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METHODOLOGICAL PROBLEMS OF MODERN PEDAGOGY

HRYHORIY VASIANOVYCH, RADOSLAV MUSHKETA

Abstract. The article analyses the nature and the content of the term "methodology", and concludes that so far there is no clear approach to the notion definition. Much attention is paid to determine the relationship between methodology and science, and to reveal dialectical aspects of this relationship. The author studies the main factors of methodology influence on improving teaching reality and pedagogical activity, and defines the role of methodology in forming the content of pedagogical education. It is proved that the improvement of the educational process and study of its main components depends on methodological culture of a teacher.

Keywords: methodology, teacher, pedagogical reality, pedagogical activity, science, content of pedagogical education, methodological culture of a teacher.

1. INTRODUCTION

Modern pedagogy is going through hard times. This has resulted not only from the crisis in Ukraine and its educational system accordingly, but also from purely internal problems of development. From the standpoint of evidence and logics of events development, each science has its own laws of sustainability and progress, has its lifelong general and specific principles, rules, object of study, categorical apparatus and so on. This fully concerns such a dynamic science as pedagogy, because knowledge of the nature, effect of educational laws and regularities helps teacher to find the correct answers to the key questions of educational reality and practice. Academician Ivan Zyazyun insistently proved that traditional pedagogy is objectively unable to meet the growing imperatives of our time [9, p. 20-37]. Thus, todays urgent issue is to overview many established pedagogical approaches primarily concerning the conceptualization of the content of modern education, understanding the nature and the content of educational activity, educational process, determining the place, role and real possibilities of modern educational technology application, determining conditions, principles, forms, methods and means of formation methodological culture of a teacher, etc. Besides, it is necessary to be well aware of pedagogy as a science, though having its own status of functioning but being in a range of other sciences, is certainly under their influence (philosophy, psychology, cultural studies, sociology, logic, etc.).

In our opinion, pedagogic methodology can help to solve these and other complex issues of modern pedagogy.

The *object* of the article is to analyse the methodological problems of modern pedagogy and to reveal the possibilities of its impact in solving urgent educational issues of today.

2. RESULTS AND DISCUSSION

Significant number of domestic and foreign scientists studied the problems of methodology. Ukrainian scientists (I. Bekh, M. Bilukha, S. Honcharenko, I. Zyazyun, V. Kosolapov, S. Mochernyi, V. Rybalka, M. Savchyn, D. Stechenko, S. Farenik, O. Chmyr, N. Chuprina) focused their attention not only on clarifying the nature and content of the definition of "methodology" but also on justifying the role and place of methodology in scientific research, system of functioning of secondary and higher education, its humanization and humanitaryzation. They determined real possibilities of the methodology in personality shaping etc. Foreign scientists (M. Weber, W. Zavyazinskyi, M. Kahan, V. Krayevskyi, L. Mikeshyna, V. Okon', A. Novikov, B. Russell, J. Searle, B. Serikov, Yu. Henninhsen etc.) studied both general and specific issues of scientific knowledge and cognition development, analyzed the problem of interrelation between methodology and creativity, mutual understanding, prognosis of education development, etc.

2.1.   THE ESSENCE AND CONTENT OF THE NOTION "METHODOLOGY"

The term "methodology" is one of the most uncertain, ambiguous, and even contradictory. The analysis of scientific sources shows that there are different approaches to understanding and determining the definition of "methodology". D. Srechenko and O. Chmyr hold to an opinion, according to which "the methodology is the philosophical study of cognition methods. In a broad sense methodology is a way of understanding the structure of science and methods of its work, in the narrow sense it is a set of principles, methods, techniques and research procedures used in a given field of knowledge (specific scientific methodology)" [13, p. 82]. In our opinion we can agree with this definition perhaps in part because the methodology is indeed the science of learning methods. Instead, scholars interpreted more widely modern definition of the term "methodology". In particular, famous methodologist of pedagogical science V. Krayevskyi substantiated his own position, according to which, the methodology has three levels: philosophical knowledge concerns the first of them; general scientific knowledge composes second level; the third level is characterized by specific scientific knowledge. Thus, according to the scientists, it is appropriate to talk about: a) general philosophical; b) general scientific and c) specific scientific methodology. V. Krayevskyi noticed that some scientists distinguish fourth level of methodology that is formed by technique and technology of research. He stuck to the definition formulated by M. Danilov "Pedagogical methodology is a system of knowledge concerning the foundations and structure of pedagogical theory, the principles of the approach and method of obtaining knowledge that reflects pedagogical reality" and further he stressed that it should be added the following: " ... as well as the system of activity concerning obtaining knowledge and grounding of programs, logic and methods, assessing the quality of specially-scientific pedagogical researches" [10, p. 17-18].

Academician S. Honcharenko noted that the term "methodology" is widely regarded as something abstract, distant from life. However this is far from being the case. This is the methodology that defines the strategies, forms and methods of scientific research. The scientist also followed the "leveled" approach concerning determination of the outlined concept. At the same time he emphasized the functional significance of the methodology and has formulated the following generalized definition: "Methodology is a system of knowledge about the structure of pedagogical theory, the principles of the approach and methods of acquiring knowledge that reflects the educational reality; it is the system of activity aimed at obtaining such knowledge and grounding of programs, logic and methods, assessing the quality of specially-scientific pedagogical researches" [4, p. 499].

S. Honcharenko stressed that in this definition, along with a system of knowledge concerning the structure of pedagogical theory, principles and methods of acquiring knowledge the system of

researcher's activity aimed at knowledge obtaining is singled out. Thus, the subject of methodology serves as the correlation between the pedagogical reality and its reflection in pedagogical science. The written above shows that approaches of V. Krayevskyi and S. Honcharenko are almost identical.

Defining the notion of "methodology" Polish scientists V. Okon' followed the position according to which it "is the science of methods of scientific reality that covers means of preparation to research, the research itself, and study of its results" [15, p. 246].

2.2.   METHODOLOGY AND PEDAGOGICAL SCIENCE

Today there is a generally established view that pedagogy is the only science dealing with education, therefore, the science of training and upbringing. This does not mean that other sciences do not study certain problems of modern pedagogy. Today pedagogical anthropology, hermeneutics, phenomenology, synergy and so on gained scientific status and are powerfully utilized in scientific knowledge (on the methodology level). Instead, general pedagogy is the only special science dealing with education. This is due to the fact that only pedagogy as a science studies problems of education in its entirety. For pedagogy education is the only proper object of study. S. Honcharenko states that "the object of pedagogy is special, socially and personally determined activity, characterized by pedagogical goal setting and pedagogical leadership in social inclusion of a human" [5, p. 645]. The scientist noticed that it is used to believe the subject of pedagogy to be upbringing. But today it is more appropriate and "... correct to consider the subject of pedagogy to be the study of the essence of human personality formation and development and on this basis processing the theory and methodology of education as a specially organized pedagogical process" [5, p. 645].

S. Honcharenko explained that this definition directs researchers and teachers practitioners to learning and comprehensive understanding of the process of individuality development and profound dependencies that exist between this development and education.

It should be emphasized that although the process of obtaining pedagogical knowledge is a subject of the general laws of scientific knowledge, pedagogical science has its own specifics. It is due to the fact that it combines two major functions: scientific theoretical and constructive technical (normative, regulatory) that are usually divided among different disciplines in other scientific fields. In pedagogy these functions are dialectically combined. There are even more essential features of pedagogy, caused by its affiliation with the field of social and humanitarian knowledge, which requires more detailed description. Here we note that the main problem of pedagogical methodology is connection between science and practice. This primarily concerns knowledge of educational reality and educational activity, as well as the content of pedagogy, education, and in particular pedagogical education.

2.3.   THE METHODOLOGY AND PEDAGOGICAL REALITY

Any study begins with the analysis of the matter, and in the outlined context pedagogical reality is the matter. Nowadays it is not only colorful, diverse, and highly controversial: it is progressive and regressive, humane and inhumane, perfect and imperfect, traditional and innovative, etc. G. Hegel considered reality to be realm of spirit and noted that "... in true existence this spirit resembles multicolored carpet, where numerous interests and objectives overlap and compete with one another" [3, p. 382].

Today, our reality turned to that way that became apparent contradictions between: the urgent need of legal support to pedagogical education system and its real discrepancy; pedagogical ideals and reality; formal freedom and real lack of freedom of educational process subjects; needs of society in the qualitative training of teaching staff and insufficient level of training; proper status of a teacher in the society and its considerable disparity in view of the social role of a teacher; between traditional and innovative forms, teaching methods, and so on.

Among the totality of these contradictions scholar-methodologist should recognize and distinguish the main ones; their solution will contribute to the improvement of this reality, make it possible to

simulate such a system that allows future educational reality to obtain true progressive, humanistic shapes and make the lives of all the subjects of the educational process worthy and happy.

Taking into consideration limits of the article it is better to illustrate the foregoing at least using the example of the contradiction between pedagogical ideals and reality. Retrospective analysis of pedagogical theories and teaching practice clearly shows that the best teachers from different societies and centuries always tended to high educational ideals. The main their goal was to prepare highly educated, fully developed person with humanistic worldview that will be able to understand the necessity of hard work for the benefit of society and feel respect for others. Experience shows that it was impossible to realize these ideals in authoritarian societies. Somewhere they were implemented only partially. This aspect of the problem drew attention of the outstanding Ukrainian teacher H. Vashchenko. He substantiated the nature and the content of Christian educational ideal and opposed it to communistic ideal [2, p. 191].

L. Yershova made profound scientific research "Transformation of educational ideal in Ukraine ..." [8]. There she has identified the main principles of the educational ideal development (humanism, democracy, national character, and patriotism), singled out the characteristic features of the main paradigms of educational ideal; found the key merits of educational ideal, etc. Describing the current state of the formation of educational ideal, L. Yershova proves that if in1994 – 2004 years a conflict of ideals had began to emerge in Ukraine, then since 2005 real confrontation of the ideals would have been set up in all the areas of the society. Unfortunately, it still exists today. In our opinion, the biggest negative of this state, is that people stay remote from reality, they are locked in their inner world, everything except their own virtual space becomes unfamiliar. There comes a dream of reason and conscience, and as you know dream of reason produces monsters...

The reality, where moral standards and principles are essentially deformed, where law is disregarded, while corruption and the power of the "golden calf" prosper can destroy the most advanced educational and social ideals at all. This condition was characterized by G. Hegel at his time, who said that the reality replaced ideals. The philosopher wrote: "Everyone creates his own ideal, but eventually one gets something quite different, not similar to his ideal; his ideal is replaced by reality, and he forgets about it" [3, p. 426].

Yet, even under these conditions we cannot abandon the humanistic pedagogical ideals. Pedagogical methodology is aimed to lead us to the right path in life, to make the reality be decent of a human. This means that pedagogical methodology, using modern methods of scientific knowledge, should help scientists-teachers to learn both internal and external factors of reality improving; to determine what should and what should not be done to prevent pedagogical ideals from being "replaced" by reality, therefore, preserve reality from becoming absurd, illusory; to examine to what extent of twisted reality teachers can act responsibly, conscientiously, diligently, and where is the line when they "burn out" and become indifferent not only to their students, but also to themselves; to help analyze and deeply understand what disastrous consequences may occur in the sphere of spirit and morality, if the training and education of future generations is not be based on the humanistic educational ideal.

2.4.   METHODOLOGY AND PEDAGOGICAL ACTIVITY

The problem of the nature and content of educational activity was study subject of following domestic and foreign scientists: K. Abulkhanova-Slavska, A. Aleksyuk, S. Amonashvili, O. Anisimov, Yu. Babanskyi, I. Bech, O. Budnyk, S. Honcharenko, O. Dubasenyuk, J. Dewey, M. Yevtukh, I. Zyazyun, S. Kachor, T. Levovytskyi, O. Leontyev, T. Nowitski, V. Rybalka, A. Romanovskyi, O. Rudnytska, G. Filipchuk and others.

Pedagogical activity is extremely diverse, even all-inclusive. But in our opinion, it is only worthwhile, when filled with a moral sense, when good is done, when responsibility of an individual is tempered, therefore, the human is created in the course of pedagogical activity. Let's recall how G. Hegel defined the essence of the concept of "education". The philosopher extremely lapidary formulated his opinion: "Pedagogy is the art of making people moral: it considers human as a natural

being and shows the way, if following it human can be born again, turning its first nature into another, spiritual one, that can gradually become its habit" [3, p. 205-206]. Then thinker pointed out that everything that origins in the sphere of morality is generated by the activity of spirit, therefore this spirit must be intelligent and amateur. Therefore, only subjectivity is considered to be activity.

Later on this idea was emphasized by prominent psychologist S. Rubinstein. The scientist wrote: "The subject in its acts, in acts of creative initiative is not only manifested and revealed but is also created and defined. Therefore, you can define and create him owing to his deeds..." [12, p. 106].

Academician I. Zyazyun defined pedagogical activity as a meta-activity, as far as it is built over the activity of a pupil/student. Teacher in the course of his/her professional activity does not only define the purpose of education and upbringing but tries to make this goal being perceived, understood and implemented by pupil or student [11, p. 19].

In our opinion, it is necessary to emphasize the fact that the content of pedagogical activity, as well as every social phenomenon, is constantly changing and is being filled with a new meaning. As scientists prove, the functions of the teacher are also changing. Modern teachers cannot be functionaries anymore, they cannot be limited by knowledge, proficiency, and skills. Teachers' task is to form a coherent personality, and for this they have first of all to be individuals themselves. All this requires from teachers continuous self-improvement, intense mental work, and emotional stress. Today, pedagogical activity can be effective if teachers rather than blindly guide instructions and standards will be able to create new authoring system, their own pedagogical project. Only under this condition teachers can be "interesting to themselves", they will be able to arouse positive emotions in their students, will be able to educate in children an experience to be themselves, teach them to overcome the difficulties of understanding the reality.

What is pedagogical methodology able to help in resolving numerous issues related to teaching activity? We believe that the first thing many researchers should do, it is to rise to the level of general philosophical methodology. S. Honcharenko fairly pointed in this regard the following "paradoxical and alarming situation happened to the theory of pedagogical science in Ukraine. On the one hand, formal data (that is hundreds of presented theses on pedagogical sciences, hundreds of published monographs and dozens of new textbooks on pedagogy; emergence of new scientific and educational departments of pedagogical sphere in higher educational institutions) demonstrate the ongoing development of pedagogical knowledge. With general increasing of the average level of education, with increasing number of studies culture of scientific thinking, methodological and theoretical level of research evidently decline". Further scholar stated that "...too often serious pedagogical problems (philosophy of education, its continuity, democratization, fundamentalization, humanization, standardization, informatization, "textbook creation", etc.) are considered at pragmatic, and sometimes even at the mundane level [6, p. 37].

So, as it can be seen from the former context S. Honcharenko not rejecting the principles and methods of general scientific and specific scientific levels, is obviously in favor of increasing the role of general philosophical methodology in pedagogical researches. In our view, this approach is valuable in the context of comprehending the problems of pedagogical activity. What are its benefits?

In modern conditions pedagogical methodology is a reliable guide that identifies regularities and formation of all the systems of practical pedagogical activity. Based on quantitative and qualitative changes it allows to prove the most effective mechanisms of the regulation and functioning of pedagogical action, to define spiritual and cultural context of pedagogical activity, and to analyze value-semantic component of pedagogical activity. Based on the general dialectical principle on the interrelation between things and social phenomena pedagogical methodology allows to reveal deep interaction between pedagogical thinking and activity, to explore the conditions under which pedagogical activity becomes moral and aesthetic phenomenon, and so on.

Teachers-practitioners having certain amount of knowledge on methodology are capable to reflect on their pedagogical activity and to identify the causes of success and failure of students, to explore the difficulties that arise in the process of learning materials of a new type, etc. Academician V. Krayevskyi distinguished main methodological issues that the future teachers need to learn. They are as follows:

1) methodological literacy as a prerequisite for an effective scientific and practical pedagogical activity; 2) unity and division between pedagogy as a science and teaching practice; 3) teacher in the system of communications between pedagogy as a science and teaching practice; 4) research methods in teacher's practice; 5) scientific and pedagogical knowledge necessary for teachers to understand their own activity as a condition of its effectiveness; 6) system of pedagogical problems as the content of a teacher's activity; 7) problem as a part of methodological reflection; 8) mental experiment as a way to find solutions to the problem of pedagogical goal; 9) methodical reflection as part of methodological culture of a teacher; 10) long-term objectives as one of the stages of teachers' projecting their own systems of work [10, p. 129]. Unfortunately, teachers often boast of such question posing and believe that they, as practitioners, do not need it. They do not realize the fact that pedagogical activity quickly degenerates into craftsmanship without scientific understanding. But today it is extremely unacceptable for teacher to become craftsman. Pedagogue is aimed to be a creative and competent individuality on both empirical and theoretical levels. Undoubtedly, all this is closely related to the fact of quality and content of such pedagogical education that future teachers receive.

2.5.   METHODOLOGY AND CONTENT OF PEDAGOGICAL EDUCATION

Any education is a complex social phenomenon, the process and the result of mastering by individuality certain system of sciences, knowledge, practical skills, abilities and associated with it development of its intellectually-cognitive, artistic activity as well as moral and aesthetic culture. The main aim of pedagogical education is preparing specialists to the work in the educational sphere. The specificity of pedagogical education is determined by increased social demands for professional activity and individuality of a teacher as a subject of educational communication and pedagogical process. Therefore, pedagogical education is aimed to solve two sets of interrelated problems: first of all, to promote socially valuable personal development of future teachers (their fundamental, common cultural, moral and social maturity) and secondly, to help them in professional development and specialization in pedagogical activity [7, p. 646].

The content of pedagogical education is primarily determined by the needs of society and individual that finds its real reflection in the educational qualifying standards, concepts, programs and more. The scope and character of the content of pedagogical education is also determined by the type and level of the educational institution, content of subjects and age features of students. We should note that for the past quarter of a century we observe "waterfall" of diverse concepts, paradigms, approaches to determining the content of teacher education, however still have lack of well-designed standards (except the obsolete ones). Some of them contradict each other, and all of this, in our opinion, logically results from the "reformist fever" that almost every year is imposed on us by incompetent officials in terms of education. S. Honcharenko fairly pointed that poor understanding of educational matter by many officials, leads to significant losses not only in theory but also in practice of making the content of pedagogical education. Hereto is added the fact that the inability to determine properly the content of national pedagogical education provokes uncritical transfer of someone else's experiences on native soil that is not just unproductive but is largely a disastrous matter.

Instead, we believe that thorough knowledge and intelligent use of pedagogical methodology it can help in solving this extremely important issue. What it can exactly help?

First of all, it can help to fill the standards of pedagogical education with the general cultural and national elements.

Secondly, it can help to outline clearly the content of pedagogical education with the idea of pedagogization of both educational and public space.

Thirdly, taking into consideration low level of ecological culture of citizens and connected with it huge environmental problems it would be appropriate to include the issue of ecological culture of a personality into the content of each pedagogy subject.

Fourthly, the content of pedagogical education should reflect more specifically and consistently the issue of personality socialization. The basis of this statement should take developmental-optimistic

principle of education and upbringing as it was proved on highly methodological level in the monograph by O. Budnyk [1].

Thus, all the phenomena that require study of the problem of the educational process improvement, teachers training, fully developed personality of a pupil/student, etc. demand high methodological culture from teacher-researcher.

2.6.   METHODOLOGICAL CULTURE OF A TEACHER

General conceptual approaches concerning determination of the nature and content of methodological culture of a teacher and the ways of its improvement are already studied by many scientists (S. Honcharenko, V. Zahvyazinskyi, I. Zyazyun T. Levovytskyi, P. Kabanov, V. Krayevskyi, A. Hodusov and others). Scientists are unanimous in the opinion that the study of highly complex problems of modern pedagogy is impossible without a subject that has a high level of methodological culture. They outline different definitions of the notion of "methodological culture". We stick to the concept suggested by V. Krayevskyi in his study: "speaking about methodological culture of a teacher, we mean primarily the culture of thinking specific to the sphere of education. It foresees knowledge of methodological standards and ability to apply these standards dealing with educational problems. Its main components are the ability to design and construct the educational process; the ability to understand, formulate and solve problems creatively; the ability to carry out methodical reflection" [10, p. 123]. What is very important in the study by V. Krayevskyi, is that he does not only present a model of this phenomenon, but also outlines the common and different features in content of methodological culture of a teacher practitioner and teacher-researcher [10, p. 124-127].

Basing on the theoretical analysis of scientific facts O. Hodusov emphasizes the most significant trends in the formation of methodological culture of a teacher. They are:

a) dependence of teacher's methodological culture formation on epy requirements of a society and needs of educational institutions;

b) dependence of methodological culture of a teacher on social-cultural and educational environment;

c) dependence of the effectiveness of teacher's methodological culture formation on the high level of reflexive control of this process;

d) dependence of the effectiveness of teacher's methodological culture formation on the system of additional pedagogical education.

The scientist considers following principles of methodological culture formation of a teacher:

a) the principle of ethical and anthropological orientation of the process of methodological culture formation of a teacher, which involves the development of a teacher as an integral person, reorientation of teacher's consciousness towards activation of his career, mastering the ideals and values that teacher should implement in his own form of professional life;

b) the principle of innovative and methodological orientation of a teacher to his professional activity, that reflects the integrated nature of the process of methodological culture formation, specific forms of the process of formation, and indicates the ways and means of releasing all the creative forces of a teacher;

c) the principle of methodological reflection of professional being of a teacher, which encourages him to form the necessity of constant self-improvement as an individuality;

d) the principle of self-determination of the individuality of a teacher in a culture that assumes that the dynamics of methodological culture formation is provided primarily by the personal development [14].

The content of the above stated shows that the acquirement of methodological culture of a teacher is not an end in itself, it should help to ensure that obtained research results were popular both among researchers and teachers-practitioners in their professional activity.

3. CONCLUSIONS

On the basis of the performed analysis we can conclude the following:

1. The methodology examines the process and the results of research. Pedagogic methodology examines the process and the results of pedagogical research; it helps to establish unity between pedagogical science and practice.

2. The main objective of pedagogical methodology as a science is the study of pedagogical reality and pedagogical activity.

3. Results of the research, their validity and relevance in practice are directly dependent on the level of methodological culture of a teacher-researcher.

The further research can be based on the issues concerning methodological reflection in scientific work; argumentation techniques in formation theoretical model; axiological aspects of research and monitoring of theoretical models, etc.

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У статті аналізується сутність і зміст поняття "методологія", на основі чого робиться висновок про те, що до цього часу не існує однозначного підходу у визначенні цієї дефініції. Значна увага приділяється питанням з'ясування взаємозв'язку методології і науки, розкриваються діалектичні аспекти цього взаємозв'язку. Досліджуються провідні чинники впливу методології на удосконалення педагогічної дійсності і педагогічної діяльності. Визначається роль методології у формуванні змісту педагогічної освіти. Доводиться, що удосконалення навчально-виховного процесу, дослідження його основних складових безпосередньо залежить від методологічної культури педагога.

Ключові слова: методологія, педагог, педагогічна дійсність, педагогічна діяльність, наука, зміст педагогічної освіти, методологічна культура педагога.

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RESEARCHER'S ACADEMIC CULTURE IN THE EDUCATIONAL SPACE OF THE UNIVERSITY: LINGUO-AXIOLOGICAL APPROACH

OLENA SEMENOG

Abstract. The article is devoted to the nature of the concepts "classic University", "cultural and educational space of the University", "research activity of future professional", "researcher's academic culture" and approach to academic culture as the basis of research culture in a university. It is defined that the concept of academic culture is complex. We are talking in general about the culture at the university, values, traditions, norms, rules of scientific research, and the scientific language culture, the culture of spirituality and morality, the culture of communication between science tutors and students, a culture of unique pedagogical action of master and his social, moral responsibility for the studying results. The formation of academic culture and own style, is better to develop on the positions of personal-activity, competence, axiological, cultural, acmeological approaches.

Keywords: academic culture, lingual axiological approach, research activity of future professional, University, values, scientific language culture.

1. INTRODUCTION

"All our life is a school … it's calling; it is our job"– wrote an outstanding pedagogue Jan Amos Comenius (1592-1670) [7, p. 383]. His book "Pampediya" which has another title "Universal education of the whole human family, regardless of age, gender and nationality" describes the features of lifelong education. According to the Ukrainian teacher I. Zyazyun "philosophical and pedagogical idea of lifelong learning represents a substantial expanse of several aims. Firstly, it is, above all, understanding education as a process that encompasses all life; relentless assimilation of targeted human sociocultural experience using all parts of the existing educational system; appointed observance of the principle of education and educational policy aimed at creating conditions for education rights throughout the life, relationship and ensure continuity of various stages of education" [4, p. 13]. The purpose of continuous pedagogical education is the reproduction of human capital and intellect of society to promote sustainable human development through quality training and professional development through a combination of national heritage of world significance and established European traditions, development of teachers capable of the process of continuous improvement make professional activities on the basis of humanism, democracy, free competition and high technology.

An educational community increasingly draws attention to the problem of quality of lifelong education that largely provides professional competitiveness in today's job market, in particular, training.

Educational institutions need teachers who are capable of innovative professional activity in the conditions of increasing amounts of information, looking for professional development, self-development, self-improvement and self-realization, design and conduct training and educational activities, creating an atmosphere of research and educational cooperation. The importance of these professional and personal qualities actualizes the need for the formation of academic culture researchers in the process of professional training in Universities of Ukraine.

The University is a special world with its system of relationships, values and traditions. University years are not only the years for the science, but also – identity formation. An authority of alma mater is determined by its scientific and educational potential. One of the most important ways of activities, particularly, in traditional universities is a quality of professionally-pedagogical trainings of students to work in secondary and higher educational institutions. Undoubtedly, the development and implementation of creative qualities of future teachers and researchers depend on the personality of the professors who have high methodological culture, humanistic style of scientific thinking, quickly respond to continuously changing requirements of professional competence, skillfully organize student's joint research.

The necessity of training of the specialist-researcher, motivated for creativity and innovation, according to the UNESCO's Strategy in relation to teachers 2012-2015. The idea of reforming education on the basis of universal, multicultural, national values of the individual teacher-researcher justified in the National strategy of education development in Ukraine for 2012 – 2021, the Law of Ukraine "On higher education" (2014). Analysis of scientific sources (V. Astakhov, T. Dobko, A. Yerokhin, A. Kravchenko, V. Roman, etc.), the research project "Academic culture of Ukrainian students: the main factors of formation and development", which was completed in 2014-2015 East-Ukrainian Foundation for social research, Institute of socio-humanitarian researches KNU named after V.N. Karazin Kharkiv National University, other Universities of Ukraine with the support of International Fund "Revival", shows the attention of the scientific community to the academic virtues, values, and educational aspects of academic culture of the person.

We will outline the essence of the concepts "classic University", "cultural and educational space of the University", "research activity of future professional", "researcher's academic culture" and approach to academic culture as the basis of research culture in a university in the article.

2. ANALYSIS AND DISCUSSION

Classical education is called the type of secondary education, which is based on the study of Latin, Greek language and ancient literature as priority subjects [6, p. 343], and the ideal of training in educational system of classical education is an intelligent person.

Classical Universities as stresses I. Zyazyun, has the following specific characteristics: the emphasis in scientific work on fundamental research; training of specialists for high-tech industries; higher level of basic training; the transition to the implementation of interdisciplinary knowledge; active use in educational process of results and technologies of scientific research; orientation on the preparation of teachers for higher education system, especially in the Humanities, natural Sciences [4, p. 455].

In the XIX century German scientist Wilhelm von Humboldt wrote about such university where the priority belongs to joint scientific research of teachers and students. The activities of classical universities at all stages of historical development of Ukrainian society was founded on the fundamental priorities of education, respect for the person, conformity to culture, national and multicultural values, intellectual, spiritual, creative development of personality. In modern sociocultural conditions, the activity of these institutions is directed on formation of the humanitarian

elite, at raising the quality and competitiveness of national education, the acceleration of Ukraine's integration into the international educational space [9, p. 5].

The activities of classical universities at all stages of historical development of Ukrainian society were based on the fundamental priorities of education, respect for the person, conformity to culture, national and multicultural values, intellectual, spiritual, creative development of personality. In modern sociocultural conditions, the activity of these institutions is directed on formation of the humanitarian elite, at raising the quality and competitiveness of national education, the acceleration of Ukraine's integration into the international educational space [9, p. 5].

Therefore, the main goal of traditional universities is training of a future specialist as a person of culture, which should be combined spirituality, humanistic, national and international conscious-tolerant position, intelligence, competitiveness and professionalism.

Cultural-educational space of the University should fill and value priorities of the culture of scientific and pedagogical work, about which K. Ushinsky wrote: "Culture as art and education are sisters, it is their interaction that is the primary factor in the development of man, his interests, needs, spirituality, and soulfulness, creativity" [13, p. 149]. The scientist has proven that culture and education determine the meaning of life that is not only a means of knowledge and self-knowledge, but also a means of overcoming their own limitations, the universalization of the individual, they should serve the idea of nation, which is the main component of the educational system. At the same time, an outstanding teacher was not confined to a purely national approach, he constantly stressed: "Every educated people only has value in science when it enriches the truths that remain for all peoples."

A. Smolinska, analyzing the concept of cultural-educational space in philosophy, cultural studies, sociology, and management, and offers these names are synonyms of cultural-educational space of the University, as the "spirit of place" (Col. Ushinsky), "memory companies" (G. Vaschenko), "the spiritual life of the school" (V. Suhomlinsky), "pedagogical matrix" Andrushchenko) and explains the principles of conformity to culture, environmentalism, self-positioning, homeostatine [12, p. 56]. Ukrainian Universities should be centers of academic culture, and act on the principles of academic freedom, public accountability, respect for human dignity and observance of academic integrity in research activities.

Theoretical analysis allows to determine the nature of the research activities of the future specialist (in the study of the teacher-scholar) as a multidimensional and complex process of scientific creative activities. We are talking about a set of interrelated personality characteristics that include perseverance, commitment, responsibility, research, methodological, psychological, pedagogical, linguistic knowledge; research skills, experience in traditional and creative ways of teaching research activities, commitment to professional self-development. Research activities, in particular, teachers of language and literature involves the creation of spiritual values in the form of joint educational result, samples of original creative learning activities of students, in particular the writing of creative works. Therefore, training in the University should be organically combined with the research component and contribute to the formation of the academic culture of the future teachers-researchers.

In explanatory dictionaries the concept "academic" explains how training (in higher educational institutions); theoretical; traditional canons; artistic; honorary. Academic culture reflects the attitude to values and behaviours that are common to everyone who works and studies at the University [15]. To determine the academic culture researchers are turning to the provisions of culturological, personality-activity, competence, axiological, approaches.

In the context of culturological approach the aims of education are defined (by S. Hessen) as a cultural value, which in the process of education must be attached. Academic culture researcher at the University is based on the application of the competence approach. According to the National qualifications framework of Ukraine among general competencies of graduates of magistracy there are such competence as the ability to operationally handle the Ukrainian scientific texts of different genres of scientific style (abstracting, annotating, note-taking, informative, linguistic and stylistic editing, translation, etc.); the ability to model cohesive scientific texts of different genres and different professional direction in accordance with the requirements of the scientific style, including the use of

information technologies; the ability to demonstrate a high level of professional skills interaction in the Ukrainian language with a wide range of specialists, particularly higher qualifications, and the public in a specific area of scientific and/or professional activities.

