech activities (speaking, listening, reading, writing), when each type is seen as a goal and as a means. To do this, use appropriate exercises and tasks, the implementation of which provides a comprehensive mastery of oral and written speech.

The content of English language teaching for students is based on the following main characteristics: it corresponds to the current communicative and cognitive interests of future English teachers, reflects the real needs of using the language as a means of communication, is as close as possible to the conditions and goals of real intercultural communication; stimulates the development of interests and a positive attitude to a foreign language, influences their motivational sphere; attaches not only to a new language code for them, but also to the culture of people, the bearer of this language, which is provided by a clear understanding of the most important communities and differences between foreign and native culture, according to which learning should be gradually organized as "dialogue of cultures"; based on the experience of mastering the native language, providing advanced study of the latter; takes into account the general educational experience of students acquired during the mastering of the school course of a foreign language, as well as other subjects (interdisciplinary links); provides educational, upbringing and developmental needs of students, in particular stimulates their independent activity, encourages reflection on the quality of their own academic achievements and the desire to improve them (Kalinina, & Samoiliukevych, 2014; Frolova, & Aleshchanova, 2009).

The content of English language teaching is determined by the learning objectives and meets the interests of students. In this regard, linguistic, speech, socio-cultural material becomes important. Therefore, the main principles of selection of educational material are as follows: communicative value and sufficiency for the implementation of goals and objectives of teaching communication within each topic; authenticity of language (phonetic, lexical and grammatical), speech (sentences, texts) units, illustrative socio-cultural materials used to teach communication, in particular speaking; typicality of speech patterns and their compliance with the norms of communication adopted in the country whose language is studied; frequency of use in modern speech; minimization, which corresponds to the goals and objectives of training and allows you to successfully organize the process of mastering the process of speaking English within each topic, in accordance with the requirements of the current educational programme, etc. (Kalinina, & Samoiliukevych, 2014; Frolova, & Aleshchanova, 2009).

According to the main provisions of the communicative-activity approach to teaching English, the optimal means of assimilation of educational content by students are language exercises, providing them with mastery of phonetic, lexical and grammatical material and thus prepare them for the process of speaking; conditional speech exercises that give students the opportunity to understand the peculiarities of the use (function) of language units in direct speech acts as a result of their use in micro-expressions; speech exercises that promote the formation of communication skills in four types of speech activity; communicative tasks that promote the development of creative abilities of students, independence and ensure the formation of readiness for communication due to the integrated use of language skills, speech skills and learning experience (general learning skills) (Frolova, & Aleshchanova, 2009).

Learning to speak is one of the most important areas of teaching English in higher education. This follows from the fact that speaking performs in human life the function of a means of communication; speaking - is one of the main types of human activity, as a result of the activity of speaking there is a product - expression. In other words, to teach speaking is to teach the art of communication. Thus, mastering speaking at a sufficient level means mastering communicative competence (Kalinina, & Samoiliukevych, 2014; Frolova, & Aleshchanova, 2009, p. 161-162). This competence provides the student to establish and maintain contact in conversation with the ability in the most typical situations of everyday communication; report and request information; to encourage the communication partner to non-verbal and verbal actions; to express the opinion and to motivate the interlocutor to the corresponding reaction; substantiate the opinion and invite the interlocutor to express their own point of view; express feelings (attitude to the subject of speech, situation, etc.) and encourage the interlocutor to express their feelings (relationships).

Therefore, in the process of planning practical classes in English, in our practice we adhere to the above principles, as well as such a pedagogical condition as the constant speaking of students; orientation of language exercises on speech activity; use of communicatively valuable material; constant activation and motivation of students to speak. Scholars point out that it is quite difficult due to a number of reasons, in particular, due to the insufficient number of teaching hours devoted to learning a foreign language. In addition, the lecturer's participation in a 90-minute lesson (one pair) should be a maximum of 45 minutes. However, the practice of the educational process shows that the teacher's share in the practical lesson is 55-60 minutes. In accordance with the presence of students in a subgroup of 12-15 people, each is given only



1.5-2 minutes to speak, or even less, if time does not increase or decrease due to collective (group) work (Frolova, & Aleshchanova, 2009, p. 161-162).

Therefore, the success of the whole learning process should contribute to the successful development of speaking skills. The teacher usually chooses ways to intensify learning under the specific working conditions. One of such ways is the correct selection and use of effective methods of language processing. Thus the textbook (as the basic means of training of foreign languages) demands competent use and deeper understanding of its functions, features of its maintenance and structure, understanding of significance of exercises, ability of the teacher to be well guided in them. Exercises become the main direct material means of organizing students' learning activities (there are many of them), exercises can be divided into the following groups: those which prepare oral communication; build and structure the communication process; model communication; build and structure the communication process; model communication. It is advisable to use exercises to develop skills and exercises to develop speech. Such exercises are conditionally linguistic and speech. Each type must be adequate to the educational purpose it serves (Nikolaieva, 2010, p. 12-15; Frolova, & Aleshchanova, 2009, p. 163).

The difficulty in learning the process of speaking is that the language material should be used as a means of communication. Moreover, the speaker must convey the expression of thoughts and feelings by means of non-native language. Therefore, he should possess not only of the morphological structure of the language, but also a complex system of word combination, correct pronunciation of sounds, word stress, and so on. In addition, the speech of the future primary school teacher of English should correspond to such quality as the culture of speech, be meaningful, consistent, literate, should reflect the clarity of thought, the richness of language means; the language must be correct, without word-parasites.

It is necessary to provide training in the use of vocabulary on the topic in order for the speaking process to correspond these requirements; language clichés; learn to build statement according to a certain scheme. In practice, we also emphasize to students that they should not be afraid to make speech mistakes: it is better to start talking with mistakes in order to correct them later than to be afraid to speak at all. Hence the teacher's task - to teach students to overcome fear of the audience. We have noticed that many of them become emotionally uncomfortable thinking that their classmates will think of him / her when he / she makes a mistake in the process of speaking.

Under such conditions, students can be offered the right to correct utterances, for example, to listen to audio recordings of another speech and correct it; correction of utterances by reformulation or restructuring; common completion of incomplete or completed statements; explanation of some unfamiliar words or expressions; conscious slowing down of the tempo of speech; use of non-verbal means of communication, such as facial expressions, gestures, demonstrations, etc. (Frolova, & Aleshchanova, 2009).

It will be advisable and effective method of listening as it forms the auditory image of speech. To develop the process of speaking, it is very useful to repeat the patterns of speech after the speaker. Speaking and reading aloud provide the practice of saying longer phrases. In order to speak English well, it is necessary to create conditions for students to develop spontaneous language. It is also necessary to work constantly on expanding the vocabulary of future primary school teachers of English.

Our practical experience of teaching English in a higher educational institution shows that an effective form of educational activity is video films / video materials, which not only stimulate attention, but also contribute to the improvement of speaking skills, provide an opportunity to solve important educational problems, improve the quality of knowledge, etc. Video as a component of English language perception contributes to the effective training of listening skills (Kalinina, & Samoilukevych, 2014). The use of videos opens unique opportunities for teachers and students in the field of mastering a foreign culture, in particular on the formation of socio-cultural competence as one of the components of communicative competence, and, consequently, will contribute to the acquisition of students' skills of intercultural communication. In this situation, there is a requirement to comply with pedagogical conditions: videos must correspond to the level of knowledge of students; video materials should be used sparingly and expediently, offered at the appropriate time in class; it is necessary to identify clearly the key, most important points for review; videos must be thematic, comply with the normative English language; if possible, have a pedagogical content; perform educational, developmental, upbringing functions, etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The formation of communicative skills of the future primary school teacher of English in the system of higher education is one of the priority tasks. Firstly, a teacher should create the conditions for the organization of an active educational process, to develop students' speaking skills in foreign (English) classes, to prepare the appropriate educational and didactic base, to choose the optimal educational and methodological materials, which contain necessary set of exercises, etc. It will be appropriate to use innovative educational technologies, for example, the use of video materials, which will significantly intensify the learning process, to increase the level of language competence of future teachers of English, to expand the range of use of teaching methods.

Further study requires the problem of analysis and diagnosis of the current content, forms and methods of communicative training of future teachers of English in the process of their education under the bachelor's degree, the state of formation of their communicative skills.

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МІЖКУЛЬТУРНЕ СПІЛКУВАННЯ ЯК ЗАСІБ СТАНОВЛЕННЯ ОСОБИСТОСТІ МАЙБУТЬОГО ВЧИТЕЛЯ

Анотація. Стаття присвячена дослідженню проблеми міжкультурного спілкування як засобу становлення особистості майбутнього вчителя в умовах сучасних суспільних детермінант. Означена проблема актуалізується тим, що зміни національної системи освіти детермінуються глобальними, соціальними, внутрідержавними, регіональними та особистісними детермінантами і потребують кардинальних змін у підготовці нової генерації фахівців, які здатні до осмислення і реальних трансформацій у царині сучасної освіти на всіх її етапах та інституціях – від дошкілля до вищої школи. До пріоритетних напрямів реалізації освітніх завдань за умов реформування та вдосконалення підготовки майбутніх учителів на етапі сьогодення відносимо: становлення особистості, яка усвідомлює свою приналежність до українського народу, приймає і привласнює його цінності, зберігає й примножує національну культуру і мову; формування соціокультурних компетенцій майбутніх педагогів, розуміння важливості і складності процесів глобалізації та інтеграції; плекання національних і громадянських цінностей, розуміння різниці між ними та ролі в житті цивілізованого суспільства; формування готовності вести міжнаціональний та міжкультурний діалог, дотримання позиції поваги до традицій, культури, віросповідання та мови народів світу; розвиток загальнодидактичних, розвивальних та виховних компетенцій задля досягнення високого рівня професійної діяльності. Міжкультурне спілкування на основі широкого аналізу наукових досліджень тлумачимо як функціонально зумовлену, комунікативну взаємодію людей – носіїв різних культурних спільнот – з огляду на усвідомлення ними належності до різних геополітичних, континентальних, регіональних, релігійних, національних, етнічних спільнот, а також соціальних культур. Особливе місце в процесі організації та здійснення міжкультурного спілкування належить гуманітарним дисциплінам, що входять до змісту підготовки майбутніх учителів і мають значний міжкультурний потенціал. Серед них – іноземні мови як засіб пізнання світу, комунікації, культурного обміну тощо. Володіння мовами в широкому сенсі цього поняття стає важливою компетентністю в житті кожної людини, особливо педагога, який комунікує з дітьми та молоддю і повинен бути певним життєвим еталоном для своїх вихованців. Створення умов для оволодіння мовою і широким її використанням у щоденному житті – важливе і необхідне завдання сучасної освіти, яке повинно бути забезпечене на теоретичному й прикладному рівнях.

Ключові слова: міжкультурне спілкування, засоби навчання, становлення особистості майбутнього вчителя, удосконалення фахової підготовки майбутніх учителів, комунікативна взаємодія, іноземні мови, діалог культур.

INTERCULTURAL COMMUNICATION AS A MEANS OF PERSONALITY FORMATION OF THE FUTURE TEACHER

Abstract. The article is devoted to the research of the problem of intercultural communication as a means of the personality formation of the future teacher in the context of modern social factors. This problem is actualized by the fact that changes in the national education system are determined by global, social, domestic, regional and personal aspects. It requires radical changes both in the training of a new generation of professionals capable of understanding and real transformations in modern education at all stages, from preschool to higher educational institutions. The priority areas of educational tasks in terms of reforming and improving the training of future teachers at the present stage include: the formation of a person who realizes their belonging to the Ukrainian nation, accepts and appropriates its values, preserves and multiplies national culture and language; formation of socio-cultural competencies of future teachers, understanding of the importance and complexity of globalization and integration processes; nurturing national and civic values, understanding the difference between them and the role in the life of civilized society; formation of readiness to conduct interethnic and intercultural dialogue, adherence to the position of respect for traditions, culture, religion and language of the peoples of the world; building general didactic, developmental and educational competencies in order to achieve a high level of professional activity.



Intercultural communication based on a broad analysis of research is interpreted as a functionally conditioned, communicative interaction of people, who are the carriers of different cultural communities in terms of their awareness of belonging to different geopolitical, continental, regional, religious, national, ethnic communities and social cultures. A special attention in the organization and implementation of intercultural communication is given to the humanities, which are part of the training of future teachers and have significant intercultural potential. They include foreign languages as a means of learning about the world, communication, cultural exchange, etc.

The study claims that socio-cultural education and the organization of broad intercultural communication permeates the professional training of teachers and is aimed at developing the cultural, communicative, general pedagogical spheres of future teachers as socially significant actors, carriers and participants in the dialogue of cultures. Language skills, in the broadest sense of the term, become an important competence in every person's life, especially the one of a teacher who communicates with children and youth and should be a certain role model for their students. Creating conditions for mastering the language and its wide use in everyday life is an important and necessary task of modern education, which should be provided both at the theoretical and applied levels.

Keywords: intercultural communication, teaching techniques, personality formation of the future teacher, improvement of professional training of future teachers, communicative interaction, foreign languages, dialogue of cultures.

INTRODUCTION

The problem formulation. Systemic changes in the national education system are determined by global, social, domestic, regional and personal factors. They require radical changes both in the training of a new generation of professionals capable of understanding and real transformations in modern education at all stages, from preschool to higher education institutions. One of the important aspects of modern society is the preparation of citizens for effective and active life in a multicultural educational environment, taking into account the processes dictated by the conditions of globalization and Ukrainian integration.

These trends are reflected in all legislative acts that regulate the functioning of the educational sphere of Ukraine (Laws of Ukraine "On Education", "On Higher Education", "National Doctrine of Education Development of Ukraine in the XXI Century"). These are the positions of the Council of Europe that define humanitarian policy in the European space at both complex and contradictory modern stage of its development.

These educational tasks of future teachers require implementation of the following priority areas:

- formation of a person who realizes their belonging to the Ukrainian nation, who accepts and appropriates its values, preserves and multiplies the national culture and language;
- building socio-cultural competencies of future teachers, understanding the importance and complexity of globalization and integration processes;
- nurturing national and civic values, understanding the difference between them and the role in the life of the civilized society;
- formation of readiness to conduct interethnic and intercultural dialogue, adherence to the position of respect for traditions, culture, religion and language of the peoples in the world;
- enhancing general didactic, developmental and educational competencies in order to achieve a high level of professional activity.

Analysis of recent research and publications. The works of Ukrainian scientists focused on the problems of personality formation in the process of teaching in the modern system of higher education. We should mention such researchers as I. D. Bekh, G. P. Vasyanovych, O. I. Vyshnevsky, O. A. Dubasenyuk, I. A. Zyazyuna, O. Ya. Savchenko, O. V. Sukhomlinska etc. (Bekh, 2003; Bekh, 2002; Dubaseniuk, 2002; Ziazuiun, 2000).

The works of famous teachers, philosophers, psychologists, linguists (i.e., N. F. Borisko, Yu.I. Passov, P. V. Beh, M. B. Borodko, O. I. Vyshnevsky, O. V. Kirichuk

(Bekh, 2002; Vyshnevskiy, 1989; Kyrychuk, 1997; Passov, 1998) elaborated the issues of the personality formation of the future teacher by means of intercultural communication, dialogue of cultures, and socio-cultural space.

THE PURPOSE OF THE RESEARCH is to carry out a theoretical analysis of the problem of intercultural communication as a means of personality formation of the future teacher in the context of modern social determinants.

The realization of the goal of the article involves solving a number of tasks: to analyse the problem from the standpoint of pedagogy, psychology and educational practice; to clarify the essence and content of the concept "intercultural communication", as well as to determine its structure and characteristics; to define pedagogical conditions for the use of intercultural communication as a means of the personality formation of the future teacher.

RESEARCH METHODS: 1) theoretical methods include analysis of psychological and pedagogical literature; comparison, classification, systematization and generalization; 2) empirical methods involve sociometric and prognostic (generalization of independent characteristics) methods.