An important place in the structure of scientific language culture takes a culture of professional scientific editing and self-editing. The objective of this component is not, actually, correct language deficiencies, but ensuring a harmonious unity of the content and form of scientific text (if necessary, reread, cut) – to make "a holistic image of cognitive functional space."

It is obvious the weight of bibliographic culture of researcher is big. It is an indicator of maturity, a necessary condition for successful learning, self-education, professional and personal growth. About scientific knowledge of the author and the validity of the studies provisions demonstrate the existence of citations. It is a set of bibliographic information on cited work, referenced in the text another document (or part of the documents) that is necessary for their overall characteristic, identification and search. The purpose of the link is to argue, supplement or illustrate own opinion with facts from other academic texts; confirm or refute someone else's opinion; compare the different approaches according to analyzed problem.

It is important to focus attention on the scientific language culture as a component of academic culture. According to the *competency approach*, it is made a formation of speech and communication, rhetoric, text and discursive skills of the researcher. Out of *speech and communication skills* essential for researchers are skills to possess morphological, lexical, syntactic rules; build oral and written expression; to keep accuracy, cleanliness, consistency expressivity of speech; ability to perceive, think creatively and critically; allocate important, significant thoughts; establish cause-effect relationships, identify difficulties in communication; the flexibly build and rebuild communication depending on the communication situation; the ability to pick and choose depending on the communicative situation or dialogical monologue form of text.

Among the text-genre skills we distinguish the ability to model coherent text on the basis of structural and semantic, genre-compositional characteristics and to use the principles of text organization, innovation and professionally oriented cognitive value of information, the names of problematic scientific text and more. Before creation of scientific text, it is needed to collect and examine the relevant material, to think about the facts, to consider sign language statements. Otherwise the following text will be similar to overview or previously read books summary that does only informative function [11].

Among the polemical skills we can admit the ability to defend its position. It means to make argument proving that is determined by a steadfastness position. In the debate it is advisable to be able to determine the position of the interlocutor, to assess the consistency of argument, to formulate its own position, protect it with the evidence that builds as thesis - arguments – conclusion, which are needed to achieve truth of expressed opinions. Abstracts contain the answer to the question "What is being proved?", argument realizes the goal – to give theoretical or empirical generalizations which proves the truth of the thesis, shows the logical connection of the phenomena.

Focus on the reader-professional, also, updates such research and scientific functions of different genres texts as *epistemic* (scientific explanation of phenomena, clarification, justification hypotheses, concepts classification, systematization of knowledge); *communication* (transmission of specific information); *performative* (the establishment of certain facts or links using language material); *epistemological* (cognitive, aimed at increasing knowledge of the recipient); *cognitive* (obtaining new knowledge); *influence function* (author's desire to convince readers / listeners in the correctness of his position); *reasoned evidence* (guidance of evidence or facts which confirm the truth of explanations and opinions); *dialogic* (author's appeal to the opinion of the reader, the author's comparison of his view with approaches, positions of other researches), and others.

An integral part of the academic culture of the researcher is ability to work with professional text, so there is a need to use the provisions hermeneutical approach that finds a manifestation in the ability and skills of the individual to think critically about the problems of modern society and life of a particular person, to interpret phenomena by integrating knowledge from different fields, to create

their own educational products. Position if this approach is reflected in the culture of mental work, academic discourse, moral culture, academic reading, academic writing, academic literacy, academic rhetoric, etc.

An integral part of academic culture we find in the culture of working with professional text. That is why, it is a need to use the provisions of *hermeneutic approach*, which finds expression in ability and skills of individuality critically reflect the problems of modern society and the life of person, to interpret the phenomenon, integrating the knowledge from different areas, to create own educational products. The provisions of the hermeneutic approach are reflected in the culture of mental labor, academic discourse, ethical culture, the culture of academic reading, academic writing, academic literacy, academic discourse and others.

An important component of the academic culture of the future philologist is values, value areas of professional (teaching or research) activities which are analyzed from the position of axiological approach (axiology from Greek. axia - value, logos - word). Axiological approach involves respect for the individual values, morals, values, desire to develop the internal capacity, that perform continuous self-expansion and own professional potential. Use of axiological approach allows us to build subject-subject relationship between participants of educational process.

"One of the main features of academic culture in University life is student voice in research. Cribbing other people's thoughts is not welcome [14]. Goncharenko gives priority to the moral dimensions of science and socially responsible community of scientists, and each in particular, fair treatment of scientific results. Characteristics of the academic culture of S. Goncharenko are used acmeological approach, which characterizes the condition of the teacher's personality, is the core professional ideology of the teacher, his professional-pedagogical culture [10].

Taking into account the provisions of the personal-activity, acmeological approache enables you to attract the members of the academic community to academic communication on subject-subjective, humanistic basis.

In the report of the League of European research universities (LERU) generally exemplary experience in the formation of academic culture of young researchers in European universities for research oriented model that is embodied in such aspects as: flexible academic environment of the doctoral school through the use of technology and research web journal (a web-based research student log). That is as an instrument of effective communication of young researchers, team of scientific advisers, well-known scientists and administrative staff, and a means of assessment of academic progress of degree candidates (University College London, University College London, The Graduate School), strengthening of the responsibility of young researchers and scientific advisers for the quality research by creating a competence-based model of doctoral education as a descriptor in the form of the expected results; the formation of competencies of effective academic writing; (formation of academic, technological, intellectual, communicative competencies and self-management, competencies of innovation management and leadership, career and competences) and the like. This activity confirms that the values of academic culture must pervade the educational and scientific program of future teachers training.

Synthesis research allows you to identify features of the concept of "academic culture" as the knowledge, a sample of the calling. Among the definitions and characteristics of concepts highlight, in particular, such as intellectual and moral system of values, motivations, beliefs and perceptions which determine professional activity in education and science [2]; system of values, traditions, norms, rules, patterns of behavior research, methods, activities, principles of communication, based on pedagogically adapted experience in scientific cognitive activities; culture of high spirituality and morality, the culture of a particular behavior in the academic space and the communication of academics who are professionally designed to ensure the broadcasting of cultural values [5] ; the culture of high quality of work and the responsibility for its results, a culture of tolerance and pedagogical optimism [3]. An integral part of the academic culture of the teacher-researcher is communicative culture.

Tasks calling for attention to the personality of the teacher and the student that are educational-cultural dialogue on criteria: knowledge, communication arts, the latest technology, spiritual

penetration into the essence of the subject, phenomena, things. Significant is the role of scientific management, distil, unique culture, unique pedagogical master.

Teacher-researcher should be not only an expert on language principles and literary subtleties, but the psychologist and practitioner, master of dialogic interaction who based on pedagogical optimism, openness, sincerity and naturalness in communication, perception of students as the partners, willing for spiritual enrichment and proving the truth of knowledge. Dialogue is not only an exchange of knowledge process, but also sharing of personal meaning, collaboration and co-creation. It makes possible to reduce anxiety, promotes the development of a positive "I - concept", provides a humanistic, democratic style of communication.

On his own example scientific mentor teaches to be "enthusiastic for self-learning and self-development" (I. Zyazyun), urges constantly to improve themselves, in scientific work, primarily, see own "horizons of acme" [8].

In recent decades, we noticed intensified researches on idiostyle of scientist that are reflected in increasing interest to pedagogical action directing of master in academic texts and lectures.

The systematization and synthesis of different scientific approaches makes it possible to assume that *academic lecture* is a kind of educational system, a set of didactic closely pressed informational blocks related to internal communications system and permeated by personal meaning. Its goal - to lay the foundations of scientific knowledge, introduce the methodology of scientific research on the discipline and at the same time to provide scientific and pedagogical interaction of teachers and students [see details 1; 8].

Practical experience confirms: lectures action should encourage and develop, not especially the system of knowledge, but thinking skills and independent research. Nowadays it is a growing need to implement the following functional priorities of lectures as *motivational value* (impact on the development of cognitive needs, interests, students' values), *professionalism* (creating conditions for professional self-determination, self-development of students), *methodological aspects* (lecture demonstrates the author's approach to the formulation, strategy selection solution of problems, forecasting).

The indication of an academic lecture we find the *researcher's stylistic*. It means informative, logical, evaluative richness of the scientific text, in other word the degree of semantic and content novelty, manifested in the author's concept, the system of copyright assessments that help the reader understand the meaning of the text. Also it actualized the need for *terminological culture*. It is necessary to pay attention to professional terms: avoid oversaturation, terminology borrowings, only use clear and unambiguous terms. *Lexicographical* attention to culture is also increasing.

The summary of research materials (O. Leontiev, N. Zhynkin, V. Zinchenko and others) makes it possible to conclude: the perception of scientific and educational text is a human mental process of text content reflection with the direct impact on the senses. Need, interest, internal motivation are important conditions for the successful perception of text. Awareness of lecture text is a comprehension of mind, understanding the structure and content of the text through the analysis text verbal forms. Perceived awareness largely depends on experience, background knowledge of personality, memory, and creative thinking.

Lection efficiency is caused by the presence of a discussion atmosphere, motivation to common creative activity and depends on the quality of the content, level and nature of the exchange activities between the teacher and the subject of collective learning, subjective characteristics of the teacher individuality who find expression in individual lecture style of teaching; lectures influence on motivational sphere of students, their professional and personal development. The effectiveness of lectures at the university affects the effectiveness of teaching in general and the quality of higher education.

Nowadays scientific thoughts are focused on e-reading, listening, understanding and interpretation of electronic text (hypertext) with its hyperlinks, multidimensionality both in terms of representation of expression of the author's meaning and creativity in the search for personal meaning. The difficulties in interpreting the nonlinear text necessitate the use of specific strategies and methods, an appropriate

organization of the learning process. But "live" talk (lection) is still more impressive. Only those who are present in the auditory can feel the real experience and professional satisfaction.

3. CONCLUSIONS

Based on the analysis, we conclude that in terms of today's educational reform in Ukraine, universities are the centers of fundamental scientific schools development and preservation of educational traditions. They are leading educational institutions that provide innovative progress in accordance with European and world tendency.

The concept of academic culture is complex. We are talking in general about the culture at university, values, traditions, norms, rules of scientific research, and the scientific language culture, the culture of spirituality and morality, the culture of communication between science tutors and students, a culture of unique pedagogical action of master and his social, moral responsibility for the studying results. It is better to develop formation of academic culture and own style on the positions of personal-activity, competence, axiological, cultural, acmeological approaches.

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У статті окреслено сутність понять "класичний університет", "культурно-освітній простір університету", "дослідницька діяльність майбутнього фахівця", "академічна культура дослідника", підходи до академічної культури як основи культури дослідницького навчання в університеті. Означено, що поняття академічної культури багатогранне. Ідеться загалом і про культуру навчання в університеті, цінності, традиції, норми, правила проведення наукового дослідження, і про наукову мовну культуру, культуру духовності і моралі, культуру спілкування наукових наставників та учнів, культуру унікальної, неповторної педагогічної дії майстра і соціальної, моральної відповідальності за результати дослідження. Формування академічної культури, власного ідіостилю, більш ефективно відбувається, якщо враховувати положення особистісно-діяльнісного, компетентнісного, аксіологічного, культурологічного, акмеологічного підходів.

Ключові слова: академічна культура дослідника, лінгвоаксіологічний підхід, дослідницька діяльність майбутнього фахівця, університет, цінності, наукова мовна культура.

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MORAL AND AESTHETIC ASPECT OF THE PROFESSIONAL TRAINING OF TEACHERS

OLENA BUDNYK, OKSANA KONDUR

Abstract. The article highlights the results of diagnosis of forming moral and aesthetic component of personal and professional readiness of teachers to educational activities in school. The study of moral and aesthetic readiness of students was conveyed using the method of diagnosis empathetic abilities (V. Boyko), the author's methods of detection of readiness for activities of actional moral and aesthetic sense and personal predisposition to conflict behavior (test K. Thomas). The experiment proved that future teachers have had developed moral ideals and spiritual values; and formed aesthetic consciousness (feelings, attitudes, tastes, needs, feelings) and motivation and are ready for active transformative activities in the system of interpersonal communication. The majority of future teachers who participated in the study display a lack of following formed skills and abilities: attention, perception and thinking focused on the state, problems and behavior of another person; emotional sensitivity, the abilities to observe behavior of a partner, traits that promote openness, the ability to understand another person on the mutual basis due to emotional flexibility and the ability to accept other behaviour. This may adversely affect their future professional activities, including working with neglected pupils and their parents. The author considers that a high level of moral consciousness of a teacher being a unity of rational and sensual aspects to facilitate moral and aesthetic relations in professional collaboration.

Keywords: professional education, moral and aesthetic readiness, pedagogical activity, professional training of teachers.

1. INTRODUCTION

Today, virtually every profession, especially that of a teacher is related with ethical problems of an individual and society, for "low moral culture of an individual cannot but influence all activities", therefore "knowledge of ethics as a science of moral behaviour is necessary for all students to make them aware of ethical challenges they will face in their professional activities" [6, p. 44-46]. Teachers' work involves determining moral aims, means, motives and needs to be a positive and proactive one [9]. Thus the important characteristics of personal and professional readiness of perspective teachers are knowledge of moral and aesthetic values, personal and social moral norms, awareness of the imperative to observe ethic principles in professional activity; cooperation with pupils on the basis of openness, tolerance, humanity and confidentiality [5].

Singling out the moral and aesthetic component as an independent part of personal and professional readiness of a future teacher is not accidental, as at the present problems of ethical and

aesthetic relationship between a person and the world, values of scientific rationality in the educational sector, revaluation of the traditional educational ideals and spiritual meanings, especially in terms of resolving social and educational problems of minors have become particularly acute. Preparation of teachers to their future professional activity in the outlined aspect is advisable to conduct taking into account the categorical structures of teaching ethics (moral conscience, freedom, responsibility, empathy, justice, honour, etc.) and pedagogical aesthetics (aesthetic experiences, feelings, tastes, moods, et cetera).

According to I. Ziaziun "socially valuable qualities and standards of behaviour acquire personal meaning and significance" when based on a deep understanding of their essence, "they [socially valuable qualities and standards of behaviour] have passed a stage of aesthetization (of emotions; feelings; mastering as a value stable to an individual)" [10, p. 16]. Therefore, readiness for educational activities provides the ability of an individual to develop and improve professional skills and relevant values [4], as well as personal, educational and social orientation of a teacher, development of pedagogical skills of future professionals according to aesthetic and ethical principles.

Various aspects of primary school teachers training are reflected in scientific writings of such scholars as N. Bibik, V. Grinyova, L. Khomych, S. Martynenko, P. Mazur, O. Otych, O. Savchenko and others. On the basis of these and other researches we define the structure of personal and professional readiness of a future teacher for social and educational activity as the indissoluble unity of the following components: motivational, cognitive, social, communicative, action-technological, moral and aesthetic.

We believe that teacher's moral and aesthetic readiness for educational activities aims at creation of appropriate conditions for successful socialization of students in school's social and educational environment, assimilation of socio-cultural experience, to prepare for self-realization in the society, to assist children and their families in cases of the negative impact of social factors, should include the aesthetic, moral and spiritual consciousness, empathetic skills, awareness of ethical and aesthetic norms and values, ability for creativity in a professional activity.

Moral and aesthetic aspect of a teacher's activity determines his/her position in a school's multicultural educational environment, particularly concerning ethnical and racial tolerance and respect for students of other national and cultural backgrounds [8].

We can single out ideological and emotional components in the structure of moral and aesthetic readiness of a primary school teacher [3, p. 236].

Accordingly, *the ideological criterion* involves formation of an integral socio-cultural identity of a future professional capable to reflective activity together with ethnic and cultural identification, understanding of moral and aesthetic values, personal and societal moral and ethical standards; readiness to respect moral and aesthetic principles in educational activities and willingness to consider moral and aesthetic content.

The emotional criterion is expressed through such indicators as empathy and conflict-proneness. The humanistic part of spirituality encourages a future specialist being a subject of empathy to positive deeds of moral and aesthetic content. At the same time a teacher should display emotional stability in professional activities, be able to overcome conflicts and find compromises, cooperate in educational interactions.

In this sense, relevant are current researches on emotional intelligence as a property of the individual that is found in understanding own emotional states and feelings of people around, managing emotions based on one's mind. "Emotional intelligence provides the individual with knowledge such as empathy, self-control, stress tolerance, emotional awareness, self-regard, social awareness, self-management, relationship management and social skills needed for moral formation in every individual as well as skills that influence one's ability to succeed in coping with environmental demands and pressure" [1, p. 213].

The goal of the article is to examine the level of existing moral and aesthetic component of professional readiness of students to educational activities in primary school.

2. RESULTS AND DISCUSSION

The study involved 399 Ukrainian students. The control group consisted of 202 persons and the experiment group included 197 respondents (future primary school teachers). The experimental work was performed in Vasyl Stefanyk Precarpathian National University, Lesya Ukrainka Eastern European National University, Ivan Franko National University of Lviv. The relative homogeneity of students in the control and experiment groups by qualitative and quantitative indicators made it possible to ensure greater accuracy of research results. Thus, an important factor in the experiment is creation of identical conditions for both groups of respondents.

Below are the results of the study of moral and aesthetic readiness of students for future educational activities obtained by the following methods the author's original method of determining moral and aesthetic readiness of perspective teachers to social and educational interaction (ideological criterion), diagnostics of levels of empathetic abilities after V. Boyko, K. Thomas' methods "Strategies of an individual's behavior in conflict" (emotional criteria).

The author's original methods have been developed to diagnose moral and aesthetic readiness for educational activities with the help of which we sought to determine students' knowledge and skills of moral and aesthetic content as well as motivation to carry out activities of this sort. The use of these tools yielded the following results (see Tab. 1 and Fig. 1).

Levels of development	CG (N=202)		EG (M=197)	
	f	%	f	%
High	0	0.0	5	2.5
Sufficient	24	11.9	18	9.1
Medium	131	64.9	111	56.3
Low	47	23.3	63	32

Tab. 1. Distribution of students in CG[1] and EG[2] by levels of moral and aesthetic readiness for social and educational interaction.

Hence, in CG and EG numerous subgroups of students with medium (64.9% in CG and 56.3% in EG) and low (23.3% in CG, 32% in EG) levels of moral and aesthetic readiness for social and pedagogical interaction are clearly visible.

Only 9.1% of EG students and 11.9% of CG students demonstrated an adequate level of formed readiness; a high level of it was recorded only in 2.5% of EG respondents (located within the statistical error), whereas among CG group there was not any such student.

Thus, the content component of traditional programs aimed at training primary school teachers and its processual implementation in today's higher education do not provide students with sufficient knowledge and skills of moral and aesthetic content, which in the future may prevent them to exercise tolerance and balance in communication with colleagues, different categories of students and their parents and to adequately assess and perceive ethical and aesthetic values in immediate social and educational interaction [2].

The diagnosis of students' empathetic abilities after V. Boyko methods was conducted to establish individual indicators in the experiment. Since we sought to unify the presentation of the diagnoses' results, the scale of distribution of respondents by levels of empathy suggested by the author was slightly modified (see Tab. 2).

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[1] CG – control groups.

[2] EG – experimental groups.
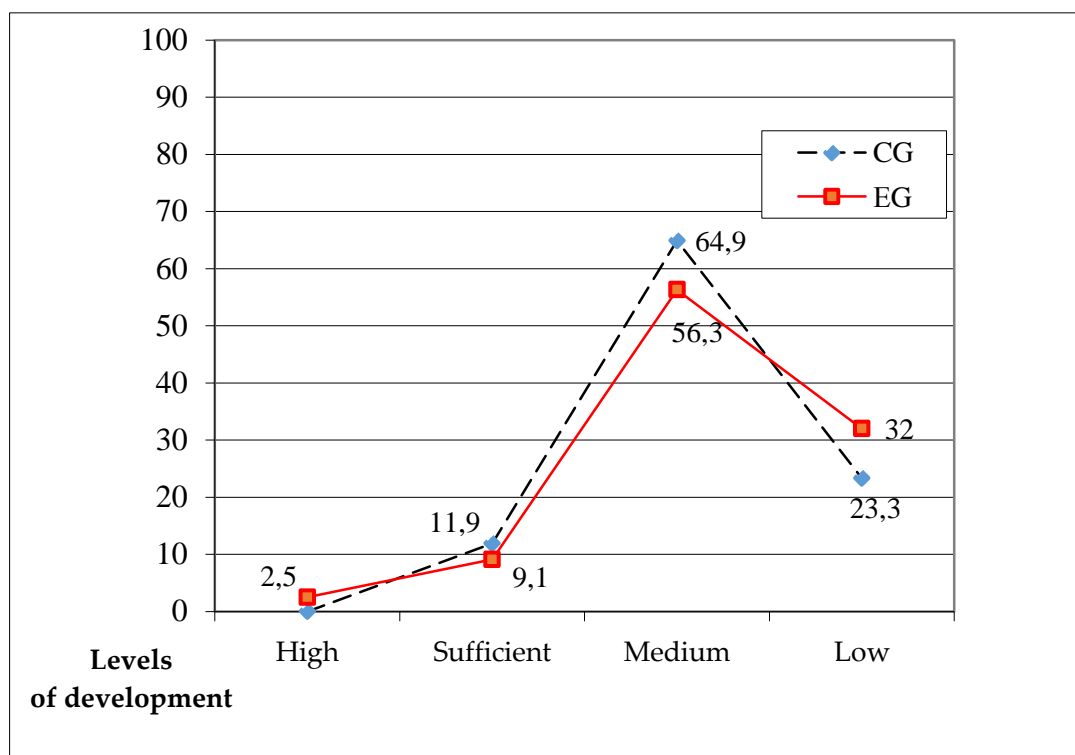
Fig. 1. Distribution of CG and EG students by levels of moral and aesthetic readiness for social and educational interaction.

Author's version		V. Boyko's methods	
Levels of development	Scale	Levels of development	Scale
High	30-36	Very high	30-36
Sufficient	21-29	Sufficient	22-29
Medium	12-20	Lowered	15-21
Low	0-11	Very low	0-14

Tab. 2. Scale of ranges by levels of empathy.

Having summarized the empirical data obtained by this method, we formed such distributions (see Tab. 3 and Fig. 2). As it can be seen, a sufficient level of empathy was established at a relatively small proportion of students – 24.7% in CG and 25.9% in EG. The majority of respondents display medium empathy levels (66.8% to 59.4% in CG and EG), another 10.1% of EG students showed a low level of empathy (in CG it was a little smaller – 8.4%).

Levels of development	CG (N=202)		EG (M=197)	
	f	%	f	%
High	0	0.0	9	4.6
Sufficient	50	24.7	51	25.9
Medium	135	66.8	117	59.4
Low	17	8.4	20	10.1

Tab. 3. Distribution of CG and EG students by levels of empathy.

Empathy is a lasting quality of personality, it is very difficult to form it and virtually impossible to eradicate. Students who displayed high levels of emphatic abilities (in EG group only 9 out of 197 were detected, representing 4.6% of all respondents, in CG group – no one) did not experience difficulties in establishing educational interaction with pupils and teachers during teaching practice at school. This emotion is based on compassion; it helps develop communication skills even when personalities of students were totally opposite. This has been confirmed by study's results and correlation analysis, where a pair "empathy – communication skills" displayed a strong direct relationship (r = 0.904).
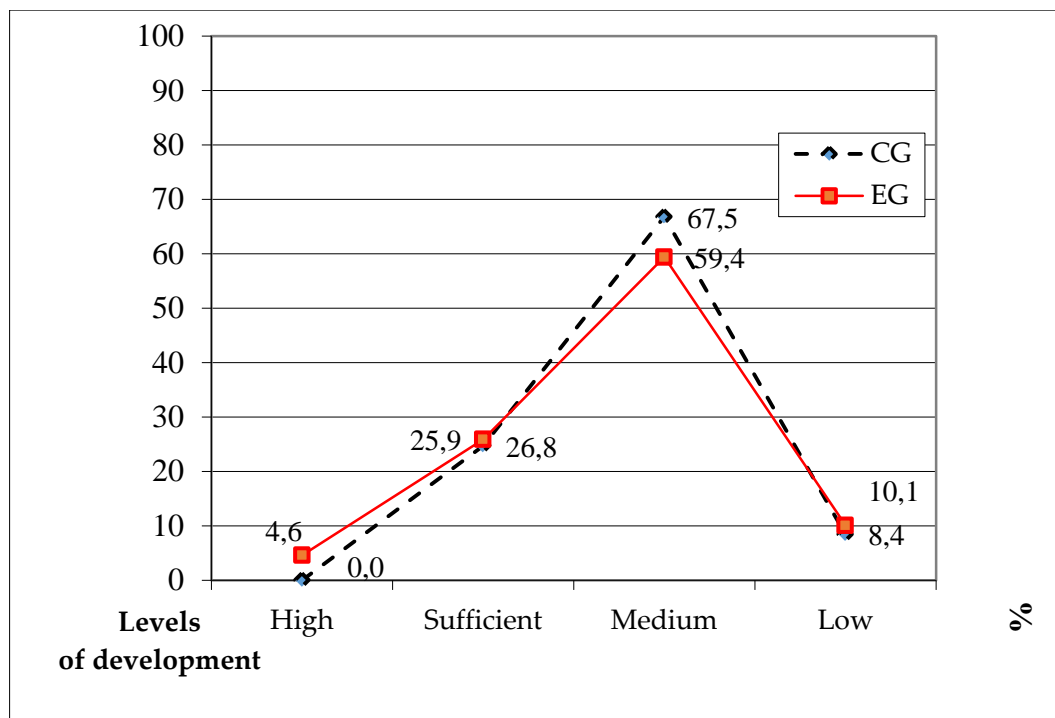
Fig. 2. Distribution of CG and EG students by levels of empathy.

A primary school teacher who is skilled in conflict management can work efficiently as conflict situations occurs quite often in subject-subject interaction. While studying the formation of moral and aesthetic component of a future teacher, we also tested individual predispositions of students to conflict behavior (K. Thomas' test, N. Grishyna's adaptation). Accordingly, the scientist focuses attention on what forms of behavior in conflict situations are typical for people, which are more productive or destructive, how to encourage productive behavior. The obtained data showed which types of conflict behavior are most characteristic of future teachers. It has been established that the respondents use almost all behavioral strategies in their work (see Tab. 4 and Fig. 3).

Behavior mode	CG (N=202)		EG (M=197)	
	f	%	f	%
Competition	18	8.9	20	10.2
Cooperation	56	27.7	59	30
Compromise	61	30.2	53	26.9
Avoidance	40	19.8	49	24.9
Adaptation	27	13.4	16	8.1

Tab. 4. Distribution of CG and EG students by behavior modes in conflict situations.
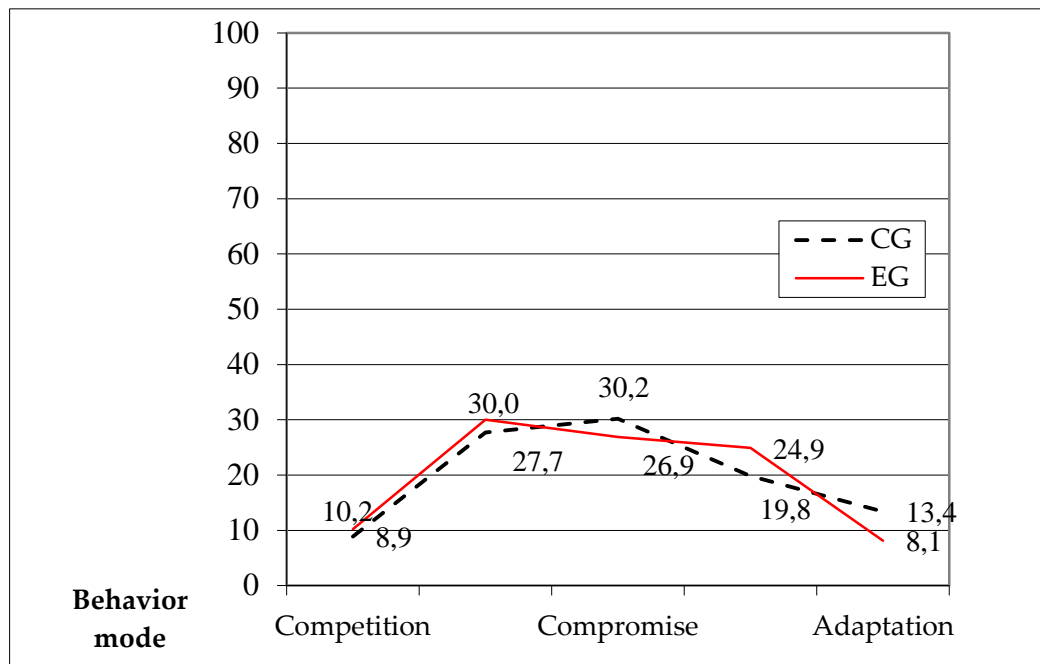
Fig. 3. Distribution of CG and EG students by behavior modes in conflict situations.

Basing on the results obtained it can be reasonably argued that the majority of future teachers (75.2% in CG and 69.5% in EG) who participated in the study display a lack of following formed skills and abilities:

- attention, perception and thinking focused on the state, problems and behavior of another person, i.e. a spontaneous interest in another person that helps establish emotional and intuitive links with a partner;

- emotional sensitivity, the ability to feel emotional resonance with others (empathy, cooperation), which serves as a means of entering the energy field of a partner and allows to understand his/her inner world, predict behavior and effectively influence it;

- the abilities to observe behavior of a partner, to act in a shortage of initial information relying on the subconscious experience, to summarize a variety of data on partners;

- traits that promote openness, trust, intimacy;

- the ability to understand another person on the mutual basis due to emotional flexibility and the ability to accept other behaviour.

It should be noted that future professionals are disposed to avoid a personal contact and, showing interest in another person, they are relatively indifferent to the problems and feelings of others. This lack of empathy in students will clearly prevent them in the future of successful implementing subject-subject interaction with pupils at school.

Only 27.7% and 30% of students in the control and experimental groups respectively exhibit tendencies to the most productive mode of behavior in conflict situations – cooperation, 30.2% in CG and 26.9% in EG – consider compromise, i.e. approximately half of the participants (57.9% in CG and 56.9% in EG) believes in making reasonable mutual concessions, finding alternatives to satisfy the interests of both sides in the interaction. At the same time each partner somewhat lowers their demands and expectations making concessions to meet their goals at least partially. As a result of mutual concessions each party achieves partial satisfaction of their goals. The basis of cooperation mode of behavior is a complete recognition of the opposite side as an equal partner in solving problems and assistance in achieving a desired result so as to simultaneously achieve a similar result for themselves. Therefore, we believe that this group of students will not have difficulties in dealing with conflicts in their educational activities.

However, a large part of respondents is inclined to choose unproductive ways of resolving conflicts. 19.8% of CG and 24.9% of EG students tend to use an avoidance mode in a conflict situation.

This mode is characterized by reluctance to try solving a conflict immediately, therefore respondents in this group do not defend their rights, moreover they won't cooperate with others to solve problems. It can be done in a variety of ways: from subtle skipping a subject of conversation to open unwillingness to cooperate. Obviously, this behavior will not facilitate educational activities.

Mode of adaptation in conflict situations is typical for 13.4% of CG and 8.1% of EG students. This means that in a conflict situation they abandon their own interests for the benefit of others. 8.9% of CG and 10.2% of EG respondents showed competition tendencies and rivalry in conflict situations. They seek to achieve satisfaction of their interests disregarding opinions of others. Of course, this may adversely affect their future professional social and educational activities, including working with neglected pupils and their parents. We consider a high level of moral consciousness of a teacher being a unity of rational and sensual aspects to facilitate moral and aesthetic relations in professional work.

3. CONCLUSIONS

Summarizing the results obtained by diagnostics of formation the moral and aesthetic component of personal and professional readiness for pedagogical activity in future primary school teachers we can state:

Moral and aesthetic awareness and the formation of such qualities is a purposeful, long-lasting, subtle process. The experiment proved that future teachers have had developed moral ideals and spiritual values; and had formed aesthetic consciousness (feelings, attitudes, tastes, needs, feelings) and motivation and are ready for active transformative activities in the system of interpersonal communication.

To ensure that future graduates can implement effective subject-subject interaction with pupils, parents and other parties more attention should be paid to the development of their empathic abilities. Just readiness of teachers to use moral and aesthetic content is not sufficient for successful educational activities. There is a need to update the content and procedural aspects of training primary school teachers, particularly concerning the formation of productive behaviour in conflict situations.

An important task in training future teachers should be forming their moral and aesthetic consciousness in dialectical unity of rational and sensual components, optimization of educational technologies for harmonious formation of an intellect in a close relationship with the culture of feelings and willpower.

The theoretical, methodological and technological strategies aimed at development of tools to improve teachers training in the moral and aesthetic aspect will need further study and research.

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Будник Олена, Кондур Оксана. Морально-естетичний аспект професійної підготовки вчителів. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 26–33.

У статті висвітлено результати діагностики сформованості морально-естетичного компонента професійної готовності вчителів до педагогічної діяльності. Вивчення цієї готовності здійснено за методикою діагностики емпатійних здібностей (В. Бойко), авторської методики виявлення готовності до вчинкової діяльності морально-естетичного змісту та особистісної схильності до конфліктної поведінки (тест К. Томаса). Результати дослідження засвідчили, що майбутні вчителі мають розвинені моральні ідеали і духовні цінності; сформовану естетичну свідомість (смаки, потреби, почуття) і мотивацію до активної перетворювальної діяльності в системі міжособистісного спілкування. Більшість майбутніх учителів, котрі брали участь у дослідженні, виявили недостатньо сформовані: спрямованість уваги, сприймання стану чи поведінки іншої людини; емоційну чутливість, здатність входити в емоційний резонанс з оточуючими (співпереживати, співпрацювати), розуміти іншу людину, прогнозувати поведінку та ефективно впливати на неї. Доведено, що студенти відчувають труднощі у розв'язанні конфліктних ситуацій у педагогічному спілкуванні. Це може негативно позначитися на майбутній професійній діяльності, включаючи роботу з бездоглядними учнями та їхніми батьками. На думку автора, важливим завданням підготовки майбутніх учителів є формування морально-естетичної свідомості в діалектичній єдності раціонального та почуттєво-вольового складників задля організації педагогічної взаємодії на засадах співробітництва, співтворчості.

Ключові слова: професійна освіта, підготовка вчителя, педагогічна діяльність, морально-естетична готовність.

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PROFESSIONAL MOBILITY OF STUDENT'S YOUTH

LIUBOMYRA PILETSKA, TADEUSH WAWAK

Abstract. The problem is in the sense of professional mobility not only as a process of retraining or adaptation to the profession, as well as continuous personal self-development, transition to another stage career and the acquisition of new social and psychological competences. We considered professional mobility as the foundation a basis of effective response of the personality to the "call" of modern society, the peculiar personal resource which is the cornerstone of effective transformation of public environment and itself in it; the system multilevel phenomenon that requires the integrated, cross-disciplinary approach to the research; internal (motivational and intellectual and strong-willed) potential of the personality, the cornerstone of flexible orientation and activity reaction in dynamic social and professional conditions according to own living positions; provides readiness for changes and realization of this readiness in the activity (readiness of the personality for modern life with his multidimensional factors of the choice) determines professional activity, subjectivity, the creative relation to professional activity, personal development, promotes the effective solution of professional problems. In professional mobility of young students it is important to consider the socio-economic aspects.

Keywords: individual, professional mobility, support of productive professional mobility.

1. INTRODUCTION

The intensity and dynamics of the changes, covering all the areas of human activity, cause the transformation of its mental models in the 21st century. On the one hand, this is the idea of interaction with the world, about itself and its activity in it, on the another hand - new requirements to the personality among which is the ability to adapt to the changing conditions easily, interact with various systems and subjects flexibly, make non-standard decisions, be ready to deepen own knowledge, that means to be mobile. The speed of updating the equipment and development of modern technologies permanently change the quality and conditions of the professional activity so that the person is forced to master new ways and kinds of activity repeatedly, to increase the level of his or her qualification or even to change the place of work or a profession. So, public requirements of practice to the modern professional arise especially sharply.

Therefore, in the conditions of labour market the objective need of person's readiness formation to make a possible choice of a new profession has appeared. Dynamic changes happening in the system of the professional education cause increased requirements to the professional's personal qualities. Despite the growing public interest in the problem of the professional mobility, scientific developments

of this phenomenon are fragmentary, and the psychological basis of professional mobility remains out of researchers' sight. There is an important question of the manifestation of the social and psychological conditions and factors providing professional mobility of the personality and the achievement of his or her professional career.

2. DESCRIPTION AND ANALYSIS

2.1. PROFESSIONAL MOBILITY IN THE STUDENTS' SURROUNDING: SOCIAL AND PSYCHOLOGICAL ASPECT

The problem consists in the understanding of the professional mobility not only as a process of retraining or adaptation in a profession but as personal permanent self-development, the transition to the other stage of the professional career and the obtaining new social and psychological competence[6; 7; 8].

The traditional ideas of the stratification of the Ukrainian society have failed either in theoretical or in practical terms, which led to mass migration of the working population, the emergence of new transitional social and psychological personality types; the youth unavailability to counteract the vital factors; the complexity of current social and psychological adaptation of the young man in the changing conditions; stereotyping and stiffness of the middle-aged people to innovate; the lack of mechanisms of social and psychological assistance to various segments of the population.

The second manifestation of social instability at the macrolevel is sharp strengthening of social stratification, distribution of various social groups by two main criteria - an ethnic origin and material security. At the level of public consciousness this stratification is subjectively endured as crisis of social values and ideals, in particular ideals of the fair social system.

At the social and psychological levels, that is at the group level, the transformation is defined. Firstly, it is by the growth of uncertain social situations in which specific social group does not have social instructions concerning the purpose and result of its activity; secondly, the change of social reality is followed by the emergence of new social roles, new types of social activity. These objective circumstances are an emergence condition at the level of group consciousness of new norms which hadn't been earlier. The complexity for the modern person consists in the need of choice, orientation in the system of simultaneous existence of many layers of values, any of which doesn't represent accurately structured standard model, complicates a situation of the social choice and adoption of social norms, and eventually complicates socialization process in general.

The third one – the personal level of social transformation consideration is a consideration from the point of view of changes which happen in the personality himself under the influence of instability. Generally the following symptoms are urgent: anxiety, the emergence of specific protection, specific measures which cause social neurosis.

In the conditions of social life they tell about the destabilization of social life and valuable and standard crisis of our society in the conditions of its transformation. The crisis consists not so much in lack of social norms and values but in their inconsistency, dualism. Under the conditions of rapid changes the requirements to the subject of socialization on formation of new models of social behavior in the changing conditions raise. Such situation demands simultaneous detection of two opposite social and psychological features - social lability that provides adaptation of the personality to the changing environment and the developed personal identity which is a support for his or her self-determination. Rapid social changes don't give the analogy for reproduction to the person that puts the personality in choice conditions.

From the point of view of psychological science the following problems arise urgent:
- the ratio of the social environment macro - and microlevels influences on the course and the nature of socialization process;

- the expediency of attraction ways, factors and agents of socialization to create high personal tolerance to the uncertainty and such features as ability to be guided in the situation of uncertainty.

The disclosure of social and psychological structure of the personality, his or her way of life, the mobility in the system of public relations allows us to see the principles on the basis of which these or those personal characteristics are formed, to diagnose social and psychological properties of the personality and to influence them. Thus, the understanding of the personality formation in society is impossible without the public relations today, out of interaction, communication and activity which active subject is the personality.

Social psychologists are mainly interested in the mobility from the positions of communication, the relations and interactions developing between social and other group, from the positions of the individuals belonging to various spheres of communication. Their attention is focused on the mechanisms of actions between groups and within groups. After all personality types that are influenced by the interests, needs, values, motivations have a significant impact on the individual mobility. The researches that allow to study the mechanism of formation, the changes of social status and belonging to a certain social group (including informal) are obligatory in the system of social mobility consideration.

So, mobility as a phenomenon is shown in various social spheres of the person's activity. The processes which induce the person to social movements are interdependent both by the activity of the personality, and influence of the society on vital personal choice.

The analysis of social mobility problem generates a number of important and unsolved problems in modern science, namely: the processes of adaptation of the individual or group of people in crisis conditions; specifics of social identity in the course of status and role positions change; factors of achievement of successful career development; acquisitions of new psychological qualities; the accounting of factors of psychophysiological compatibility at integration into new society; domination of motivation of achievement at vertical mobility; findings of psychological mechanisms of social mobility; the researches of positive and negative mobility indicators and ways of its prevention; the features of the develop ment of psychological readiness for doing new type of activity.

At the same time it is necessary to recognize that there is no complex substantial analysis of psychology professional mobility in researches. Thus, the contradiction between a high social demand of the personality's adaptation resource growth in the conditions of the market relations is stated, on the one hand, and the limitation of scientific search in the research of the personality's professional mobility phenomenon that is one of the significant mechanisms of psychological adaptation of the subject, – on the other hand.

The carried-out theoretical analysis of the main scientific approaches to the studied problem has allowed to consider professional mobility as:

- a basis of effective response of the personality to "call" of modern society, the peculiar personal resource which is the cornerstone of effective transformation of public environment and itself in it;

- the system multilevel phenomenon that requires the integrated, cross-disciplinary approach to the research;

- internal (motivational and intellectual and strong-willed) potential of the personality, the cornerstone of flexible orientation and activity reaction in dynamic social and professional conditions according to own living positions; provides readiness for changes and realization of this readiness in the activity (readiness of the personality for modern life with his multidimensional factors of the choice) determines professional activity, subjectivity, the creative relation to professional activity, personal development, promotes the effective solution of professional problems [8].

Therefore, in our opinion, the basis of the personality's professional mobility is professional training of the specialist, and result is the acme of the professional activity. The indicators of the professional mobility formation is adaptedness, creativity, the positive orientation of the professional "I-concept", social and psychological competence, professional competence, social and psychological interaction, resilience, assertive behavior. The destructive consequences of professional mobility are the

following: disadaptation, marginality, manipulative and dependent behavior, commitment to the organizational surrounding, lack of internal freedom of choice, formal change of professional status, the lack of scale in thinking, rapid emotional burning out and deformation. The satisfaction with the sense of the professional activity penetrates professional mobility of the personality.

The carried-out theoretical and methodological analysis of the main scientific approaches to the personality's professional mobility problem has allowed to consider it as an integrative feature of the expert, internal (motivational and intellectual and strong-willed) potential of the personality which is the cornerstone of flexible orientation and activity reaction in dynamic social and professional conditions according to own living positions; provides readiness for changes and realization of this readiness in its activity; determines professional activity, subjectivity, the creative attitude to the profession and personal development that promotes the effective solution of the professional problems.

We defined that professional mobility is a hard-organized construct in the structure of the personality's psychological profile which is shown in the course of the professional career, and is inseparable from the social and cultural environment of the professional activity and professional interaction. We found out that professional mobility is social by nature. It exists only in social systems, and its formation / not formation depends on that social and educational surrounding in which the professional specialist's personality formation is going on. This is a system multilevel phenomenon that demands an integrated, cross-disciplinary approach to its study.

2.2   SOCIO-ECONOMIC ASPECT OF STUDENTS' OCCUPATIONAL MOBILITY

The concept of occupational mobility is formulated in different ways in the literature. According to Wikipedia: "*Occupational mobility* - the employees' ability to adapt to the labour market requirements by means of willingness to change jobs, profession, to improve and broaden their professional qualifications, as well as to adapt to the employer's statutory requirements" [5]. This mobility may indicate the need to work in another place, which means the need to change location within the country in which the person resides or beyond its borders - emigration in search of work.

Students' occupational mobility is a special form of movement of in the course of studies with the aim of obtaining a work contract, a periodic or permanent employment now or in the future. It applies to the students, who:
-   are not yet professionally active, that is, they are full-time daily students, who are not employed on a permanent basis;
-   are already professionally active – they are extramural students, who are already employed on a permanent basis on the basis of a work contract;
-   work periodically or on the basis of commission contract or contract for specific work, – their studies may be open, mobile, stationary and non-stationary.

Occupational mobility of students is closely linked to the **academic mobility**, which boils down to continuing studies at another university in the country and abroad, and the recognition of grades obtained in the course of study and diplomas obtained in the country and abroad. Academic mobility becomes an *ex ante* condition for the occupational mobility of graduates of higher education, which appears *ex post* after graduating from 1st, 2nd or 3rd degree studies and obtaining a relevant diploma. Students' concern about occupational mobility may also occur in the course of studies. Some students in Poland work in the summer or attend additional professional training during the academic year, which is not covered by the curriculum in the country or abroad, to gain practical skills needed to take up employment after graduation. In the US, after completing their 1st degree studies, studies start a permanent employment to gain practical competences and gather the resources needed to finance their II degree studies. In Poland, the studies divided into two parts, for various reasons, are not as popular as they are in the United States. One of the reasons is the feeling of being attached to the single-stage MA studies and treating the 1st degree studies as vocational, a kind of a mid-step in higher education and as less important than academic MA studies. This, of course, is a misconception, but it is partly justified due to the defects the 1st degree studies.

A concern for occupational mobility of students should focus on the issues related to the time before they start their 1st degree studies. Candidates for students, before starting their I or II degree studies, should continuously monitor changes in the labour market in the country and abroad and get an idea of what professional competences the employees are looking for in an employer at the moment, and what skills and knowledge the employees will need to have 5, 10 or 15 years from now! At the same time they must keep in mind that the labour market will force the employees and job seekers to continue developing their qualifications, expand their knowledge, skills and competence, until the end of their professional activity. Yung people, beginning their studies, should be available, creative and independent (not counting on others) with regards to the requirements of the labour market in order to secure the economic basis of existence and self-development and to found a family.

In the contemporary world future and present employees must accept and take part in continuing education from birth until their death. "Lifelong learning means that people get two or three specialties are more flexible in terms of their qualifications, their occupational mobility and their ease of retraining increase. Thus, they have a much better chance to stay active in the labour market. The higher the occupational mobility of the workforce, the faster the adjustment process between labour supply and labour demand, which in turn affects the reduction of structural unemployment" [1]. In conditions of economic fluctuations in the market, having several professions and skills documented and certified provides the employees with continuous employment and protects them against unemployment.

Even when not yet employed, attending school, preparing for studies, one has to keep in mind that occupational mobility is the employees' ability to adapt the requirements of the labour market by means of : willingness to change jobs and profession, improvement and development of professional qualifications and adaptation to the statutory requirements of the employer [5]. This mobility is closely related to the laws, both domestic and those applicable in the European Union, socio-economic categories and phenomena, as well as the principles and laws of economic functioning of the market economy.

The main factors, causing occupational mobility, which are independent of the student – a future employee, may include:
- economic laws of the market economy involving the free competition and the functioning of the market mechanism regulating the balance of the labour market in the country, in Europe and worldwide;
- unemployment - the advantage of supply over demand in the labour market in a market economy; which creates a reserve labour army, a guardian of the growth in labour productivity;
- development of new technologies and the progress of technical and organizational conditions the growth of social labour productivity and economic growth measured by GDP per capita, which are the main sources of raising economic quality of life;
- labour law, applicable in the country and the norms of international law relating to employment and salary;
- European Union law concerning the mobility of students and university staff and the findings in this respect within the so-called Bologna process and the creation of the European Higher Education Area.

Their occupational mobility is also influenced by factors that are dependent on the students. These factors include: the desire for social, professional and profit-making advancement, starting a family, the need for a change of a place of residence, resulting from family reasons or related to health issues, etc. These factors are largely student-dependent and affecting students' occupational mobility. They include starting and graduating from mobile studies or postgraduate studies., participation in internships or vocational practice, as well as participation in domestic and foreign programs (including the European Union), which allow: obtaining new qualifications or increasing the qualifications obtained previously (e.g. language skills), etc.

In addition, students can in the course of their studies take on a short-term seasonal employment or benefit from the new offer in the labour market within the framework of the so-called "economy on-demand".

The student-to-be, a job-seeking graduate and the employee who found employment – they all must remember about these determinants of labour mobility.

Mobile studies – it is a modern form of studies implemented using the latest information and communication technology in AFiB Vistula. Mobile studies perfectly prepare students for professional work as they reflect its character in the best way -– according to a survey carried out on behalf of the Ministry of Labour and Social Policy. Mobile studies graduates will receive exactly the same diplomas as other extramural students. The main difference lies in the organization of studies - 60% of the classes take place remotely, 40% – at the university [3]. Mobile studies include:

- sessions with materials for self-study, compiled by the E-learning Department on the basis of materials provided by the lecturer,

- sessions conducted live, via a webcam

- classes held on campus, held at the beginning and at the end of the semester during weekend meetings.

Since its creation the European Foundation for Education and Development has been promoting good practice in vocational training programs of young people and adults. We provide comprehensive organization of internships abroad and help in the implementation of the mobility abroad. The European Foundation for Education and Development helps in case of: [2]

- applying for funds (consulting, preparation of the application for funding of activities);

- implementation of the mobility (documentation, participants' preparation for departure, transport, organization of practices in the place of destination, organization of free-time, relevant documentation of activities – photos, social media, practice diary, exams, etc.).

- popularization of results and preparation of a statement of operations (Final Report).

The concept of the economy on-demand is becoming more and more popular in the US and Western media and is associated with the growth of the importance of the Internet. Economy on-demand is widely perceived in the whole world in the process of offering and looking for a job, for today, casual – periodic and constant – permanent. Among the more and more diversified economic activities of organizations operating on the Internet, one can also find companies that provide products or services at the moment of customer's demand. "Services within the framework of the so-called *On-demand Economy* directly influence contemporary enterprises and alter the career structures, as it was understood until now. Will freelancers, available when requested, by means using websites and web applications, replace the full-time employees in the labour market? / ... / This is the principle used by Uber, the creator of a mobile application, used to procure transport services by associating passengers, who use the application with drivers, who cooperate with Uber. Another company, Airbnb, provides a platform where individuals rent their homes to tourists (e.g. in the absence of the owners), but they do not really run a hotel. Handy, operating primarily in the United States, offers the services of self-employed cleaners who are available only when the customer makes such a request. All these, and many other services available within economy on-demand now directly affect the labour market" [4].

Students' participation in the developing construction process of the new shape of the labour market, manifested in the form of economy on-demand, is significant and therefore provides university students with an opportunity to simultaneously gain income, allowing to cover partial costs of studies, which provide knowledge. They are also able to learn practical skills necessary to find permanent, full-time employment. In total, students at daily studies simultaneously gain knowledge, skills and competences, and combine the occupational mobility with the academic mobility, as well as earn a living.

Academic mobility of students is associated with the decision to leave for another university for a certain period of time and the adjustment (subordination) to the new requirements and circumstances of higher education. As a result, the person develops openness to other cultures, tolerance and readiness for cross-border mobility. Mobility also helps to improve language skills. "So far the form of mobility that was more often chosen by students was the possible horizontal mobility, thanks to numerous programs, funded by the European Commission, supporting the mobility of students. The most popular program of student exchange is the ERASMUS programme, which is now included in the

integrated Life Long Learning Programme). Lately, the vertical mobility has also been gaining popularity. It is mobility, within which the student decides to implement a whole series of studies (e.g. II degree studies) at the foreign university, often in a similar field of study or a different one. This solution promotes the differentiation of graduates' qualifications and thus a better adjustment to the needs of the labour market. Both types of student mobility complement each other, allowing the students to decide on the length of studies completed outside the home university in the framework of horizontal mobility, while, at the same time, not blocking the benefits of the vertical mobility offer" [1].

3. CONCLUSIONS

The principles of the concept of social and psychological bases of the professional mobility of the personality are: the principle of equivalence which means that the process of the professional mobility includes complete system of the social and professional relations at which both surrounding and personality change and they take part in designing of their own professional way. The principle of dynamism considers professional mobility as the stage-by-stage prolonged process with the formation of the corresponding new growths at each stage. The principle of the differentiated prediction consists in the determination of substantial and formal aspects of the formation of productive professional mobility according to the level of adaptation of the personality in the profession, social status, the feeling of belonging to the professional community, the emotional saturation and durability of the professional contacts. The principle of prospect consists in the making of a positive professional picture of the future for the personality according to the permanent updating of life context.

Academic mobility allows students to increase the flexibility of their studies, to diversify the graduates' competences, to acquire communications skills in foreign languages, and to work in a culturally different team of employees. In total, academic mobility strengthens the occupational mobility of graduates, which will provide result after they have completed their studies and started a permanent job in the country or abroad. This organic bond between the academic and occupational mobility amongst students is now, when the market economy is based on knowledge, very important, significant source of a professional career of the young man, a hardworking, creative, and committed employee.

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У статті висвітлено проблему розуміння професійної мобільності не тільки як процесу перекваліфікації чи адаптації в професії, а як особистісного безперервного саморозвитку, переходу на іншу стадію професійної кар'єри і набуття нової соціально-психологічної компетентності. Обґрунтовано професійну мобільність як: підґрунтя ефективного реагування особистості на "виклик" сучасного суспільства, своєрідний особистісний ресурс, що лежить в основі дієвого перетворення суспільного довкілля і самого себе в ньому; системне багаторівневе явище, що вимагає інтегрованого, міждисциплінарного підходу щодо дослідження; внутрішній (мотиваційно-інтелектуально-вольовий) потенціал особистості, що лежить в основі гнучкої орієнтації і діяльнісного реагування в динамічних соціальних і професійних умовах відповідно до власних життєвих позицій; забезпечує готовність до змін і реалізацію цієї готовності у своїй життєдіяльності (готовність особистості до сучасного життя з його багатоаспектними чинниками вибору); детермінує професійну активність, суб'єктивність, творче ставлення до професійної діяльності, особистісного розвитку, що сприяє ефективному розв'язанню фахових проблем. Наголошено на потребі врахування соціально-економічних аспектів у професійній мобільності студентської молоді.

Ключові слова: індивідуальність, професійна мобільність, супровід продуктивної професійної мобільності.

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METHODOLOGICAL AND METHODICAL PRINCIPLES OF THE EMPIRICAL STUDY OF SPIRITUAL DEVELOPMENT OF A PERSONALITY

OLGA KLYMYSHYN, HANNA KARPENKO

Abstract. The article reveals the essence of the methodological principles of the spiritual development of a personality. The results of the theoretical analysis of psychological content of spirituality from the positions of system and structural approach to studying of a personality, age patterns of the mental personality development, the sacramental nature of human person, mechanisms of human spiritual development are taken into consideration. The interpretation of spirituality and the spiritual development of a personality is given. Initial principles of the organization of the empirical research of the spiritual development of a personality (ontogenetic, sociocultural, self-determination, system) are presented. Such parameters of the estimation of a personality's spiritual development as general index of the development of spiritual potential, indexes of the development of ethical, aesthetical, cognitive, existential components of spirituality, index of religiousness of a personality are described. Methodological support of psychological diagnostic research is defined.

Keywords: personality, spirituality, spiritual development, the principle of ontogenetic determination, the principle of sociocultural determination, the principle of self determination, the principle of systems, diagnostic parameters of spiritual development.

1. INTRODUCTION

The carried-out analysis of the achievements in the research of the problems of spirituality and the spiritual development of a personality which are available in modern psychology shows that, despite considerable achievements, there's still no consistent interpretation of spirituality and its related phenomena. The Christian-orientated approach to the interpretation of the nature and development of a personality as a historical and mental relevant option of the personality orientated approach to education that has been developed in Ukrainian psychological and pedagogical sciences and practice designates its own methodological and theoretical plan of the arguments of the nature of spirituality of a personality and features of its empirical studying.

Christian and psychological knowledge of spirituality acts as cathartic immersion, semantic understanding and a person's interpretation of his own spiritual experience in unity of his internal, a priori, sacramental ontological moments and a posteriori, external, sacral - the spiritual potential and spiritual acting (service).

The aim of the article is to reveal the content of methodological and methodical principles of the organization of the empirical research of the spiritual development of a personality within the Christian-oriented approach.

2. DESCRIPTION AND ANALYSIS

In the process of structural and functional modeling of a phenomenon of spirituality within the Christian-orientated approach and taking into consideration the results of the theoretical analysis of psychological content of spirituality from the positions of system and structural approach to studying of a personality (B. Ananiev, Z. Karpenko, O. Kyrychuk, O. Kolisnyk, A. Petrovskyi, K. Platonov, V. Tatenko, T. Jatsenko etc.); age patterns of the mental personality development (L. Bozhovych, I. Bulakh, I. Kon, H. Kostiuk, S. Maksymenko, M. Savchyn etc.); philosophical and psychological functions of human nature (S. Grof, O. Donchenko, D. Leonhard, K. Wilber etc.); the principle about the sacramental nature of human person (B. Bratus, F. Vasyliuk, M. Savchyn, V. Slobodchykov, S. Khoruzhyi etc.); laws and mechanisms of human spiritual development (I. Bekh, M. Boryshevskyi, O. Kyrychuk, S. Maksymenko, V. Moskalets, E. Pomytkin, M. Savchyn etc.); the fundamental and technological position of cognitive and existential psychotherapy, psychodrama (R. May, J. Moreno, F. Perls, I. Yalom etc.), we came to the definition of the last one as a complex dynamic system of semantic structures of a personality, represented by ethical, aesthetic, cognitive and existential content of the processes of the reflection and creation of reality. Internal determinants of their formation are the categories of good and evil, beautiful and ugly, true and false, weal as a sense which are a priori provided in the human psychics and are actualized in the process of the socialization. Mercy, compassion, sacrifice, perfection, harmony, topmost experiences, truthfulness, justice, wisdom, belief, hope, love act as spiritual values – dispositions of a personality, who is on the way of spiritual ascension to Shrines of Spirit (Fig.1).
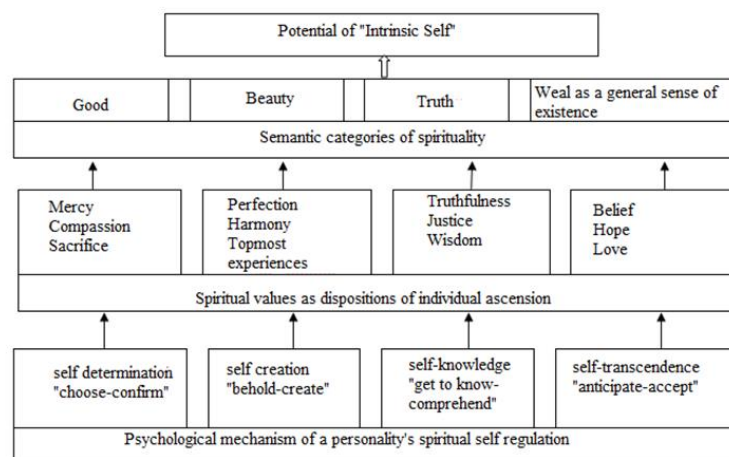
Fig. 1. Axiopsychological model of spirituality of a personality.

From our point of view, the spiritual development is the process of the actualization of sacramental spiritual intensions of axiopsychological potential of a personality (Intrinsic Self) - good, beauty, truth, weal as sense of human life in general and subject abilities, that causes the dynamics of the semantic formations of ethical, aesthetic, cognitive and existential contents and determines the coordinates and forms of self-knowledge, self-determination, self-creation, self-transcendence of a personality by her accession to metaphysical sacral reality and execution of the Spiritual ideal. The spiritual development is accumulated in the life experience of a man, who wants to confirm spiritual priorities in his everyday activities – belief, hope, charity, mercy, sacrifice, wisdom etc. Taking into consideration the above-said interpretation of spirituality and the spiritual development and appealing to the understanding of a

personality in the context of Christian-orientated approach as a biological nature that is characterized by the potential universality, creative and strong-willed direction, immanent ability to choose good and to object evil, ontological readiness to self-knowledge and self-determination in order to strengthen transcendental spiritual values, we came to the solution of the question about methodological principles of the organization of the empirical research and parameters of the diagnostics of the spiritual development of a personality.

Initial principles of the organization of the empirical research of the spiritual development of a personality are the modifications of the principle of determinism: ontogenetic, sociocultural, self-determination, system.

The principle of ontogenetic determination lies in the condition of the spiritual development of a personality by the potential of his development. This condition determines the direct impact of congenital and matured mental characteristics of the organism to becoming a spiritual personality during ontogeny. The spiritual potential is determined by the direction "inside to outside" that represents the innate human ability to self development and self determination in the space of motivation-value ratios [1, p. 88]. The peculiar reproduction of the historical development of mankind happens in the personal development of every man. Almost every day a person has to make his choice of a certain state and possible transition. The spiritual development is the competition between his spiritual desire to become a man in perfect sense and the possibility "to outlive" the life for the sake of "simply life". Internal struggle of human perspective is inherent in human nature that makes this transition possible, it is a cause and result, and it forms the content of the sacramental nature. In this sense the spiritual development of a personality is both conscious and unconscious, and provides the possibility of creating a personality as universal (Z. Karpenko).

The principle of social and cultural determination consists in the process of the spiritual development of a personality who is under the influence of social environment, the relations in the network society. Social environment is the essential condition for a person to live as a biological organism and as a spiritual being. Interiorization of spiritual culture happens in the process of the socialization – learning semantic models of perception on the level of individual dispositions, understanding and accepting spiritual acquisition of a community and exteriorization of individual spiritual culture. So, we can say that the more spiritual development of a personality is, the more he is presented in the life of Another, in the life for Another. "Innate immanent orientation "You" is the precondition of spirituality, the opportunity to find sense in Another and to find sense in himself, the opportunity that becomes the fact of self-affirmation because of real co-being with "You", this sense makes obvious forming of the origin of self development" [2, p. 33].

The principle of self determination is revealed in the thesis that in the process of the development of spirituality a personality isn't a passive object of biological or social determination, but he is an active subject of self-creation. The process of the development of spirituality predicts the active purposeful activity of a personality that is directed toward himself (self-knowledge, self-completion, self-realization) and toward surrounding activity (perception, the improvement of the world). The development of the individual spiritual world predicts the actualization and the development of spiritual intentions, the display of personal freedom as to biological and social. The potential of the individual self development, that is in every man, initiates and makes the reflection of own spiritual dynamics possible. Z. Karpenko states that "this is the only absolute criteria of a man's step to … Good, Beauty, Harmony, Perfection" [1, p. 61–62].