RESULTS OF THE RESEARCH

The conditions and circumstances of Ukraine's accession to the international community determine a number of problems that need to be addressed in order to implement the tasks of European integration and accession to the common European educational space. The study emphasizes the importance of the problem of intercultural communication as a means of the future teacher personality formation in today's conditions. The solution of the problem will simplify the European integration not only of teachers but also their students who have different educational levels. In a situation, where "representatives of various cultures become participants of the dialogue of cultures, we can talk about **intercultural communication**, which is interpreted as functionally conditioned, communicative interaction of people who are the carriers



of different cultural communities due to their or other people's awareness of belonging to different geopolitical, continental, regional, religious, national, ethnic communities, as well as social cultures" (Safonova, 1996, p. 19). According to A. Pirotti, socio-cultural integration is the process of interdependence of confrontation, exchange and positions of equality (Pyrotti, 1994, p. 74).

Thus, expanding the field of intercultural communication, studying the culture of different countries and peoples in the learning process at all levels will make a significant contribution to multicultural education of children and youth. This will also develop a future teacher who could represent their country with dignity and comfort in Europe and the whole world.

A special place in the organization and implementation of intercultural communication belongs to the humanities which are part of the training of future teachers and have significant intercultural potential. Foreign languages are considered to be a means of learning about the world, communication, cultural exchange, etc. Educators argue that language competence alone does not provide the full range of intercultural communication: "it is not enough to master the language system and acquire speech skills in order to achieve proficiency in intercultural communication. It is also necessary to be a socially competent person, to have educational competencies of the socio-cultural environment. That is why the dominant subjects of the humanities cycle should be the formation of cognitive and communicative culture of the individual" (Mykhailova, 2010, p. 84).

We claim that socio-cultural education and the organization of broad intercultural communication permeates the professional training of teachers and is aimed at the development of cultural, communicative, general pedagogical areas of future teachers as socially significant actors, carriers and participants in the dialogue of cultures. In this case, the future teacher is supposed to have the following skills:

- broad communication skills;
- interaction with various participants in the educational process within the school and outside it;
- ability to obtain and use information on the life of different peoples and functioning of their cultures;
- to be guided by the principles of cultural conformity and tolerance;
- ability to apply a variety of appropriate pedagogical tools for intercultural communication of their students;
- development of multilingualism, cross-culture and multiculturalism as important and essential features of the modern world, etc.

We note that the dialogue of cultures is an important phenomenon of our time in the context of globalization. It expands its field of influence and affects all actors in the broad social and educational processes: "**Dialogue of cultures** is a consciously chosen viewpoint that makes it possible to oppose the supreme cultural isolationism and all forms of unequal relations between cultures" (Passov, 1998; Safonova, 1996; Safonova, 2001). Terminologically, the concept of "dialogue of cultures" "entered such interacting scientific fields of human knowledge as philosophy, ethno social ethics, sociology and language pedagogy. The dialogue of cultures as a certain philosophy of life is interpreted as the interaction of individuals of social groups, countries. Dialogue of cultures as a lifestyle is a way of survival of civilization in the multidimensional philosophical, political and economic multilingual world in the nuclear space age" (Mykhailova, 2010). Based on this, we can argue that the dialogue of cultures involves:

- high level of professional qualification and culture;
- psychological readiness to communicate with people of other points of view, different lifestyles;
- high level of conflict resolution techniques;
- sufficient level of communication culture, speech act, lingual and cultural tolerance;
- a sense of social responsibility (Mykhailova, 2010).

Within the problem of research, the dialogue of cultures is also defined as "the process of interaction of two individuals, two situational positions, two mentalities" (Passov, 1998, p. 4), "comparison of interaction and understanding other cultural values" (Kasiuk, 1999, p. 2).

The success of the implementation of the tasks of intercultural communication in the process of personality formation of the future teacher depends on a number of conditions and circumstances. They determine its essential and formal background and are characterized by the following features:

- a foreign language in a higher education institution should become not only a subject or a separate discipline, but a means of communication and assimilation of cultural norms;
- one of the most important tasks of educational institutions should be creating an appropriate motivational basis for learning foreign languages. It should be followed by the use of communicative competencies in the individual life and professional practice;
- the institution should systematically create conditions for "gradual inclusion of the humanities in the context of high-quality modelling of the language environment in educational process based on the latest authentic information technologies for biocultural development of students" (Safonova, 1996, p. 147).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Issues of intercultural communication as a means of the personality formation of the future teacher are relevant in terms of social circumstances. In fact, the processes of globalization, technology and integration have become a part of social life. Language skills in the broadest sense of the term are becoming an important competence in the life of every person, especially a teacher who communicates with children and youth and should be a role model for their students. Creating conditions for mastering the language and its wide use in everyday life is an important and necessary task of modern education which should be provided at both theoretical and applied levels.



Prospects for solving this problem are seen in the educational experience in Ukraine and abroad; in the study of the technological aspect of intercultural communication; in carrying out a comparative analysis of the problem of intercultural communication of future teachers.

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РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ

Анотація. У статті здійснено аналіз теоретичних підходів до розробки науково обґрунтованих методичних шляхів навчання студентів спеціальності «Початкова освіта» доречного використання вербальних засобів з метою емоційно-інтелектуального впливу на учнів у процесі засвоєння знань. Висвітлено значення емоційного інтелекту майбутніх учителів початкових класів у контексті їхньої комунікативної діяльності. Акцентовано на значенні комунікативної підготовки студентів. Зазначено, що досягнення високого рівня мовленнєвої культури педагога в умовах навчального спілкування виявляється насамперед у доречному використанні вербальних емоційно-інтелектуальних засобів, які є проявом емоційного інтелекту вчителя. Наголошено на тому, що майбутньому педагогу необхідно враховувати психологічні характеристики дітей молодшого шкільного віку з метою оптимізації навчального спілкування, що виражається в емоційно-інтелектуальних особливостях мовної поведінки вчителя в ході педагогічного дискурсу. Сутність емоційного інтелекту розкрита в Концепції нової української школи, де характеризується як ключова компетентність, необхідна для успішної самореалізації особистості в суспільстві. Основою емоційного інтелекту є певні групи когнітивних, емоційних, адаптаційних і соціальних здібностей, які сприяють створенню позитивного клімату в колективі та запобігають виникненню міжособистісних конфліктів. Специфіка емоційно-інтелектуальних виявів у діяльності вчителя полягає в тому, що вона є невід'ємною частиною мовної поведінки педагога, яка демонструє його індивідуальний стиль діяльності та спрямована на активізацію емоційно-інтелектуальної діяльності учнів. Для виявлення рівня розуміння майбутніми вчителями змісту поняття «емоційний інтелект» і його значення в освітньому процесі початкової школи проведено анкетування 80 студентів 3 курсу спеціальності «Початкова освіта» та описано його результати. Дані анкетування студентів засвідчили, що вони усвідомлюють значущість розвитку емоційного інтелекту для майбутньої успішної професійної діяльності, позитивно оцінюють значення емоційності вчителя в освітньому процесі початкової школи. Розкрито шляхи формування емоційного інтелекту майбутніх учителів початкових класів у процесі їхньої професійної підготовки. Зазначено, що важливо в ході професійної підготовки збагатити арсенал емоційних засобів, риторичних прийомів майбутніх педагогів, допомогти їм сформуванню індивідуального стилю комунікативної поведінки в різноманітних ситуаціях педагогічного дискурсу, у тому числі її емоційно-інтелектуальний складник.

Ключові слова: майбутній учитель початкових класів, професійна комунікація, комунікативна підготовка, комунікативна поведінка, мовленнєва культура педагога, емоційний інтелект, емоційність, інтелектуальні емоції, вербальні емоційно-інтелектуальні засоби.



DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF FUTURE PRIMARY SCHOOL TEACHERS

Abstract. The article analyzes the theoretical approaches to the development of scientifically sound methodological ways of teaching students majoring in "Primary Education" appropriate use of verbal means to emotionally and intellectually influence students in the process of learning. The importance of emotional intelligence of future primary school teachers in the context of their communicative activity is highlighted. Emphasis is placed on the importance of communicative training of students. It is noted that the achievement of a high level of speech culture of the teacher in terms of educational communication is manifested primarily in the appropriate use of verbal emotional and intellectual means, which are a manifestation of the emotional intelligence of the teacher. It is emphasized that the future teacher must take into account the psychological characteristics of children of primary school age in order to optimize educational communication, which is expressed in the emotional and intellectual features of the teacher's language behavior during pedagogical discourse. The essence of emotional intelligence is revealed in the Concept of the new Ukrainian school, which is characterized as a key competence necessary for successful self-realization of the individual in society. The basis of emotional intelligence are certain groups of cognitive, emotional, adaptive and social abilities that contribute to a positive climate in the team and prevent interpersonal conflicts. The specificity of emotional and intellectual manifestations in the teacher's activity is that it is an integral part of the teacher's language behavior, which demonstrates his individual style of activity and is aimed at activating the emotional and intellectual activity of students. To identify the level of understanding by future teachers of the meaning of the concept of "emotional intelligence" and its significance in the educational process of primary school, a survey of 80 third-year students majoring in "Primary Education" was performed and its results were described. The survey data of students showed that they are aware of the importance of the development of emotional intelligence for future successful professional activities, positively assess the importance of emotional teacher in the educational process of primary school. The ways of formation of emotional intelligence of future primary school teachers in the process of their professional training are revealed. It is noted that it is important in the course of professional training to enrich the arsenal of emotional means, rhetorical techniques of future teachers, to help them form an individual style of communicative behavior in various situations of pedagogical discourse, including its emotional and intellectual component.

Keywords: future primary school teacher, professional communication, communicative training, communicative behavior, speech culture of the teacher, emotional intelligence, emotionality, intellectual emotions, verbal emotional and intellectual means.

INTRODUCTION

The problem formulation. Problems of communication, including professional ones, occupy a leading place in modern society. The importance of communicative training of future teachers is obvious, as purposeful, appropriate, expressive speech of teachers is the most important means of teaching students. A primary school teacher in their workplace is a communicative leader. Their speech is not only an instrument of pedagogical activity, but also a model for conscious or unconscious imitation by students. One of the main tasks of the teacher is to achieve contact with children, without which even perfectly correct actions of the teacher will not give the desired result.

The basis of the teacher's communicative contact with students is a positive emotional atmosphere in the classroom. Achieving a high level of speech culture of the teacher in terms of educational communication is manifested primarily in the appropriate use of verbal emotional and intellectual means, which are a manifestation of the emotional intelligence of the teacher.

Analysis of recent research and publications. Problems of the culture of pedagogical speech, communicative behavior, professional communication of teachers are the subject of research in many sciences: philosophy, psychology, psycholinguistics, stylistics, rhetoric, pedagogy, etc. A comprehensive analysis of these problems is contained in the works of such well-known Ukrainian and foreign scientists as H. Bereziuk, H. Gardner, D. Goleman, L. Rakitianska, E. Nosenko, J. Mayer, A. Mykhalska, P. Salovey, O. Filatova and others. The foundations of the concept of speech behavior in the educational and pedagogical process are laid in the works of J. Searle (1990), G. Grice (1985), J. Austin (1962), who analyzed the process of real communication in different conditions. Scientists pay special attention to the organization of teachers' speech activity in different situations of interaction with students as communicative partners, the process of communicative interaction between teacher and students, the impact on the intellectual and emotional sphere of children's consciousness by lexical, syntactic, intonational means of speech (L. Babenko, E. Berehovska, A. Vynohradova, A. Hvozdo, Ye. Yemelienenko, M. Oliiar, M. Savchuk and others). Studies of such scientists as L. Aidarova, N. Menchynska, A. Liublinska, S. Morozov, I. Yakovleva and others have proved the influence of a positive emotional environment, intellectual feelings on the effectiveness of students' learning of educational information. J. Bruner, P. Kutter, A. Markova, M. Skatkin, N. Fetyskin. I. Shuryhina, P. Jacobson and others investigated that ignoring the emotional and figurative sphere of students, especially of primary school age, leads to insufficient learning and updating of knowledge. However, according to many researchers, the role of emotions in school practice is underestimated.

PURPOSE AND OBJECTIVES OF THE RESEARCH

The purpose of the article is to analyze theoretical approaches to the development of scientifically sound methodological ways of teaching students the appropriate use of verbal means to emotionally and intellectually influence students in the process of learning.

RESEARCH METHODS: theoretical analysis of psychological and pedagogical, philosophical, linguistic literature on the problem of research; questionnaire in order to identify difficulties and opportunities to overcome them in



the process of implementing the emotional and intellectual aspect of communicative behavior of future teachers; qualitative and quantitative analysis of the survey results.

RESULTS OF THE RESEARCH

One of the main tasks of professional training of future teachers is to teach the free use of language in various communicative and speech situations, the formation of students' speech culture, which contributes to the effective transfer of educational and scientific information, educational, personal and speech development of students. Of particular importance in these conditions is the formation of communicative competence of the future primary school teacher due to the fact that their professional activity is recognized as an area of increased language responsibility.

Emotionality, as a rule, is included in the list of requirements for the culture of speech of the teacher. This involves the use of various verbal and nonverbal means to achieve it, as the effectiveness of the teacher's speech is ensured not only by his argumentation, but also by the ability to maintain interest in intellectual and linguistic communication.

The term "emotional intelligence" was first used in the late twentieth century by American scientists J. Meyer and P. Selovey [11]. In domestic pedagogy, this term is used in the Concept of the new Ukrainian school, which is characterized as a key competence necessary for successful self-realization of the individual in society (New Ukrainian School, 2017). Therefore, the teacher's ability to use appropriate emotional language tools in their communicative behavior that affect not only the mind but also the feelings, ideas and imagination of the student is very important. The basis of emotional intelligence are certain groups of cognitive, emotional, adaptive and social abilities that help create a positive climate in the team and prevent interpersonal conflicts (Goulman D., 2018; Hrytsenko D.). According to scientists, people with developed emotional intelligence: 1. Have good understanding of their own emotions (self-awareness). 2. Manage their own emotions well (self-control). 3. Empathize with other people's emotions (social understanding). 4. Cope well with other people's emotions (relationship management).

Scientists (S. Mohyliasta, K. Maksom, D. Goleman, etc.) emphasize the importance of intellectual emotions that stimulate the assimilation of information: surprise, interest, emotion of conjecture, sense of humor, sense of confidence/insecurity, etc. It is proved that students' perception of information at the intellectual and sensory level optimizes learning, increases its effectiveness and efficiency.

It is also proved that younger students are characterized by pronounced emotionality. Neutral perception of language for primary school students is inaccessible due to little life experience, unstable attention, thinking that is specific, as well as due to weak analytical-critical perception of realities of life, increased excitability, predominance of visual memory, weakness of learning motives, dominant emotional background in the perception of knowledge. A characteristic feature of primary school students is their vulnerability, emotional sensitivity to everything new, bright. Of course, the bright emotional color of school grades (strong feelings about it), the pleasure of mastering social activities ("I can do it"), the ability to vividly experience events - important factors in shaping the personality of a primary school student.

Research of age specifics of interaction of mental and emotional components in educational activity of schoolchildren is important for definition of adequate ways of the organization of this activity as allows to understand deeper mechanisms of functioning of thinking and features of children development. relationship between thinking and emotions in primary school age (Reikovskiy Ya., 1979). The role of emotions increases if they not only accompany a particular activity, but also precede it (Matiukhina M., 1972, p. 20). Thus, the future teacher shall take into account the psychological characteristics of children of primary school age in order to optimize educational communication, which is primarily expressed in the emotional and intellectual features of language behavior of teachers in the course of pedagogical discourse.

Unfortunately, today it is still insufficiently paid attention to the study of the emotional aspect of communicative behavior of teachers. P. Kutter noted: "Education is being preached now, devoid of feelings and empathy in the relationship with the child. Modern education is reduced to cognition, but is not affective. From an early age a person is taught rationalism, s/he does not receive a single lesson of sensual life. And a person who has not received the lesson of cordiality is a soulless being" (Kutter P. 1998, p. 180). The deficit of the emotional factor in the educational process of primary school is evidenced by the results of research by other scientists (C. Izard, D. Liusin, I. Shuryhina, etc.), which emphasize the need for a positive emotional background in educational interaction.

Since there is no strict regulation in the creative activity of a teacher in the conditions of reforming the Ukrainian education system in accordance with the Concept of the new Ukrainian school, emotionality in language behavior as an individual trait of a teacher can be shown in many language situations: greetings with the class, explanation of new material, surveys, assessment activities, etc. - through specific language means by which the teacher is realized as a creative person, conveys to students their worldview, expresses a professional and personal position.

The specificity of emotional and intellectual manifestations in the activities of the teacher is that it is an integral part of the language behavior of the teacher, which demonstrates their individual style of activity. The emotionality of the teacher is not accidental, but must meet the requirements of communicative expediency. It not only reflects the emotional intelligence of the teacher, the emotional and personal side of his activities, but also aims to enhance the emotional and intellectual activities of students. It should be borne in mind that a clear separation of intellectual emotions from the actual emotions is impossible, as it is impossible to separate emotions from mental activity, because "thinking as a real mental process is already the unity of intellectual and emotional, and emotion - the unity of emotional and intellectual" (Rubinstein S., 2007, 171). Thus, it is necessary to form in future teachers a certain model of language behavior, through which the teacher could not only realize their intellectual and emotional potential, but also to activate it in their students.



To identify the level of students' understanding of the content of the concept of "emotional intelligence" and its importance in the educational process of primary school, we conducted a survey of 80 third-year students majoring in "Primary Education". The questionnaire included the following questions:

1. Which definition, in your opinion, most accurately corresponds to the concept of "emotional intelligence of the teacher"?

a) Teacher's emotional intelligence is the emotions and feelings that arise under the influence of environmental phenomena and events.;

b) Teacher's emotional intelligence is the ability to understand and manage one's own emotions, as well as to understand other people's emotions.;

c) Teacher's emotional intelligence is the ability to adequately respond to a particular learning situation.

2. Which emotions could you attribute to intellectual: admiration, sympathy, interest, satisfaction, concern, anxiety, exaltation, love, joy, confidence, fear, resentment, insecurity, shame, curiosity, deception, surprise, disappointment.

3. What results can be achieved by a teacher who uses the means of emotionality in the lesson (no result; students will be distracted from the learning process; the process of adaptation of children to school will be facilitated; students' interest in learning will increase; students will become more active; it will be easier for students to absorb information; learning will evoke positive emotions in children; learning will cause negative emotions in children; students memorize learning material better; there will be closer emotional contact with the teacher)?

Let's analyze the data obtained during the survey.

Table 1 (students' answers to the 1st question)

Definition of emotional intelligence	Number of students' answers	Percentage
Answer a)	21	26,3 %
Answer b)	33	41,2 %
Answer c)	26	32,5 %

As can be seen from Table 1, the largest number of students (33 students - 41.2%) chose the answer b), which most accurately reveals the meaning of the concept of "emotional intelligence". At the same time, more than half of the students chose answers a) (21 students - 26.3%) and answer c) (26 students - 32.5%). This indicates that the majority of third-year students (58.8%) are not fully aware of the content of such a professional quality of a teacher as emotional intelligence.

Table 2 (students' answers to the 2nd and 3rd questions)

№	Names of emotions	Number of answers to question 2	Percentage	Number of answers to questions 3	Percentage
1.	Admiration	58	72,5 %	80	100 %
2.	Sympathy	16	20 %	6	7,5 %
3.	Interest	71	88,8 %	80	100 %
4.	Satisfaction	45	56,3 %	73	91,3 %
5.	Concern	33	41,3 %	4	5 %
6.	Anxiety	32	40 %	3	3,8 %
7.	Exaltation	35	43,8 %	18	22,5 %
8.	Love	14	17,5 %	16	20 %
9.	Joy	35	43,8 %	17	21,3 %
10.	Confidence	51	63,8 %	34	42,5 %
11.	Fear	22	27,5 %	9	11,3 %
12.	Resentment	21	26,3 %	4	5 %
13.	Insecurity	49	61,3 %	28	35 %
14.	Shame	19	23,8 %	14	17,5 %
15.	Curiosity	68	85 %	74	92,5 %
16.	Deception	7	8,8 %	3	3,8 %
17.	Surprise	48	60 %	76	95 %
18.	Disappointment	26	32,5 %	37	46,3 %

As can be seen from Table 2, in answering the second question, most students named emotions related to cognitive activity. Among them as positive emotions: interest (88.8%), curiosity (85%), admiration (72.5%), confidence (63.8%),



surprise (60%), satisfaction (56.3%), elation, joy (43.8%), and negative: insecurity (61.3%), concern (41.3%), anxiety (40%), frustration (32.5%), fear (27.5%), insult (26.3%), shame (23.8%). A significant percentage of the negative intellectual emotions mentioned in the students' answers are obviously signs of maladaptation experienced by the students themselves while studying at school or university. At the same time, some students named emotions that are not directly related to intellectual activity: sympathy (20%), love (17.5%), deception (8.8%), apparently referring to the emotional attitude towards the teacher or subject in based on their own subjective experience.

Among the emotions that, according to students, can be activated by the teacher, explaining the educational material, 100% of future teachers named such emotions as hobbies, interest. Also, the vast majority of students chose surprise (95%), curiosity (92.5%), satisfaction (91.3%). This is evidence that students generally understand the importance of positive emotions for effective learning by students. At the same time, the fact that a small number of students assume the appearance of such negative emotions in children as resentment, anxiety (5%), deception (3.8%), anxiety (3.8%) is alarming. This may indicate your own negative school experience.

Table 3 (students' answers to 4th questions)

№	The result of the impact on students of the teacher's emotions	Number of answers	Percentage
1.	It will be easier for students to absorb information	48	60 %
2.	Learning will evoke positive emotions in children	42	52,5 %
3.	Students memorize learning material better	33	41,3 %
4.	There will be emotional contact between teacher and students	54	67,5 %
5.	The process of adaptation of children to school will be facilitated	28	35 %
6.	Students' interest in learning will increase	35	43,8 %
7.	Students will become more active	31	38,8 %
8.	Students will be distracted from the learning process	3	3,8 %
9.	Learning will cause negative emotions in children	-	-
10.	No result	-	-

As can be seen from Table 3, third-year students have no doubt that emotionality is necessary for a primary school teacher in the learning process and cannot be ineffective (see paragraph 10) or provoke negative emotions in children (see paragraph 9). More than half of students (54%) believe that the teacher's emotionality will help improve emotional contact with students. 60% of respondents said that it will be easier for students to absorb information, 52.5% - that learning will cause positive emotions in children, 43.8% - that students will be more interested in learning. 38.8% of respondents believe that as a result of emotional teaching students will become more active, 35% - will facilitate the process of adaptation of children to school. Only a small number of students (3 students - 3.8%) said that the emotionality of the teacher in the learning process can distract students from the learning process.

Thus, students' answers to the questionnaire allowed to see the importance of appropriate work with future teachers. In the process of professional training of future primary school teachers there are many opportunities for the full formation of students' emotional intelligence, but we would like to emphasize certain aspects. In our opinion, this work should be carried out in stages. In the 1st year during the study of "Fundamentals of pedagogy with admission to the specialty" students learn about the personality of the primary school student, their increased activity, emotionality, the need for imagery of the teacher's speech. In the future, in order to form the emotional intelligence of students majoring in "Primary Education" it is necessary to supplement the content of specialized linguistic disciplines of the educational program, as well as disciplines of the selective unit for full implementation of the emotional component of communicative competence of future teachers. Thus, in the process of studying the course "Modern Ukrainian language with a practical exercise lesson" it is necessary to consider in more details the composition of Ukrainian vocabulary in terms of its expressive and stylistic use, in particular the layer of emotionally colored vocabulary, ways of its formation, stylistic use of emotionally colored words in order to make students more aware of the significance of these tools in the formation of individual style of communicative behavior of the teacher, strengthening its emotionality and expressiveness in order to actualize the emotional and intellectual states of students. These topics are fundamental in the method of forming the emotional intelligence of future teachers.

In the course "Ukrainian language (for professional purposes)" one should pay attention to the peculiarities of the manifestation and use of emotional means of speech in the activities of primary school teachers. The course of Ukrainian language teaching methods should be aimed at the formation of special didactic and methodological knowledge and relevant skills, practical use of emotional vocabulary, other means of expressing the teacher's emotionality for a



harmonious combination of intellectual and emotional components in educational interaction with students. The main tasks of working with students: to activate emotional vocabulary in the pedagogical discourse of students; identify the functions of intellectual and emotional vocabulary, features of its use in texts of various genres; to find out the specifics of emotional and intellectual interaction of primary school teachers with students; to observe and analyze the speech of students and teachers during pedagogical internship in terms of the appropriateness of the use of emotional vocabulary in different pedagogical situations; formation of skills to use emotional vocabulary at different stages of the lesson, taking into account its type, purpose and objectives, features of educational material; to develop and use in the learning process a system of exercises that ensure the formation of professionally significant skills of students.

In the process of studying the discipline "Fundamentals of culture and speech techniques" students deepen their knowledge of the norms of oral professional communication and means of expression of teacher speech. Elective courses complement and expand students' knowledge and help develop skills and abilities of language behavior of teachers. For example, the aim of the course "Pedagogical Rhetoric" is to rhetoric pedagogical discourse, appropriate use of rhetorical laws and strategies, teaching students different models of language behavior depending on changing communication conditions, appropriate use of rhetorical means of activating emotional and intellectual potential of students, establishing contact with the audience, a positive impact on the emotional and intellectual sphere of students' consciousness in the process of assimilating educational information, encouraging children to speech activity.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The educational process in modern primary school is a unity of emotional and intellectual components that ensure its full harmonization and functionality. Formation of emotional intelligence of future teachers is possible during the study of a cycle of compulsory and elective professional disciplines aimed at mastering the norms of professional speech culture, the laws of modern rhetoric, dialogue taking into account the characteristics of the addressee (primary school student) and the mandatory impact on his emotional sphere which helps to awaken in students intellectual emotions (interest, surprise, doubt, etc.).

The survey data of students showed that they are aware of the importance of the development of emotional intelligence for future successful professional activities, positively assess the importance of teacher's emotionality in the educational process of primary school. It is important in the course of professional training to enrich the arsenal of emotional means, rhetorical techniques of future teachers, to help them form an individual style of communicative behavior in various situations of pedagogical discourse, including its emotional and intellectual component.

At the same time, the problem of forming the emotional intelligence of future teachers cannot be considered solved, on the contrary, interest in it is only growing today. Both theoretical and methodological issues of harmonization of emotional and intellectual components of the teacher's communicative behavior and consideration of these aspects in the process of professional training require in-depth study.

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ДИДАКТИЧНИЙ ПОТЕНЦІАЛ ЗАНЯТЬ ФІЗИЧНОГО ВИХОВАННЯ У ЗАБЕЗПЕЧЕННІ ФІЗИЧНОЇ АКТИВНОСТІ СТУДЕНТІВ ЗВО НА КАРАНТИНІ

Анотація. Стаття присвячена питанню рухової активності студентів закладів вищої освіти та ролі фізичного виховання у забезпеченні її належного рівня в умовах карантину. Визначено, що завдання фізичного виховання у нових реаліях дистанційної освіти полягає у необхідності забезпечення розуміння студентами загроз відсутності фізичної активності, а також сприяння всіма можливими засобами компенсувати її брак у режимі їхнього навчального дня. Мета дослідження – виявлення напрямів дисципліни «Фізичне виховання» у забезпеченні належного рівня рухової активності



студентів в умовах карантину. В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення. Доведено взаємозалежність між фізичним вихованням, рівнем рухової активності і здоров'ям студентів. Визначено, що систематична рухова активність студентської молоді є одним із визначальних чинників здорового способу життя. У підсумку з'ясовано, що задля підвищення рухової активності студентів, в умовах карантинних обмежень необхідно: навчити студентів вчитися в умовах карантину; чітко визначити цінності рухової активності в житті студента; розробити нові методи розвитку інтересів і мотивів до занять фізичними вправами підвищення рухової активності в умовах карантину; впроваджувати нові форми дистанційного фізичного виховання; переорієнтувати процес фізичного виховання у ЗВО у он-лайн форматі на навчально-методичний з акцентом вирішення нагальних завдань фізичного виховання, зумовлених карантинном; впроваджувати нові форми самостійних занять фізичними вправами; формування вміння самостійно використовувати засоби фізичного виховання в умовах карантину; оволодіння навичками здорового способу життя.

Ключові слова: фізичне виховання, студент, рухова активність, карантин, здоров'я.

DIDACTIC POTENTIAL OF PHYSICAL EDUCATION CLASSES IN PROVIDING PHYSICAL ACTIVITY OF ZVO QUARANTINE STUDENTS

Abstract. The article is devoted to the issue of physical activity of students of higher education institutions and the role of physical education in ensuring its proper level in quarantine. It is determined that the task of physical education in the new realities of distance education is the need to ensure students' understanding of the threats of lack of physical activity, as well as assistance by all possible means to compensate for its lack in their school day. The purpose of the study is to identify areas of the discipline "Physical Education" in ensuring the appropriate level of motor activity of students in quarantine. The research is based on the use of a set of general scientific theoretical methods: analysis, synthesis, systematization, generalization. The relationship between physical education, physical activity and student health has been proven. It is determined that the systematic motor activity of student youth is one of the determining factors of a healthy lifestyle. As a result, it was found that in order to increase the motor activity of the student, in conditions of quarantine restrictions, it is necessary to: teach students to study in quarantine; clearly define the values of motor activity in the student's life; to develop new methods of development of interests and motives to physical exercises of increase of motor activity in the conditions of quarantine; introduce new forms of distance physical education; to reorient the process of physical education in institution of higher education in the online format to educational and methodical with an emphasis on solving urgent problems of physical education due to quarantine; to introduce new forms of independent physical exercises; formation of the ability to independently use the means of physical education in quarantine; mastering the skills of a healthy lifestyle.

Keywords: physical education, student, physical activity, quarantine, health.

INTRODUCTION

The problem formulation. Quarantine posed new challenges to educational institutions, as a result of which the educational process was described in new realities. Then, at a time when the country is in the mind of European integration and enters the Bologna process, the most important thing is not to lose the quality of the educational process to meet the challenges of today (Tsovkh, L.P., Kuspys, O.V., Zubrytskyi, Ya.Ya., & Rozhko, O.I., 2020).

Physical education, as an integral part of higher education, is aimed at forming a harmoniously developed modern specialist in a rationally organized motor activity. The presence of physical inactivity is a significant obstacle to health and the fourth risk factor for global courage (Gryban, G.P., 2014).

In the quarantine of a sedentary life over a long period of time can be a serious problem to maintain the physical shape of students. Self-isolation uses additional stress, threatening the mental health of student youth. The latter becomes a major factor in the deviation in their health and physical development, as maintaining a high level of psychophysical condition. Undoubtedly, even the extraordinary importance of physical activity can be used to eliminate a significant number of negative processes that caused students to deviate from such norms that specialists today offer to health (Koryagin, V., Blavt, O., Stadnyk, V. and Tsyovkh, L., 2020). Under quarantine, the development of motor activity occupies one of the leading cities between the tasks of physical education. Given the above, the intensification of physical activity and methods of relaxation through physical education can be a very important issue for the health of students.

Analysis of recent research and publications. Confirmation of interest in this problem is the large number of publications (Voronetsky, V.B., 2017; Syrovatko, Z.V., 2020; Stadnyk, V.V., Bulatov, O.M., Svitlik, V.V., Kuspish, O.V., & Zubritsky, Ya.Ya., 2018; Tsyos, A., Shevchuk, A., & Kasarda, O., 2016). There is no doubt that regular exercise helps to improve health, improve physical and mental practice and improve the quality of education (Nosko, M.O., Garkusha, S.V., & Nosko, Y.M., 2020).

Location, according to a study conducted across Ukraine in conjunction with the Ministry of Health of Ukraine, responding that among the key factors of a healthy lifestyle, regulatory physical activity is the most understandable factor for students. It is determined that active activity can manifest itself in unhealthy weight gain, impaired daily routine, disobedience, as well as the duration of a long time - movement leads to inadequate physical development. The connection between many diseases and inactivity has been established and conducted by scientific research (Gryban, G.P., 2014; Tsovkh, L.P., Kuspys, O.V., Zubrytskyi, Ya.Ya., & Rozhko, O.I. 2020). A large number of studies indicate the benefits of physical activity and school from excessive sitting (Voronetsky, V.B., 2017; Syrovatko, Z.V., 2020; Koryagin, V., Blavt, O., Stadnyk, V. and Tsyovkh, L., 2020; Tsyos, A., Shevchuk, A., & Kasarda, O., 2016).