The principle of the system approach stipulates the view on biological, social and cultural and individual factors as the whole. Personality is the system structural and functional unity that makes valued attitude and spiritual aspiration be directed to main spheres of vital activity – nature, other people, oneself. System modeling of the spiritual world of a personality predicts the correlation of distinctive and related forms of the representation of a man as an individual, a personality. Spirituality is the dynamic system of sense formation that comprises four components: ethical, aesthetic, cognitive and existential.

The parameters of the empirical research of the spiritual development of a personality are: general index of the development of spiritual potential, indexes of the development of ethical, aesthetical, cognitive, existential components of spirituality, index of religiousness of a personality.

1. The index of the development of spiritual potential. The development of spirituality of a personality is observed in the context of general development of a personality on the stage of ontogenesis. General index of the development of spiritual potential of a man accumulates the content "his integral vital activity" (M. Savchyn), the development of the main components of spirituality on condition that their integral individual psychological content will be preserved. The latter is stipulated for the development of intentions of self-knowledge, self determination, self education, self realization, self improvement through the ability to carry on an internal dialogue, conscious isolation of "Essential Self" and his acceptance – projection on "Personal Self" and "Plural Self".

Accordingly, general index of the development of spiritual potential determines: the level of the actualization of spiritual self identification, reflection, transcendence and understanding the unity of being; the level of expressing the sense forming of ethical, aesthetic, intellectual and existential contents; individual sense of categories of good, beauty, truth, sense of life.

2. The index of the development of ethical component says about the measure of the actualization of Essential Self in a man's consciousness, the level of the realization his regulating function in the relation to Personal Self, that determines the level of the formation of persuasion, ethical feelings because they signify the concrete life position, that is marked by the choice and consolidation of values of good, love, sacrifice, respect to social and ethical norms, the priority of introduction (egocentrical, groupcentrical, humanistic, eschatological levels).

3. The index of the development of aesthetical component says about the level of the development of artistic abilities – aesthetical perception (observation, concentration, curiosity, imagination, the ability to see the most essential thing in the objects of contemplation etc.), aesthetical feelings (emotional experience, the feeling of admiration), aesthetical judgement (independent consideration as for the aesthetical worth of the objects of contemplation), aesthetical tastes (individual emotional and estimated behaviour to something beautiful), aesthetical ideals (the system of conception about beauty and its criteria) and their creative transformation in the individual experience of the outlook, worldview and world transformation through the imitation of higher samples of human culture (individual and social creativity).

4. The index of the development of cognitive component indicates the level of the reflexive ability of a personality, qualitative content of cognitive resource, the measure of "embodiment" and functioning of mechanisms of actualization, accumulation and incorporation of senses, transcendental direction of cognitive interest into the flat of intro – (readiness to self-knowledge and self development), inter – (the need to perceive Another) and metasubject (to know the surrounding, life truth as a whole).

5. The index of the development of existential component says about the level of differentiation of the hierarchical structure of valued orientations; the level of personal values (health, love to knowledge, justice, profit, kindness, striving for perfection, harmony with oneself and with the world) in the structure of individual consciousness of respondents, expressing the individual characteristics and connection between them; the level of interpretation of life as a whole.

6. The index of religiousness indicates the level of self-appraisal of religiousness, religious self identification, the content of religious conceptions, the actuality of present experience of religious life and religious tolerance, motive and functional content of belief, the forms of cultic behaviour, the dynamics of individual emotional experience in the process of the realization of spiritual praxes.

Phenomenological complexity of spirituality causes the lack of clear system of diagnostic tools of the cognition of its essence today, even within classical psychology. E. Pomytkin says "there's practically no any psychodiagnostic tool that can be directed to examine the level of spiritual self identification of a personality, transcendence and realize the vital unity [4, p. 201]. All these above-said methodological principles and diagnostic parameters brought forward the choice of certain psychological tools that are reasonable in the process of the empirical research of the spiritual development of a personality: methods of the diagnostics of the index of actualization and the

development of spiritual potential of a personality – "Spiritual Potential of a Personality" (E. Pomytkin), author questionnaire "Spiritual World of a Personality", the method of unfinished sentences; methods of the diagnostics of the ethical component of spirituality – "Scale of Tender Conscience"(V. Melnikov, L. Yampolskyi), "Scale of Kindness" (G. Campbell), individual setting of "altruism – egoism" (N. Fetyskin, V. Kozlov, H. Manuilov); the methods of the diagnostics of the aesthetical component of spirituality – individual creativity (E. Tunik), social creativity (N. Fetyskin, V. Kozlov, H. Manuilov), the assessment of the artistic potential and creativity (E. Rohov); the methods of the diagnostics of the cognitive component of spirituality – the development of reflexion (A. Karpov), the actualization and realization of needs in cognition, selfunderstanding SAMOAL (A. Lazukin adapted by N. Kalinina); the methods of the diagnostics of the existential component of spirituality – vital values of a personality (P. Ivanov, J. Kolobova), subjective abilities and individual values (Z. Karpenko), SLO (D. Lieontiev) [1].

3. CONCLUSIONS

The proposed procedure of the organization of the empirical research of the development of spirituality of a personality doesn't drain the whole problem of the empirical research of the phenomenon of spirituality of a personality, but it opens new perspectives for its reinterpretation under different valued engaged and non traditional point of view and for creating certain psychological technologies of the optimization of the scientific search of productive and harmonious life of a man.

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У статті розкрито суть методологічних принципів дослідження духовного розвитку особистості. Представлено результати теоретичного аналізу психологічного змісту духовності з позицій системно-структурного підходу до вивчення особистості, вікові закономірності психічного

розвитку особистості, сакральну природу *людської* особистості, механізми духовного розвитку особистості. Подано трактування духовності та духовного розвитку особистості. Обґрунтовано вихідні принципи організації емпіричного дослідження духовного розвитку особистості (онтогенетичного, соціокультурного, самодетермінації, системного). Визначено параметри оцінки духовного розвитку особистості: загальний показник розвитку духовного потенціалу, показники розвитку етичного, естетичного, пізнавального, екзистенційного компонентів духовності, показник релігійності особистості; а також методичне забезпечення психодіагностичного дослідження.

Ключові слова: особистість, духовність, духовний розвиток, принцип онтогенетичної детермінації, принцип соціокультурної детермінації, принцип самодетермінації, принцип системності, діагностичні параметри духовного розвитку.

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COMMUNICATIVE COMPETENCE AS A SUBJECTIVE DETERMINANT: GLOBALIZATION AND PERSONAL ASPECTS

Tetyana Pantiuk, Mykola Pantiuk, Iryna Voloshanska, Zoriana Burkovska

Abstract. The content and the specific process of communicative competence formation of the individuality are justified in the article; social determinants that determine the need to improve this process and harmonization with the needs of society and individuality are defined. The educational, psychological, philosophical sources are analysed, the main directions of research on definite problem are characterized. The essence of communicative competence as the educational phenomenon is found; the importance of communicative competence in today's conditions is proved. The attention is paid to the main principles and methods of communicative competence of the individuality.

Keywords: communicative competence, personality, community, communication, interaction, determinants, globalization aspect, personal dimension.

1. INTRODUCTION

Present conditions include the rapid expansion of information and communication space, increase communication load in the society that requires the individual to find new ways of communication, expand own communication abilities, adapt to changing ways and means of communication and so on. All this requires considerable intellectual, mental, and spiritual efforts from human and adjustment of living space and define a new system of values on communication.

Communicative competence is treated as a personal characteristic of a man, who determines its ability and willingness to establish and maintain diverse various contacts with others, and the optimal goal-setting communication, learn to achieve desirable results while optimally spending time and effort.

XXI century is characterized by the fact that the educational community began to acquire the character, that is not a European scale, but world; rapidly approaches and methods of preparation and dissemination of information were changed; the new needs of the individual in its quantity and quality were defined, that make individuals adapt to circumstances and objective social development of their own intellectual and organizational abilities. In view of this formation and development of communicative competence of the individual the main aspect of personal development and a new conceptual benchmark in education are identified.

The interaction man – man, one-team man and society, man – phenomenon and various other dimensions of modern communication have been the subject of scientist`s researches – representatives of various sciences, such as: psychology, philosophy, pedagogy, linguistics and so on. They are all united in belief that the foundation of communication in today's society should be the humanistic paradigm that better promotes social and psychological nature of the individual, communicative potential. The question of understanding of individual from the standpoint of humanistic psychology was studied by A. Maslow, K. Rogers, V. Francle.

Acmeological approach to understanding the social and psychological nature of the individual, is found in the works by M. Boguslavskiy, A. Bulynina, B. Vulfova, B. Hershunskiy, V. Dodonov, A. Slastonina, P. Schedrovitskyi, N. Schurkovoyi etc.

A significant contribution to the history of Ukrainian Education is the analysis of the priority principles of education, where communication takes an important role in the works by J. Behan, O. Vishnevsky, V. Galuzinsky, S. Goncharenko, M. Evtukh, I. Zyazyun, P. Ignatenko, K. Korsakov, V. Kremen, N. Scotna, V. Sukhomlinsky and others.

Justification the nature of educational space and place in communication as the interaction of individual with society was justified by A. Demidenko, V. Elkonin, T. Kastornova, T. Kirichuk, B. Korotyayeva, A. Marchenko and others.

The question of the communicative competence development was justified in the researches of A. Belyaev, M. Pentylyuk V. Melnychayko, L. Matsko, T. Donchenko, G. Shelekhov and others.

Psychological and pedagogical conditions and means of communicative potential of the individual were investigated by O. Verbitsky, Y. Yemelyanov, M. Zazhyrko, V. Kaplinsky, M. Kots, L. Petrovsky and others.

2. RESULTS AND DISCUSSION

The significance of communicative competence in today's conditions increases significantly for all, it is especially important for those who work in the area of interaction with people. The proportion of such jobs is now growing. It certainly requires laying the foundations of communicative competence of the individual from an early age and concerns not only the matters of personal space man, but her early professional orientation and adaptation.

In the process of communication there is an exchange of information, experiences, values, norms, defining certain vital field of socialization. Most methods of communication are realized in the form of interpersonal communicative interaction – communication between two individuals, but globalization requires individuals to build models of communication within large groups, often within the virtual space. All this requires individual special approach to the process of communicative competence formation.

Communication, is traditionally regarded by science as "activities of", it accompanies any activity, including professional and competency needs of the subject. In this context, communicative competence, according to an American researcher D. Goleman is included by employers – along with special knowledge and experience – with the basic competence that is needed by employee to perform professional tasks. Under the pressure of new demands, ideas and data matured the need for scientific analysis (taking into account new approaches and tools) problems of communicative competence of the individual in the present circumstances [5, p. 142].

Social development in the transition to post-industrial stage radically affects life and work of a man, changing hierarchy of social values. However, it is a necessary component of viability of society, its integrated system and any opposition or diminution of one tier to another, an attempt to remove from the system can destroy the integrity, deform other values that would be a fatal mankind mistake. The social environment has influence on the individual, not only through direct behavior, examples, and also through the media, moral values, rules, regulations, laws. Moral socialization plays a leading role in shaping the moral experience of a man in relationship. Socialization can have positive or negative

direction. A man is constantly faced with the need of choosing one of the alternative behaviors. Most people perceive moral standards as an incentive to further improvement and achievement of harmony with the social environment. People's negative reaction to the demands of society leads to deviations in behavior. Condemning negative behavior, you must exercise tact and skills.

Thus, we can conclude that the core of the communicative potential of a man is his goal, universal values and moral standards which is an important factor of regulating interpersonal relations, determine his place in the form of communication, in the general system of social relations [2, p. 59].

The definition of "communication" has become a landmark for the development of modern society, which became informative in the full sense of the word. This applies particularly to the educational sector, to implement tasks for modern education without using the relevant information in its various forms is not possible, a new era of electronic intelligence and the Internet requires a rethinking of traditional methods and ways of learning. A teacher in their professional activities, which always involves communicative component, primarily uses the information that has a specific educational, developmental and educational sense and gives appropriate load to the student. Information facilitates the exchange of thoughts, feelings, emotions, and has a meaningful exponent of public relations. To form an idea of appropriate problem promptly and adequately, to identify best practices and means of implementing educational goals, to transmit information efficiently to analyze the feedback – these are the tasks of the teacher and the student, it characterizes the degree of ownership of the means of communication, defines the level of development of communication skills and the quality of communication of teachers.

Communicativeness (lat. Communication - communication, message) is a set of significant relatively stable personality traits that contribute to the successful acceptance, understanding, assimilation, use and transfer of information [1, p. 23]. The teacher must adopt the best means and methods of using communication exercises, role playing, training to prevent conflict situations in a team of students, be able to apply methods of management team. Wrong communicative activity generates the student emotional tension, uncertainty, fear. Consequently, he has a persistent negative attitude towards the teacher, school, education. Teacher's communication must inspire confidence, joy of communication and promote social and psychological optimization of the educational process. Observe the rules and regulations of communication in the professional work is the key of the individual student`s development.

The term "communicative competence" has a wide range of definitions, from (in the broad sense) the ability to communication, communicative, communicative ability of the individual to establish contact with the environment in a more specific examination of communicative competence – knowledge of cultural norms and rules of communication; learning social behavior; possession of communicative abilities and skills; system of internal communicative regulation means of action; set of skills, gained through personal experience, that explains as operational and technical means of communication [5, p. 144].

In the works by A.V. Hutorovskiy, N.P. Volkova, I.V. Rodyhinva communicative competence is seen as a system of internal resources, that are essential for building effective communication in certain situations of personal interaction. Competence in communication has, undoubtedly, universal invariant characteristics and at the same time features are historically and culturally conditioned. Communicative competence means a willingness to set and achieve goals in communication, in particular to obtain the necessary information to present and defend own point of view in dialogue and public speech, based on recognition of the diversity of positions and respect for the values (religious, ethnic, professional, personal, etc.) of others [6, p. 41].

The analysis of Ukrainian scientist study is the essence of competence description:

- effective use of abilities that allows to carry out professional activities effectively in accordance with the requirements of the workplace;

- possession of knowledge, skills and abilities necessary for professional work with simultaneous autonomy and flexibility in terms of solving professional problems;

- developed cooperation with professional colleagues and interpersonal environment;

- integrated combination of knowledge, skills and attitudes optimal for performance in today's work environment;

- ability to do something well, effectively in widescreen contexts with a high degree of self-regulation, self-reflection, self-evaluation, quickly, flexibly and adaptively respond to the dynamics of the circumstances and the environment [8].

3. CONCLUSIONS

Thus, communicative competence involves the ability to interact with others successfully, to cooperate and resolve conflicts. However, the ability to interact with others successfully allows the individual to take the initiative to maintain and manage their own relationships with others. The ability to work together makes it possible to achieve common goals, and the ability to solve conflicts allows the individual to perceive the conflict as an aspect of human relationships and to overcome them constructively.

The level of communicative competence and communicative skills of the individual ownership is a measure of personal growth. It goes not only about the ability to communicate, using various ways and means, but generally speaking it is about the development of personal abilities, his socialization, and about skills which can resolve conflicts constructively, build cooperation at various levels with the use of modern tools and consideration of social conditions.

Development of communicative competence of the individual should be based on the principles of continuity, the gradual implementation, differential and individual approach, social determinism and tolerance.

And during this period, according to I. Zyazyun, each task – to develop their own methods of compensation of individual characteristics that cause shortness of external and internal plans of professional activity, to reduce dependence on the opinions of other people and produce their own system of beliefs, attitudes, to expand own communication skills and ability to role behavior [4, p. 151].

The content of communicative competence involves the unity of internal motivation and external purposes; needs and challenges of modern society; personal beliefs and social impact; individual direction of development and cooperation and mutual perception.

It should be emphasized that justifying the specific selection of the best methods of communicative competence of the individual to realize this process cannot be made by the old methods and ways, although the traditional concept of education is conservative and established. Modern educators often use such modern forms of work as:
- inter-school projects;
- training;
- modeling problematic situations;
- the creation of individual and group training programs for communication, selective courses;
- introduction of selective cultural communication;
- business and role-playing games, etc.

Scientists emphasize that the business game promotes rapid acquisition of professional communication skills, professional development of creative thinking, making decision, understanding companion and more. V. Tyurin says that playing exercises help individuals to focus on their own mental states, while maintaining their mental health, and, consequently, achieve success in professional activity [7, p. 16].

Thus, social, economic, educational and cultural development of modern industrial society requires a review of approaches to formation of communicative competence of the individual such as determining its individual and social progress; determining success in the realm of professionalism; outline ways of cooperation "a man – a man"; help to respond to the current challenges and risks. Our research shows that the formation of communicative competence should begin at an early age with the principle of continuity, the gradual implementation, differentiated and individual approach, social determinism and tolerance.

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Пантюк Тетяна, Пантюк Микола, Волошанська Ірина, Бурковська Зоряна. Комунікативна компетентність як суб'єктна детермінанта: глобалізаційний та особистісний аспекти. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 48–52.

У статті обґрунтовано зміст та специфіку процесу формування комунікативної компетентності особистості; визначено суспільні детермінанти, які визначають необхідність удосконалення цього процесу та узгодження її із потребами суспільства та окремої особистості. Проаналізовано педагогічні, психологічні, філософські джерела, в яких охарактеризовано основні напрями досліджень щодо означеної проблеми. З'ясовано сутність комунікативної компетентності як освітнього явища, доведено значущість комунікативної компетентності в умовах сьогодення. Акцентовано на пріоритетних принципах та методах формування комунікативної компетентності особистості.

Ключові слова: комунікативна компетентність, особистість, суспільство, спілкування, взаємодія, детермінанти, глобалізаційний аспект, особистісний вимір.

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RESEARCH GENDER FEATURES OF FORMATION OF STUDENT LIFE SCENARIOS

VADYM ZAVATSKYI, IHOR ZHYHARENKO

Abstract. The article provides an analysis of the impact on gender identity formation of student life scenarios. It is shown that socio-economic and political changes are factors which change perceptions of themselves and the general picture of the world youth, and is a catalyst for the process of finding one's own life script or harmonious way of life. The authors established that the individual life path or script must meet the abilities and capabilities of the young man and also be a means of self-realization in life. The paper stated that under current conditions the process of personal and professional self-education related to a number of difficulties, that is why the problem of forming life script personality in adolescence is becoming increasingly important. Based on the scientific approaches the problem of forming life scenarios identity and gender identity problem. We characterize the sample studied, which was caused by the objectives and purpose of the study. The article provided a description of methods by which we conducted the diagnosis of gender identity influence on the formation of individual life scenarios in adolescence. We used the results of correlation analysis.

Keywords: life plan living scenario of personality, way of life of the individual, gender characteristics, students.

1. INTRODUCTION

Socio-economic and political changes, which are quite frequent in Ukraine, are factors to change the perception of ourselves and the overall picture of the world youth. These changes are the catalyst to the search of young men and boys own harmonious life script or way of life. Individual life path or the script should match the abilities of boys and girls and be the means of self-realization in life. In modern conditions the process of personal and professional self-determination, education is associated with a number of difficulties, therefore the problem of creation of living script identity at a young age, becomes more and more urgent.

The problem of life script or individual way of life is the subject of many studies by Ukrainian scientists (G. Ball, Y. Bohonkova, A. Brushlinskiy, M. Borishevskiy, N. Zavackaya, G. Kostyuk, S. Maksimenko, V. Romanets, S. Tatenko, T. Titarenko, V. Tretyachenko and others), and foreign (A. Adler, E. Bern, W. Buhler, E. Erickson, A. Maslow, the Same. Piaget, C. Rogers, W. Frankl, Z. Freud, E. Fromm, C. G. Jung, K. Jaspers) scientists.

Awareness of their individual life paths has the youthful age. Youth age is the best time to build own future (I. Bekh, L. Bozovic, N. Bondar, M. Borischevsiy, B. Bratus, P. Vygotsky, L. Gilova,

M. Ginzburg, H. Golovakha, E. Erickson, B. Zeigarnik, I. Kon, G. Kostyuk A. Leontiev, V. Piskun, L. Potapchuk, V. Tatenko, T. Titarenko). As an aspect of gender identity it significantly affect the construction of personality at a young age, one's life path (S. Boehm, W. Berne, O. Litvinova, M. Mid).

The purpose of this article to present the results of socio-psychological studies of gender peculiarities of life scenarios personality formation.

2. ANALYSIS AND DISCUSSION

The participants of the test sample were 281 male and female, aged from 17 to 22. All were interviewed at the place of training. The presence of just such a selection was determined by objectives and goal of the study. At the first stage of the research, the analysis of theoretical sources on the subject of research. It was found that, according to M. Ginzburg, as structural components of the life scenario you can imagine semantic future (personal) projecting themselves into the future and temporary future (actually planning). In this study, the life script determines exactly how the semantic system of personality, which includes representation of the person's own path in life. This system is the base for including gender subsystem. Gender characteristics of the personality can be represented as a complex of ideas and experiences related to socio-psychological article. In a Large sociological explanatory dictionary there is given is a concept of "Gender identity awareness of them as associated with cultural definitions of masculinity and femininity. The concept is not valid outside the subjective experience and serves as a psychological interiorization masculine or feminine trait, arising as a result of the process of interaction between "I" and the other". In the textbook of N. Smelzera given this definition: "Gender identity is connected with our view of floor – feel if we actually a man or a woman".

I. Cletsina thinks about gender identity writes that it refers to the aspect of self-consciousness of personality, describing the experience of oneself as a representative of the floor, as the bearer of specific sex-specific characteristics and peculiarities of behavior, relates the concepts of masculinity/femininity. An umbrella term stands category "masculinity/femininity", which is a marker and correlate the male or female identity.

Then we elected techniques and a program for the study. On the stated stage we have conducted an empirical study of gender peculiarities of formation of life scenarios identity in adolescence. For the diagnosis of the impact of gender identity in the formation of life scenarios identity in adolescence, we used the following methodology: a methodology S. Boehm "Masculinity-femininity" and "Scale total self-efficacy", R.Schwarzer, M. Erusalem, V.Romek, questionnaire temporal perspective F. Zimbardo, the "ratio "Values" and "Accessibility" in various spheres of life" (A. Fantalova), the "Life plans" (author's development), the "Meaning-life orientation is adapted D.O. Leontiev, a technique of diagnostics of achievement motivation So Ehlers, methods of diagnostics of motivation failure avoidance of the So-Ehlers, a questionnaire (author's design). To use the methods of mathematical statistics was used in the statistical software package SPSS (version 19.0).

To clarify the objective characteristics of the respondents we used a questionnaire (author's design). The questionnaire consists of the following questions: name, age, gender, group course; assess the success of Your training; assess the prestige to your future profession; how much free from teaching load time You spend on self-education; at this stage of life You are more oriented towards well-defined objective in the future or until forced to focus on routine operational objectives; You take regular part in University concerts, KVN; You take regular participation in the intelligent competitions (competitions, games and etc); do you know foreign languages (or purposefully study them outside of a University course); assess the state of their health on a scale of 1 to 10); do you have any Hobbies (such as sewing, knitting, fishing, sport); delay you regularly money to some major purchase in the future; whether you have a successful experience in the business (including network marketing); if you have a desire to permanent relations with the purpose creation of family; whether you love children (play with them, to walk, to watch); do you help the disabled, orphans, homeless constantly.

According to the results of the questionnaire survey, 56.5% of the respondents answered that they are forced to navigate the life on temporary tasks, but not for the General purpose of life. Many

respondents already now have to take steps to form the basis of their future. In particular, 13.2% of studying a foreign language outside of the standard University course, in average, 50% of free time, respondents is engaged in self-education. Take part in public events, KVN, creative contests, concerts) with 20.9% of respondents, 15% of the respondents regularly take part in the intellectual competitions.

57.3% of the respondents save money for a significant expensive purchase in the future, 17.1 per cent already have an experience of your own business. Motivation stable relations with the purpose creation of family in 76.3% and 79% of them indicate that they love to take care of children. 30% of respondents indicate that regularly help the poor. Self-assessment on a scale of 10 the success of the training is equal to 7 prestige of the profession is estimated to average 6.6 out of 10, self-reported health is also above average 5 points and is 7.7 points.

Orientation for the total life purpose, participate in public events and intellectual competitions and saving money for the future of distributed between boys and girls evenly. But the experience of their own business are mostly boys (U=4, p=0.046), motivation to create a family and love children are mainly girls (U=7.1; p=0.008), they are also more inclined to help the poor (U=4.1; p < =0.043).

The next phase of the research was conducted by the methodology of S. Boehm "Masculinity-femininity". Test results in psychological methods were transferred to the T-points on the basis of the authors of the norms of the tests. The choice of the T-scores is due, on the one hand, their convenience interpretation, on the other - the detail of the scale in comparison with the walls. In General, T-points is the standard scale with an average of 50 and a standard deviation of 10, normative interval is 40-60 T-points.

Indicators gender identity for the whole sample are within normal limits, we cannot say that these boys and girls in General have high or low indicators of masculinity, feminity or androgyny. Masculinity naturally higher in boys (U=12466; p<0.001), femininity is higher among girls (U=7592; p=0.002), but androgine has no significant disagreements.

To explore the link between the type of gender identity and common meaning in life, we conducted the method of "semantically-life orientation", adapted from D. O. Leontiev. According to this technique we found that the representatives of androgine type evaluate their life as more efficient (H=7.82; p=0.02) and more confident in their ability to control life (H=6.8; p=0.033).

Next we held the technique of diagnostics of achievement motivation So Ehlers and methods for diagnostics of motivation failure avoidance of the So-Ehlers. During the research the following results were obtained: motivation avoidance of failure is very high in feminine type, but reasonable in others (H=10.46; p=0.005).

Representatives of androgenic identity evaluate their past better than others (H=10.1; p=0.006), fatalistic view of the present them at the average level, but in masculine type he has the tendency to decrease (H=8.35; p=0.015)

Next we held the technique of "ratio "Values" and "Accessibility" in various spheres of life" (A. Fantalova). Gender identity is very little correlates with the elected values, but the availability of values has some correlation. In particular, a representative of androgynous type is considered more accessible and interesting work and a good friendship, but less than all available believe the beauty of nature and art.

As for the relationship of life plans and gender identity, at age 20-24 share the same plans in all three types. Same plans: education, self-education, care of the parents. Representatives of androgynous and feminine band plan for the period to leave Ukraine.

Unique to androgynous identity has plans to find the meaning of life and creative plans. For masculine identity unique plans for this period is secure life and success in sports. For feminine identity in this period are important holiday shopping and status.

At the age of 25-29 there are a lot of plans that match: marriage and childbirth, successful career, caring for children, secure life. Representatives of androgynous and feminine identities are not unique in their life plans for this period. But representatives of masculine identity type are unique to their identity plans: to leave Ukraine, buy cars, gain new skills.

Representatives of androgenic identity plans are partially similar to both of the other identities: as representatives of feminine identity they wish for in this age to educate their children, to have a prosperous life. As representatives of masculine national identity, androgynous wish to care about the children and held a management position.

Representatives masculine national identity in the age of 30-39 years, wish to care about children and their parents, to travel, to occupy a leadership position, but all these plans coincide with other types of identity. Have your own business representatives also plan to masculine national identity, but representatives of feminine identity should also this plan.

Representatives of feminine identity in most plans that coincide with other types: to educate their children and take care of their parents, to live securely, held a management position, own businesses, to travel. A unique plan feminine identity is to build a house in the 30-39 years.

At the age 40-59 all types of identity form plans of taking care of grandchildren, taking care of elderly parents. They plan to retire which is relevant at this age androgynous and masculine national identity, but not for feminine. Plans to live happily and to travel are characteristic of androgenic and feminine identity. Provide education to their children and live prosperously is the plans of 40-59 years of age people, which is inherent in the masculine and feminine identity. A unique plan for this period is to live for oneself, which is inherent only to representatives of androgenic identity.

At the age of over than 60 years, all respondents plan to retire, happy retirement, live long and happy the rest of the life. Thus, planning for retirement is a deprived impact of gender.

3. CONCLUSIONS

First of all it should be noted that psychological constructs of masculinity and femininity are not opposites, as it indicates in his last works itself C. Bohm. According to our data, their correlation is r=0.05, which is almost equal to zero level of communication. But androgine, according to the theory, is a combination of masculinity and femininity, which is proved obtained correlations androgenicity with masculinity (r= 0.51; p<0.001) and femininity (r=0.52, p<0.001). Should be made very important note – androgine used for our method is assessed by a separate set of qualities, which do not interfere with the other two indicators.

All three indicators gender identity are significantly and positively associated with the meaningfulness of life (p<0.001). This is a sign that regardless of the type of gender identity, the more qualities of gender identity test indicates the respondent, the greater is the meaningfulness of life. Thus, we can speak about the concept of "saturation" identity as a sign of the meaningfulness of life. The same applies to and motivation for success: all three indicators identity have positive correlations with him (r from 0.16 to 0.34; p<0.01). But the motivation failure avoidance correlates with masculinity, and this negative correlation (r=-0.23; p<0.001). That is more than masculinity person is, the less it tends to avoidance of failure, which is clearly associated with the risk appetite, which is inherent in masculinity personalities.

Self-efficacy is a sign of simultaneously androgynous (r=0.22; p<0.001) and masculinity people (r=0.29, p<0.001), but no femininity.

Correlations of gender identity with a hedonistic hereby have the same pattern as that of the meaningfulness of life: the more qualities Respondent indicates in General (regardless of the identity), the greater the indicator a hedonistic present (r from 0.14 to 0.23; p<0.01). The higher masculinity, the lower the fatalistic today (r=-0.16; p<0.01), femininity is positively correlated with a positive evaluation of the past (r=0.2; p<0.001), androgine negatively associated with a negative assessment of the past (r=-0.16; p<0.01) and positively with its positive assessment (r=0.21; p<0.001). Androgine positively correlated with a hedonistic real (r=0.23; p<0.001) and focus on the future (r=0.13; p<0.05).

Indicators gender identity little to do with the value orientations. As can be seen not strong positive correlation of masculinity and the value of active life (r=0.14; p<0.05) and negative with love (r=-0.15; p<0.05). The higher the femininity, the following seems to be investigated availability financially secure

life (r=0.17 themselves; p<0.01). The higher androgine, the higher the availability of values interesting work (r=0.13; p<0.05) and confidence (r=0.14; p<0.05).

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Завацький Вадим, Жигаренко Ігор. *Дослідження гендерних особливостей формування життєвих сценаріїв у студентства. Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 53–57.

У статті наведено аналіз впливу гендерної ідентичності на формування життєвих сценаріїв особистості студента. Показано, що соціально-економічні та політичні зміни є чинниками зміни сприйняття самих себе, а також загальної картини світу молоддю, та є каталізаторами процесу пошуку власного гармонійного життєвого сценарію або життєвого шляху. Встановлено, що індивідуальний життєвий шлях або сценарій має відповідати здібностям і можливостям молодої людини і одночасно бути засобом реалізації себе у житті. Констатовано, що в сучасних умовах процес особистісного та професійного самовизначення, здобуття освіти пов'язані з низкою труднощів, саме тому проблема формування життєвого сценарію особистості в юнацькому віці стає все більш актуальною. На основі наукових підходів розглядається проблема формування життєвих сценаріїв особистості та проблема гендерної ідентичності. Охарактеризовано вибірку досліджуваних, яка була обумовлена завданнями та метою дослідження. У статті подано опис методик, за допомогою яких було проведено діагностику впливу гендерної ідентичності на формування життєвих сценаріїв особистості в юнацькому віці. Представлено результати кореляційного аналізу.