According to the ideas (Garkusha, S.V., 2013), the prevention of health problems begins with a better understanding of them. Thus, the task of physical education in the new realities of distance education has created the need to ensure students' understanding of the threat of lack of physical activity, as well as to promote all possible means to compensate for the abolition of its absence in the daily routine of students.

THE PURPOSE OF THE RESEARCH – to identify areas of the discipline "Physical Education" in ensuring the appropriate level of motor activity of students in quarantine.

RESEARCH METHODS

The research is based on the use of a set of general scientific theoretical methods: analysis, synthesis, systematization, generalization.

RESULTS OF THE RESEARCH

First of all, to implement research in a certain direction, we note that distance education involves not just transferring the learning process to Zoom as it was in the classroom. This is a fundamentally different format, which requires the development of effective organizational and methodological support for physical education in terms of solving its problems (Vlasyi, O., Dudka, O., Drin, B., 2017). Therefore, there is an urgent need for further research in this area.

The organization of effective distance learning, adaptation of the educational process of physical education to the requirements of today is the implementation of the National Strategy for Education in Ukraine until 2021 (Koriahin, V., Blavt, O., Stadnyk, V., & Tsovk, L., 2020). In the strategy, one of the main tasks of modernization of education is to ensure physical development based on increasing the motor regime of student youth.

Motor activity is considered as a complex characteristic of an individual in need of development (improvement) and involves the motivation to perform muscular activity, the implementation of which takes various forms and is aimed at solving problems of physical education (Gryban, G.P., 2014). It is believed that the development of motor activity of student youth should be one of the priority tasks of physical education in the Free Economic Zone (Voronetsky, V.B., 2017; Syrovatko, Z.V., 2020).

The interdependence between physical education, the level of motor activity and the health of students has been confirmed by numerous studies (Voronetsky, V.B., 2017; Syrovatko, Z.V., 2020; Koriahin, V., Blavt, O., Stadnyk, V., & Tsovk, L., 2020; Tsyos, A., Shevchuk, A., & Kasarda, O., 2016). In relation to the purpose of physical education and the achieved results, the state of health of students is defined as an integrated result of the educational process of physical education.

It is determined that the systematic motor activity of student youth is one of the determining factors of a healthy lifestyle (Nosko, M.O., Garkusha, S.V., & Nosko, Y.M., 2020). It is extremely important to shift the emphasis to the formation of a habitual lifestyle, which includes regular physical education (Garkusha, S.V., 2013).

The solution of this problem is directly related to the development of the concept of modern methods of physical education in the mode of distance learning, which will ensure the achievement of high quality and guaranteed results of this process. It is the creation of the latest methods of physical education that plays a key role in adapting the educational process to the didactic challenge of today.

The high level of motor activity, as the most effective physiological stimulus, has a leading role in the process of full development of the organism, which determines the vitality and psychophysical state of the organism as a whole. Given the above, we believe that strengthening the role of physical education of students in quarantine is a significant opportunity to optimize their physical activity.

First and foremost, students need to realize the undeniable importance and high potential of physical activity for expanding the creation of health reserves and improving performance. Therefore, the rational organization of the motor regime of students during their studies in the Free Economic Zone is a guarantee of preserving their health (Tsyos, A., Shevchuk, A., & Kasarda, O., 2016).

Unlike most factors that weaken health, the number of factors that contribute to its improvement is very small. In fact, the system of physical education is a counteraction to the negative consequences of restriction of motor activity during the period of study in institution of higher education.

At its core, modern physical culture has appropriate motor activity in the form of various physical exercises that promote the biological development of the young organism, which allows to form the necessary skills, develop physical abilities, optimize health, mental stability and, in general, provide high working capacity during training (Gryban, G.P., 2014).

We are impressed by the idea (Voronetsky, V.B., 2017; Syrovatko, Z.V., 2020) that the problem of lack of motor activity of freelance students can be solved only by a comprehensive combination of theoretical information on the importance of motor activity in quarantine and practice. It is investigated that a significant reason for low physical activity of student youth is the lack of information about the importance of physical exercises and movements, the inability to exercise. The view of well-known authorities in this field (Nosko, M.O., Garkusha, S.V., & Nosko, Y.M., 2020) is convincing, that the lack of basic knowledge about motor activity and its importance for health, about the influence of physical exercises on the development and activity of the body are determining factors in the formation of a negative attitude of students to physical education and unwillingness to engage in any type of physical activity.

According to the data, the formation of students' knowledge in motor activity was associated with the importance of knowledge and skills, skills to implement knowledge in practice in achieving a positive result in improving health and to some extent in improving other components of motor activity (Voronetsky, V.B., 2017; Garkusha, S.V., 2013; Gryban, G.P., 2014).

Thus, giving preference to this method in solving this problem, in our opinion, which corresponds to the existing ideas (Tsyos, A., Shevchuk, A., & Kasarda, O., 2016), allows to increase the total amount of knowledge to create conditions that



would caused internal need and intensified the desire of students in physical activity. Students should realize that right now, in quarantine, regular physical activity is more important than ever because it is good for not only the body but also the psyche, as it reduces the risk of depression and improves general well-being, and can help to follow a clear daily routine. .

The conducted analysis and generalization of the available information of the carried-out inspection allow to group materials that for increase of motor activity of the student, his consciousness, activity in maintenance of necessary daily level of such activity in the conditions of quarantine restrictions it is necessary:

- to teach students to study in quarantine conditions and thus contribute to solving the problem of improving the quality of physical education of students;
- clearly define the values of physical activity in the life of the student, the place and role of exercise in a healthy lifestyle;
- to develop new methods of development of interests and motives and a conscious attitude to physical exercises and increase of motor activity in the conditions of quarantine;
- to introduce new domestic and foreign forms of distance physical education among student youth;
- to reorient the process of physical education in free economic education in the online format to educational and methodical with an emphasis on solving urgent problems of physical education due to quarantine;
- to introduce new forms of independent physical exercises and additional independent classes for students;
- formation of the ability to independently use the means of physical education in everyday life in quarantine in order to ensure the required daily level of physical activity;
- development of motivational attitude in students: the condition of any purposeful activity is readiness for a certain activity, the emergence of which directly depends on the presence of students' needs and the objective situation of meeting this need;
- the use of all possible means of distance format of physical education of students should be aimed at the formation and development of sustainable needs and habits in systematic motor activity;
- mastering the skills of a healthy lifestyle.

Regarding the latter, we believe that the physical culture and health activities of students should take the form of active recreation, which ensures the continuity of the process of physical education. The form of such classes in quarantine is morning hygienic gymnastics, exercise break, active rest during the school day, hardening procedures and activities. Important in organizing these classes for students is the choice of strategic areas in which they can be organized, according to their individual aptitudes and abilities (Tsovkh, L.P., Kuspys, O.V., Zubrytskyi, Ya.Ya., & Rozhko, O.I. 2020).

Another very important way to enhance the motor activity of students is homework in physical education. Homework is understood as the activity when students perform the tasks of a teacher outside of studies, which are provided by the physical education program. When developing individual programs of physical exercises, it is necessary to determine their type (or direction), intensity, duration of exercises. We join the ideas (Koriahin, V., Blavt, O., Stadnyk, V., & Tsovkh, L. 2020) that their systematic implementation contributes to the formation of students' habit of systematic classes, the implementation of which becomes a need for physical self-improvement. It was studied that students whose homework is performed, the parameters of physical fitness are up to 20% higher than those students who were not involved in these tasks.

Performing independent classes in quarantine, without a doubt, is primarily a form of involving students in regular physical education classes, contribute to the strong assimilation of educational material and the formation of a habit of physical activity. In addition to the fact that homework contributes to the strong assimilation of the material passed, such forms of classes contribute to the development of the habit of regular exercise and have a positive effect on the health and physical development of students. The task of the specialist is to provide students with professional recommendations, which are crucial for the education of students' skills of independent work, which they need after the end of quarantine restrictions. Recommendations can be general and individual, which are given to individual students in accordance with their individual characteristics.

In view of all the above, the introduction of distance technology in the process of physical education of students should be focused primarily on the development of interest, skills and related special knowledge to expand the potential of motor activity of students. Elaboration of the results obtained during the study allows us to state that the task of maintaining the appropriate level of physical activity as a factor in maintaining and strengthening the health of student youth requires attention and developing a system of measures based on the potential of physical education in free education. The latter involves the use of pedagogical tools that enable information, training and education, aimed at the acquisition of knowledge, formation and development of skills and abilities to support motor activity.

Summarizing the study of the issue, it was found that distance learning in physical education in ensuring the appropriate level of motor activity of students in quarantine can be effective only under the following conditions:

- careful planning and design of the educational process on the basis of reasonable use of means of physical education of students;
- availability of prepared quality materials and tasks in electronic format, which will be available and feasible for students to perform at any time and from any location;
- the use of innovative means of physical education to increase interest in classes, both academic and free time;
- ensuring the flexibility of the curriculum, in accordance with the preferences of students regarding the choice of physical activity.



We believe that without compliance with these conditions is not distance learning, and the transfer of elements of face-to-face classes in the online environment, which, as practice has shown, does not lead to quality educational results.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the context of the main goals of education, it is determined that maintaining and strengthening the health of student youth during their studies, along with ensuring the appropriate level of their psychophysical readiness for professional activity, is the leading task of physical education in free educational institutions. The development of motor activity of students during training occupies one of the leading places among the tasks of physical education. However, her condition currently does not provide the necessary level of physical health and psychophysical readiness of students for professional activity. The identified issues are considered in the national context, as it concerns a highly educated category of citizens who in the future should form the basis of the productive forces of society.

According to the results of the study, information on the possibility of physical education of students in ensuring the appropriate level of their motor activity in quarantine was expanded. The new "quarantine conditions" primarily involve significant changes in pedagogical theory and practice of physical education. The prerogative strategy in this direction determines the need for qualitative changes in the content of all its parts. The results of the study confirm that the main basis for solving the problem of optimizing the motor activity of students in quarantine should be the following: free choice of the type of motor activity possible under such conditions; optimality of physical activity; acquisition by students of knowledge on the basics of the theory and methods of physical culture and health activities.

The study does not reveal all aspects of the problem. One of the directions of further research is seen in the deeper differentiation and individualization of the content of physical education in order to ensure the appropriate level of motor activity of students of free economic education.

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«SOFT SKILLS» У ПРАКТИЦІ ПІДГОТОВКИ МАЙБУТНІХ ВИКЛАДАЧІВ ЗАКЛАДУ ВИЩОЇ ОСВІТИ

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

Встановлено, що «soft skills» пов'язані з «hard skills», які забезпечують виконання професійних дій. Проаналізувавши різні підходи до класифікації «soft skills», було систематизовано найбільш важливі «soft skills» для майбутньої успішної кар'єри випускників спеціальності 011 «Освітні, педагогічні науки»: *міжособистісні професійні навички*, що включають такі компетентності як: комунікабельність; вміння розв'язувати конфліктні ситуації; приймати групові рішення; створювати презентаційну продукцію; здатність до роботи у команді; вміння вести переговори та ін.; *особистісні професійні навички*, які включають такі компетентності як: гнучкість; стресостійкість; емпатія; готовність до компромісу; креативність та аналітичне мислення; навички тайм-менеджменту та ін.; *управлінські навички*, основу яких складають такі компетентності як: володіння лідерськими якостями; вміння організувати командну роботу; делегувати повноваження; приймати стратегічні рішення; здатність працювати в умовах форс-мажору та ін.

Досліджено, що формування «soft skills» під час занять студентів на спеціальності 011 «Освітні, педагогічні науки» відбувається у процесі застосування інноваційних форм навчання: лекції (перевернута лекція, інтерактивна лекція,



бінарна лекція, лекція-провокація, лекція-брейнстормінг, лекція-візуалізація та ін.) та практичні (семінар-дискусія, семінар-«мозковий штурм», семінар-карусель, семінар-кейс та ін.) й системи активних методів навчання (кейс-метод, ігрові методи, групові дискусії, брейнстормінг, метод проєктів, метод «Займи позицію», метод «Коло ідей», метод аналізу і діагностики ситуації, тренінг та ін.).

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

Ключові слова: методи, метод наукових досліджень, стратегія позиціонування, провідний університет, рейтинг.

«SOFT SKILLS» IN THE PRACTICE OF FUTURE HIGHER EDUCATIONAL INSTITUTIONS TEACHERS' TRAINING

Abstract. The article is devoted to the peculiarities of «soft skills» development in the practice of future higher educational institutions (HEI) teachers' training.

The analysis of scientific literature made it possible to highlight the essentials of the concept of «soft skills» which means a combination of professionally and socially significant skills acquired by the students during vocational training at higher educational institutions HEI, which ensure their competitiveness in future professional activities.

It has been established that «soft skills» are associated with «hard skills», which ensure the performance of professional activities. Having analyzed different approaches to the classification of «soft skills», the most important «soft skills» for the future successful career of graduates of the specialty 011 «Educational, pedagogical sciences» were systematized:

interpersonal professional skills, involving such competencies as: sociability, ability to effectively communicate interpersonally, critical thinking, the ability to persuade, resolve conflict, make group decisions, create presentations, the ability to work in a team, the ability to negotiate, etc.;

personal professional skills, which include such competencies as: flexibility, ability to handle stress, empathy, willingness to compromise, creativity and analytical thinking, time management skills, etc.;

managerial skills, which are based on such competencies as: leadership skills, the ability to organize teamwork, the ability to delegate authority, the ability to make strategic decisions, the ability to work in force majeure circumstances, etc.

It has been investigated that the development of «soft skills» during in-class work for students majoring the specialty 011 «Educational, pedagogical sciences» is promoted by the use of innovative forms of learning: lectures (inverted lecture, interactive lecture, binary lecture, lecture-provocation, lecture-brainstorming, lecture-visualization, etc.), tutorials (discussion workshop, «brainstorming» workshop, merry-go-round workshop, case workshops, etc.) and the system of active teaching methods (case method, game methods, group discussions, brainstorming sessions), project method, «Hold a position» method, «The range of ideas» method, analysis and diagnostics method, skills development workshops, etc.).

It may be concluded that the development of «soft» skills is one of the most important aspects of future HEI teachers' training, as they allow them to prepare for work in an innovative environment of fierce competition in the market of educational services.

Keywords: «soft skills», «hard skills», teacher, higher educational institutions.

INTRODUCTION

The problem formulation. The approach to competence development of future teachers of higher educational institutions (HEI) has fundamentally changed due to the adoption of a standard for the group of professions «Teachers of Higher Educational Institutions» and the introduction of the position – «Teacher of Higher Educational Institution» in the occupational classification. These changes require ensuring balance in the development of «soft» and «hard skills».

As evidenced by our research, higher educational institutions have not paid due attention to the development of «soft skills» in students until recent times. The curricula were overloaded with disciplines that develop students' «hard skills», namely «hard» skills associated with the knowledge of special disciplines, practical training, etc. Realizing current requirements of the labour market, it must be said that along with perfect mastery of professional competencies, the development of universal «soft skills» (from the English – soft skills) prevails. Mastering of these skills will give students the possibility to develop professionally, build their career and finally achieve employment. These skills include: the ability to work in a team, engage in negotiations, strike a compromise, analyze and summarize complex information; think systematically and critically; make decisions; be flexible enough to adapt to new information; identify and solve real life problems; dispose oneself for constant professional advancement, social and occupational mobility.

Analysis of recent research and publications. The review of scientific and methodological literature revealed that currently the problem of «soft skills» development is underinvestigated. This issue was mainly promoted in the context of IT specialists training (A. Vlasjuk, N. Dluhunovych, L.Ivanova, K.Koval, O.Skorniakova et al.); communicative training (learning a foreign language) (I. Zaitseva, N.Hrebinyk, A. Karapetian et al.). Therefore, the problem of «soft skills» development in the process of professional training of future specialists of the higher educational institutions was left out of the researchers' attention, which determines the relevance of the topic of this scientific publication.

AIM AND TASKS OF THE RESEARCH WORK – to analyze the peculiarities of «soft skills» development in the practice of future specialists training for higher educational institutions.

RESULTS OF THE RESEARCH

Our scientific research testified that the concept of «soft skills» appeared in the scientific works in the 1990s of the twentieth century. There is no interpretation of the term in Ukrainian-language reference literature, that's why we shall refer to the foreign ones. Collins English Dictionary defines the concept of «soft skills» – as interpersonal skills such as the ability to communicate well with other people and to work in a team (Collins English Dictionary). A similar definition may be found



in the Cambridge Dictionary, where «soft skills» are defined as people's abilities to communicate with each other and work well together (Cambridge Business English Dictionary).

The National Association for the study of soft skills states that the concept of «soft skills» has many definitions, but they all include an element of effective interaction with other people. «Soft skills» include many different competencies, such as communication skills, interpersonal skills, professionalism, critical thinking, teamwork, planning and organizing, etc. Therefore, a positive attitude is the core of all skills (National Soft Skills Association).

Thus, summarizing the above-mentioned definitions, the concept of «soft skills» is a complex of professionally and socially significant skills acquired by the students as part of their profession-oriented training at higher educational institutions, which contributes for their competitiveness in the future professional activities.

The analysis of the source base showed that «soft» skills are associated with the «hard» skills. However, studies conducted at the Harvard and Stanford universities revealed that only 15% of success is provided by the level of professional skills, while the other 85% depend on the «soft skills» (What are Soft Skills?, 2017). Unlike «hard» skills, which can be acquired and developed later, «soft» skills are difficult to learn from books or simply by performing your functional duties. N.Borysenko states that these skills are not associated with particular profession, specialty or occupation, but are important for the sense of quality of life, personal and professional success, development and implementation of career strategy (Borysenko N., 2020, p. 61). As recently as 2016, Microsoft Company has conducted a study where the following «soft skills» were at the top of the list of TOP-60 highest paid professions: public speaking and communication skills; making presentations; project management; high level of self-organization. On the British e-learning platform SkillsYouNeed the main «soft skills» are: communication, teamwork, negotiation, conflict management, leadership skills. The report on the future of professions made at the Davos Economic Forum (2016) identified the skills required in 2021: communication, comprehensive approach to problems, creativity, cognitive flexibility and critical thinking. Thus, at the present stage the TOP-5 skills include the following «soft skills»: creative thinking; information management; emotional intelligence; ability to express personal opinion and make decisions; presentation skills (self-presentation, negotiation skills) (7_Top5_Soft_Skills, 2017).

Different approaches to the classification of the «soft skills» concept are observed in modern scientists. In a point of fact, L. Hrebiniuk identifies four groups of skills, namely: social (cultural and multicultural competence, empathy and the ability to build up relationship with others, the ability to listen and make personal statements); mental (creativity in solving problems, multidisciplinary thinking); organizational (self-discipline, teamwork, presentation skills) and personal (endurance, self-confidence, creativity, responsibility, emotional stability, flexibility) (Hrebiniuk L, 2020, p. 22-24). According to the research work conducted by K. Koval, competitiveness in the current labour market can be provided by such competencies and skills as: flexibility / adaptability; communication skills; ability to solve problems; creativity; interpersonal skills; ability to work in a team (Koval K., 2015, p. 166). I. Zaitseva, referring to N. Dluhunovych, combines all «soft» skills (leadership skills and ability to work in a team, the ability to teach and engage in negotiations, the ability to set and achieve goals, time management, focus, presentation skills, effective communication skills, ability to handle stress, creativity, creative approach to solving problems and analytical abilities) into three groups: individual, communicative and managerial (Zaitseva I., 2020, p. 35). Having analyzed different approaches to the classification of «soft skills», we can systematize the most important «soft skills» necessary for the future successful career of graduates of the specialty 011 «Educational, pedagogical sciences».

The first group includes interpersonal professional skills, involving such competencies as: sociability, ability to effectively communicate interpersonally, critical thinking, the ability to persuade, resolve conflict, make group decisions, create presentations, the ability to work in a team, the ability to negotiate, etc.

The second group includes personal professional skills that provide personal growth, personal activity and work efficiency and include such competencies as: personal development, self-confidence, motivation, responsibility, flexibility, ability to handle stress, professionalism, flexibility, positive attitude, ethics (professional ethics, ethical norms of polite communication), empathy, initiative, system of values, willingness to compromise, creativity and analytical thinking, time management skills, etc.

The third group consists of managerial skills, which are based on such competencies as: leadership skills, the ability to organize teamwork, the ability to plan personal and group activities, the ability to delegate authority, the ability to work in force majeure circumstances, the ability to make strategic decisions, deadlines etc.

The development of these competencies for the specialty 011 «Educational, pedagogical sciences» of the second (Master's) degree of higher education in Vasyl Stefanyk Precarpathian National University is facilitated by the following compulsory subjects («Foreign language», «Tertiary education and art of teaching», «Modeling of educational and professional training of a specialist», «Expert activities in the field of education», «High school teaching methods and training technologies», «Innovative educational technologies at higher educational institutions», «Organization of educational process management at higher educational institutions») and elective disciplines («Pedagogical conflict management at high school», «Pedagogical partnership», «Communicative practices in higher education», «Practice of pedagogical projects realization», «Project management and fundraising in the field of education», «Practice-oriented approach in specialists' training at higher educational institutions», «High school coaching», «Professional proficiency of the educational system facilitator», «Professional ethics of a high school teacher», «Modeling activities of a specialist», «Innovative technologies in the work of a curator». Noteworthy is that the development of «soft skills» in the specialty 011 «Educational, pedagogical sciences» can also be traced at the third (scientific) level of higher education while teaching both the compulsory subjects («Foreign language», «Innovative pedagogical technologies in higher education and professional ethics», «Modeling of educational processes and systems», «Education and learning technologies at high school», «Management of research projects») and the elective ones («Theory and practice of pedagogical conflictology», «Axiopedagogy», «Pedagogy teaching



methods», «Leadership qualities of a modern scientist», «Competence approach in higher education», «Variable models of HEI specialists training in the system of national education», «The image of a modern scientist»).

The development of «soft skills» during classes proceeds with applying innovative forms: lectures (inverted lecture, interactive lecture, binary lecture, lecture-provocation, lecture-brainstorming, lecture-visualization, etc.), tutorials (discussion workshop, «brainstorming» workshop, merry-go-round workshop, case workshops, etc.) and the system of active teaching methods (case method, game methods, group discussions, brainstorming sessions), project method, «Hold a position» method, «The range of ideas» method, analysis and diagnostics method, skills development workshops, etc.)

Let's review the application features of these innovative forms in the course of study at higher educational institutions.

Inverted lecture is a form of active learning which makes it possible to «invert» the usual learning process as follows: new material is studied out of class, and in-class work is devoted to the practical application of the acquired knowledge.

Lecture-provocation is designed to develop students' ability to quickly analyze professional cases, to act as experts, opponents, reviewers, and identify unreliable or inaccurate information.

Interactive lecture allows combining the leading role of the teacher with high activity of listeners on the basis of modern interactive technologies.

Binary lecture is a kind of material presentation in the form of a dialogue between two teachers (as the representatives of different scientific schools) or a scientist and a practitioner, a teacher and a student, by presenting an imaginary dialogue.

Lecture-visualization involves conveying oral information, converted into the visual form with the help of technical means of learning.

Let's trace the most effective methods of teaching used at higher educational institutions. Case method involves problematic situation that requires options for its possible solution. Its main task is to learn to analyze information, identify the main problems and ways of their solution, to state a program of action.

Business simulation game – imitation of various aspects of professional activity, social interaction. Role playing game is the accomplishment of certain roles by the participants in order to solve or work out a certain situation.

Group discussion is a concurrent discussion and analysis of a problematic situation, issue or task.

Brainstorming session is a method of solving complex problems through creative process, usually by means of non-traditional, creative approaches.

Project method is one of the person-centred learning technologies that integrates a problem-based approach, group methods, reflective, presentative, research, search and other methods. This method provides favorable conditions for the promotion of responsibility, development of partnership relations between project executors and the teacher.

«The range of ideas» method involves a collective discussion of the problem.

«Hold a position» method helps to resolve problematic issues and conflict situations in professional discussions, to define one's position (Stynska V., 2020, p. 149-150).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, one of the most important aspects of future HEI specialists' training is the development of «soft» skills, which allow students to develop professional abilities and skills in order to present creative ideas, be ready to adapt and flexible to new information, capable of professional growth, and prepare them to work in innovative conditions of fierce competition in the market of educational services. Prospects for further research involve the study of the system of future HEI specialists' training.

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Chapter V. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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ФОРМУВАННЯ ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТІ УЧНІВ: СУЧАСНІ ПІДХОДИ ТА ДОСВІД УПРОВАДЖЕННЯ В УМОВАХ НУШ

Анотація. У статті наголошується, що формування громадянської компетентності учнів є одним із ключових завдань Нової української школи. Підкреслено необхідність формування громадянина України, для якого демократичне громадянське суспільство є осередком для розкриття його здібностей і можливостей, задоволення особистих та суспільних інтересів. Здійснено аналіз сучасних підходів до формування громадянської компетентності учнів, зокрема через упровадження в освітній процес ЗЗСО освіти для демократичного громадянства (ОДГ) та освіти з прав людини (ОДЛ). Зазначено, що це новий напрям в освіті, що є предметом міжнародної уваги та освітніх стратегій. ОДГ/ОПЛ базується на компетентнісному, діяльнісному, особистісно орієнтованому підходах, які є пріоритетними у створенні освітнього середовища. Особливістю освіти для демократичного громадянства та освіти з прав людини є те, що зміст, форми і методи навчання побудовані у вимірі «навчання про / для / через демократію та права людини», що збагачує роль учителя і учнів процесі навчання. Провідною ідеєю зазначеного напрямку є заохочення дітей до їх становлення як активних громадян, які здатні брати участь у формуванні майбутнього суспільства через навчання демократії та прав людини. В Україні впровадження ОДГ/ОПЛ здійснюється завдяки швейцарсько-українському проєкту «Розвиток громадянських компетентностей в Україні» – DOCCU. Зазначено, що на сьогодні в країнах Європи та в Україні є досвід розроблення та запровадження навчальних курсів з ОДГ/ОПЛ, що потребує поширення і докладного вивчення педагогами-практиками, освітніми експертами та науковцями. Узагальнено досвід упровадження освіти для демократичного громадянства (ОДГ) та освіти з прав людини (ОДЛ) в освітній процес Нової української школи.

Ключові слова: громадянська компетентність, громадянська освіта, громадянин, освіта для демократичного громадянства, освіта з прав людини, Нова українська школа.

DEVELOPMENT OF CIVIC COMPETENCIES OF STUDENTS: NEW APPROACHES AND PRACTICES UNDER NUSH

Abstract. The article emphasizes that the formation of civic competence of students is one of the key tasks of the New Ukrainian School. The need to form a citizen of Ukraine, for whom a democratic civil society is a center for the disclosure of his abilities and capabilities, the satisfaction of personal and public interests, is emphasized. An analysis of



modern approaches to the formation of civic competence of students, in particular through the introduction of education for democratic citizenship (EDC) and human rights education (HRE) in the educational process of GSEI. It is noted that this is a new direction in education, which is the subject of international attention and educational strategies. EDC / HRE is based on competency, activity, personality-oriented approaches that are a priority in creating an educational environment. The peculiarity of education for democratic citizenship and human rights education is that the content, forms and methods of teaching are built in the dimension of «learning about / for / through democracy and human rights», which enriches the role of teacher and student in the learning process. The leading idea of this direction is to encourage children to become active citizens who are able to participate in shaping the future of society through the teaching of democracy and human rights. In Ukraine, the implementation of EDC / HRE is carried out thanks to the Swiss-Ukrainian project «Development of civic competencies in Ukraine» – DOCCU. It is noted that today in European countries and in our country there is experience in developing and implementing training courses on EDC / HRE, which requires dissemination and detailed study by teachers-practitioners, educational experts and scientists. The experience of introducing education for democratic citizenship (EDC) and human rights education (HRE) into the educational process of the New Ukrainian School is generalized.

Keywords: civic competence, civic education, citizen, education for democratic citizenship, human rights education, New Ukrainian School.

INTRODUCTION

Formulation of the problem. The rapid socio-economic changes taking place in our country raise the issue of educating a new generation of citizens based on the values of a democratic society – the rule of human rights, equality and mutual responsibility. Training of such citizens is possible only if a democratic environment is created in the educational institution, where the student learns from his own experience to take responsibility and make decisions, to respond to the processes taking place in the environment through the prism of democratic processes in society. All this determines the need to form a new type of citizen: not only educated but also active – able to contribute to society and the development of the country (Teaching democracy, 2016, p. 8).

It is the school that is the micromodel of society, where students learn democratic norms and values, learn to behave like responsible citizens through everyday life experience. Today it is not enough to give a child knowledge, but it is important to teach him to use it. After all, only knowledge and skills, interconnected with the values of the student, are able to form the competencies needed for successful self-realization in life, study and work. The concept of «New Ukrainian school» among such competencies defines social and civic competencies that involve the formation of such forms of behavior that are necessary for effective and constructive participation in public life, family and work, the ability to respect the law, respect human rights, support socio-cultural diversity (Concept, 2016).

Analysis of recent research and publications. Among Ukrainian researchers, I. Bekh, A. Golovka, O. Demyanchuk, P. Ignatenko, O. Kyrychuk, C. Klepko, A. Kolodiy, N. Morozova, O. Orlova, O. Pometun, O. Sukhomlinskaya. The content and ways of formation of civic competence of the individual are studied by A. Bogush, V. Gorbatenko, M. Kogan, L. Krytska, A. Markova, E. Medinsky, O. Ovcharuk, V. Popluzhny, O. Sushinsky, M. Trinyak, V. Yablonsky. Foreign scientists A. Adler, R. Aron, W. Weidinger, K. Weinberg, R. Woods, R. Gollob, K. Zhang, P. Krapf, H. Munkler, O. Olafsdottir address the problems of citizen education in their research. K. Popper, C. Patterson, T. Huddleston.

AIM AND TASKS RESEARCH – to substantiate modern approaches to the formation of civic competence of students and to reveal the experience of their implementation in the educational process GSEI.

RESEARCH METHODS: analysis of modern approaches to the formation of civic competence of students and the content of educational activities of general secondary education in this area, generalization of experience in implementing education for democratic citizenship (EDC) and human rights education (HRE) in the educational process of the New Ukrainian School.

RESEARCH RESULTS

One of the important tasks of modern education is to create conditions for the formation of a human citizen, for whom a democratic civil society is a center for the disclosure of its abilities, the satisfaction of personal and public interests. The defining characteristic of such a person is the ability to exercise their rights and freedoms, respect the rights and freedoms of other citizens, understand their own responsibility to society and the state for their actions and choices. An important component of citizenship as a personality trait is first of all a person's awareness of the development of democracy in different countries and in Ukraine, his ability to be guided by relevant knowledge in modern social and political life, achieved by developing skills necessary for competent participation in society political life of the country (Competence approach in modern education, 2004, p. 66).

Therefore, let us pay attention to a new direction in education, which is the subject of international attention and educational strategies – education for democratic citizenship (EDC) and human rights education (HRE). EDC / HRE involves a revision of traditional views on the learning process, the use of active forms, methods and innovative technologies based on the life experiences of students and their active participation in society. It is based on competency, activity, personality-oriented approaches that are a priority in creating an educational environment. Education for democratic citizenship is not a simple absorption of factual knowledge, but is a practical understanding, acquisition of skills and abilities, values and positions (Growing in Democracy, 2016, p.11). The peculiarity of EDC / HRE is that the content, forms and methods of teaching are built in the dimension of «teaching about / for / through democracy and human rights», which enriches the role of teacher and student in the learning process. The leading



idea of this direction is to encourage students to become active citizens who are able to participate in shaping the future of society through the teaching of democracy and human rights (Ovcharuk O., 2015, p. 194).

Education for democratic citizenship and human rights education is an integrated area of education, guided by the following main approaches:

- Education «on democracy and human rights».

Learning about refers to the cognitive dimension in learning. The standards for EDC / HRE cognitive programs state that students can explain how democracy works as opposed to other forms of government, describe the traditions and history of the human rights institution, and demonstrate how some human rights can be integrated into their constitutions status of civil rights that are more protected. The curriculum may include education for democracy and human rights education and closely related subjects such as history, social sciences and economics.

- Education «through democracy and human rights».

Students must not only be aware of their rights, but also be able to exercise them. This requires practical experience and training opportunities to make decisions where possible and useful. For example, the teacher should give students the opportunity to defend their point of view both on the topics studied in the classroom and on issues related to the learning itself and the processes of school life. Understanding this way of implementing EDC / HRE in the curriculum makes it possible to use pedagogical tools to involve the whole school, not just specially trained teachers in this field.