Ключові слова: життєвий план, життєвий сценарій особистості, життєвий шлях особистості, гендерні особливості, студентство.

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AUTHORIAL SCHOOL AS A PHENOMENON OF INNOVATIVE EDUCATIONAL PRACTICE

OKSANA MARYNOVSKA

Abstract. The article considers the authorial school as a phenomenon of innovative educational practice: it describes the nature of the concept of "authorial school" and ways of modelling the changes in the authorial school, defines the classification features that distinguish it among adaptive, innovative and experimental comprehensive educational institutions.

While summarizing the results of content analysis, we revealed that concept "authorial school", which is interpreted as a comprehensive educational institution with a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness using means of experimentally tested, original authorial concept of educational system of technological nature that provides stable and positive performance results. The competitiveness of the authorial school is an integrated quality of dynamic nature that characterizes the capability of authorial institution to achieve its own innovation capacity and manifests through the ability of its students to succeed in a competitive environment.

Keywords: authorial school, content analysis, modelling, innovative educational practice.

1. INTRODUCTION

In the conditions of innovative development of education, the problem of modelling the development of authorial schools is particularly important. It is caused by the need to increase the availability of high quality and competitive education in new social and cultural conditions of market economy. It is the authorial school as a phenomenon of innovative educational activities that serves as the highest form of self-development practice.

Clarifying the meaning of the concept "authorial school" will contribute to better understanding of ways to solve the problem of formation and development of authorial schools in Ukraine. Since scientists interpret the concept in different ways, there is a need to apply content analysis as a method of researching the conceptual and categorical apparatus of pedagogy, as it is the conceptualized essence of the studied phenomenon.

The problem lies in uncertainty of the status of the authorial school as a separate type of a comprehensive educational institution [3, p. 36-39], hence the need for the scientific substantiation of the nature of modelling changes, the definition of classification features that distinguish it among adaptive, innovative and experimental comprehensive educational institutions.

2. ANALYSIS AND DISCUSSION

The nature of the concept "authorial school": content analysis. Let us present the results of the third final phase in the form of analytical conclusion obtained by using the following technological tools: matrix of text creation, classifier and research protocol.

Analytical conclusion involves summarizing the results of content analysis in accordance with the objectives, in particular, clarification of the invariant features of the concept "authorial school" that reveal its nature, in order to formulate scientifically substantiated conclusions based on quantitative and qualitative analysis. While summarizing the results of content analysis, we revealed that:

firstly, the authorial school is considered to be a type of experimental comprehensive educational institution (38.1%), innovative or pioneering one (23.8%); the other researchers (38.1%) remain uncertain about the reasons for singling out the authorial school as a separate type because it is the bearer of an original, creative, specific, unique, subjectively and humanely oriented experience (47.9%);

secondly, the researchers emphasize the expediency of developing: a) the authorial idea and the corresponding concept that establish the methods of operation (63%); b) means of practical implementation of the plan (37%), such as: the system, the technology, the model. Thus, technological logic of formation and development of the authorial school implies modelling the changes (by the criterion of novelty) of: a) transformational nature, which are made with deviation from the traditional paradigm, because the advantage is given to the development of a way of understanding the performance – the authorial idea, the concept; b) modificational nature, which are made within the traditional paradigm, because the preference is given to the development of means of practical implementation of the general plan – the system, the technology, the model; c) mixed nature, which combine transformational and modificational components, focus on the development of the authorial idea, the concept and the means to implement the plan; most scientists tend to develop the system because it has technological nature, a minority chooses to develop a particular technology or a model;

thirdly, the authorial school is effective (20.8%), technological (16.7%), shows stable and positive performance (14.6%), since it is focused on developing a specific product (original, creative, distinctive etc.), which favourably distinguishes it from other secondary schools. It serves as a means, on the one hand, for self-identification of the authorial school, and on the other hand, for self-fulfillment of subjects of activities; it acts as an essential indicator of its development and self-development of its innovative potential.

Comparison of the results with a hypothetical model of the concept "authorial school" looks as follows:

it is a comprehensive educational institution (38.1%: a reason to single out the authorial school as a separate type, that is different from experimental and innovative or pioneering schools);

with a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness;

using means of experimentally tested (38.1%), original (12.5%) authorial concept (48%) of educational system (22%) of technological (16.7%) nature (we note that the system is always technological, as one of its components is procedural, so it is advisable to develop an integrated system, rather than one of its components; the authorial idea as a mental construct of the project of changes is fulfilled in the concept; the latter is the model construct of implementation of the author's plan in practice using means of developing an integrated educational system of technological nature; technological characteristic of the system is introduced to facilitate understanding the need for spreading the best pedagogical practices in terms of modernization of the educational sector);

provides stable and positive performance results (35,5%; results are part of the effectiveness of performance and development of school).

Thus, we singled out one of the reconstruction hypotheses that requires scientific justification, namely that authorial school is characterized by "a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness", which defines the scientific novelty of research for further clarification of the nature of the concept.

The researcher deals with nature, features and specifics of modelling changes in the authorial school. The study shows it finds common and different features of the process of modelling changes in different types of schools. The author describes the ways to model changes in the authorial, experimental, innovative and adaptive schools; concludes their classification attributes that serve as the basis for revealing the features and specifics of modelling changes in the authorial school, which is interpreted as a comprehensive educational institution with a high level of innovative capacity as the prerequisite and the result of self-development of its competitiveness using means of experimentally tested, original authorial concept of educational system of technological nature that provides stable and positive performance results.

The nature of modelling the changes in the authorial school is manifested differently on stages of its formation and development, hence the need for compliance with the relevant technological logic of modelling the changes:

- *formation the authorial school* is carried out during the research and experimental work, providing a *high level of development of its innovative potential*, as development of the authorial idea, concept and relevant model (system, technology, etc.) for its implementation requires research and experimental verification. (Based on these considerations, the authorial school is identified with experimental school and understood as "a type of experimental platform" [1, p. 14]);

- *development of the authorial school* is carried out both during the research and experimental work and after its completion in the permanent process of innovative and research activities because the school is working using experimentally proven original authorial conception of its own educational system that provides *a high level of development / self-development of its innovative capacity*, ensures stable and positive performance results. (Based on these considerations, the authorial school is identified not only as experimental, but innovative or pioneering schools as well, and denied her separate status; "authorial school as an innovative educational institutions engages in innovative teaching activities in various forms" [6, p. 139]).

A common feature of the efficiency of the process of modelling the changes in the authorial school is a high level of development of its innovative capacity as the prerequisite and the result of self-development of its competitiveness, which manifests in the following:

1) *personalization* of the process of modelling the changes as a form of authorship;

2) *authorial idea* is implemented in the form of the original authorial conception of educational system, which theoretically substantiates the way to understand the changes;

3) *authorial plan* is implemented by means of modelling which result in a corresponding content and functional model of school;

4) *result of implementing the changes* ensures stable and positive performance.

The competitiveness of the authorial school is an integrated quality of dynamic nature that characterizes the capability of authorial institution to achieve its own innovation capacity and is manifested through the ability of its students to succeed in a competitive environment.

We **classified models of schools** on the *principle of self-development of its innovation capacity* and singled out the following types: authorial, experimental, innovative, adaptive (Tab. 1).

Criteria	Indicators of innovation development of comprehensive educational institutions			
	Adaptive school	Innovative school	Experimental school	Authorial school
Personalization as a form of authorship	Not pronounced	Weakly pronounced	Sufficiently pronounced	Strongly pronounced
Method of modelling the changes	Conservative strategy	Progressive strategy	Proactive strategy	Proactive authorial strategy

Logic of designing the content and functional model of school	Implementing the research results	Implementing the research results	Conducting the scientific pedagogical research	Conducting the scientific pedagogical research
Innovative product	Partial use of innovation	Systemic use of innovation	Development and experimental verification	Development and experimental verification
Scale of changes	Partial changes	Modular / Systemic	Systemic / Modular	Systemic changes
Character of changes	Modificational	Modificational / Combinatorial	Combinatorial / Radical	Radical
Innovative capacity	Formation	Development	Development / Self-development	Development / Self-development

Tab. 1. Classification principles of authorial, experimental, innovative and adaptive models of schools.

The study revealed the following findings.

Firstly, the authorial school serves as the highest form of innovative practice, because it goes beyond the canon. (Peaks of the performance revitalization of authorial schools coincide with the period of paradigm shifts in education, which is accompanied by the need to solve the existing contradictions, as the existing model of solving problems is no longer acceptable, which causes the need for change).

Secondly, it possesses a high level of development of its innovative capacity which serves as the prerequisite and the result of self-development of its competitiveness.

Thirdly, the basic form of the implementation of authorial plan in the form of original authorial concept of educational system of school is the pedagogical experiment (stage of formation), "permanent research work" [4, p. 247], innovative activities (development stage).

Fourthly, not all comprehensive educational institutions that operate and develop efficiently are innovative, as not all innovative institutions are experimental with innovation development. Therefore, not all experimental institutions are authorial and aimed at self-development.

Fifthly, the authorial school is singled out from other comprehensive educational institutions because it possesses "an original pedagogical idea, a concept, pronounced core values" [5]. It is distinguished through degree of transformation of innovative potential from development to self-development that meets the high stage of maturity.

Experience shows that the authorial school successfully implements the main provisions of competence-oriented education, stands at the origins of a new thought and activity-oriented paradigm that will substantiate the logic of variable motivational and content development of authorial schools in Ukraine aimed at empowering and self-development of subjects of the educational process by means of innovation.

3. CONCLUSIONS

The article describes the results of content analysis of the concept "authorial school", substantiates the nature of modelling the changes in the authorial school, defines classification features that distinguish it among adaptive, innovative and experimental comprehensive educational institutions.

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Мариновська Оксана. Авторська школа як феномен інноваційної освітньої практики. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 58–63.

У статті розглянуто авторську школу як феномен інноваційної освітньої практики: сутність поняття "авторська школа" та моделювання змін в авторській школі, визначено класифікаційні ознаки, що вирізняють її з-поміж адаптивних, інноваційних та експериментальних загальноосвітніх навчальних закладів.

У процесі узагальнення результатів контент-аналізу з'ясовано поняття "авторська школа", що тлумачиться як загальноосвітній навчальний заклад з високим рівнем розвитку інноваційного потенціалу як необхідної передумови і результату саморозвитку його конкурентоспроможності засобами експериментально перевіреної оригінальної авторської концепції педагогічної системи, технологізованої за суттю, що забезпечує стабільні позитивні результати діяльності. Конкурентоспроможність авторської школи – це інтегрована якість, динамічна за суттю, що характеризує можливості авторського закладу реалізувати власний інноваційний потенціал, виявляється через здатність суб'єктів діяльності досягти успіху у конкурентному середовищі.

Ключові слова: авторська школа, контент-аналіз, моделювання, інноваційна освітня практика.

CRITERIA, INDICATORS AND DEVELOPMENT LEVELS OF PERSONAL AND PROFESSIONAL COMPONENT OF PRIMARY SCHOOL TEACHER'S SOCIAL COMPETENCE IN THE SYSTEM OF POSTGRADUATE PEDAGOGICAL EDUCATION: THEORETICAL ANALYSIS

OLENA VARETSKA

Abstract. The author focuses on the problem of the development of primary school teacher's social competence in the conditions of primary education modernization, proves the necessity of the research and substantiates the criteria, indicators and levels of the specified competency development in the system of postgraduate pedagogical education; illustrates the tools of personal and professional component.

Keywords: social competence, personal and professional component, primary school teacher, the system of postgraduate pedagogical education.

1. INTRODUCTION

In the context of big changes ahead in primary education, given its constant reforming, as well as younger school student's sensitive nature, the role of a primary school teacher is growing. His or her professionalism and personal qualities to a great extent have influence on their students at present and in the future, shape their social roles, teach how to navigate in situations of interaction with social environment, be socially competent and successful.

It is clear that to achieve those goals, first of all, the teacher should be a professional, competent in social relationships. This is the priority of the new Ukrainian school, which is in the top list of five, declaring pedagogy of partnerships, which leads to the subject-subject interaction, humanity of relationships. Among the nine components of its formula there is a new curriculum based on the formation of competences necessary for successful self-realization in the society; a new school structure, which provides a good opportunity to learn this meaning and gain competence for life, modern educational environment to ensure the necessary conditions, means and technologies of students, teachers and parents training not only in the premises of the institution; focus on the student's needs in educational process, child-centrism, through a process of education, which forms the values, the pedagogy, based on partnership between student, teacher and parents, and a motivated teacher who has the freedom of creativity and develops professionally. We emphasize on social competence (among

the ten competencies) as the ability to work with others effectively, to prevent and resolve conflicts, reach compromises [8]. Such interpretation of social competence is reasonable, given the fact that a person is the subject of communication, knowledge, labor (B. Ananiev). It should be noted that among the diversity of scientific views on social competence [1] there are such that relate to complex personal-psychological technologies of human interaction with social environment (P. Bakhteieva), a system of complex social skills and interaction skills, scenarios of behaviour in typical social situations (V. Kunitsyn). Social competence is manifested in the ability of an individual to interact with others and to be competent in this process (W. W. Hartup, M. B. Shure), the ability to solve problems that arise in the interaction with an individual, group entities and government (A. Anikeev) to achieve efficiency in performance (N. Liakhova, W. W. Hartup, M. B. Shure, etc.), particular personal goals maintaining good relationship (L. Rose-Krasnor, K. H. Rubin) and problem solving (I. Yermakova, G. Nesen, O. Priamikova, L. Sokhan, A. Schelten, M. B. Shure, etc.). At the same time this phenomenon can be observed and interpreted from the standpoint of social roles theory (Y. Bahtienova, N. Belotserkovets, A. Kononko, A. Machehina, I. Chernousov, V. Tsvetkov, D. Meichenbaum and others).

In the meantime a person can gain efficient competencies in any activities, professional in particularly, only if this process is accompanied by the development of his or her personal and professional abilities.

O. Budnyk expresses her thought on this issue which appears quite reasonable. She emphasizes the importance of personality, determined by the level of his or her socio-spiritual formation, especially in socio-educational activities (a kind of teacher's professional activity) that is based on general philosophical interpretations of its essence and structure, and embodies a social aspect (social problems of students, their psychological, medical, and pedagogical learning, social and cultural features of the educational environment, etc.) [6; 7].

Therefore, the acquisition of knowledge, skills and experience in any activity, in particular professional, social will be a success if this process is accompanied by the development of his or her personal and professional abilities. Thus, the characteristics *of the criteria, indicators and levels of development of personal and professional component (PPC) of primary school teacher's social competence* is of great importance, because it provides an integrated approach to the solution of a number of issues related to the use of criteria and level characteristics for the evaluation of the results of research work, adjustments, planning directions for future research and teacher's own personal and professional development.

However, at present scientific and scientific-pedagogical literature hasn't developed any criterion-level evaluation tools to state the development of primary school teacher's social competence.

2. RESULTS

The analysis of researches conducted by the native and foreign scholars in the field of pedagogy, psychology, sociology and professional education gave us an opportunity to understand the essence of the system of assessment of experimental research work, the logic of its construction, to determine scientific approaches to its creation, to specify criteria, indicators and level tools for evaluating the results of the study regarding its subject matter, and each of the six components of primary school teacher's social competence (motivational and evaluative, cognitive activity, operational, personal and professional, reflexive components), to substantiate the technology of criteria, indicators and levels of its development identification. Given that the scope of this article does not allow analyzing the characteristics of each component, we decided to focus on the personal and professional component.

From this perspective, *personal and professional component (PPC) of primary school teacher's social competence* is referred to as *a two dimensional entity* which has two constituents (emotional and professional), each of which we characterize respectively as: 1) empathy responsiveness; 2) professional orientation of the personality.

On the assumption that indicators of primary school teacher's social competence are considered as a combination of qualitative and quantitative reflection of certain properties of a changeable process, the *indicators of personal and professional characteristics* of the development of the specified component (PPC) are represented by empathy, professional orientation (sociability, organization, focus on subjects). Thus, the qualitative content of each indicator is defined by its essence.

Respectively the characteristics (criteria) of the PPC are the following: empathy development, professional orientation (the degree of sociability, self-discipline and focus on academic subjects). These are the characteristics of personal and professional criteria.

Characterizing *personal and professional component* of primary school teacher's social competence we apply the indicators of *empathy responsiveness, sociability, self-discipline and focus on school subjects.*

Empathy responsiveness can be defined as understanding needs and problems in the environment; establishing contacts and finding a common language with them; generosity, a tendency to forgive mistakes of the environment; interest in people; emotional responsiveness; communication skills; and prevention of conflicts and finding compromise solutions; ability to face criticism constructively; evaluation of events using senses and intuition, not analytical abilities; a preference for work with people over working alone; a need for social performance approval.

Sociability is a desire to communicate with students, parents and colleagues; a desire to discuss interesting topics; the attitude of people; communication skills (talkativeness); behavior flexibility, manifested in socio-pedagogical and socio-psychological activities; proneness to conflict.

Self-discipline is understood as self-confidence; originality of behavior mode, teaching and upbringing (creativity at work); the priority of order in everything; social and professional decision speed; defending one's own opinion, even when it differs from the opinions of colleagues; planning socio-educational and socio-psychological activities; giving priority to socio-pedagogical work, responsibility and liability associated with it; organization of extra-curricular activities; positive attitude to administrative-pedagogical activity; efficiency initiative characteristics.

Focus on school subjects is defined as understanding of the need of knowledge, its importance in life; evaluation of colleagues for their contribution to the subject; the choice of friends by the professional principle; the need for socio-professional, personal development and self-improvement; providing benefits to people who know their profession; application of a scientific approach to any social and professional situation; the desire to share knowledge on academic subjects with students; ongoing training.

Taking into account the accepted scientific principles regarding the indicators, criteria and levels [2; 3; 4], we are going to examine and analyze the assessment tools for evaluating the results of the development of personal and professional component of primary school teacher's social competence providing an expanded and generalized version.

Thus, let's consider the *criteria and indicators of the development of the first emotional constituent* of personal and professional *component of social competence*. The main ones, reflecting this component, characterize the attitude to the environment which can be manifested in their behavior. They include characteristic features of teacher's personality, determining his or her empathic abilities, which refer to establishing contacts with the environment, finding a common language with them, understanding their needs and problems, generosity, a tendency to forgive mistakes, to prevent conflicts and find compromise solutions; interest in people, emotional responsiveness, sociability, ability to face criticism constructively; a preference for working with people over working alone, evaluation of events using senses and intuition rather than analytical abilities.

The complex of the above mentioned personal characteristics can be analyzed through the criteria, expressing essential characteristics of empathy, which significantly affect social behavior in the relations of teachers with pupils, parents and colleagues. Each of the four levels (high, sufficient, medium, and low) of the emotional constituent of PPC reflects the degree of manifestation of personal characteristics related to certain criteria (empathy levels), which are to be presented below in the extended and generalized characteristics of PPC.

The second constituent of personal and professional component, which characterizes the professional orientation of teachers, can be defined as the development of such personal qualities as communication, organization, and focus on school subjects. Accordingly, the professional orientation of primary school teacher is a systemic phenomenon, which in its turn includes three constituents, each of which can be assessed according to certain criteria, indicators and levels. Let's consider them.

Teacher's *sociability* reflects characteristic features of his or her personality, which at the optimal form create a favorable psychological climate among pedagogical school staff members, promote a balance of interpersonal relations among all the members, between teachers and students, parents and teachers, ensure the overall success of the professional activities. The development of communicative abilities and skills of the teacher is defined in accordance with criteria, indicators and levels, reflects his or her ability to communicate, and provides the process of social interaction in secondary school.

We present *the characteristics and development criteria of the first indicator (sociability) of the second (professional) constituent* of the personal and professional component of primary school teacher's social competence. The main indicators include the following items: communicative skills, desire to communicate with students, parents and colleagues; a desire to discuss interesting topics; the attitude of the people; talkativeness; behavior flexibility, manifested in socio-pedagogical and socio-psychological activities; proneness to conflict.

The complex of these teacher's abilities can be considered with the criteria expressing essential characteristics of communication process, which characterize and affect social behavior in relations with students, parents and colleagues. Each of the four levels (high, sufficient, medium, and low) of *the first indicator (sociability) of the second (professional)* constituent of the personal and professional component of primary school teacher's social competence characterizes the degree of manifestation of the ability to communicate, that is, the degree of the development, assessed according to four levels (high, sufficient, medium, low), characterizing the degree of manifestation of this component which is represented below in the extended and generalized characteristics of PPC.

The basis for the determining of general components of primary school teacher's social competence of the *second (professional) element of the personal and professional constituent* in particular are the socio-pedagogical functions, which include organizational. Consequently, the differentiation of such *indicator* as *self-discipline*, presented in this component, is quite important, because it enables the understanding of attitudes to the environment, interoperability, cooperation in students groups and among the teaching staff of secondary schools, the organization of their socio-professional activities.

Let's present the *characteristics, criteria* for the development of *the second indicator (self-discipline) of the second (professional)* element of the personal and professional constituent of primary school teacher's social competence. The main *indicators* characterize its attitude to the environment, which is manifested through socio-professional activity in secondary schools. Among them we should mentioned such characteristic features of teacher's personality as confidence in their actions; originality, creativity in educational process; planning their own socio-pedagogical, socio-psychological activities, giving priority to order; sense of responsibility related to those activities; social and professional decisions speed; ability to defend their views; positive attitude to administrative and pedagogical work; efficiency initiative characteristics, organization of extracurricular activities.

The complex of the above mentioned teacher's personal characteristics can be analyzed if we apply the criteria expressing the essentials of his or her self-discipline that determine teacher's behavior in organization of socio-professional work with students, parents and colleagues. The four levels (high, sufficient, medium, low), characterizing the degree of teacher's self-discipline related to the defined criteria are presented below in the extended and generalized characteristics of PPC.

According to Ye. Rogov, teacher's personal development is stipulated by his or her personal motivation [5], and their focus on academic subjects is one of the features of their personality that characterizes personal and professional priority. Thus, there is a need to include into *the second (professional) constituent of the personal and professional components of primary school teacher's social competence such indicator as the focus on school subjects* and to dwell on its characteristics and *criteria*. Personal characteristics inevitably affect the relations between teachers, pupils and colleagues, socio-

professional work that is carried out through the prism of its focus on educational subjects. These characteristics include: understanding of need of knowledge and their importance in life; needs in personal, social and professional development and self-improvement; the use of scientific approach to any social and professional situation; the desire to share the knowledge of academic subjects with students; giving priority to people, who know their profession; choice of friends on a professional basis; colleagues assessment on the basis of their contribution to the subject; professional training.

The complex of the above mentioned primary school teacher's personal characteristics can be analyzed on the basis of certain criteria expressing the essentials of one of the personality types ("subject teacher"), based on the subject knowledge with the focus on the school subject. So, the criteria serve an indicator on the basis of which such element as *school subject focus* of personal and professional component can be assessed.

The definition of criteria and indicators for the development of this component was the basis for substantiation of appropriate levels, and each level (high, sufficient, middle and low) represents the degree of personal characteristics manifestation in relation to certain criteria and indicators and indicates the degree of the mentioned characteristics an individual subject teacher possesses (focus on the subject). The four levels (high, sufficient, medium, low) which characterize the degree, we present in the extended and generalized characteristics of PPC. Thus, *the extended criteria, indications and levels characteristics of the development of personal and professional components of primary school teacher's social competence* can be presented in the following way.

High level: abnormally developed empathy; fine responding to the mood of an interlocutor; feeling emotional discomfort when others throw on him their emotional state; a strong sense of guilt, fear of causing people trouble; sensitivity and vulnerability; *very high* need for emotional support from others, children's trust and their need to give advice; (empathy); *too high* sociability; *considerable ease* and openness in communication with students, parents and colleagues; *very strong* desire to discuss interesting topics; *very* supportive, sincere attitude to people; *excessive* talkativeness and impulsive behavior that are evident in socio-pedagogical and related socio-psychological activity; the tendency to create conflict situations (communicative goals); *too high* self-confidence and in their actions; high social and professional decisions speed and initiative; *excessive* degree of defending opinions, even when they are different from the opinions of colleagues; giving preference to order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general and responsibility and liability associated with it; planning socio-pedagogical and socio-psychological activities; positive attitude to administrative-pedagogical work; *originality* of the methods applied and of socio-professional actions performed (creative work) (discipline); *deep* understanding of the need of knowledge of academic subjects and their social significance in life; *a very strong* desire to share the knowledge with the students; *very strong* need for permanent, socio-professional self-improvement, socio-professional and personal development, *continuous* professional development, which is carried out *independently* and according to the principle of diversity; *respect* for people who know their profession, including colleagues for their contribution to the subject; *constant* use of scientific approaches in any social and professional situation; *very accurate* choice of friends according to the professional principles (focus on school subjects).

Sufficient level: a sufficiently deep understanding of the needs and problems of others; the ability to establish contacts with others and find a common language with them *fast enough*; generosity, a high enough interest in people; *a fairly high* emotional responsiveness and sociability, tendency to forgive the mistakes of others, as well as the need for social approval of their actions; prevention of conflicts and finding compromise decisions; *in general adequate* perception of criticism; pre-emptive evaluation of events through feelings and intuition rather than through making analytical conclusions; preference for working with people over working alone (empathy); *high* communication skills; *ease and overall openness* in communication with students, parents and colleagues; a *strong* desire for discussion of interesting topics; *good* attitude to people; high talkativeness and behavior flexibility, manifested through socio-pedagogical and related socio-psychological activity; *very low* proneness to conflict (communication skills); *high enough* confidence in themselves and in their actions; high social and professional decisions

speed and related initiative; *mainly active* defending of his opinions, even if they differ from with the opinion of their colleagues; the priority of order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general, and responsibility and liability related; planning of their socio-pedagogical and socio-psychological activities; *positive* attitude to administrative-pedagogical work; *originality* in the selection and choice of methods of socio-professional action (creative work), which *manifests itself quite often* (discipline); *a deep enough* understanding of the need of subjects knowledge and their social significance in life; *a strong enough* desire to share the knowledge with the students; a significant need for socio-professional self-improvement in socio-professional and personal development in *a fairly regular and systematic* improvement of professional skills; *good* attitude to the people who know their profession, including colleagues for their contribution to the subject; *quite often* use of a scientific approach to any social and professional situation; *quite accurate* choosing of friends according to the professional principle (focus on school subjects).

Medium level: the tendency to assess people by their actions in interpersonal relationships rather than by their personal experiences; *frequent* self-control of their emotional manifestations; identification of respect to other party, however, excessive sensual effect may result in patience and interest loss in the action, but not in the loss of interest for the experiences of fiction and films characters; not expressing the opinion in case of doubtful positive reaction to it; the possibility of difficulties in forecasting the development of relations between people; the lack of looseness of senses that prevents full perception of people (neither special sensitivity, nor "thick skin" (empathy); *reasonable* communicativeness and talkativeness communicating with students, parents and colleagues, misunderstandings occurring *from time to time*; *periodic* desire to discuss interesting topics and attempts to avoid conflicts during communication with others, along with cases of loss of self-control; *various, a selective* attitude to people; in general, good behavior flexibility, which is manifested in socio-pedagogical and related socio-psychological activities (communication skills); *moderate* confidence in themselves and in their actions; high speed of social and professional decisions and efficiency initiative; *periodic* defending of their opinions, even if they differ from the opinion of colleagues; preference to order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general, and responsibility and liability related; planning their own socio-pedagogical and socio-psychological activities; *different (positive and negative), situational* attitude towards administrative-pedagogical work; *originality* of the selection and use of the method of socio-professional action (creative work), which *alternates with ordinary* (discipline); *moderate* desire to acquire academic subjects knowledge and share their knowledge with students; understanding their importance in life; *moderate* need for social and professional self-development, socio-professional, personal development and professional development; *mostly good* attitude to people who know their profession, including colleagues for their contribution to the subject; *periodic* use of scientific approaches in any social and professional situation; the choice of friends-usually by professional principle (*focus on school subjects*).

Low level: significant difficulties in establishing contacts with people; feeling uncomfortable in a large group; lack of understanding of the emotional manifestations in the actions of others, which they consider absurd; preference to specific activity over working with people; understanding of precise statements and rational decision-making; *small number* of friends whom they value for business acumen and clear mind, not sensitivity; lack of attention and sense of alienation (empathy); poor communication skills (reserved) and *frequent* silence; *weak* desire to communicate with students, parents and colleagues; *low* desire to discuss interesting topics; a *different* attitude to people, which is *difficult to express*; addressing to others only in case of emergency; *low* behavior flexibility, which is manifested in socio-pedagogical and related socio-psychological activities; practical inability to resolve conflicts; (communication skills); there is almost no confidence in themselves and in their actions; *low* social and professional decisions speed and activity initiative; *low* self-esteem; rarely defending their opinion; preferences to order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general, and responsibility and liability related; planning of their socio-pedagogical and socio-psychological activities; *negative* attitude towards administrative-pedagogical work; *ordinary* selection and use of the methods of socio-professional action (creative work) (discipline);

almost no desire to acquire knowledge from academic subjects and share the knowledge with students, no understanding of their social importance in life; *low* need for social and professional self-improvement in socio-professional and personal development, only because of the need for state requirements certification; *different, but in general, not bad* attitude to people who know their profession, including colleagues for their contribution to the subject; *rare* use of scientific approaches in any social and professional situation; selection of friends, sometimes according to professional principles (<u>focus on school subjects</u>).

Thus, the extended *criteria, indicators and level characteristics of the development of personal and professional component (PPC) of primary school teacher's social competence* enable outlining its fundamental generic features, namely: *indicators of PPC*, presented by empathic responsiveness; professional orientation of the teacher (sociability, discipline, focus on school subjects).

Criteria and levels of PPC describe personal characteristics and degrees of their manifestation.

High level is represented by *abnormally developed* empathic responsiveness; *very high* professional orientation of the teacher (excessive sociability and focus on academic subjects, excessive self-discipline).

Sufficient level is displayed by *highly enough* developed empathic responsiveness; *strong* professional orientation of the teachers (good sociability, self-discipline, focus on school subjects).

Medium level presents *moderately developed* empathic responsiveness; *good* professional orientation of the teacher (good enough sociability, self-discipline and focus on academic subjects).

Low level shows *poorly developed* empathic responsiveness; *weak* professional orientation (poor communication skills, self-discipline, *almost lack* the focus on academic subjects).

3. CONCLUSIONS

Thus, theoretically grounded indicators, criteria and levels of personal and professional components of primary school teacher's social competence illustrate a significant need for socially competent teachers in the society, prove the relevance of this phenomenon for the teachers, their socio-professional abilities in the formation of primary school children's social competence, as well as provide the opportunity to choose the diagnostic techniques, conduct pedagogical research, to identify the opportunities to meet this need, in particular, in the modified system of postgraduate pedagogical education through the creation of appropriate organizational and pedagogical procedures, aimed at the optimization of this process. They can become the basis for the development of criteria and level tools for the formation and development of social competence of future and current teachers of different categories.

The results of the experiment on the development of personal and professional component will be covered in further studies.

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Варецька Олена. Критерії, показники та рівні розвитку особистісно-професійного компонента соціальної компетентності вчителя початкової школи у системі післядипломної педагогічної освіти: теоретичний аналіз. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 64–71.

Автор актуалізує проблему розвитку соціальної компетентності вчителя початкової школи в умовах модернізації початкової освіти, доводить необхідність дослідження й обґрунтовує критеріально-показниково-рівневий інструментарій розвитку зазначеної компетентності у системі післядипломної педагогічної освіти, висвітлює його стосовно особистісно-професійного компонента.

Ключові слова: соціальна компетентність, учитель початкової школи, післядипломна педагогічна освіта, особистісно-професійний компонент.

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PSYCHOLOGICAL FOUNDATIONS OF SPIRITUAL AND PERSONAL DEVELOPMENT OF STUDENTS IN THE STRUCTURE OF SOCIAL MOBILITY

YURII ZAVATSKYI, MARIANNA TOBA

Abstract. The article deals with the problem of spiritual and personal development of the individual, which is relevant both in science and in social practice. The urgency of this problem is due to reasons of several types: First, the current youth committed to the fullest identify and implement their capacity as seeks to "meet" the modern world as an "equal partner"; secondly, to modern human problem of implementation of all its possibilities connected with quite influential social trends of today derived from "the need for self-actualization", which has acquired the status of social need and value in modern society. The research shows modern approach to spiritual and personal development of young people. We presented the idea of an integrated approach to nature, mechanisms spiritual and personal development of young people. It was established that the socio-psychological meaning of spiritual and personal development of students is the realization of cognitive-intellectual, sensory, emotional, volitional, creative potential, the implementation of advanced qualitative and quantitative change in the value orientations and actions that result in achieving mental integrity and harmony. We established that this can be interpreted as a form of art, because it is individual knowledge of nature, the discovery of own possibilities and implementation.

Keywords: college students, spiritual and personal development, self-actualization, self-fulfillment, social mobility.

1. INTRODUCTION

The problem of spiritual and personal development of the individual is urgent both in science and in the social practice. In the transitional stages of the historical development of the nation the importance of spirituality is getting a particular importance. The situation in Ukraine today is a complex and contradictory. Scientists note an insufficient level of spiritual values among Ukrainian youth, dominance of its purely pragmatic interests. The relevance of this problem is due to the reasons of several types: firstly, the modern youth tends to be the most fully identify and implement of their capacity as trying to "respond" the modern world as an "equal partner"; secondly, problem of implementation of all of its capabilities, for a modern man, is connected with a rather influential social tendency of modernity, caused by "the needs of self-actualization", which received the status of socio-value needs in contemporary society. Today the situation in the society dictates new tasks of the

spiritual development of students. The formation of personality spirituality implies a cultural process of influence of society on the young man's [14, p. 3].

There are no indicators and criteria for the spiritual development of personality in the scientific literature, as well as effective models and productive programs of spiritual formation of students ' youth. The development of the mentioned provisions is essential not only as a theoretical contribution to the pedagogical and age psychology, but also as a practical assistance to the teachers of higher educational institutions [13, p. 13-19].

The profound social changes in Ukraine predetermine the need for a substantial improvement of the system of vocational training. Today our country needs not just experts of a high class, but individuals with the rich spiritual world, capable of awareness of oneself as a part of society, who are ready to act for the benefit of and be accountable for their actions. In conditions of growth of spirituality in all spheres of public life such professionals are able to overcome a lot of difficulties, crises, conflicts, and promote the reorientation of social development of the necessary today anthropocentric principles [16, p. 116-118]. This predetermines the relevance of the education task for the spiritual development of students - the future subjects of the work activity.

There are a lot of researches devoted to justification of the importance of spirituality, and their terms are extended. After all, among the many problems of our society, which are seeing today, priority a question of spiritual development of a personality requires studying and, first of all, young man.

Spirituality is a complex psychic phenomenon; the manifestation of the inner world of a person; information-energetic structure of the personality, rich symbols which it owns. Such an approach requires a consideration of the spiritual sphere as a component of a culture phenomenon. The spiritual world of every human is individual. Spirituality is a property, which makes the person creative, interesting for others. It is not only about knowledge, experience, communication skills and generosity. Spirituality is a personal feature of the identity of two fundamental requirements: the ideal needs of cognition and social needs to live and to act for the other [12, p. 39-53].

2. ANALYSIS AND DISCUSSION

Theoretic-methodological basis of the research are: philosophical, psychological and pedagogical concept, revealing the General scientific category of "spirituality" (L. Bueva, B. Bratus, V. Znakov, M. Kagan,); "potential" (V. Miasishhev, V. Slobodchykov); "establishment" (I. Kon, A. Leontiev, V. Frankl, V. Petrovsky); (K. Abulhanova-Slavskaya, A. Brushlinskii, S. Rubinshtein); system-activity paradigm in studies of mental (L. Vygotskii, G. Kostyuk, O. Leontiev, S. Maksymenko, S. Rubinshtein etc.) system approach to the study of personality (B. Ananiev, M. Boryshevskii, G. Lozhkin, B. Lomov, etc.); principles of determination and the subjective activity in their interrelation of complaints (A. Brushlinskii, O. Leontiev, V. Moliako, V. Romanec, T. Tytarenko, etc.); factors of formation and development of the personality and psychological conditions of the pedagogical assistance to these processes (L. Bozhovich, M. Borishevskii, V. Davydov, G. Kostiuk, N. Chepeleva, etc.); research devoted to the problem of activity and the activity of the individual in his personality development (H. Vasianovych, O. Knopkin, V. Tatenko, P. Chamata, etc.); the idea of humanization of education in the framework of the personal-development paradigm (H. Ball, O. Bondarenko, V. Davydov, Ju. Shvalb).

In a study implemented one of the approaches to the disclosure of the psychological aspects of the problem of spirituality. The heritage of the thinkers of H. Skovoroda, T. Shevchenko, I. Franko, V. Suhomlynskii, H. Vashhenko, works of foreign psychologists K. Jung, F. Lersh, G. Gadamer, K. Rodgers, R. Mej, M. Fridman, D. Etkinz, D. Porter, E. Barton, R. Toskov, Dzh. Konnors, A. Prilletenski, Sh. Shuster, M. Bukuvalas, ukranian G. Kostjuk, S. Maksimenko, I. Bekh, H. Ball, O. Kirichuk, O. Kolesnik, V. Morgun, O. Sannikova, V. Semichenko, T. Jacenko form the basis of modern psychological researches of spiritual personality. The complex comprehension of psychological realities of human action facilitated the study of spirituality (V. Romenec, V. Tatenko, M. Tytarenko), development of self-regulation of a man on a personal level and self-actualization (M. Boryshevskii).

Pedagogical and ethnological aspects of spirituality were investigated by O. Budnyk, P. Ignatenko, V. Moskalenko, N. Kosareva, L. Krycka, V. Pluzhnii, M. Piren, V.Ribalka; psycho-pedagogical I. Zjazjun, V. Moskalec, M. Savchyn, V. Zlivkov, O. Suhomlynska, I. Tisyachnyk, K. Chorna and others. However, the understanding of the essence of young people spirituality formation in the youth age remains an important research problem. There is a lack of researches, devoted to the analysis of the spirituality formation process in the context of the perfection of person. This deficiency directly affects the development of not only fundamental but also applied research in the field of social, age and pedagogical psychology. Attempts of exploring and building a universal algorithm of the organization and ensure of the "effective", "productive" way of life of persons of youthful age is inherent in each historical stage of the development of philosophical and psychological thought (Sokrat, Platon, A. Avgustin, M. Kuzanskij, G. Skovoroda, S. Kerkegor, V. Soloviov, M. Berdyaev, S. Frank, V. Rozanov, G. Shpet, S. Bulgakov, P. Florenskii etc.)

However, in today's society transformation the problem of socio-psychological characteristics of spiritual and personal development of students is relevant.

The purpose of the article is to consider the theoretical and methodological basis of researching the characteristics of spiritual and personal development.

The spiritual development of the individual is the subject of research in pedagogy and psychology (I. Bekh, Zh. Macenko, M. Pishhulin, E. Pomytkin, Zh. Juzvak). Nowadays the scientists have focused on different aspects of spirituality phenomenon and the possibilities of its formation. For example, in the writings of I. Ziaziun and S. Goncharenko were analyzed moral and ethical sides of spirituality. Sukhomlinska substantiated thesis on the role of spiritual values as sense formation core spirituality. M. Savchyn dedicated his works to the problem of the spiritual potential development of the individual, and H. Ball – The spiritual and personal fulfillment. Recently, scientific research towards the development of theoretical and methodological principles of forming spiritual identity from the standpoint of Christian philosophical noolohiyi was activated (H. Vasianovych, V. Onyshchenko, M. Savchyn), education the youth on the principles of Christian morality (V. Zhukovsky, L. Kryzhanska, S. Novoseletska, I. Petrov) [11, p. 139-150].

Despite increasing scientific interest to the abovementioned problem is insufficiently developed is spiritual issues and personal development of students. Within this work seems appropriate to review the views on the phenomenon of spiritual personality, to determine the optimal pedagogical approaches to solving the issue of spiritual and personal development of future professional in the course of the educational process in higher education.

Made generalizations allow the scientists to understand the spirituality of the individual depending on the availability of appropriate ideals mentioned certain qualities (intellectual, moral, sensory-emotional, motivational), namely: focus on the search for truth, the experience of beauty and good adherence (Encyclopedic Dictionary of Philosophy) [10, p. 311]; Self-expression "in the system of motives of the individual of two fundamental needs: the ideal learning needs and social needs to live, act "for others" (Psychological Dictionary) [6, p. 282]; Focus of interests and aptitudes of a person to knowledge, learning and creating spiritual values (J. Matsenko) [5, p. 11]; Creative ability of the individual to self-realization and self-realization by "such features of cognitive-intellectual, sensory-emotional and volitional spheres for successful formation and implementation needs in targeted knowledge and assertions in his life truths, universal ethical and aesthetic values, awareness Unity itself and the Universe" (Zh. Juzvak) [11]; A shrewd mind, harmonious feelings and strong will (V. Andrushchenko) [9, p. 96]; Centered on a person who has a high humanistic potential, moral stability, constant desire to implement such higher ideals of humanity, as faith, hope, love, conscience (O. Valujskij) [1, p. 23]; Presence of moral systems, citizenship, competence (professional), faith in the light ideals and sense of responsibility for everything that happens around a man (M. Pischulin) [2; 3, p. 93].

Summarizing these theses, we concluded that the phenomenon of spiritual personality is worthwhile to consider in the proposed by H. Vasianovych parameters of spiritual and intelligent, moral and spiritual, spiritual and aesthetic life [4]. These parameters relate to personal achievements in

the areas of: Intellectual development – in the form of mobile knowledge and flexible methods of competition and critical reflection of this knowledge that enables adequate assessment of reality in the organic unity with the learned values and productive implementation of professional tasks solving life's problems; Moral development – as the embodiment of moral content and other public regulators in the consciousness and behavior of the individual, which is the basis for the regulation of prosocial life; Aesthetic development - as the epitome of aesthetic ideals in the minds and behaviour of individuals, providing aesthetic evaluation of events and aesthetic attitude to life.

Thus, spiritual development of the individual is realized primarily in the areas of: Mental activity - as a way of perceiving information about the environment to a deep understanding of its essence; Moral activity – through the reference of a wide range of moral norms (from mastering the formal rules of courtesy to the adoption of humanistic principles of interaction with people); Aesthetic activity - in the direction of understanding beauty and developing a great need to create ways to master the creation of wonderful deeds, acts, things.

According to the researchers there were separated above markers that can track the spiritual and personal development of young people in our study used the following methods: test survey of empathy trends (A. Mehrabian and N. Epstein) technique of search intelligence Amthauer, method "Determination overall emotional orientation of the individual" (method of B. Dodonov) Method of "type thinking", method of identifying the type of thinking and modification H.V. Rezapkina).

Development of spirituality in our understanding is a process of positive quantitative and qualitative changes: 1) in the field of intellectual rights (child) – from learning of objects and phenomena at the sensory level – to the realization their nature and relationships; 2) in the sensual-emotional sphere- from simple emotions – to the ability to empathize and experience spiritual states and feelings;3) in the moral sphere – from self-centeredness to humanism, altruism; 4) in an action-volitional – from involuntary actions – to purposeful self-regulation, spiritual actions, 5) in aesthetic worldview – from the contemplation of aesthetic objects – the aesthetic needs and aesthetic activity [7, p. 24-49].

Based on the main tenets of humanistic psychology, where the person is examined as a unique integrated system that is distinctively human capability for self-actualization, we consider spiritual development as a dynamic hierarchy of motives and needs, from the position of a person evaluates himself, others, the environment and acts. Most essential for spiritual development, we believe the formation and implementation of higher human needs: in the knowledge of the world, oneself, the meaning of life, in recognition and respect of self from others, in the perception and creation of beauty (i.e. aesthetic) in well doing and in affirming fairness (i.e. humanistic) in mental and personal improvement. [8].

Thus, the psychological concept of "spiritual development" we define as the process of cognitive-intellectual, sensual, emotional, volitional, creative potential of the subject, the implementation of advanced qualitative and quantitative changes in the value orientations and actions, resulting in the achievement of mental integrity and harmony. This process can be interpreted as a form of art because it is a unique way of man's knowledge of its nature, opening his own capabilities and their implementation.

There are many definitions of "spirituality", but we settled on this: "Spirituality –- is an individual expression in a system of two fundamental motives of individual needs: perfect needs of knowledge and social needs to live, to work for others."

Criteria for spiritual formation are: moral ethical culture (moral standards, moral ideal, love and respect for one's neighbour), social criteria (attitudes towards public activities, assignments. Love to motherland, a sense of a true citizen of the state), cognitive criterion (creative direction, search interest, thirst for knowledge), understanding the meaning of life (life position, students understanding of their purpose in life).

The study was conducted at the Department of Psychology and the Department of Social and Applied Psychology of East-Ukrainian National University named after Volodymyr Dahl. The students

were investigated- future psychologists who study at full-time in the number of 30 persons (boys at 10 people and girls – 20 people), aged 19 to 22 years.

By conducting and analysing the results by the method of test questionnaire empathy trends (A. Mehrabian and N. Epstein). 30% of boys have high level of social empathy, girls with high levels were not found, 25% of girls have low empathy, boys with low levels of empathy were not found, this indicates that the boys of this sample are more likely to empathize, sympathize than girls. Since there was an assumption that the more a person is capable of compassion and complicity with respect to other, the more subtle her emotional organization is, the more it tends to the spiritual and personal development. Thus, we can conclude that boys from our sample are more willing than girls to spiritual and personal development.

These researches by methods of Amthauer indicate that 60% of boys and 40% of girls overall sample revealed an IQ above average, 20% of women with a high IQ, boys with high IQ were not found. This indicates that the trend of spiritual and personal development of girls is higher than boys.

By the method of definition the general emotional orientation of individual (B.I. Dodonov) obtained the following results for the sample: 27% of the entire sample is dominated by hedonistic orientation, 30% of girls and 20% sample of all boys - that evidence about the need to meet physical and spiritual comfort, it can become a kind of impulse to the spiritual and personal development of this group of subjects. In 23% of the sample of which 25% of all girls and 20% of all youths - identified romantic emotional orientation, indicating the desire of the individual to the whole extraordinary and mysterious. In 17% of the sample predominant communicative orientation - is 25% of all females in the sample, youths with an emotional orientation were found, this indicates that in this sample of girls need to communicate more than boys, boys are more prone to introversion and Women extraversion.

Methods to of identifying the type of thinking in the modification by H.V. Rezapkina showed that 50% of subjects the leading type of thinking is clearly-shaped and there are 60% of all girls and 20% of all boys - this indicates that such subjects can imagine the final result of any activity, it means that they may imagine what was and what will never be, this type of thinking presupposes creativity in human life, as well as search for themselves and their place in life, the disclosure of their life potential. 37% have developed creativity (creative thinking) - this means that people are able to think creatively and extraordinary, can find innovative problem solving and often these people are talented in all areas, they are fully educated people. Of the 37% – 50% of boys and 30% girls, suggesting that boys of this sample are more likely to be creative, they have a more developed imagination and a little more creativity that promotes spiritual and personal formation.

3. CONCLUSIONS

Thus, the psychological concept of "spiritual and personal formation" is a process of cognitive-intellectual, sensual, emotional, volitional, creative potential of the subject, the implementation of advanced qualitative and quantitative changes in the value orientations and actions, the result of which is to achieve mental integrity and harmony. This process can be interpreted as a form of art because it is a unique way of man's knowledge of its nature, opening their own capabilities and their implementation. According to the results of the study we can develop a program that will help students and young people in determining their inner world, namely the spiritual personality of students enrolled in higher education.

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Завацький Юрій, Тоба Маріанна. Психологічні основи духовно-особистісного становлення студентської молоді в структурі соціальної мобільності. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 72–78.

У статті визначено проблему духовно-особистісного становлення особистості, що є актуальною як в науці, так і в суспільній практиці. Актуальність цієї проблеми зумовлена причинами декількох типів: по-перше, сучасна молодь прагне до найбільш повного виявлення та реалізації своїх можливостей, оскільки прагне "відповідати" сучасному світові у якості "рівноцінного партнера"; по-друге, для сучасної людини питання реалізації всіх своїх можливостей пов'язане з досить впливовою суспільною тенденцією сьогодення, зумовленою "потребою самоактуалізації", що набула статусу соціально-ціннісної потреби в сучасному суспільстві. Розглянуто сучасні підходи до духовно-особистісного становлення молоді. Представлено ідею комплексного підходу до природи, механізмів духовно-особистісного становлення молоді. Встановлено, що соціально-психологічний зміст поняття духовно-особистісного становлення студентської молоді полягає у реалізації її когнітивно-інтелектуального, почуттєво-емоційного, вольового, креативного потенціалів, здійснення прогресивних якісних і кількісних змін у її ціннісних орієнтаціях і вчинках, результатом яких є досягнення психічної цілісності та гармонії. Встановлено, що цей процес може бути інтерпретований як різновид творчості, оскільки він є індивідуальним шляхом пізнання молодою людиною своєї природи, відкриття власних можливостей та їх реалізації.

Ключові слова: студентська молодь, духовно-особистісне становлення, самоактуалізація, самореалізація, соціальна мобільність.

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THE TRADITIONS AND BELIEFS OF HIGHLANDERS AS A MEANS OF SELF-IDENTITY AND ETHNOS PRESERVING

INNA CHERVINSKA, JAROSLAV NYKORAK, ANDRII CHERVINSKYI

Abstract. The article reveals the peculiarities of the ethnic identity of pupils in school socio-cultural space in the mountain school of Carpathian region. In general, the term "region" as socio-cultural space is generally accepted and a regional approach is an effective form of studying the problems of social and cultural transformations of the country as a whole as well as its socio-cultural educational and other spaces. Such methodological regulation helps to consider national (state) socio-cultural space as a unity of regional spaces. The decisive in resolving the existing contradictions between human activities and the nature of must become all the methods and tools that can help to form the basic culture and human consciousness is that will form the basis for the formation of the ethnic identity of the person.

Keywords: multicultural education, ethnic identity, institution of public education, socio-cultural environment, region.

1. INTRODUCTION

The concept of sustainable development is recognized by the world community as a dominant ideology of human civilization, strategic direction of providing tangible, social and spiritual progress of society in the XXI century. The transition to a sustainable development model is based on the principles of inalienability and interdependence of tasks that provide socio-economic development of society and environmental preservation.

National culture as the totality of traditions, customs, norms, values and rules of conduct is implemented in the educational, social, traditional, domestic, artistic level. In terms of spiritual revival of Ukraine deepens the natural interest of centuries-old customs and traditions, national, historical themes in education, literature, music, painting and arts and crafts.

Carpathian Region (Transcarpathian, Ivano-Frankivsk, Lviv and Chernivtsi region) covers an area of 56.6 thousand. km^2 (or 9.4% of Ukraine), where live 6.5 million people (or 12% of the population). Much of this territory occupy Ukrainian Carpathians – a unique mountain ecosystem in the West of our country.

2. ANALYSIS AND DISCUSSION

The significance of geo-cultural factors in mentality, spiritual formation and historical development of the nation went to in the writings of D. Chizhevskyi, A. Kulczycki, V. Yaniv, G. Lozko and in.

Definitely Carpathian region occupies a special place on the continent as it has a unique mountain system, wealth of natural resources, and exceptional originality of cultural and great spiritual heritage of many generations. Sustainable development is seen as a process that combines resources use, directions of investments, technological development and institutional changes with the needs of present and future generations. Sustainable development is a process of global resources management, the result of which should be their preservation, what in its turn will lead to conservation of the natural and cultural wealth. Foregoing definition focuses on the need to preserve nature and cultural heritage, and at the same time pays attention to the rational management of natural resources [3].

The purpose of the article is to examine the importance of paradigm of place and role of national ethnic rituals and traditions that for centuries have been performing an important worldview, and educational function.

For the Carpathian region particularly acute is a problem of mountain areas, which should have a special status that would legally secure needed social benefits and guarantees for its residents. In this context very important is the law adopted by Verkhovna Rada of Ukraine "On status of mountain settlements of Ukraine" (Law of Ukraine of 15.02.1995 № 56/95) and adoption of the State program of the Carpathian region socio-economic development, created by the Regional studies Institute of NAS of Ukraine.

The Carpathian Mountains form an arc 930 miles long area through seven European countries. They are the most biologically diverse land region in Europe. The Ukrainian Carpathians occupy 11% of the range.

Compared with the Himalayas or the Cordilleras in statistics of sizes, the Carpathians do not seem to be much of a mountain range. But it is not the dizzy heights, or the snow-bound peaks that give the Carpathians their irresistible lure - it's a kind of magic that you can't help feeling when you get there which draws you like a magnet.

The population on both sides of the Carpathians is divided into three approximately equal groups: the Lemkians, the Boikians, and the Hutsuls, who have inhabited the same regions since they first settled there.

The Carpathian region is widely known for its highly developed domestic handicrafts, especially wood-carving, brasswork, rug-weaving, and pottery-making. The Hutsuls' originality and artistic taste are particularly evident in their ornamentation and choice of colours.

The Hutsul costume is of the same southern, Balkan type as that of the Boikians, the Lemkians, and the rest of the Carpathian population, but its colours and adornment are more striking than those of the Boikians or Lemkians. It differs from theirs in details and, until recently at least, has been made from the Hutsuls' own materials [5].

The role of frontier regions, where the Carpathian region belongs, is seen in a new way – through the prism of integration possibility to general national space of other frontier areas (W. Kaganski, N. Zhivenok). The frontier regions are the structural elements of the transborder regions interpreting transboundary as an innovating socio-cultural form of cross-cultural interaction. Such concepts as "educational system", "educational environment" and "social cultural educational space" belong to categorical conceptual apparatus of education. Lively discussions are held on the pages of educational media as for the definition of functional connection, the nature and structure of these concepts [2].

The socio-cultural educational space of a comprehensive school is usually multidimensional and multilevel. Compactness (the strength of educational influence) and space (size) are typical for it. In the given context it is necessary to point out some qualitative characteristics of educational space: integrity, stability, differentiation, integration, self-organization. As for the design of educational space in the social environment, the distinction of its structure and infrastructure (social institutions, public

organizations, groups of people, events, institutions, communities, components, etc.) are of fundamental importance.

The fates of people who started to settle down in the areas of the Carpathian Mountains and the Appalachians long ago have been closely related. At the same time, the mountains are less accessible for people. For a long time it has contributed to the conservation of the mountainous nature and cultural identity of mountain highlanders. The Carpathian Mountains create specific conditions for the settlement and human habitation. Over a long historical period of time, special ethnographic and psychological types of Ukrainian highlanders have been formed there. The Carpathians are adequately represented by largest ethno-regions: Hutsulschyna, Boikivschyna, and Lemkivschyna [6, p. 282]. Hutsulschyna belongs to the category of "forgotten people of Europe".

This unique ethnographic region in the Ukrainian Carpathians has undergone the influence through the culture and political structure of such countries as Poland, Austria, Hungary and Romania, which spread their dominance in the Carpathians for a long period of time (throughout the twentieth century).

A lot of traditions and rituals were forbidden by the Soviet government. During the totalitarian regime people who were wearing hutsul clothes and singing hutsul kolomyikas (native songs) were pursued. There was even a criminal liability for "nationalism". In Soviet times, when all the folk calendar traditions were classified as remnant, hostile phenomena to socialism, plenty of national customs were destroyed. The most persistent forms of calendar rituals appeared those which lost a close relationship with religion, thus transformed into events and phenomena of folk art or holiday entertainment.

As for the residents of the Carpathian Mountains, national traditions and customs are an important part of their identity. Being among the traditional community of mountaineers, which is fenced off from the dynamic changes of social life by a natural barrier, mountainous people can ignore lots of global challenges of the society and that fact promotes the preservation of their identity.

In every national culture there are some dominating socio-cultural traditions, customs and beliefs that define the peculiarities of the world conception, form the character, develop artistic creativity and influence the further historical destiny of the people. Traditions, customs, rituals and beliefs of highlanders are the basis of national spirituality; they contribute to the definition of individual identity and determine the basic properties of ethnicity as cultural integrity. Not only gained cultural experience of the people but their dreams and hopes for a better future are reflected in the traditions and customs. Sticking to the traditions is a necessary condition for preserving the identity and integrity of the national culture.

Cultural traditions of highlanders are a social and cultural heritage passed down from generation to generation and reproduced in some social groups over the period of time.

These traditions include socio-cultural heritage objects (material and spiritual values) and the processes of socio-cultural heritage preservation.

Certain cultural patterns, institutions, norms of behaviour, values, ideas, customs, rituals, styles, etc can be traditions. Traditions are common for all the residents, ethnic groups and social groups and they are a necessary condition for their existence. The peculiarity of sticking to the traditions and their preservation are common for the inhabitants of the mountainous areas in the Carpathian region.

Traditions form the "collective memor" of the society and certain social and ethnic groups, ensuring their self-identity and progress in their development. Taking some elements of social and cultural heritage, society and social groups reject the other ones at the same time; that's why, traditions can be both positive (traditionally accepted) and negative (traditionally discarded). Divination and superstitions can be a good example.

Cultural tradition has been considered as a custom for a long period of time which is passed from generation to generation as a certain heritage, the covenant of the ancestors. In the traditional society, socio-cultural identity can be considered as the essence of the community, individual feature that belongs to him / her from the birth and can not be changed. Modern interpretation of identity can be

explained as a phenomenon which has been created by individuals, groups and society for a long period of time.

The identity of the individual is associated with the presence of clear settings for choosing goals, values and beliefs. These are regarded as the main elements of identity.

Identity (from the Latin *identicus* – identity, similarity) is a meaningful, vital and general scientific term which expresses the idea of permanence, similarity, continuity of the individual and their consciousness.

Personal identity or self-identity is the unity and continuity of life, goals, motivations and attitudes of the individual who identifies himself / herself as the subject of activity [7].

The following identities can be distinguished: social identity (identification with social position or status), cultural identity (identification with cultural tradition), ethnic identity (identification with a particular ethnic group) and group identity (identification with a particular community or group).

The records of prominent ethnographers and advanced materials demonstrate an important role of highlanders' belief in witchcraft, divination, prophetic dreams, different omens, amulets, charms and spells power in the traditional conception of the world and their daily life.

Customs and rituals. Customs and rituals are one of the oldest forms of spiritual culture of the people. Being similar to unwritten laws, they are born with the people and are passed from generation to generation, which means they become traditional.

The customs of the people are the signs which help the nation to be recognised not only in its present but also in its historical past. Folk customs cover all the areas of civil, family and social life. Customs are those unwritten laws which are followed in the smallest daily and the largest nationwide affairs. They are the strongest elements that combine individuals into a unity, one nation.

Customs are daily established rules of behaviour that have been developed historically based on human relationships as a result of repeated implementation of the same actions and awareness of their importance.

Rituals are symbolic events marking the celebration of the most important events in the life of human groups, families and individuals.

The rituals include vinshyvannya (congratulations) of boys for Christmas, New Year posivannya, kolyada (caroling), decorating of the houses for Green Holidays, etc. Being the oldest form of spiritual culture, the traditional system of hutsuls' customs and rituals represents appropriate cycles: household calendar and family customs and labour ritualism.

Calendar rituals include ritual and customary actions directly related to the national calendar, which regulated the working rate of economic activity of a farmer, ultimately dependent on the sequence on natural cycles - winter, spring, summer and autumn.

Household calendar rituals include: household rituals of winter cycle; household rituals of spring cycle; summer customs and rituals; autumn customs and rituals.

Calendar holidays are the most ancient rituals spreading their roots to the primitive pagan beliefs and combining the rational experience, religious and magical beliefs of our ancestors.

Winter, spring, summer and autumn holidays, rituals and customs make up the structure of the annual agricultural circles.

The inhabitants of the Carpathian region didn't have a sharp distinction between the seasons in their agricultural calendar: winter rituals gradually changed spring ones, spring rituals changed summer ones, etc. Every cycle of the holidays bore its sense meaning and was filled with lots of rituals and signs which linked the seasons together.

The necessary components of calendar holidays in Ukraine included the ceremonial table, economic and family magic, honouring of the ancestors, predicting the future, ritual rounds and congratulations, dressing up and masking. The holidays and rituals of the calendar cycle regulated all the aspects of highlander's life - industrial, social and domestic. Their main goal and objectives matched the fundamental desire of a farmer: to ensure the welfare and happiness of the family, a happy marriage for newlyweds, bumper crops and fertility of livestock, to take away all the evil, to predict the future and affect it.

The objectives of calendar rituals:

1. The conformity of private life to cosmic cycles (rituals associated with the winter and summer solstice).

2. The extraction and protection of all the evil forces (Jordan water sprinkling, spreading poppy on Makovey Day).

3. Ensuring the welfare and happiness of the family (Holy Night Rituals).

4. Happy marriage for young people (ritual on Catherine Day, Andrew Day, Midsummer Night).

5. Bumper crop and the fertility of livestock (Yurij Day, Dmytro Day).

Family Rituals. Despite the local diversity of several rituals and attributes, hutsul family rituals of the past epochs clearly reflect their community with Eastern Slavic ritual traditions, the unity with the spiritual culture of the Slavs. As is generally known, the rituals connected with the natural cycle of human existence refer to traditional family rituals, namely, birth (delivery rituals and christening), matrimony (wedding and marriage ceremony) and death (funeral ceremony and repast). In the past, rich folk demonology contributed to the development of the vast number of different customs and, according to hutsuls' conception, they had to play the function of amulets and were based mainly on magical actions.

The Hutsuls, people of the mountains, are ambitious, quick to take offence, ready to defend their dignity, if need be by force, sensitive to disrespect or irreverence. In the idyllic mountain settings, dramas were often played out, many of them tragic. In the nineteenth century and in the early twentieth century, both Ukrainian and Austrian authors wrote stories about the life of the Hutsuls, in which tragic and dramatic events were described (L. von Sacher-Masoch, O. Fedkovych, I. Franko, H. Khotkevych). The police records of those times also reflect eruptions of violence among the Hutsuls themselves, or directed against newcomers.

At the same time, the Hutsuls are good Christians. If church attendance they demonstrate good indication of religiosity, thus we can say that the Hutsuls are still very religious – it is only the very sick, too old or too young who do not go to church regularly. Nevertheless, you can easily detect traces of paganism in their Christianity, vestiges from the times when the Sun was god.