- Training «for democracy and human rights».

This didactic perspective concerns the relationship between school experience and later life. Education, including school life, is a subsystem governed by specific needs and rules, and the experience of this subsystem cannot be directly transferred to other areas. However, school life is part of real life. Much of a student's experience in school will be reflected in their adult lives, such as gender equality, integration of community members of different ethnic and social backgrounds, responsibility-taking experiences, and so on. Education for Democracy views school as a place where students can learn through real-life experiences (We Live in Democracy, 2016, pp. 8-9).

Education for democratic citizenship and human rights education is one of the main directions in the development of educational policy in most European countries. In Ukraine, the implementation of EDC / HRE is carried out thanks to the project «Development of civic competencies in Ukraine» – DOCCU, which is implemented under the Swiss Cooperation Strategy for Ukraine. Today in Europe and in our country there is experience in developing and implementing EDC / HRE training courses, which needs to be disseminated and studied in detail by teachers-practitioners, educational experts and scientists.

The need for the formation of civic competence of students in educational institutions is beyond doubt. Therefore, we conducted a study to identify the levels of civic competence of students. The experimental study was conducted on the basis of Verkhovyna Lyceum № 1 Verkhovyna village council of Ivano-Frankivsk region. At the initial stage of the experiment, a high level of civic competence was demonstrated by 18.2% of EG respondents and 19% of CGs, an average level of 54.5% of EG students and 52.4% of CGs, a low level of 27.3% of EG applicants and 28.6 % KG.

During the pedagogical experiment we used materials developed within the Swiss-Ukrainian project «Development of civic competencies in Ukraine – DOCCU» (<https://doccu.in.ua>), as well as exercises and educational games, placed in the manual R. Gollob and P. Krapf «Teaching Democracy: A Collection of Practical Classes on Education for Democratic Citizenship and Human Rights Education» (Teaching Democracy, 2016). Here are some examples of them.

- Exercise «Bouquet of flowers».

Students are asked to write one or two positive words on each paper flower petal: «What the teacher can say about him», «What a family member can say about him», «What he can say about himself», «What he can say about his friend», «What can anyone say about him in the classroom, school or society». After that, students placed each flower on a sheet of paper on the board, painted the stems and leaves, forming a bouquet.

- Exercise «Chinese chopsticks».

The class was divided into groups that lined up at a distance of 1-1.5 meters from each other. Students took the Chinese chopsticks and held them together with the tips of their index fingers so that the chopsticks connected the members of the line in a chain. The children went to a predetermined goal. If the participants dropped their sticks on the ground, the whole team returned to the start and started moving again. Teams could come up with the best way and strategy to move safely to the goal without letting the sticks.

- Exercise «Human Rights Tree».

Students are divided into small groups of three to five people. Then it was suggested to draw a tree and call it the «tree of human rights». At the bottom of the tree trunk, students wrote «human rights». Then several basic branches with key concepts were added to the tree, which, according to students, are or should be part of human rights. Around these main branches, students drew a number of smaller branches associated with the main branches. After the preparation time, the groups posted their drawings on the wall and explained to others what was written on them.

- Exercise «Balloon Racing».

Students are divided into groups of five to six people. Each group received a poster and markers on which the children drew a balloon and sandbags symbolizing the ten human rights. The students imagined that they were traveling on a «human rights bullet» and when the bullet began to fall, the ballast had to be dropped. The task was to



prioritize human rights, which are represented in the game by ballast bags. After five bags were dropped, the bullet reached the ground safely. After that, each group presented its list to the whole class and explained the priorities.

- Exercise «True and False».

Students were told a list of true and false statements about women, men, different nationalities, and so on. In response to each statement, the children moved to one corner of the classroom or another, depending on what they thought was true or false. After each such statement, the students explained their choice, and the teacher gave the correct answer.

- Exercise «First impressions».

Students sat in a circle with a sheet of paper, looked at photos of people who differed in age, culture, ethnic group, and so on. Then write down your first impression at the bottom of the page and wrap the bottom of the page so as to hide the text, and pass the sheet to a friend on the left. Impression sheets were passed until they all passed in a circle. The students then compared their first impressions: How did the first impressions differ or coincide? What impressed at first sight? What aspects are not noticed and why?

After the end of the experimental work, a re-study of the levels of civic competence of students was conducted, which showed that 31.8% of EG respondents and 23.8% of CGs reached a high level, 54.5% of EG applicants and 57.1% of CGs have an average level of education. specified competence, 13.7% of EG students and 19.1% of CG – low level. The obtained results confirm the effectiveness of the application of the proposed exercises and tasks for the formation of civic competence of students and determine the feasibility of their introduction into the educational process of educational institutions.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Transformation of the content of education in accordance with the competence approach is determined by fundamentally different principles of its selection and structuring, aimed at the end result of the educational process – the acquisition of competencies by the student. One of the key competencies is civic competence, which determines the child's ability to actively, responsibly and effectively exercise civil rights and responsibilities in order to develop a democratic civil society. The formation of civic competence of students can be effective only if the study of new forms of knowledge, the development of innovative methods and teaching aids, the creation of new forms of relations with the teaching staff and students.

Prospects for further research are associated with the study and implementation in the educational process GSEI effective mechanisms for the formation of civic competence of students.

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ПРОБЛЕМА ФОРМУВАННЯ ЕМОЦІЙНОГО ІНТЕЛЕКТУ СУЧАСНОЇ МОЛОДІ КРИЗЬ ПРИЗМУ ТВОРЧОСТІ ВАСИЛЯ СТЕФАНІКА

Анотація. Постать Василя Стефаніка має понад столітню традицію вивчення в українській гуманітаристиці. У науці нагромаджено значний масив різнопрофільної наукової та навчальної літератури про його життєдіяльність. У сучасній зарубіжній і українській педагогічній науці автори порушують питання щодо формування емоційного інтелекту (EI) як інтегральної компетентності майбутнього фахівця. Учені здійснили глибокий аналіз науково-теоретичних засад емоційного інтелекту.

Мета статті – проаналізувати проблему формування емоційного інтелекту сучасної молоді кризь призму творчої спадщини Василя Стефаніка.

За основу аналізу автори взяли класичну модель «Бар-Оне». Вона визначає рівень сформованості емоційного інтелекту на основі володіння людиною 15 здібностями: самооцінка - усвідомлення та самооцінка своїх можливостей та обмежень, сильних та слабких сторін, самосприйняття «таким, яким я є»; емоційна обізнаність - розуміння емоційного стану та причин його виникнення; самовираження - чітке, конструктивне вираження своїх почуттів, думок, здатність мобілізувати емоційну енергію, показати твердість переконань; самостійність - опора на власні сили, емоційна незалежність; емпатія - визнання, розуміння та усвідомлення почуттів іншої людини; соціальна відповідальність - самоідентифікація як члена соціальної групи, конструктивна співпраця, турбота та відповідальність за себе та інших; міжособистісні стосунки - установлення взаємовигідних стосунків на основі емоційної близькості, комфортної поведінки в соціальних контактах; стійкість до стресів - ефективне управління своїми емоціями, швидкий вихід зі складних ситуацій; контроль імпульсів - стримування емоцій; оцінка дійсності - порівняння почуттів і думок з об'єктивною реальністю; гнучкість - пристосування почуттів, думок, ідей, поведінки відповідно до обставин; та ін. Така рефлексія над творчістю В. Стефаніка повинна спонукати до деяких змін в акценті на формуванні ідеї самого письменника. Прочитання творів українського класика кризь призму концепції EI, зокрема моделі «Бар-Оне», вважаємо цікавим, конструктивним, перспективним як у науково-теоретичному, так і дидактичному сенсі.

Ключові слова: емоційний інтелект, творчість Василя Стефаніка, новела «Камінний хрест», аналіз твору, письменник, учні.

THE PROBLEM OF THE EMOTIONAL INTELLIGENCE FORMATION OF MODERN YOUTH THROUGH THE PRISM OF VASYL STEFANYK'S CREATIVITY

Abstract. Scientists have made an in-depth analysis of the scientific and theoretical foundations of emotional intelligence.

The purpose of the article is to analyze the problem of the emotional intelligence formation of modern youth through the prism of Vasyl Stefanyk's creative heritage.

The main concept of our study is to analyze the work and figure of Vasyl Stefanyk through the prism of the phenomenon of emotional intelligence.

Our analysis is based on the classic Bar-On model. Reuven Bar-On made a significant contribution to its development. He developed the EQ-i (Emotional Quotient Inventory) test in 1996. It contains a list of questions to determine its ratio. A «Bar-On model» serves on this basis as one of the methodological components of our research. It determines the level of formation of EQ on the basis of a person's possession of 15 abilities: 1) self-esteem – awareness and self-assessment of their capabilities and limitations, strengths and weaknesses, self-perception «as I am»; 2) emotional awareness – understanding of emotional state and the reasons for its occurrence; 3) self-expression – a clear, constructive expression of their feelings, thoughts, ability to mobilize emotional energy, show the firmness of beliefs; 4) independence – reliance on their own strength, emotional independence; 5) empathy – recognition, understanding and awareness of the feelings of another person; 6) social responsibility – selfidentification as a member of a social group, constructive cooperation, care and responsibility for themselves and others; 7) interpersonal relationships – the establishment of mutually beneficial relationships based on emotional intimacy, comfortable behavior in social contacts; 8) resistance to stress – effective management of their emotions, a quick way out of difficult situations; 9) control of impulses – restraint of emotions; 10) assessment of reality – the comparison of feelings and thoughts with objective reality; 11) flexibility – adjustment of feelings, thoughts, ideas, behavior in accordance with circumstances; 12) problem solving – finding out the essence and finding ways to solve it effectively; 13) self-actualization – setting goals and striving to achieve it on the basis of potential; 14) optimism – emotional balance, positive attitude and maintaining hope in any situation; 15) happiness / well-being – a sense of satisfaction with others, life in general. Thus, we believe that such a reflection on the work of V. Stefanyk should encourage some changes in the emphasis on the formation of the idea of the writer himself.

Keywords: emotional intelligence, creativity of Vasyl Stefanyk, the short story «Kaminnyi Khrest» (The Stone Cross), analysis of the work, writer, students.

INTRODUCTION

The problem formulation. The figure of Vasyl Stefanyk has more than a century-old tradition of study in the Ukrainian humanities. A considerable array of various scientific and educational literature about his life has been accumulated. At the same time, there are different methodological approaches to the study of biographies of prominent figures.

In the modern foreign and Ukrainian pedagogical science, the authors raise the issue of the emotional intelligence formation as an integral competence of the future specialist (Savchuk, Bilavych, & Dushenko, 2019). In particular, the conceptual ideas of the world forums in Davos focus on this, where representatives of the intellectual, political and financial elite discuss the acute problems of the modern world and determine the basic guidelines of its development.



Analysis of recent research and publications. Scientists have made an in-depth analysis of the scientific and theoretical foundations of emotional intelligence (EI). There are different concepts of emotional intelligence in science. We will mention some of the EI models of the western scientists (R.Bar-On; T. Bradberry; J.Mayer, P.Saloway and D.Caruso; K.Petrides and A.Fernham, etc.) on which researches of modern scientists are based, including Ukrainian (Bar-On, 2006; Bradberry, 2008; Mayer, 2000; Petrides, 2010). Despite the common terminology, scientists differently define the essence of the EI phenomenon. As for the topic of our study, scientists have not studied this problem.

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyze the problem of the emotional intelligence formation of modern youth through the prism of Vasyl Stefanyk's creative heritage.

RESEARCH METHODS

The experimental work was carried out in four stages: 1) preparation – substantiation of its scientific and theoretical principles; 2) ascertaining – development of prognostic tools, conducting an on-line survey of students, an analysis of its results; 3) formative – training with the experimental group participants following the author's methodology; 4) control – survey of experimental group members, determination of experimental results.

RESULTS OF THE RESEARCH

The World Economic Forum in Davos in 2016 presented the results of a study to determine on the basis of 35 basic skills most demanded competencies in the XXI century. They were based on a survey of about 13 million people who worked at 2,500 companies in 9 leading industries, including education, in 13 countries: China, India, the United States, Brazil, Japan, Mexico, Germany, France and others. Here are the top 10 competencies:

1. Complex problem solving
2. Critical thinking
3. Creativity
4. Coordinating with others
5. Judgment and decision-making
6. Service orientation
7. Negotiation
8. Emotional Intelligence
9. Cognitive flexibility (Savchuk, Pantyuk, etc., 2020).

The 2020 Davos Forum emphasized that the formation of these skills should become a compass for the development of educational policy and learning in all countries of the world (World Economic Forum, 2020).

At the beginning of the XXI century the concept of EI began to be seen as an alternative to traditional intelligence. The concept of EI allows you to: correctly interpret the situation and influence it; intuitively capture what other people want and need; to acquire knowledge about the strengths and weaknesses of human character; never succumb to stress nor lose personal appeal (Govard, 2007).

The question may arise: isn't the very formulation of the problem a bit artificial, because, at first glance, Vasyl Stefanyk and EI are things a little far away.

Although the theory of EI was generally formed in the 1990s, it integrates thousands of years of scientific experience in understanding these problems in world and Ukrainian public opinion. Therefore, such a problem as the formation of emotional intelligence of pupils and students by the means of Vasyl Stefanyk's creativity is quite legit.

The main concept of our study is to analyze the work and figure of Vasyl Stefanyk through the prism of the phenomenon of emotional intelligence.

Our analysis is based on the classic Bar-On model. Reuven Bar-On made a significant contribution to its development. He developed the EQ-i (Emotional Quotient Inventory) test in 1996. It contains a list of questions to determine its ratio. A «Bar-On model» serves on this basis as one of the methodological components of our research. It determines the level of formation of EQ on the basis of a person's possession of 15 abilities: 1) self-esteem – awareness and self-assessment of their capabilities and limitations, strengths and weaknesses, self-perception «as I am»; 2) emotional awareness – understanding of emotional state and the reasons for its occurrence; 3) self-expression – a clear, constructive expression of their feelings, thoughts, ability to mobilize emotional energy, show the firmness of beliefs; 4) independence – reliance on their own strength, emotional independence; 5) empathy – recognition, understanding and awareness of the feelings of another person; 6) social responsibility – selfidentification as a member of a social group, constructive cooperation, care and responsibility for themselves and others; 7) interpersonal relationships – the establishment of mutually beneficial relationships based on emotional intimacy, comfortable behavior in social contacts; 8) resistance to stress – effective management of their emotions, a quick way out of difficult situations; 9) control of impulses – restraint of emotions; 10) assessment of reality – the comparison of feelings and thoughts with objective reality; 11) flexibility – adjustment of feelings, thoughts, ideas, behavior in accordance with circumstances; 12) problem solving – finding out the essence and finding ways to solve it effectively; 13) self-actualization – setting goals and striving to achieve it on the basis of potential; 14) optimism – emotional balance, positive attitude and maintaining hope in any situation; 15) happiness / well-being – a sense of satisfaction with others, life in general (Savchuk, Pantyuk, etc, p. 203).

Given this, we want to pay attention to such aspects.

The first aspect. The essence and integrity of V. Stefanyk's thinking as an artist is revealed in the unity of his short stories and epistolary, which was one of the main forms of self-expression for him. Therefore, according to critics, it is



often difficult to grasp the boundary where a letter ends and a work of art begins. The writer himself admitted: "all of my literature is in my letters".

The second aspect concerns the relationship between artistic reflection and reality in the works of V. Stefanyk, which reflects the social nature of his artistic thinking. The very first critics of his works were I. Franko, B. Lepkyi, I. Trush, and others. They stressed that purely artistic features, rather than a true reproduction of the "terrible economic need of the village" make Stefanyk's short stories paramount in Ukrainian literature. Therefore, they cannot be perceived as documents of reality.

Thus, we emphasize: the concept of EI encourages a holistic and at the same time controversial comprehension of the phenomenon of V. Stefanyk.

It has already been said that EI as an interdisciplinary phenomenon is studied at the intersection of psychology, clinical medicine, pedagogy, philosophy, and other branches of the humanities. In this context, it should be recalled that Vasyl Stefanyk studied medicine at the Jagiellonian University for several years. And although, according to him, it "didn't work out" (Stefanyk, 1927), that is, the studies at the medical school, no doubt, affected the deep psychology of the writer's work.