The Hutsuls are enamoured of their mountains – I would even say they fanatically love their land, and though many of them have to leave their homes in search of work (they began to be forced to look for employment over a century ago, and have had to be doing it ever since, in growing numbers), but as soon as they have earned enough money, mostly abroad, they return home [4].

The Carpathian magic is to be found in so many things. When you stand alone at a high point of an eminence and look down the valley wrapped in silence, you feel God's grace descending upon you. The magic is not only in the scenic beauty of nature. It is in the way people live their life – without electricity or natural gas, with the closest neighbour living on the next hill; it is the wooden churches, whose floors are covered with lizhnyky (wool blankets); it is even in these lizhnyky which are handmade rugs that the Hutsuls (or: Gutsuls, Uzulen etc.), local people, call "samorodni", "meaning, literally", "born all by themselves". These rugs are made of pure sheep wool by local women using a technology that dates hundreds, if not thousands of years back.

The Carpathian magic, by Natalya Kosmolinska, is in those wooden churches too, and in the icons painted on glass, in pottery with Carpathians ornaments, in ceramic tiles painted in their specific Carpathian way, in carved wooden spoons and plates that you see in the kitchens, in decorations of knives and old shotguns. Many a poet, writer and artist have been inspired by this magic. Lesya Ukrayinka created her "Lisova pisnya" (Forest Song), and Mykhajlo Kotsyubynsky wrote his "Tini zabutykh predkiv" (Shadows of the Forgotten Ancestors) a hundred years ago, both having been inspired by the ethnographic and mythological richness of the Land of the Hutsuls. In more recent times, Sergiy Paradzhanov, who understood poetic magnetism probably better than any other film director of the twentieth century, made his most famous film using Kotsyubynsky's story and seeking inspiration in the Carpathian land [4].

Superstitions. The important place in the Ukrainian conception of the world belonged to numerous beliefs associated with precautions, restrictions, taboos, etc.

Divination is the art or practice of discovering what will happen in the future or what your fate is. Certain part of divination, primarily related to human activities, observation of natural phenomena, animal behaviour, etc., accumulated some rational experience. Even nowadays, plenty of superstitions and divination have lost their magical meaning becoming only an amusing traditional entertainment of mountaineers.

Labour rituals. The unique conception of the world which is typical for the residents of Ukrainian Carpathians is reflected in their labour rituals, including:

1. Firing up in the mountain pasture ground.

2. Cattle protection in the pastures.

3. Budz (hutsul cheese made of sheep milk) production.

The general list of the main types of highlanders' traditional household culture, mentioned above, leads us to the conclusion that there is an organic connection with the natural conditions of the Carpathians. That's why, any attempt to neglect these connections or to break highlanders' lifestyle which was formed and tested by the life practice eventually leads to a failure.

Mychailo Kotsyubynsky described customs, traditions, rituals and beliefs of highlanders in his book "Shadows of Forgotten Ancestors" so realistically and vividly, thus providing the ground for the making of the film by Sergii Parajanov in 1965. This film tells us about love, life and death, introducing Hutsulschyna and its extremely rich traditions and customs to the world. And as a result, it has got the international recognition and admiration of such world famous directors as Fellini, Antonioni, Kurosova and Andrzej Wajda. 39 awards, 28 prizes and 24 Grand Prix in 21 countries of the world have confirmed the worldwide recognition of the film, which promoted the uniqueness of the Carpathian residents and became the basis for the preservation of their identity.

Having conducted a public opinion poll of the residents who live in the lowland villages of the Precarpathia (Ivano-Frankivsk and Lviv regions) and the highest for their hypsometric level administrative areas of the Carpathians (borough councils of Verkhovynsky, Rakhiv, Putyla, Yaremche districts, as well as a mountainous part of Kosiv area), it has proved the following: 61% of highlanders confirm that the nature of their area has significantly affected their spiritual world in comparison with 43 % of lowlanders.

There is a difference between the highlanders and lowlanders in the nature of emotions caused by natural home environment. The highlanders mostly admire the beauty of their environment (55%), and as for a third of respondents, the surrounding nature evokes admiration due to its mystery.

In the highlanders' opinion, the natural features of the landscape are the most important identity signs of their land. Thus, mountains, mountain pasture grounds, air and other natural features altogether make up 40% of the distinguishing features of homeland for the Hutsuls, and only afterwards those natural signs are followed by socio-cultural ones: traditions and customs (24%), language (8%), people's peculiarities (6%) and music (4%) [2].

In summary terms of social development, in which hutsuls found themselves throughout their history, the main common features can be mentioned as those which have the most significant effect on the peculiarities of their culture.

Impact factors of socio-cultural space development in the Carpathian region:

- the economic depression in the region;

- poor integration with the economies of other countries, agricultural orientation of economy;

- poor transportation infrastructure;

- political and administrative divisions;

- low proportion of people employed in the social manufacturing sector.

Due to such social background, traditional culture had the possibilities for long-term preservation of its most archaic features and its significant difficulties of surviving provided it with some compensating properties: life-affirming character, willpower, perseverance and stubbornness, prudence and natural optimism, manifesting themselves both in spiritual and material component of hutsul identity.

3. CONCLUSIONS

Sticking to the common traditions provides a favourable psychological climate for the highlander's existence who consumes less energy to adapt to a changing urban environment. Unfortunately, seeing the certain historical aspects of the development, forming the barriers with other countries influenced by globalization and urbanization, the number of people who recognize traditions as important ones in their lives is decreasing.

Thus, any changes in the traditional household culture must necessarily take into account the specific conditions of the mountainous areas not only the Carpathians but the ranges in any other part of the world, becoming nature relevant. Nowadays the problem defined is especially urgent for the Carpathian region while reforming the social and economic life in Ukraine. And the necessity of specific mountainous conditions of the Carpathians, which influenced the formation of hutsul traditional culture, is one of the main factors that influence the effectiveness of all government decisions not only in respect of Hutsulschyna but during the formation of the Programme for sustainable development of the Carpathians.

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У статті зазначено, що епоха глобалізації містить не лише чимало переваг і можливостей, а й загроз і небезпек, зокрема, тенденцію до уніфікації всіх сфер соціально-культурного життя. Це призводить до нівелювання культурної ідентичності та самобутності українців. Обґрунтовано, що ефективним профілактичним засобом таких небезпек слугує етнонаціональна обрядовість і традиції, які впродовж століть виконують важливу світоглядну, просвітницьку і виховну функції. Наголошено, що через календарні свята та обряди, традиції та вірування горян, які нерозривно пов'язані з природними порами року, з явищами навколишнього життя, можна простежити доволі яскраву персоніфікацію особистості, розкрити особливості формування її культурної самобутності.

Ключові слова: традиції, обряди, ідентичність, тенденції, фактори впливу, світоглядні орієнтири, горяни, регіон.

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REGIONAL AND MULTICULTURAL EDUCATION IN POLAND AND UKRAINE

ANDRZEJ STĘPNIK, OLENA BUDNYK, TETYANA BLYZNYUK, PIOTR MAZUR

Abstract. Education in Poland and Ukraine are deeply-rooted in multiculturalism, regionalism and patriotic tradition. In the past, these notions were associated with nobility and great national matters. In the era of democratization, modernization and globalization, these notions acquire a new meaning. They influence diverse aspects of everyday life. Therefore, they ought to be updated and based on didactic theory. It is essential for schools which realize regional, cultural and European educational paths. Formation of educational space of modern educational institutions on the basis of regionalism and multiculturalism is effective for obtaining the following pedagogical principles: nature accordance, culture compliance, humanism, nationalism, multiculturalism, tolerance, harmony between family and school education and others. The authors focus on theoretical reflection.

Keywords: pedagogics, education, regionalism, multiculturalism, tradition, patriotism.

1. INTRODUCTION

In modern conditions of formation of a single European educational space the question of regionalism and multiculturalism, namely in the post-Soviet countries which have now become on the path of democratic reforms, appears extremely important. The experience of study and education of the European countries which greatly succeeded in arranging free lawful states and formation of a creative intelligent personality, is useful in terms of reformation of the education system, its content, forms and methods in educational establishments of Ukraine and Poland.

"With all the difference of educational systems, created by the European peoples, – says H. Vashchenko, – they have much in common. In their development one can notice their common way, planning in certain periods of different pedagogical trends, substitution of some trends by others. Common development was even greater because European countries were not isolated one from the other and achievements of one nation in cultural sphere soon became achievements of others. Thus, for example, educational systems of such geniuses as J.A. Komenskyi, Russo and Pestalotsi soon became popular among the followers of all the European countries. That is why pedagogical ideas of European countries mostly overlap as they are oriented on common to all mankind values, Christian moral. In his works H. Vashchenko explains different views concerning the nature and the essence of the national and common to all mankind in person's consciousness and behaviour. He states that people of different races and nations differ from one another by physical and psychic features but they have much more in

common. "A man is a man first of all and only later a Frenchman, a Ukrainian, a worker, a villager, a scientist" [7, p. 34].

Promlems of regionalism and ethnic education of the people is noticed in the tradition of life, attitude toward the world, customs, rituals, festivals, ethics, beliefs, folklore, signs, games, toys, food, architecture, symbolism, crafts, antiques and tools, folk crafts and trades and more. Issues of socialization were considered from philosophical, sociological, psychological, and cultural perspectives in scientific studies by H. Hiddings, E. Dirkgame, E. Erickson, G. Mid, H. Tard. In the present day reality European ideas of free development of a personality become extremely urgent, including educational technologies of socialization started in the twentieth century by M. Montessori, S. Frene, O. Dekroli, F. Dolto and others. Methodological aspects of formation ethnic and cultural values of young people are researched by I. Bekh, H. Vasianovych, S. Goncharenko, I. Ziaziun, V. Kremen, H. Filipchuk and others.

2. ANALYSIS AND DISCUSSION

2.1.   MULTICULTURALISM AND REGIONALISM IN THE POLISH-UKRAINIAN CONCEPT OF PATRIOTISM

Polish tradition is firmly ingrained in multiculturalism and, connected with it, is the concept or attitude of openness and tolerance. Thanks to it, specific borderlands have emerged on the outskirts of national culture. For instance, cultural borderlands such as Polish-German, Polish-Czech-German, Polish-Ukrainian, Polish-Lithuanian-Belarussian are mentioned in numerous studies. In Polish reality they have preserved in regional dimension, but they have not been associated with provincialism or parochialism. On the contrary, their unique value has been appreciated. Even Józef Piłsudski said that Poland is like a bagel: "It is only worth what is on the edge, inside it is empty" [24]. Multiculturalism and regionalism generally are not opposing concepts of Polish patriotism.

Initially, they were read intuitively. In the 19th century they were connected by a specific ideology of regionalism [2, p. 267]. It assumed, briefly speaking, that in all conditions and in every place there is a strict correlation between a human life and his or her surroundings. These structures infiltrate and complement themselves in endlessly many forms. When most of them are in equilibrium, disclosure of human values, which condition harmonious coexistence and creative work, will be possible. Regionalists believe that the basis of achieving such order is to consolidate the best historic traditions established on a territory determined by nature law. Ideologists of regionalism granted the right themselves to select from the future, what is "alive" and to refuse what is "dead" [21].

Thanks to it, regionalism has become one of the many ways leading to "big issues of culture and the state – by the shortest way" [13, p. 282]. It was the basis for development of young citizens' patriotism (from different nations and cultures) who lived in Polish lands. Patriotism, which was usually manifested by a language of symbols, started to express itself mostly by active attitudes and working for "minor" and "major" homeland [25]. Big issues of national and social life moved into the country, contributing to the cultural promotion of borderlands. Flowering of Polish regionalism fell in the period of the Second Polish Republic. Its fruit were not consumed largely due to the outbreak and consequences of World War II.

After WWII, Poland became a country with almost only one nation. The War, Holocaust, displacement, resettlement, changes in boundaries, harassment and ideologisation destroyed achievements of the First and Second Polish Republic. Socialist realism and "panel building culture" completed the rest. Despite the domination of an official ideology, which was Marxism, regionalism remained an important factor of the social life, moving itself slightly in the landscape of the province [9, p. 17].

Taking into account Ukraine, the socialist idea was dominant at thas time as well. The Soviet regime was intended to cultivate communist ideology in all spheres of social life, and especially in education.

A significant part of the book by a Ukrainian professor H.Vashchenko's "An educational ideal" is given to critique of "Bolshevistic", "Soviet" educational ideals [7]. Considering an educational ideal as serving to God and nation, stressing "the first absolute value for the youth to be God, the second – the Motherland", the scientist, who was obliged to live for many years of his life in immigration, popularized Christian moral, love of the nation and the land, patriotism among the young people. Christian moral in based on acceptance of higher spiritual priorities such as the truth, good, honesty, justice, love and others. The formation of these values is inseparable from a person as their supporter and a subject of world cognition [3, p. 12].

The official ideological doctrine of the Soviet society was based on the principle of internationalism. In the former Soviet Union, all nations were recognized equel, and their culture was considered "national - in form, and socialist – in content". Consistent Leninist policy in terms of rapprochement and eventually "merge" of the Nationalities and peoples of the USSR was very active. As a result of this "rapprochement" through language, culture, history, traditions, values there was to have appeared a "new historical community of people – the Soviet people."

In fact, the real problems of national-cultural interaction were ignored. There was an unofficial ban on research in etnoregional direction. But the true national language, history and culture was present in every family. Since the early 90s of the twentieth century with the proclamation of independence of Ukraine there appeared new conditions for the realization and development of the national education system. And yet, at the turn of XX-XXI centuries issues of multicultural education highlighted not only in Ukraine but also in other world countries.

The processes of democratization, modernization, integration and globalization which are taking place in recent times raise the need to re-actualise the meaning of the terms: regionalism, patriotism and multiculturalism. Moreover, they require setting them deeper in the theory of teaching.

2.2. ESSENCE OF REGIONALISM AND MULTICULTURALISM

Living in conditions of political, economic, social and cultural freedom has confirmed the thesis of the first ideologists of regionalism. This has given them even deeper content, confirming the supranational relationships of human lives and earth. At the end of 20th century in Europe, conscious extraction of the territorial and population units across national boundaries began (e.g. Euro-region "Bug", Euro-region "Sprewa Nysa Bóbr", Euro-region "Śląsk Cieszyński"). They have become areas of good co-operation. The European Union began to lay the foundations of the so-called regional policy. It takes into account, inter alia, major social migration within united Europe, which will carry significant cultural transformations (the formation of new multicultural environment).

Thinking about the "minor" homeland began to strengthen the scientific approach to the designatum of a term "region". It began to be understood as a derivative of the meaning of "historical region", which is "a defined territory, inhabited by people related to the common, more or less ongoing history – various in one or another way – from the history of other such territorial and population units". In other words, it is a certain system of economic, social, political and administrative, cultural and psychological, of considerable importance in different historical periods of individual components which might be separated from the broader historical tissue [26, p. 175].

The transition to sustainable development of the society in UN documents is currently identified as the main goal of the international community and national policy. Education is seen as the most important component of basic economic and social infrastructure necessary for sustainable development.

In 2012 the "Concept of regional system of education for sustainable development" was adopted in Ukraine in the context of national education integration into the European educational space. Indeed, sustainable development is a planetary strategy, since every nation, and state must bear its responsibility for the common future of humanity. Therefore, we are called to implement reforms, especially through education, on the national and regional levels. Education will be directed not only to offer scientific and technical knowledge to the personality, but also to form competence attitude to the world in terms of motivation of one's own behavior and activities. The key task of modern education is

to develop a thinking young man focused on sustainable development of the region, country and humanity.

Education for sustainable development is a "modern approach to the educational process, which include informing the public about the main problems of sustainable development, formation of the outlook based on the principles of sustainability, reorientation in training from the transfer of knowledge to establishment of dialogue and focus on practical solution of local problems" [10]. In this sense, the key is the principle of regionalism in education.

A new theoretical perspective allows for a modern reference to the idea of regionalism. It has become one of the axes of educational reform of 1999 in Poland. Most of the programs, especially at reformed primary schools, draw attention to a smooth transition "from proximal to distal", "from the experience to understand", "from the concrete to the theoretical abstraction". It is noticeable in the conceptualization of the programs and the presence of paths regional (education) at every level of education [11]. This contributes to impart higher education resourcefulness. This in turn leads to the discovery of previously unknown problems and putting up new questions. Regional material allows concretization of learning content and thus avoiding shallow verbiage. It can be a reliable surface for zooming, verifying and evaluating cognized reality or theoretical assumptions. In a clear and rational way, it is able to exemplify and explain the general phenomena and processes, thereby contributing to the development of scientific thinking.

Regional subjects strengthen educational impact, mainly because of an emotional connection between the student and inhabited area by him or her and events taking place there. Appealing to the emotional sphere, it stimulates cognitive achievements, as well as educational and upbringing (e.g. understanding relationships between the "minor" homeland and the life of nation and state, to prepare for a social life, learning respect for a cultural diversity, awakening patriotism). This helps to raise the general cultural level of society and overcoming a province complex occurring in some environments. Regionalism undoubtedly deepens students' experience world and feeling in a classroom. Thanks to it, "ordinary" people regain their rightful place in the reality of past and present [23, p. 188–189]. This allows to understand that we all (to some extent) create the world which we are responsible for. By showing the changes that are taking place within the beliefs and attitudes of particular people, respect and tolerance for others are learnt. It raises awareness of the diversity and variability of the world of ideas. This promotes to the development of a system of universal values (respect for life, human dignity, rights, freedom, tolerance, goodness, beauty, democratic rules and procedures). Regionalism shapes concepts that tend to operate on the edge of awareness among students, such as: work, creativity, cooperation, shared responsibility. It leads to an improvement of quality of local population's life and overcoming existing here and there, national megalomania or xenophobia. It is a socially integrating factor.

Regional material also allows the usage of more attractive methods and forms of teaching/learning and reorientation of training purposes. This particular aspect is related to a demand of a partial transfer of the learning process beyond school walls (further and closer trips, fieldwork, collecting, documentation of local cultural heritage, etc.). These forms can develop research interests, and give a student a substitute for the joy of research. Therefore, they can create a possibility of being a teacher's partner and the subject of education. This may result in bigger activity and independence and active attitude towards children and young people's problems.

As a source of knowledge about life of "closer" homeland, such things as local public institutions, monuments, museums, libraries, archives (e.g., church, city, municipal), souvenirs that are in private hands, accounts of local events participants, sometimes manual, regional and local newspapers, monographs of individual towns and regions, articles in scientific and popular publications, a book of school, parish or municipality may be mentioned. Throughout multilateral and detailed examination of the specific manifestations of life of an individual, or a group of people in the area, the natural relationship between various aspects of social, economic, cultural, etc. can be easily seen. Human relationships between the environment of geography and other people are becoming more obvious. The so-called life-historical context is more visible.

Regional material can be a starting point for a lesson, its main subject or the way how to mark the course. In some situations, it may be a "testing ground" for specific learning and cognitive skills of students. It is a rewarding field of work for school study groups. The fate of "closer" homeland may occupy a significant place in the work of school sightseeing and scout organizations. There is substantial literature on this subject.

In postmodern reality, category of multiculturalism has started to occupy a more serious position. Typically, the concept is combined with philosophical or political ideas. It must not forgotten that this is also one of the most interesting educational paradigms favoring the building of "dialogue of cultures" [18]. Its importance has been reinforced by the fact that in November 2001, UNESCO adopted the Declaration on Cultural Diversity, which recognizes the cultural diversity as a universal heritage of humanity, as a source of change, innovation, creativity, growth [19].

Consequently, the semantic range of concepts of multiculturalism should focus mainly on two aspects: the first is associated with the phenomenon of experiencing the cultural diversity of societies and the other "with worked out in today's multi-ethnic countries models of government policies, expressing itself in a different approach to the culture difference. Multiculturalism thus, in a broad sense, by declaring equality of cultures, respecting autonomy and diversity and rejecting forced assimilation, is an ideological position of regulating the participation of minorities in the dominant cultures of societies" [20].

For instance, multiculturalism in contemporary Poland is a category rather historical than theoretical. In Western Europe, the discussion focuses on the respect for the rights of immigrants, mainly from the circle of Islam (e.g. France, Germany). In countries created by immigrants (e.g. USA, Canada, Australia) discourse is conducted on the concept of multi-ethnic state and a multicultural society and on the base of a common civic identity [15].

Today, most countries of the world are polyethnic. For example, modern Germans were formed as a result of mixing Germanic, Slav and Celtic tribes. Ukraine is also a polyethnic state, where, according to the State Statistics Committee census in 2001 people of 130 nationalities (Ukrainian make up almost 78 percent) inhabit. Thus, the territory of Ukraine is historically composed of a large number of ethnographic lands, each with its own culture, ethnicity, traditions, local dialect, folk cuisine, crafts and more. This regionality affects the structure and dynamics of cultural development. However, the vast majority of population are Ukrainians. The main national Mansion in Ukraine are Russians, Belarusians, Moldovans, Crimean Tatars, Bulgarians, Hungarians, Romanians, Poles.

Only a few countries, such as Italy, where 98% of the population are the Italians, the national characteristics of a nation are formed by the same ethnic group [1]. Poland also is not a multi-ethnic country, so sophisticated policy for racial or national minorities do not have to be carried out. As for now, multiculturalism functions primarily as an ideological element, an important argument in the debate about the antiquity and condition of Polish culture, source of European symbolism [14]. The public must be prepared for these changes, mainly by education. Therefore, the important issue of education is the creation and promotion of multicultural education paradigm based on mutual tolerance, love and respect not only the traditions of the nation, but also depending on the fact in which country a person lives [4].

In the process of national education of young people one should take into account features of family educational traditions of the people. For example, the feature of the functioning of Ukrainian family is ennobling marriage relationships between husband and wife (father serves as a model of respect for woman-mother who is mostly patient, obedient, shy, gentle, industrious): "None in the world is, like family", "No family, no relative – like from the bridge and into the water", "Strong family – grief cry" sacred observance of mutual adultery: "Where needle and thread there where husband and woman there", "Who to marry and so who to die", "Father keeps daughter to the crown, and a husband his wife to the end of her days"; equality of status of Ukrainian women in the family ("A man keeps one corner of house, and a woman keeps three", "The man is the head of the family, and women is the neck: where she returns, there he looks"); saving and increasing family customs, relics of labor dynasties ("When the father fishes, even children look into the water") and others [5].

Multiculturalism does not need to be closed in the circle of ethnic affairs. It can concern the diversity found in, e.g., religion, morality, sex, sexual orientation, social, professional and generational situation. These problems affect all communities.

Multicultural education is therefore a notable demand of teaching, which is understood as a structured process of reaching understanding, acceptance, and constructive relations between people from different, broadly defined, cultures and subcultures. It is a preparation for a life in a multicultural world, coexistence oriented on pluralism, consensus, acceptance, cooperation rather than aggression, contempt and confrontation. Multicultural education is an exercise of cognition, asking questions, kindness and curiosity about the diversity of cultures and their respective benchmarks. It is the science of being in a constant dialogue (inter-cultural communication) [15]. It requires the creation of a public space where a meeting between "they" and "us" is possible as well as their mutual enrichment. Each culture can offer its own experiences and values. It leads to the strengthening of the civil society.

The perspective goal of this assumption is the transgression of multiculturalism to inter-culturalism. It is assumed that as a result a multicultural society "passes from a response to a difference to an interaction, intentional learning, understanding, collaboration, cooperation, negotiation, dialogue, therefore, creating inter-culturalism" [Same sourse]. This is not a tendency to build a unified global culture, according to *Multimedialna Encyklopedia PWN* (2008). On the contrary, multiculturalism should emphasize the values of cultural attractivenes of the national / regional culture by raising awareness of participants' "need to transgress the limitations of their own cultural background in order to be able to read the message as intended by the sender" [17, p. 28].

So far, the school was not sufficiently prepared for this type of action from the normative, substantive and methodological. The real harbinger of a change in the shape of the new core curriculum, where the dominant European context and ways to sync content promise greater efficiency in schools in this area [15]. The idea of approaching culture may be the European idea as well, which will be discussed below.

2.3.   PATRIOTISM AND MULTICULTURALISM

Modernization of the contemporary world forces us to reflect on the new shape of patriotism and patriotic education. Today, patriotism is less and less identified with the pathos of the history. Demand for dead heroes is declining, however, demand for people who care about their families, investing in education and health, resourceful, hard-working, paying taxes, etc. is growing. Truly, the reality is a little bit different from the one described in the Act of the Education System, Teacher Card and school curriculum. These documents assume that training and education is to develop love to country in youth, respect for the Polish cultural heritage (in the regional and European dimension) and a willingness to make sacrifices for others. They employ a formula as general as traditional (derived from Greek antiquity). This leads to stereotype thought on patriotism which directs it to the hypostases track [15].

Tadeusz Borutka calls for patriotic education to follow two directions: loyalty and love. "Both loyalty and love of country means prohibition of harming its own nation and care, that the others will not do this. At the same time, it means an obligation to contribute to multiply the good of its own people. Love of country is a permanent, committed forever, and is not affected by extraordinary events. Patriotism is not the attitude of urgency is the normal fulfilment of love for the homeland".

According to Henry Skorowski, the main purpose of patriotic education is to realise that heritage is an important human right. The main objective, however, is decomposed into more specific objectives:
- equipping modern men with the knowledge of their own people;
- the production of special values;
- preparing for identification of these values;
- developing so-called pluralistic identity.

Patriotism must be constructive, not blind. Blind patriotism is determined as an attitude characterized by devotion to the nation or the state, combined with uncritical loyalty to his actions. However, constructive patriotism is loyalty to a nation or country, coupled with the ability to resist the

policies and actions of their own group in situations of violations of certain established standards [22, p. 35]. Attitude to the country must serve pupils, not educators.

This does not mean the necessity to reject the traditional patriotic ethos referring to the tradition of Christianity, chivalry, independence, etc [16]. It does not encourage to "sink" national patriotism in "European ocean". In new conditions, patriotism also has a chance to become a sublime experience, characterized by devotion to one's country (place of origin or residence), readiness to action for the welfare and solidarity with the other members of the national or regional community [12]. The point is, however, not to allow it to become a category of archaic and anachronistic due to referring to emergency or mythologized situations. Present claims about the patriotism of everyday life.

Patriotism cannot have only historical connotations but prospective as well. Historical discourse should not be the sole source of symbols, metaphors, and finished formulas representing ideological definition of the value of patriotism. It cannot be "troublesome obligation". It should be rather an inspiration for a personal career and success in life.

Everything indicates that the times of a single model of patriotism (e.g., based on the concept of national loyalty) have passed. Today, young people want the right to their own patriotic vulnerability. We should treat this with an understanding, because it is, after all, selfless love and unique. Patriotism is "in us" and cannot exist independently in our mentality. It is a social emotion, so it is able to function beyond the real, dynamically a changing world. Reality cannot be ignored.

A major task of teaching and upbringing in modern school is to "respect the students' consciousness of homeland picture and a warm relationship towards it" [6, p. 51]. This is the basis of affective relation to their own nation and state. It is favoured by family upbringing and regional education, according to Kerschensteiner's principle that: you educate more by who you are, not what you know

In this context, worthy of consideration and attention is the concept of "being together", present in the social teaching of the Church. It puts the "homeland" in the same semantic field as "patrimony" (*patrios* is someone who comes from the same father and *pater* means "father"). This builds an individualized approach to one's homeland, thus avoiding the national characteristic of hypersensitivity. Its supporter was John Paul II himself. In the book, *Memory and Identity. Talks at the turn of the millennium*, he wrote: "The word homeland is connected with the concept and the reality of a father. Homeland is somewhat the same as the patrimony, that resource wealth which we have received in an inheritance from our fathers. Homeland, hence, is a heritage, and at the same time it is a result of the ownership of this heritage – including land territory, but even more spiritual values and content that make up the culture of the nation. It should be also noted that the development of spiritual culture in the 19th century, prepared the Poles for the great effort that has brought independence for the nation. Poland was removed from the map of Europe and the world, but in 1918, it appeared back, and since that time it has still existed" [27]. According to John Paul II, "Patriotism is the love of what is native: a love of history, traditions, language and the native landscape. It is love that also includes works of its countrymen and the fruits of their genius. Every threat against that good, which is homeland, tests this love. Our history teaches that the Poles were always capable of great sacrifices for the sake of the good or for the recovery of it" [same sourse].

The European idea corresponds well with the concept of "being together" [9]. It does not assume building a collective identity, creation of "supernation". In the Polish school, it has been present since 1999 in the form of an interdisciplinary path, european education (European Commission leaves the school at the discretion of national governments). It is defined as the cultivation of certain universal values, characteristic for modern democratic societies, such as respect for human rights, developing a sense of citizenship and national identity, defining one's place in the hierarchy of values and culture of Europe, building on the grounds of love to "minor" (private) and "major" (ideological) homeland. European Education draws attention to the respect for diversity, the importance of negotiating social practices and environmental attitudes.

We believe in the context of modeling modern educational space in Ukraine or Poland and in the context of European integration the following priorities are to be observed [4]:

1) primary focus on the study of people's own historical experience to ensure self-awareness of a nation, practical self-organization;

2) focus on democracy principle in the organization of educational activities at the national level; integrity of education in people's everyday practice of socialization of the individual; unity of family, regional, national traditions, customs and ceremonies for enriching child's life with elements of spirituality;

3) adaptation of the contents of ethnographic knowledge to the needs of modern European and world integration;

4) maximum consideration of natural instincts and inclinations of a child, its ethnic–psychological and individual characteristics, cognitive interests and creative abilities;

5) providing conditions for multicultural education, mutual enrichment of social and cultural experience of education with progressive pedagogical ideas of European nations and peoples.

3. CONCLUSIONS

Formation of educational space of the institution on the basis of regionalism and multiculturalism is effective for obtaining the following pedagogical principles [4]:

- nature conpliance – anatomic and physiological regard, psychological and sexl characteristics of the child, as well as national, regional, including genetic heritage features (concenter "I – nature");

- culture accordance – organic link of training with the history of people, its language, cultural traditions, art, providing spiritual unity of generations. The essence of this principle is in accordance with the content and level of training and education, achievements of national and universal culture (concenter "I – culture");

- humanization – is confirmation of man as the highest social value in discovering its fullest capacity, ensuring the priority of human values (concenter "I – a man");

- nationality – providing support for national culture, primarily of native people (folklore, morality, ethnopedagogy, local customs, traditions, etc.) and carrying out by a rational combination of the ideas of scientific and folk educational culture (concenter "I – the Ukrainian", "I – Pole", "I – a Frenchman," etc);

- polyethnicity – is a careful study of history, culture and educational traditions, customs and philosophical concepts of native ethnic group and incorporate them in the process of design and implementation of the educational training of schools; maximum assistance to students entering life, everyday life, production and cultural sphere of one's native ethnic group (concenter "I – Representative of the ethnic group" (Hutsul, Boyko, Polishchuk, etc.);

- multiculturalism – involves taking into account national, religious, linguistic characteristics and trends of the individual, that is all common features which unite all nations and cultures of the world or a particular country (concenter "I – a citizen");

- tolerance – a study of cultural values and traditions of different nations and use of their experience of peaceful coexistence, development, dialogue of cultures; respect for the media of other cultures (concenter "I – Representative of the international community");

- the principle of harmony between family and school education – is arranging educational cooperation between teachers and parents in the process of familiarization with ethno-cultural values of the country (Ukraine, Poland, etc.) and the world.