We consider reading V. Stefanyk's works through the prism of the EI concept, in particular the Bar-On model, as interesting, constructive, perspective both in the scientific-theoretical and didactic sense.

From such positions we will try to interpret one of the most famous short stories "Kaminnyi Khrest" (The Stone Cross), which is the quintessence of the work of V. Stefanyk.

Without delving into the content of the work, we see a clear presence of the main components of EI in it. Their reflection is represented in dreams, aspirations, behavior, and actions of heroes. This allows a slightly new understanding of the deep meaning and psychology of the short story.

The main character – Ivan Didukh – appears as a personification of self-esteem, because he is aware of his real situation, has a clear self-assessment of his capabilities and limitations, strengths and weaknesses. Thanks to his incredible efforts, Ivan secured a decent old age. His characteristic independence is manifested in self-reliance and emotional independence. Inherent emotional awareness is expressed in the understanding of their emotional state and the reasons for its occurrence.

Such characteristics follow organically from the general outline of the work and individual episodes.

At the same time, in the interpretation of such mental characteristics it is necessary to take into account the hyperbolization of realities inherent in V. Stefanyk. Often, on the basis of educational and methodological support, the teacher proves to students that Ivan Didukh is the personification of thousands of Galician emigrant peasants who left their native land in a state of tragic despair.

However, we think that in finding out the reasons for this desperate step, we should first focus on the empathy of Ivan Didukh, which is manifested in understanding, awareness of feelings and aspirations of his family members.

It is empathy that determines and stimulates Didukh's social responsibility. On the one hand, he clearly identifies himself as a member of a large social group - the Galician peasantry, cares for his family, feels responsible for himself and others, is subject to harassment by his wife and sons to leave for Canada.

On the other hand, all members of the Didukh family have such a component of EI as self-expression. They clearly and constructively express their feelings and thoughts and are able to mobilize emotional energy and firmness of beliefs. Their patriarchal family is dominated by mutually beneficial interpersonal relationships based on emotional intimacy and comfortable behavior in social contacts.

In all the behavior of Ivan Didukh we see a constant control of impulses, which is manifested in the containment of emotions in different situations: economic activity, relationships with family members and social environment. This resistance to stress and the ability, if not quickly, then at least persistently to find a way out of difficult situations was passed on to his sons.

Being literate, his sons dream of a better life. They do not want to put up with reality. They are characterized by a sober assessment of reality, that is, the comparison of feelings and thoughts with objective reality. Sons are looking for effective ways to solve the problem. This is manifested in their self-actualization – that is, setting goals and striving to achieve them on the basis of their own potential. Ivan Didukh understands his sons' dream of living with dignity, but he feels sorry for the land, on which he worked hard and which he loved very much.

Through a kind of "conflict of generations" the younger generation appears optimistic. Unfortunately, the young generation of Didukhs does not associate their happiness and well-being with their native land, but in distant Canada.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, we believe that such a reflection on the work of V. Stefanyk should encourage some changes in the emphasis on the formation of the idea of the writer himself. It allows a deeper analysis of the author's works, understanding the behavior of the characters and more. In the pages of textbooks on Ukrainian literature V. Stefanyk appears as an advocate of the offended and beaten peasantry (Vasyl Stefanyk in criticism and memoirs, 1970). But even in this case it is worth emphasizing that it was the peasantry that the writer recognizes as the force that, despite the difficult situation, was able to preserve its moral, spiritual and national identity and thus saved the Ukrainian nation from complete destruction. In this way he opposed the peasantry to the "weak intelligentsia", which laughs at itself with "weak laughter." In the context of modern challenges facing Ukraine, V. Stefanyk's short stories acquire a new sound. And they teach: one should not expect outside help from someone, but first of all one should mobilize one's own forces and act accordingly.



We consider the proposed approach to reading and understanding the work of a prominent writer as not only original, but also quite productive. It is based on the experience of theoretical and empirical studies of Western scholars and makes it possible to identify new aspects of the life of such an iconic figure of Ukrainian culture as Vasyl Stefanyk, to identify the relevance of the problems raised by him in modern realities.

Further research is required to analyze other short stories studied by primary school students ("Novyna" (The News), "Klenovi Lystochky" (Maple Leaves), "Maria", "Syny" (The Sons), etc.) for analysis in terms of the emotional intelligence formation of modern youth.

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РЕАЛІЗАЦІЯ ІДЕЙ ПОЛІКУЛЬТУРНОСТІ В ОСВІТНЬОМУ ПРОСТОРІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. Автори вказують, що глобалізаційні процеси, які відбуваються у сучасній світовій спільноті, зумовлюють формування нових системних явищ і подій у житті суспільства. До таких інноваційних явищ в освітньому просторі по



праву відноситься й полікультурність освіти, яка з початку XXI століття набула особливої значимості, ставши однією з пріоритетних тенденцій культурно-освітнього розвитку цивілізації.

Зазначено, що провідні ідеї полікультурності набувають особливої актуальності та значимості для освітнянської спільноти у зв'язку з поширенням міграційних процесів, урбанізації та розширення кордонів. Тому для молодшої людини знання декількох мов, історії та культури інших народів є визначальним, оскільки характеризує її роль у суспільстві та визначає місце в освітньому просторі.

Мета статті полягає в тому, щоб на основі ґрунтовного контент-аналізу наукової літератури, вивчення практичного досвіду діяльності ЗВО, розкрити специфіку реалізації ідей полікультурності в сучасному освітньому просторі університету. Авторами увиразнено, що полікультурний компонент освітнього простору ЗВО детермінований взаємодією (конвергенцією) багатьох культурних компонентів, безпосередніми носіями яких виступають студенти з різних регіонів України, близького й далекого зарубіжжя. За вказаних обставин зростає значимість полікультурної освіти й виховання у формуванні молодшої людини. Відповідно, залежно від історичних, політичних, соціокультурних чинників, сформованих компонентів освітнього простору, від освітніх і культурних традицій певного регіону вибудовуються різноманітні моделі полікультурної освіти, що зумовлюють пріоритети готовності зростаючої особистості до життєдіяльності в полікультурному соціумі.

Ключові слова: полікультурність, освітній простір, заклад вищої освіти, полікультурна освіта, глобалізація.

IMPLEMENTATION OF MULTICULTURAL IDEAS IN THE EDUCATIONAL SPACE OF HIGHER EDUCATIONAL ESTABLISHMENTS

Abstract. The article emphasizes that the study of processes and phenomena that occur in the modern educational and cultural space are the most important pedagogical and cultural issues. The authors point out that the globalization processes which take place in the modern world community determine the formation of new systemic phenomena and events in society. Such innovative phenomena in the educational space include multicultural education, which since the beginning of the XXI century has acquired special significance becoming one of the priority trends in the cultural and educational development of civilization.

It is noted that the leading ideas of multiculturalism become especially relevant and important for the educational community in connection with the development of migration processes, urbanization and border expansion. Therefore, for a young person, the knowledge of several languages, history and culture of other nations is urgent, as it characterizes their role in society and determines their place in the educational space.

The purpose of the article is to reveal the specifics of the implementation of the ideas of multiculturalism in the modern educational space of higher educational establishments on the basis of a profound content analysis of the scientific literature, the study of practical experience of higher educational establishments. The authors state that the multicultural component of the educational space of the higher educational establishments is determined by the mutual influence of many cultural components, the direct carriers of which are students from different regions of Ukraine and abroad. Under these circumstances, the importance of multicultural education and upbringing in the formation of young people is increasing. Depending on historical, political, socio-cultural factors, the components of the educational space, the educational and cultural traditions of a region, various models of multicultural education are built, which determine the priorities of readiness of a growing individual to live in a multicultural society.

Keywords: multiculturalism, educational space, higher educational establishment, multicultural education, globalization.

INTRODUCTION

The problem formulation. The globalization processes taking place in the modern world community determine the formation of new systemic phenomena and events in the lives of people and the development of society. Such innovative phenomena in the educational space include multicultural education as well, which since the beginning of the XXI century has acquired special significance, becoming one of the priority trends in the cultural and educational development of civilization.

Leading ideas of multiculturalism acquire special relevance and significance for the educational community in the modern educational space due to the migration processes, urbanization and expansion of borders, language areas, cultures and traditions.

Since the polylogue of cultures is a universal form of coexistence of their different areas it is usually interpreted not only as a way of cooperation but also as a means of interaction of different peoples, cultures, countries. It is also a way of knowing various objects, artifacts, traditions and historical events in their historical retrospective.

The processes of informatization and globalization, which are intensively developing in the modern world, contribute to the strengthening of cultural diversity, generate new artistic trends, lead to the formation of innovative educational paradigms.

Analysis of recent research and publications. The study of processes and phenomena which have taken place in the field of modern education and culture are among the current problems of culturology and pedagogical science. At present, the population of the Ukrainian Carpathians region lives in conditions of social and economic discomfort, accumulated in many environmental, economic and socio-cultural spheres.

The issue of multiculturalism was studied by many foreign (J.-L. Amsell, R. Bernstein, A. Borisov, S. Gavro, M. Glaser, A. Mamonov, Z. Malkova, L. Suprunova) and some Ukrainian scientists (O. Hryva, O. Hukalenko L. Holik, L. Honcharenko, M. Krasovytsky, V. Kuzmenko, G. Levchenko, etc.).

Nowadays there is no clear definition of multicultural education in the scientific literature. However, scientists have considered various aspects of this phenomenon. The ideas of multiculturalism are reflected in scientific terms formulated by various researchers: multiculturalism (L. Arutiunova, A. Kuropiatnyk, E. Markarian), the concept of multicultural education (D. Banks and others); intercultural relations (M. Zhigalova, A. Pankin); intercultural communication (M. Ikonnikov, R. Lewis,



K. Stortita, etc.), multicultural education (N. Bordovska, A. Rean); migration pedagogy (O. Hukalenko, G. Soldatova, etc.); ideas of multiculturalism in higher education (V. Roshchupkin).

In response to new socio-cultural realities (globalization and internationalization of the world, processes of ethnocultural self-determination, problems of multicultural society and migration), the pedagogical community of the world develops an appropriate educational strategy, which is reflected in the UNO, the UNESCO, the European Council and the European Union documents. In particular, in 1995 the General Conference of UNESCO adopted the Declaration of Principles on Tolerance, the guiding principles of which in the context of our study are reflected in Art. 18 "Everyone has the right to the freedom of thought, conscience and religion", Art. 19. "... on the freedom of belief and their free expression", Art. 26 "Education shall promote mutual understanding, tolerance and friendship among all peoples, racial and religious groups" (Declaration of Principles on Tolerance, 1995).

THE PURPOSE OF THE RESEARCH. On the basis of the conducted content-analysis of the scientific literature, the study of practical experience of the activity of higher educational establishments, the specifics of realization of multicultural ideas in the modern educational process of university is revealed.

RESEARCH METHODS

In the article the following research methods are used: general scientific analysis, synthesis, deduction, induction, comparison, classification, generalization, which allow arguing and justifying.

RESULTS OF THE RESEARCH

Modern conditions of the society determine new vectors and dynamics of the development of its main components – education, culture, society, which interact closely with each other, because during their development they have always been closely linked with other social institutions. The complex processes of transformation of the society caused by aggravation of cultural and educational problems affect the development of many countries and the fate of a great number of people, the life of each individual and the community as a whole. After all, the external manifestations of globalization can be seen as complex and contradictory internal processes taking place in the educational process.

In the 90s of the twentieth century two progressive tendencies in the development of the world community are gaining popularity: multiculturalism and globalization. The supporters of globalization theories emphasize that the most progressive path of the development is the unification of peoples, the integration of efforts in all spheres of people and governments' lives. Conversely, the multicultural model of the development presupposes the formation of a multicultural space by joint efforts, the creation on this basis of favourable conditions for preserving the cultural diversity and identity of different peoples, and the development of integration processes.

Progressive ideas of multiculturalism in the educational space have been spreading since the proclamation of a new cultural and educational policy based on universal values by the United Nations. Accordingly, the educational space of the early XXI century is characterized as the space of multiculturalism.

The study of educational space as an integrative phenomenon of the modern model of an innovative higher educational establishment, both from a theoretical and practical point of view, is actual nowadays, as it allows to solve a number of difficult questions that need consistent solution:

- to capture the unique and inimitable values of traditional national education and culture, which form the basis of the mentality of a young person;
- to promote the positive entry of domestic education into the world cultural and educational community;
- to realize their cultural and educational needs in professional, creative and other activities in the context of national and world culture.

In modern scientific discourse there is a tendency to consider the educational space of higher educational establishments as a holistic system which is able to influence the formation of the space of other social institutions. After all, the diversity of cultures and their interaction in some way affects the formation of an individual and the whole nation. In this context, V. Yasvin's assertion that the educational space is "a process of specially organized formation of a personality according to a certain pattern..." (Yasvin, 2001) is consistent.

Multiculturalism is based on the fact that education in a polyethnic society, taking into account national differences, should contain a plurality of types, models and educational programs that will be adequate to the worldview and requirements of different ethnocultural groups in accordance with certain educational contexts.

We share the opinion of G. Filipchuk that "one of the most democratic models of education operates in European countries. This is when one part of ethnic groups has the opportunity to master basic secondary school education in their native language, the second implements the national-cultural educational component, the third group studies the native language optionally (Filipchuk, 1999, p.56). Such experience should be in the national education system. The introduction of European educational standards in Ukraine, gives grounds to say that multiculturalism is one of the basic standards of modern educational space, based on the values of European democratic society: human rights, equality, peace, social justice, democracy, freedom, personal security, pluralism of opinions, cultural diversity, responsibility, partnership, respect for the environment.

In the context of the implementation of the ideas of multiculturalism in the educational space of higher educational establishments, it is advisable to introduce the educational training program, curricula, syllabi of academic disciplines to the students. The students should become acquainted with the national and world history from the first year of studying, comparing and summarizing common and different periods in their formation, should study the history and culture of the native land, traditional way of life, national cuisine, clothing and architecture. The profound knowledge of history, literature and art will help students to better understand the place and role of native culture, history and traditions in the general



educational process, contribute to the formation and development of a socio-cultural space, form social and professional mobility of future professionals.

The innovative model of multicultural education should include national and regional components, the integration of which will ensure the implementation of educational functions aimed at forming young people's worldviews and motivation to interact and work closely with representatives of different ethnocultural worldview values, norms and rules of behavior, communication. Therefore, the leading functions of multicultural education include:

- philosophical and ideological;
- culturological;
- ethnosocial;
- socio-cultural
- educational;
- research and cognitive.

The introduction of the functions of multicultural education in the educational process will contribute to the realization of the tasks of the regional educational contents, which under favourable conditions can act as a link for the implementation of tasks at both regional and national levels because multiculturalism is considered as "respect, understanding and objective assessment of cultural diversity, mutual support of traditions, customs of a multiethnic society" (Pankin, 2006). In general, the process of implementing the ideas of multicultural education is characterized by the involvement of young people in the globalization processes of mankind, the formation of tolerant behaviour, adequate attitude to other nationalities, cultures, religions. A good example of the implementation of innovative ideas of multiculturalism is the education of students from the Middle East and other regions of the world in the educational institutions of Precarpathia. According to the Migration Service (Information resource: the Public Carpathians, 2021), 1,694 students from 53 countries attend higher educational establishments in Ivano-Frankivsk. The largest number of foreign students is at Ivano-Frankivsk National Medical University: 817 people, natives of India, 150 citizens of Nigeria, 119 students from Poland, 64 – from Ghana, 50 from Jordan and 20 citizens of the Republic of Maldives. Also, more than 1,500 foreign students attend the National Technical University of Oil and Gas. To increase the efficiency of education at the university, the Center for the Organization of International Students' Education has been established, where students from 37 countries in Asia and Africa receive higher education. At Vasyl Stefanyk Precarpathian National University the Department of International Cooperation is in charge of teaching students from other countries.

The university has developed special educational programs for studying (Bachelor and Master's Degree), within the existing license for admission of foreign students. These are educational programs: "Applied physics and nanomaterials", "Secondary education (physics)", "Physics and astronomy", "Computer engineering", "Management (business administration)", "Law", "Psychology", "Primary education" and others. Such a large number of students attend higher educational establishments of Precarpathia because of the high level of training, high qualification of teachers and appropriate conditions of studying.

The above mentioned facts confirm that the multicultural component of the educational space of higher educational establishments is determined by the interaction of many cultural components, the direct carriers of which are students from different regions of Ukraine and abroad. This correlates with the "model of humanity-oriented specialist, the development of his personal and creative qualities" (Petruneva, Dulina, Tokarev, 1998). The selected indicators, according to V. Kazarenkov, correspond to the main functions of higher education:

- humanistic, axiological (preservation of values of world and home multinational culture);
- socio-cultural (mastering the culture of their people in a variety of relations with the national cultures of other peoples and world culture in general);
- socially adaptive (adaptation to the surrounding society and professional activity);
- socially mobile (acquisition of a new status by a person);
- innovative (updating the range of knowledge and ways of human activity);
- social-integrative (involving a person in integrative educational-scientific, industrial activity);
- prognostic (disclosure of prospects for professional development and personal growth) (Kazarenkov, 2000).

The educational space of the university is "a set of components of socio-cultural and object-spatial environment, which are hierarchically structured by a set of different environments, corresponding conditions, factors, resources, various types of interaction of pedagogical processes aimed at achieving goals and objectives of higher education" (Yasvin, 2001).

That is why an important indicator of the quality of educational space is to ensure a high level of educational services and equal access of all categories of students to quality education, creating favorable conditions for preserving ethnocultural traditions of local residents of the Ukrainian Carpathians, and demonstrating cultural heritage and traditions of students from other regions of Ukraine and abroad. Such educational and cultural events as "Galytsky Ball", "Rodoslav", "Christmas Meetings", "Shevchenko Readings", excursions to museums and monuments of Precarpathia, etc. have become very popular among students.

Assimilation of cultural experience by the subjects of educational space does not happen spontaneously and quickly. This process requires great efforts, appropriate motivation, certain incentives for educational activities. After all, for foreign students and those who came to study from other regions of the country, along with the need to master the native culture in a multicultural environment of educational space of higher educational establishments, cognitive processes related to mastering another culture, language, history and traditions, through the formation of intercultural competencies and tolerant behavior, attitudes towards representatives of other peoples and cultures are becoming increasingly important.



Accordingly, in order to form intercultural competencies and develop tolerant behaviour in the educational space of higher educational establishments, where a multicultural environment predominates, it is recommended to create various circles, societies, establish innovative forms of interaction that will promote better communication and cooperation between students belonging to different nations and nationalities. In this regard, the main task is to ensure a high level of teaching the Humanities and vocational disciplines by integrating two or more courses, or the preparation of multidisciplinary courses, with the basics of multiculturalism.

Under certain conditions, the emphasis should be placed on students' mastering the basic concepts of cross-cultural literacy, knowing the mentality and national identity, intercultural competence and tolerance of local people. This will greatly facilitate the process of entry of foreign students into the multicultural environment of Precarpathia and Ukraine in general. The main task of these forms of interaction is to expand students' knowledge of the material and spiritual culture of the society and various peoples, the ability to generalize common and highlight the special cultural heritage, history, language of different peoples.

One of the tasks of multicultural education in higher educational establishments is to create the necessary conditions for training professionals who will live in a space of global cooperation, intensive exchange of information and products of labour, interact through the development of joint cultural, research and production programs.

In this case, educational institutions become culturally diverse (young people belonging to different ethnic, religious, racial groups, social layers, speaking different languages, having different moral and spiritual values, adhering to different norms of behaviour study together). Implementing the ideas of multiculturalism, teachers must solve an important professional problem, that is to determine how to respond during the organization of pedagogical activities to the cultural changes and innovations inherent in a multicultural region. Since the multicultural factor determines the need for an appropriate response to the intercultural diversity of students who are in a single educational space of higher educational establishments, they periodically should take into account the specifics of cultural and linguistic characteristics of students or remain neutral.

The teachers' aim is to instill in students respect for representatives of other nations and nationalities, to ensure equal access to quality educational services for all students, regardless of their legal, social status, physical strength and mental abilities. Therefore, the importance of multicultural education and upbringing in the formation of a growing personality in such circumstances is increasing.

Depending on historical, political, socio-cultural factors, the components of the educational space, the educational and cultural traditions of a particular region, various models of multicultural education are built, which determine the priorities of young people's readiness to live in a multicultural society.

This problem is extremely relevant for the region of the Ukrainian Carpathians, where there are centuries-old traditions of coexistence of peoples and ethnic groups. For example, more than 100 ethnic groups and nationalities live Transcarpathia and Bukovyna. Therefore, the priority in the educational space of higher educational establishments of these regions is given to multicultural education and upbringing, so new strategies are built, mechanisms for their implementation are determined.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The multicultural nature of education in the modern world, the multiplicity of functions assigned to it make this field the most important mechanism for sustainable development of the society. Nowadays, consolidation of the society, preservation of the single socio-cultural space of the country, formation of a system of values – from universal to family and personal are connected with the effective educational space. Under the conditions of significant aggravation of interethnic relations all over the world, the need to substantiate and implement multicultural education, which will contribute to combating xenophobia and ethnic strife, is especially important. We believe that the development of innovative forms of multicultural education in modern higher educational establishments are the prospects of further scientific research.

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Запрошуємо до співпраці!

Вельмишановні вчителі і вихователі, організатори і керівники освіти, вчені-педагогі і дослідники з України та інших країн, що вивчають людину, її життя і розвиток.

Гори, в якій країні вони б не були, справляють приблизно однаковий вплив на їх мешканців. Гірські ландшафти і особливі кліматичні умови визначають специфіку життєдіяльності і життєзабезпечення, традиції і звичаї, спосіб господарювання і виховання дітей.

Впливи природного середовища (гір, лісу, степу, клімату того чи іншого регіону тощо) майже не враховуються в організації навчально-виховного процесу. Дуже часто ті, хто цей процес здійснює, і самі не знають особливостей формуючого впливу сил природи на становлення і розвиток людської особистості.

Групою вчених Прикарпатського національного університету імені Василя Стефаника (Україна) розробляється регіональний проект «Гірська школа. Стан. Проблеми. Перспективи розвитку».

Метою проекту є:

- вивчення впливу гірського середовища на розвиток, навчання і виховання учнів;
- дослідження змісту, форм і методів використання вчителями і вихователями особливостей гірського довкілля з метою підвищення ефективності навчально-виховного процесу;
- узагальнення результатів вивчення впливу гірського середовища на розвиток учнів, отримання наукових знань, встановлення закономірностей формування особистості в специфічних умовах гір;
- підготовка пропозицій та рекомендацій щодо врахування особливостей гірського середовища для вчителів, вихователів, організаторів і управлінців освітою різних рівнів.

Просимо ознайомитися з нашим «Проектом», «Орієнтовною тематикою наукових досліджень», які вміщені в попередніх виданнях, врахувати соціально-економічні та культурно-історичні умови і особливості своєї країни і спільно досліджувати цю маловивчену проблему.

Порівняльний аналіз різних напрямів наукового вивчення означених питань дасть змогу не лише поділитись досвідом урахування впливів сил природи на виховання і розвиток дітей, але й встановити певні закономірності навчально-виховної роботи в умовах гірського регіону.

Результатами напрацювань учених України та інших країн можна буде обмінятися не лише шляхом наукових публікацій, але й у процесі їх обговорення на міжнародних семінарах, симпозиумах, конференціях.

Природознавці гірських країн Європи вже об'єдналися в дослідженнях проблеми збереження і сталого розвитку гір (Альпійська, Карпатська конвенції тощо). В 78 країнах світу створено Національні Комітети Гір.

Учені – педагоги, психологи, медики, соціологи, народознавці – мають також об'єднатись у вивченні проблем взаємодії природи і людини, впливу природи на розвиток особистості як найвищої цінності держави і суспільства.

Запрошуємо до наукової співпраці.

Розробники проекту

Welcome to cooperation!

Dear teachers and tutors, organizers and heads of educational institutions, scientists-teachers and researchers in Ukraine and other countries, studying the person, her life and development. Mountains, no matter in what country they are, make approximately identical influence on their inhabitants. Mountain landscapes and special climatic conditions determine specificity of ability to live and life-support, traditions and customs, ways of managing and children's education.

Influence of the environment (mountains, woods, steppes of a region) almost is not taken into consideration at the organization of educational process. Very often those who carries out this process, do not know themselves all features of forming influence of the natural conditions on the making and development of the human person.

The regional project «Mountain school. Condition. Problems. Prospects of development» is developed by the group of scientists of the Precarpathian National University named after Vasyl Stefanyk (Ukraine).

The purposes of the project are as follows:

- Studying influence of the mountain environment on development, training and education of pupils;
- Research of the contents, forms and methods of use by teachers and tutors of features of the mountain environment aimed at increasing of the efficiency of educational process;
- Summarizing of the results of studying influence of the mountain environment on development of pupils, acquiring scientific knowledge, determining the laws of the person's formation in specific conditions of the mountains;
- Preparation of offers and recommendations about taking into account features of the mountain environment for teachers, tutors, organizers and heads of educational institutions of different levels.

Will you acquaint yourself with our «Project», «Approximate subjects of scientific researches», which contains this edition, consider social – economic and cultural-historical conditions and features of your country and make common exploration of this insufficiently studied problem?

The comparative analysis of different directions of scientific studying of the defined problems will enable not only to share experience of taking into account influences of the natural conditions on education and development of children, but also will define certain laws of teaching and educational work in conditions of the mountain region.

It will be possible to exchange the results of the researches of scientists in Ukraine and other countries not only by means of scientific publications, but also during their discussion at the international seminars, symposiums and conferences.

Naturalists of the European highland countries have already united in researches of the problem of preservation and constant development of mountains (the Alpine and Carpathian conventions, etc.). The National Committees of Mountains are founded in 78 countries of the world.

Scientists – teachers, psychologists, physicians, sociologists, and ethnologists should also unite for studying problems of interaction of the nature and the person, influence of the nature on development of the person as the most value of the state and society.

We invite you to scientific cooperation.



ПОЛІТИКА ВІДКРИТОГО ДОСТУПУ

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» практикує політику відкритого доступу до опублікованого змісту, підтримуючи принципи вільного поширення наукової інформації та глобального обміну знаннями задля загального суспільного прогресу. Часопис видається ДВНЗ «Прикарпатський національний університет імені Василя Стефаника» з 2006 року.

Періодичність видання – виходить 1 раз 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 антиплагиату 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).

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Scientific professional publication in pedagogical sciences «Mountain School of Ukrainian Carpaty» has been published by public higher education institution «Vasyl Stefanyk Precarpathian National University» since 2006.

Publication frequency – once a year.

The journal contains theoretical and experimental articles highlighting current problems of the theory and history of education, philosophy of education, educational management methods and technologies of training, education and vocational guidance of students in educational institutions and extracurricular institutions, educational innovations, psycho-pedagogical problems of student personality development, professional training and professional development of future teachers, continuous pedagogical education, pedagogical practice, comparative pedagogy, social pedagogy and more. Much attention is paid to the problems of mountain schools. Scientific specialized edition of pedagogical sciences is intended at researchers, teachers, doctoral students, graduate students, academic staff, the parent community, and all those interested in the current status of pedagogical education development.

Authors are responsible for the reliability of facts, names, dates, references and literature, plagiarism etc. The editorial board does not always share their views.

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ВИМОГИ

ДО СТАТЕЙ У НАУКОВОМУ ФАХОВОМУ ВИДАННІ «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

Статті, подані до збірника, повинні мати необхідні елементи:

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2. ПІБ автора, інформація про автора **українською чи англійською мовою (відмінною від мови статті)** (вчене звання, науковий ступінь, назва та адреса організації, у якій працює автор).
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6. Назва статті, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
7. Резюме і ключові слова (курсив) мовою статті з такими обов'язковими елементами: актуальність проблеми, мета, методи та результати дослідження (від 200 до 300 слів та 5-10 ключових слів).
8. Назва статті **українською чи англійською мовою (відмінною від мови статті)**, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
9. Авторське резюме **українською чи англійською мовою (відмінною від мови статті)**: (актуальність, мета, методи, результати дослідження та висновки) обсягом 300 слів (не менше 1800 знаків) і ключові слова.
10. Текст статті, де містяться такі необхідні елементи:

1. ВСТУП / INTRODUCTION

Постановка проблеми.

Analysis of recent research and publications.

2. МЕТА ДОСЛІДЖЕННЯ / THE PURPOSE OF THE RESEARCH

Визначаються, виходячи з невирішених чи проблемних аспектів порушеної теми. Завдання мають бути спрямовані на узагальнення даних, формулювання концепції, певної моделі, методики, розробку та виділення методів, умов проведення дослідження тощо.

3. МЕТОДИ ДОСЛІДЖЕННЯ / RESEARCH METHODS

Методи дослідження передбачають опис їх основного змісту, характеристик і показників, які вони фіксують, та одиниць вимірювання.

4. РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ / RESEARCH RESULTS

Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів повинен містити стисле узагальнення отриманих автором даних із виділенням напрямів, тенденцій, підходів до розв'язання проблеми. Опис емпіричних результатів має містити конкретні дані, що підтверджують статистичну достовірність отриманих результатів, у вигляді таблиць, графіків, діаграм з подальшою інтерпретацією. Теоретичний аналіз не повинен обмежуватися посиланнями на авторів, які вивчали порушене питання. У статті бажано подавати посилання на іншомовні джерела.

5. ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ / CONCUSSION AND PROSPECTS FOR FURTHER RESEARCH

Висновки з дослідження, які стисло висвітлюють сутність отриманих результатів згідно з поставленими в роботі завданнями.

6. СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ подається в міжнародному стилі оформлення наукових публікацій APA

7. REFERENCES

Подається англomовний переклад списку використаних джерел.

Переклад засобами онлайн-сервісів Інтернет не допускається.

Окремими файлами подається:

- довідка про автора (співавторів).

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Статті надсилати на електронну пошту відповідального секретаря наукового фахового видання з педагогічних наук «Гірська школа Українських Карпат»: E-mail chervinska.inna@gmail.com



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FOR THE PAPERS OF SCIENTIFIC PROFESSIONAL PUBLICATION «MOUNTAIN SCHOOL OF UKRAINIAN CARPATY»

Articles submitted to the scientific edition must contain the following information:

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 2. Author's first name, information about the author in Ukrainian or English (different from the language of the article) (academic title, scientific degree, name and address of the organization for which the author works).
 3. The author's email .
 4. ORCID number (<http://orcid.org/>) and / or Researcher ID number (<http://www.researcherid.com/>).
 5. Number UDC.
 6. Article title, aligned to the middle of the text, bold all capital letters.
 7. Summary and keywords (italics) in the language of the article with the following mandatory elements: relevance of the problem, purpose, methods and results of the study (200 to 300 words and 5-10 keywords).
 8. Title of the article in Ukrainian or English (different from the language of the article), center alignment, bold text, all capital letters.
 9. Author's summary in Ukrainian or English (different from the language of the article): (actuality, purpose, methods, results of research and conclusions) within 300 words (not less than 1800 symbols) and keywords.
 10. The text of the article containing the following necessary elements:
 1. **INTRODUCTION** The problem formulation.
Analysis of recent research and publications.
 2. **AIM AND TASKS OF THE RESEARCH**
Determined on the basis of unresolved or problematic aspects of the topic raised. The tasks should be aimed at generalizing data, formulating a concept, a specific model, methodology, developing and highlighting methods, research conditions, and more.
 3. **RESEARCH METHODS**
Research methods provide a description of their main content, characteristics and indicators that they capture, and units of measurement.
 4. **RESEARCH RESULTS**
A summary of the main research material with a full justification of the scientific results should contain a concise summary of the data obtained by the author with the identification of directions, trends, approaches to solving the problem. The description of the empirical results should include specific data that confirm the statistical reliability of the results obtained, in the form of tables, graphs, and diagrams with further interpretation. Theoretical analysis should not be limited to references to authors who have studied the problem raised. In the article, it is advisable to provide references to foreign language sources.
 5. **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**
The conclusions of the study, which briefly highlight the nature of the results obtained in accordance with the tasks set in the work.
 6. **LIST OF REFERENCES** submitted internationally according to APA
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