National education of a personality in the XX century involves mastering values, history, language, traditions of native people, the sense of nationality, adaptation in ethnic environment. Globalization is inseparable from ethnization. Ethnic education is based on a thorough coverage of the background meanings of the various branches of scientific knowledge for the development of ethnic culture, literature, art, world culture achievements, and education on life examples of famous people, representatives of one's own people. Multiculturalism implies the principle of regionalism. Multicultural education is a way of thinking of a modern man, based on the ideas of freedom,

tolerance, justice, equality and peace. Multicultural training involves attracting the younger generation to the world and national culture.

National education experience of the twentieth century and pedagogical innovations in education serves as a means of forming abilities of students to find social contact in the environment, critically assess the negative trends in society, treat the members of other social sectors and cultures with respect.

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Степнік Анджей, Будник Олена, Близнюк Тетяна, Мазур Пьотр. Регіональна і полікультурна освіта в Польщі та Україні. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 87–96.

Освіта в Польщі та Україні ґрунтується на засадах мультикультуралізму, регіоналізму й традиціях патріотизму. У минулому ці концепції пов'язували з благородством, шляхетністю, національними пріоритетами. В епоху демократизації, модернізації та глобалізації окреслені поняття набувають нового змісту. Вони впливають на різні аспекти повсякденного життя людей, тому потребують оновлення в руслі дидактичної теорії. Це має важливе значення для загальноосвітніх навчальних закладів, які на практиці реалізують регіональні, культурні та європейські освітні програми. У статті зазначено, що формування освітнього простору сучасного навчального закладу на засадах регіоналізму та мультикультуралізму є ефективним за отримання наступних педагогічних принципів: природовідповідності, культуровідповідності, гуманізації, народності, поліетнічності, толерантності, гармонії родинно-шкільного виховання та ін. Автори акцентують увагу на теоретичному трактуванні досліджуваної проблеми.

Ключові слова: педагогіка, освіта, регіоналізм, мультикультуралізм, традиція, патріотизм.

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HISTORICAL BACKGROUND OF INCLUSIVE EDUCATION DEVELOPMENT IN THE NORDIC COUNTRIES

NATALIA ANDRIICHUK

Abstract. The article analyzes and interprets the comprehensive presentation of the development of inclusive education in some Nordic countries, namely Sweden, Norway and Iceland. The article states that the special education is still an alternative form of education for children with special needs who cannot attend secondary schools in the majority of the countries. Thus, the relation between inclusive and special education allows the author to draw some parallels between these two types of study to trace the transition from one to another. The author concludes that the history of inclusive education formation in Sweden, Norway and Iceland has much in common, but the Icelandic education system has characteristics which distinguish it from the two others.

Keywords: inclusive education in Nordic countries, special education, history of education.

1. INTRODUCTION

Nowadays Ukraine is a country which is in the process of European integration. Ukraine seeks European development and needs reforms in various industries, especially in education. Undoubtedly, the laws, which are in the process to pass today, are important in a historical context and influence the development of secondary school and the training of highly qualified personnel to work in it. Inclusive education is only gaining momentum in implementing it in a comprehensive process in Ukraine, that's why we should work out our own model based on the experience of European countries that have successfully implemented inclusive education in the school environment. The Nordic countries are the most economically developed countries in Europe. They implement effective social protection and equality of educational opportunities, and as a result educational achievement allow the Nordic countries to occupy the leading position in the world rankings. According to all the above mentioned, it is obvious that the theoretical principles and practical implementation of inclusive education in secondary process in the Nordic countries determine the object of the study to create a national model of inclusive education.

Obviously, implementing the inclusion in Scandinavian secondary school was long and difficult. Therefore it is important to examine the main stages in the development of inclusive education in the Nordic countries. Thus, the aim of the article is to identify common and distinctive features of inclusive education in some Nordic countries.

The Nordic countries are a relatively closed, not sufficiently studied area in terms of pedagogy. In Ukraine, there are some experts who publish articles on topics related to educational processes in Scandinavian countries (Kosharna N., Movchan L., Piatakov T., Rudnik J., Zagoruiko L., Shmotina A. et al.), but the overall analysis of education system in the Nordic countries has not been accomplished yet. Instead, the foreign scientists pay sufficient attention to these countries, to their development of education and level of the teaching personnel training – Harald Thuen, Rune Sarrormaa, Jim Berhanu, Gretar L. Marinósson, Dora C. Bjarnason and others [8].

2. ANALYSIS AND DISCUSSION

Inclusive education in the Nordic countries (Sweden, Denmark, Norway, Iceland and Finland) is one of the most valuable areas of education and social policy. It arouses much interest and provokes constant debates about ideology, politics, theories, practices and methodologies for its effective implementation in schools. The introduction of inclusive education in a comprehensive process in Scandinavia dates back to the second half of the 20th century, when special education has become unable to meet all the requirements of a healthy society with equal opportunities for everyone. However, in the majority of the countries special education is still an alternative form of education for children with special needs who cannot attend secondary schools because of the specific reasons of health. As the relation between inclusive and special education is obvious, it is necessary to draw some parallels between these two types of study to trace the transition from one to another. So, let's consider the features of the development of inclusive education in some Nordic countries.

Sweden. Analysis and interpretation of the comprehensive presentation of the history of Swedish inclusive education should begin with the history of the development of special education in the country since 1842, when it introduced the so-called "public school" (allmänfolkskola). The aim of the school was to attach all citizens to the education (until 1842 only citizens who belong to the middle and upper social strata of community could get education). In practice it turned out that educational institutions were divided into two groups: one provided training for poor segments of the population and disabled children, and others – education for children of the middle social strata of community. Thus, attempts to introduce the elements of inclusive education are traced from that time. However, later mentioned institutions were divided into two categories - special education and general education schools.

According to the Swedish scientist James Rosenqvist (Department of Education, Lund University), the development of special education in Sweden can be divided into three stages:

- Stage of no differences between children with special educational needs (special schools are not distributed by nosology, they accepted children with deviations from the "norm", the purpose of the school was teaching children basic skills necessary for life);

- Stage of special schools distribution accordingly to the differences in children's health (special schools were distributed by nosology, it was the beginning of the development of the educational programs which took into account the characteristics of each group);

- Stage of integration (special education was gradually replaced by inclusive education forms) [5].

Secondary education in Sweden since the 60s of the 20th century is characterized by the principle "a school for all". At that time education policy included the mandatory secondary education for all citizens, without exception, equality and inclusion. Nevertheless, it was still impossible to avoid differentiation, classification and categorization of children with special educational needs. Moreover, the number of special education institutions for disabled children was growing. This was primarily due to the fact that the country did not have complete statistics about the existence of these children, the education system was decentralized, and schools were subordinate to municipalities and transacted local activities solved problems of implementing inclusive education in the localities [1].

That lasted until 1989; then Sweden has ratified a number of documents that protect children's rights to quality education: the United Nations Convention on the Rights of Children (1989), United

Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) The Salamanca Statement and Framework of Action for the Education of People with Special Needs (1994). These documents were powerful normative basis thanks to which it became possible to avoid school system segregation; they also served as a frame for reporting, directives, orders for implementation of inclusive education in a secondary process.

One of the documents which regulates inclusive education system in this country is the Swedish Act on Education (1985, 2010). It states that:

- All children should have equal access to education regardless of their gender, place of residence, social or economic status;

- Students who have learning difficulties must have special support;

- Most students who need special support should be educated in regular classes of compulsory secondary school and also in high school [6; 7].

Norway. The history of education in Norway dates back to 1152, when the first cathedral schools were established and later changed into Latin schools; the public schools appeared in this country in 1739. While the school legislation stated that the school should be for everybody, in practice many children did not get any education and illiteracy was the norm. The first round of education modernization took place in 1827, when Norway became independent of Denmark. It was the period when the basic principles of school education began to develop, and children had to attend school from 7 years old until 15 years old for a minimum of two months a year. Accordingly, the development of the school system caused some changes to the rules, requirements and age limit of secondary schools students, namely:

- 1845 - new legislation for schools in cities was declared: from 18 to 24 hours teaching a week for 45 weeks a year;

- 1889 - public secondary school was reorganized into the national primary school, which offered education for children from 7 to 14 years old;

- 1936, 1959 - there was modernization of the secondary school;

- 1969 - the primary school was changed to 9 years of school (teaching children lasted from 7 to 16 years);

- Since 1997, children had to study for 10 years; children form 6 years old went to school and continued their training till 16 years old.

Today Norwegian school system includes three levels: primary school (grades 1-7), secondary school (grades 8-10) and high school (grades 11-13 are required for those who want to continue their education in higher educational institutions). 97% of children in grades 1 -10 receive secondary education in public secondary schools, 94% of students continue their education in high school, and the rest join private schools [9]. These figures demonstrate the high quality of secondary education in public secondary schools in Norway.

The history of special education in Norway dates back to the 1800s. It was the era of Philanthropy, the growth of religious tolerance and of Christian charity on disabled children. Norwegian special education researchers Rune Sarrormaa Hausstatter and Harald Thuen (Lillyehamer University) distinguish two approaches to the history of special establishments in Norway. The first one is based on scientific and medical interest for children with special needs. Thanks to researches conducted in Norway three special schools were established - for the deaf (1825) for the blind (1861) and for children with mental retardation (1874). Later, in 1881, it passed a law called the Act on "Teaching of Abnormal Children", or Abnormal School Act. This was a sign that special needs education was now a public concern, although the funding of these institutions are still dependent on the support of individuals involved in charity. The other approach is applied to children who have persistent abnormalities in health, but are socially maladjusted. The definition of this approach as different from the previous does not mean that there was a search and development of new specific methods, procedures, education techniques and technology for these children. The main goal was to create a new environment of care and upbringing of children, which could replace them stay in their own family. The first institution of

this kind was in Oslo in 1841 and had a reputation as a "rescuing institution"; then such establishments were treated as guardianship centers.

Norwegian scientists distinguish five eras of special needs education in Norway (see Tab. 1) [9].

Name of the period	Time	Characteristics of the period
The Era of Philanthropy	1825 – 1880	Charity was the basis of the development period of special education in Norway. Special institutions were established on the initiative of philanthropists who sought to demonstrate their love of a neighbour. Blind, deaf, mentally unbalanced and socially non-adapted children could stay at special institutions, learn basic skills and communicate with pastors. Such establishments usually were opened on separate islands and it was almost impossible to escape from; so the educational process was held in a territorially closed area.
The Era of Segregation, Protection of Society	1880 – 1950	The Era of Segregation started when Norway became the first European country that passed the law which determined children's rights with special educational needs. This act concerned "Treatment of Abnormal Children" and later was called "Abnormal School Act" (1881). During this period a clear distinction of educational institutions still existed. Special needs education was reserved for children with medically diagnosed disabilities and children with social behavioural difficulties were allocated to child protection. In 1889 another document appeared– "Child Welfare Council Act". Despite the significant tendency of that period to educate all children, both documents worked out to exclude children with special educational needs from school, thus "protecting" a "good" school and "normal" children. At the beginning of the 20th century Norway has established the system of segregation, which divided all children into three groups: normal school children, special school children and non-educationally competent. Over sometime, this classification of educational institutions was harshly criticized. The public was outraged with the fact of a defective material base of institutions for disabled children, lack of professionals to care for them, remoteness and disconnection of such institutions from real life. In the 1930s of the 20th century segregation processes caused a rapid increase of crime rate among children placed in institutions for "difficult" children. Soon these institutions failed in everything from admissions procedure to educational content.
The Era of Segregation: In the Best Interests of the Child	1950 – 1975	In 1951, the Special Schools Act changed the previous Abnormal School Act, which gave new opportunities for the development of special education and, particularly, for the development of special educational institutions. This law expanded the definition of special groups of children by the specifics of deviations: blind; those, who had poor eyesight; deaf; those who heard badly; children with psychiatric deviations; those who had difficulties with reading and writing; children with difficulties of socially behavioral adaptation. However, the national policy continued to be oriented on a complete segregation of groups of children stated above. The net of special educational institutions expanded and became variable. A

		separate special educational institution was intended for each category of a disease. A characteristic feature of this period was a lack of a professional training for specialists who work in institutions of special education, inability of their self-development and improvement of professional skills who worked with special children. On condition of lack of special investigations, teachers just exchanged practical experience and improved their skills through trials and errors. Before the 60s of the 20th century the issue of the integration of disabled to the society wasn't discussed. The task of a special pedagogics was a research of basic caring of disabled children, so they did not feel themselves as patients of hospital; however, the problem of their individual psychological and social peculiarities of their development were not considered.
The Era of Integration	1975 – 1993	In 1975 the Special Schools Act became the part of another law – Primary and Lower Secondary Schools Acts. Since then a longstanding process of transition from a traditional for that time special education for children with special educational needs to integrated education began. Educational institutions weren't considered as those, that realized needs of the society, but as those that should work for needs and interests of every child and meet the level of its requirements (both medical and educational). Such approach allowed every child to realize the right to get an education. The main tasks of integration were: the right of everyone to become the part of the community, the right for a part of a community ownership, the responsibility of every person for their own actions, the implementation of responsibilities regarding the community. The aim of integration was to remove or at least, to minimize barriers on interpersonal, social and organizational levels. Scientific discussions regarding the feasibility of reconstruction of special educational institutions took place on two levels: 1) support of a special education as those which was able to provide learning and guiding of children with special educational needs depending on the category of disease; 2) a criticism of segregation form of education, which was realized in the institutions of special education and transition to the process of normalization of educational sphere. The process of normalization foresaw the integration of the disabled children to the society. It should be noted that the process of integration occurred quite slow but allowed to produce two main strategies: 1) the development of area of special education to the level of acceptance of integration as the inevitable factor of its growth; 2) the reformation of the system of regular education with considering the increasing of the quantity of children with special needs and diversification of syllabuses to enable every child to study at regular educational institution.
The Era of Inclusion	1993 – by this day	Closing of special schools and a powerful process of the integration of children with special educational needs occurred in Norway till 1993, a year before signing the Salamanca Statement and frameworks of actions towards the education of people with special needs (1994). However, the integration did not solve the issue about a proper socialization of children with special needs. The next step was inclusion: the concept of inclusive education provided free

		communication between students, setting up of friendly relations with any student in a class or at school, an active participation in life of school community. In such way a model of democratization of the society was introduced by the example of a regular school and as a result – a necessary support and the possibility of getting a qualitative education by every child. In other words, the Norwegian model of inclusive education provided transformation of approach to study, reformation of the system of professional training of the teacher, optimization of forms, means and methods of educating children in inclusive class, despite a mechanical integration of a child with special educational needs to the school community. The final cause of implementation of inclusive education in Norway became the minimization of quantity of special schools and the right of choice of school to families, who brought up children with special needs.

Tab. 1. Main stages of development of special education of Norway.

Iceland. The inclusive education in Iceland became a part of the policy of democratization of education after accepting the Schools Act (1974). The main aim of a compulsory secondary education at that time was the preparation of students for life and work in the democratic society. Actually, the term "inclusion" appears only 20 years after signing of Salamanca Statement and frameworks of actions towards the education of people with special needs (1994) by Iceland along with other Nordic countries (1994). However, the document of the 1974 itself had a clear implication of the development of the inclusive education: the necessity of providing of the equal access to qualitative public school education of all children without an exception, without isolating from family. So the main goal of a local school was to consider differences of every child and to develop flexible educational programs and individual plans for individualized approach to education [4].

The Schools Act 1974 and a national curriculum for students of primary schools (7-16 years old) had quite a revolutionary character not only because of the requirement of the democratization of the secondary education system, expanding the net of inclusive educational institutions but also through actions, which inevitably followed that decision: renewal of syllabuses, creating a radically new curriculum, professional training of teachers for work in the inclusive environment, retraining of teaching staff, creating new educational materials and so on.

Ingólfur Ásgeir Jóhannesson – Icelandic scholar, Professor of Icelandic University, describes this process as following: "If we analyze the history of educational development in Iceland in the late 20th century from this point of view, we can see that attempts of its reformation in 1970s and 1980s were directed on the modernization of the educational system with an emphasis on the elementary education (6-16 years old). The reform was based on a child-centered, humanistic and accessible study for all the social groups, that I call a democratic principle. Obviously, such education provides the usage of comparative educational methods, integration, quality as of the process of study, not as of the product and a lot of other "progressive" ideas in education" [3, p. 105].

The implementation of key strategies of the Schools Act (1974) in practice required a lot of efforts at Icelandic school. The education became more democratic rather than inclusive, but that was the first positive step towards the development of such education in Iceland. As it was mentioned above, the inclusive education appeared in this country in the 90s of the 20th century and came into development after the acceptance of Salamanca Statement and frameworks of actions towards the education of people with special needs.

It is important to say that special education is represented by three special schools over the country: one for children with significant health problems and two others for children with behavior problems. Other children attended regular educational institutions and studied at inclusive or special classes in

those schools. According to the Icelandic law, special schools also function as a support and assistance for inclusive educational institutions during the work with children with special educational needs [2].

3. CONCLUSIONS

According to the material above, despite some differences, the history of formation of inclusive education in the Nordic countries has much in common. The initial stage of the development of the education in the Nordic countries is characterized by a selectivity of segments of the population who had the opportunity to get the education. The middle period was characterized by a distinct division of all educational institutions on general and special. Finally, the period of the integration, and then of the inclusion, became a turning-point in the development of the secondary education for children with special needs. The research shows that the Icelandic system of the inclusive education greatly differs from Swedish and Norwegian. Usually all children there study at regular school. Special education in this country is represented by three schools: one for students with significant deviations and two others for students who have problems with behavior.

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Автор статті аналізує і інтерпретує цілісну картину розвитку інклюзивної освіти деяких скандинавських країн, а саме: Швеції, Норвегії та Ісландії. У статті зазначено, що у більшості країн спеціальна освіта все ще є альтернативною формою навчання для тих дітей з особливими потребами, які не можуть відвідувати загальноосвітні навчальні заклади. Отже, зв'язок інклюзивної і спеціальної освіти дозволяє автору наводити деякі паралелі між цими двома видами навчання, аби простежити перехід від однієї до іншої. Автор робить висновок про те, що історія становлення інклюзивної освіти у Швеції, Норвегії та Ісландії має багато спільних рис, однак ісландська система освіти має характерні особливості, які відрізняють її від двох інших.

Ключові слова: інклюзивна освіта в скандинавських країнах, спеціальна освіта, історія освіти.

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PROFESSIONAL TRAINING OF FUTURE TEACHERS IN THE SYSTEM OF CONTINUOUS EDUCATION

NATALIIA MATVEIEVA

Abstract. The author analyzes the features of training future teachers in the system of continuous education, emphasizes the need for systematic, focused, continuous improvement, and self-fulfillment. The article noted that in preparation for future professional activities in higher education are formed the basic skills and accumulated knowledge and experience that will serve as an effective teacher's growth, his creative work, the desire for further improvement. The author concludes that continuous education today serves not only the guarantee of the state and society, but also personal needs of each person.

Keywords: professionalism, continuous education, self-improvement, mobility and competence.

1. INTRODUCTION

With the deployment of reforms and social transformations in Ukraine every institution of higher education has entered a system of market relations. The objectively caused need to obtain adequate social needs of training is the result and consequence of the basic economic law of intensive production. This suggests that the quality of training at the level of the individual, the employer, the state and society is a guarantee of success of the graduates on the labor market [3, p. 67].

The dynamism of modern economic transformation brings to life the need for experts who can analyze the changing socio-economic trends, make and implement innovative solutions to the situation of market competition. At the time, it is the training of qualified personnel capable of doing the creative work, professional development, acquiring and implementing high-tech and information technology. Among the ways to revive the national education system specified in the State Program "Education" priority are: constant spiritual self-improvement, creative self-satisfaction of intellectual and cultural needs of the individual, more professional teachers, forming ability of teachers to dynamically respond to requests from public life and challenges, mastery of advanced educational technologies that contribute to the full development of the student and others. Therefore, the main task of the educational sector is the formation and development of professional mobile professional, able to change activities; skillful use of generalized professional techniques to perform any task; thinking outside the box and that is not afraid of new, keeps up with time and its demands.

2. ANALYSIS AND DISCUSSION

Training of future teachers is a complex phenomenon, which acts subject of many scientific studies, including the study of questions of general teacher training (V. Andruschenka, O. Abdulina, E. Barbina. I. Beha, A. Bohush, N. Volkova, I. Hlazkova, I. Zyazyun, N. Kichuk, V. Kremen, N. Kuzmina, S. Maksymenka, N. Nychkalo, O. Savchenko, S. Sysoyeva, N. Talyzina, A. Trotsko, O.Scherbakova), individual preparedness for professional activities (O. Budnyk, O. Vyhovska, I. Havrysh, A. Lynenko, S. Lytvynenko, B. Teplov, V. Yahupov), the question of professional and creative self-development of future professionals (V. Andreyev, D. Bohoyavlenska, L. Vyhotskyy, P. Kravchuk, L. Lazaryeva, O. Lapytskyy, E. Lukina, O. Luk, A. Maslow, O. Pyehota, Y. Ponomarov, Y. Fokin, B. Frytsyuk) and others.

Thus, according to N. Chuhray the problem of improving the quality of training is one of the urgent today and the researcher points out some ways to solve it, namely:

- strengthening the practical orientation of socio-economic disciplines, the optimal use of their educational potential;
- review state requirements to a minimum level of maintenance and training;
- increased attention to the acquisition of key professional competencies;
- improvement of educational technology and the needs of the interdisciplinary nature of the training.

Instead A. Kuzminskyy believes that in order to radically improve the quality of training of future specialists should be radically revised the philosophical and valuable source and function of education in Ukraine [4, p. 54]. The scientist M. Vachevskyy emphasizes that the quality of training of future specialists is closely associated with innovation development through the consistent use of the content of education culture design innovative educational practices and so on. However, scientists are unanimous that the more resources will be in training, the higher will be its effectiveness in different planes. In particular, the effectiveness of training by the state level should be determined through democratic society, and therefore training in higher education should be focused on the formation and development of self-sufficient, talented, unique personality.

The effectiveness of *training* on personality is revealed through recent adaptation to living conditions that exist. In particular O. Kuklin defines it as an individual limit that to each individual personality can be expressed in meeting domestic needs, increasing income level, social status [5, p. 198]. In addition, the researcher observes the division for *internal* training, which is defined by the success of training, the ratio of applicants and graduates of higher education institutions, etc. and *external*, which is defined by qualification and adaptability to future life.

Other scientists (Y. Havrys, O. Hirna, N. Chuhray) emphasize that effectiveness should be measured by meeting the training *objectives*, namely: a) *intellectual*; b) *political*; c) *social*; d) *economic* and others. This gives reason to believe that the professional training designed to create a specialist ahead of the needs of life and time.

O. Budnyk defines the structure of personal and professional readiness of the future teacher for social and educational activity as the indissoluble unity of the following components: motivational, cognitive, social, communicative, action-technological, moral and aesthetic. "The implementation of this activity takes place in the following areas: socio-educational prevention, diagnosis and collaboration with the student's family, social and educational activity with gifted students, social and educational activity with deviant students, work in terms of inclusive education and socio-cultural animation in schools. So readiness of future primary school teacher for the social and educational activity primarily demands professional abilities and skills, using theoretical and methodological knowledge in school practice, mastery of standardized and innovative educational technologies and pedagogical skills to solve the educational situation, the ability to perform pedagogical work" [1, p. 6].

The content of basic training specialists is reflected in the document "Industry concept of continuous pedagogical education", which provides the following *conditions of continuous education* of teachers:

– bringing the content of fundamental, psychological, educational, technical, information, communication, practical and socio-humanitarian training of teachers and of teaching staff with the requirements of the information society and the changes taking place in the socio-economic, spiritual and humanitarian sphere, primary, secondary, after-school, vocational education;

– upgrading training activities of higher educational institutions that train teachers and of teaching staff, based on the integration of traditional and new learning technologies; a new generation of textbooks, teaching aids and teaching tools;

– mobility in the European Higher Education;

– improvement of Molo di selection for teaching profession;

– optimization of the network of universities and graduate schools to create conditions for continuous education teaching staff;

– creating the structure of higher education pre-school, secondary, schools-laboratories centers of practical training students, training centers and educational innovation;

– providing primary teacher training institutions, the latest software or computer and multimedia equipment, laboratory equipment and printing of textbooks and school.

The need and necessity of universities in shaping the personality of a future teacher, able to realize the above-mentioned ways of revival of education, form a creative individual student; teacher, capable of introspection and self-criticism, self-esteem and self-improvement is a priority of modern teacher education. This is the result of a number of *factors:*

– systemic transformation of the national education sector;

– socio-pedagogical changes in the education system;

– willingness of teachers to evaluate new educational technologies, determining their compliance needs and capabilities of a particular institution; the ability of teachers to particular experimental verification of innovative ideas and other.

On the other hand, in recent years, scientific and practical interest to the professionalization of students during training at the university raised in connection with the transformation of strategies and models of learning, growing trend of personality-oriented approach to learning, including professional [2]. Today one of the most important components of social and economic growth of the state is the professionalism of the future expert as a complex phenomenon, which in turn provides increased activity identity and responsibility to the chosen profession and its implementation.

Analyzing the trend of modern higher education we should highlight the *contradictions* that accompany them: between global and local problems, tradition and innovation, competition and success in achieving the desire for equality of opportunity in education. Instead, the strategy document UNESCO "Reform and development of higher education" identifies three major trends common to systems and schools around the world - a quantitative increase in the number of students and preservation of inequality at the international and regional level in terms of access to education; diversification of institutional structures and forms of education; financial difficulties in activities of educational institutions [7].

In studying the trends of higher education in Europe regard as a separate general *direction of development,* which includes: higher education accessible to all segments of the population; introduction of new technologies in education, opening new specialties, upgrading training methods and tools; tendency to continuous acquisition of knowledge (professional development) as the main prerequisite for sustainable social progress and improving the quality of life; introduction of distance learning; democratic governance education, decentralization and redistribution of powers administrative structures open competition between public and private educational institutions; autonomy of universities as part of self-development facility; raising the status of institutions of higher education as lifelong learning; improving monitoring and effective provision of

quality education degree; trend of increasing the mobility of students, teachers and researchers as part of the globalization of the knowledge and means to achieve these goals and more.

Professionalism as the highest level of employment rights is not only the need of the sector, which itself is trying to implement a specialist, but has now become characteristic for each future teacher, its main feature and quality in work. Overall *professionalism* can distinguish the group as a whole entity integrative characteristics of professional activity, manifested in a perfect implementation of high and stable results of this activity, manifested in a professional capacity for self-actualization, self and professional self-change. Instead, the quality of higher education is determined by various *factors:*

– financial and human resources invested in education;
– access to public education;
– material and technical base of the institution;
– learning content and educational software;
– system of an organization of the learning process;
– educational environment and so on.

At the present stage of development of the educational sector should reform the educational process of higher education, improve the quality of teaching students, a scientific and educational conditions that would in turn provide high efficiency of training highly skilled, communicative, professional mobile professionals.

Of course, the criteria of professional skills of future teachers are:

– level of professional knowledge and skills;
– level "extraprofessional" existing knowledge and skills;
– the level of formation positive "I-concept";
– commitment to professional and career growth [6, p. 32].

As you can see, the future specialists, educated in pedagogical universities of Ukraine, during the learning process should possess a high level of professional knowledge and experience of self-improvement and obtaining new information; create operational readiness for the selection and implementation of the best ways to solve problems that arise in practice based on best teaching experience and international educational trends; gain skills orientation in the labor market and so on [2]. Of course, the concept of quality education includes not only the rating indicators of student achievement, highly professional training of the teaching staff of higher education institutions, graduate's competency, but full development of personality, represented a high level of human culture, self-affirmation and self-realization young man.

3. CONCLUSIONS

Thus, at the time there is the need for the formation of professional excellence of every future professional, improving initiative and efficiency, development of creativity, and focus on new, optional. In general, these and other factors are cornerstones in the process of improving the whole professional structure of society, changing priorities and professional benefits at this stage.

To implement quality training and acquisition of professional skills in higher education is necessary to create conditions for continuous, consistent, targeted learning process. On the other hand, the formation of professional skills in the learning process at the university is a priority of an effective professional and personal formation, which in turn determines the moral and spiritual self, the degree of competitiveness, and the nature of professional growth.

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Автор статті аналізує особливості професійної підготовки майбутніх педагогів у системі неперервної освіти, акцентує увагу на потребі систематичного, цілеспрямованого, неперервного самовдосконалення, самоосвіти та самореалізації. У статті зазначено, що у процесі підготовки до подальшої професійної діяльності у вищому навчальному закладі формуються основні вміння і навички, накопичуються знання та досвід, що слугуватимуть ефективному зростанню учителя, його творчій роботі, прагненню подальшого самовдосконалення. Автор робить висновок про те, що неперервна освіта сьогодні виступає не лише гарантом розвитку держави, всього суспільства, а й особистою потребою кожного.

Ключові слова: професіоналізм, неперервна освіта, самоосвіта, самовдосконалення, мобільність, компетентність.

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SOCIOCULTURAL COMPONENT OF TEACHERS' PROFESSIONAL COMPETENCE

Maria Stakhiv, Halyna Boiko

Abstract. This article considers the theoretical and practical issues of sociocultural competence of Ukrainian students of higher educational institutions; the priorities of the sociocultural education paradigm were analyzed; in this context, the issue of training future teachers to work in terms of a personality oriented teaching approach was presented.

On the basis of the analysis conducted on psycho-pedagogical and methodological literature that covers the raised problems, a number of methodological and pedagogical ideas which provide for the formation of social and cultural mobility of future teachers were determined in order to ensure pupils' sociocultural development.

Keywords: sociocultural competence, sociocultural mobility, social and cultural development, principle of cultural correspondence, multicultural environment.

1. INTRODUCTION

Nowadays the world is experiencing acute problems of development. This is true not only for socio-economic, political sphere, but, first of all, the cultural, moral and spiritual area. "The decisive role in solving them is played by the education system, and a teacher who works in it" [3, p. 4].

According to the National Doctrine of Education of Ukraine in the XXI century [5] one of the tasks of training professionally qualified teachers, including primary school teachers and caregivers of preschool institutions is forming their socio-cultural competence, that is professional readiness of a teacher to work in a multicultural environment, be mobile, capable of adequate interaction in everyday life situations, maintaining social contacts. In terms of competence approach and subject-subject relationship, the content of pedagogical university education involves not only acquiring a certain amount of knowledge, particularly in matters of social culture but also the formation of skills to make quick decisions and change themselves to adapt to new conditions and requirements of professional activity. It provides for dynamic (mobility) of teachers' professionalism.

Among the key competencies of the professionals that were outlined in the documents of the UN, UNESCO, Council of Europe, sociocultural competence is on one of the leading places. It is considered as an attribute of professionalism that is providing competitive professional education.

"European teacher aims to find answers to the challenges of the age and facilitate the inclusion of pupils and students in the progress of scientific knowledge, social experience of generations, universal sociocultural practices and values, the spirit of humanism and humanity" [7, p. 11].

"According to expert forecasts, in 2020, the ability for lifelong learning, thinking critically, setting goals and achieving them, teamwork, communicating in a multicultural environment will be required the most" [6, p. 8].

However, the issue of cognition of intrastate social culture proper (regional, ethnic, religious, demographic one) and its role in the process of formation of teacher's professional competence was investigated insufficiently.

Currently, the concept of sociocultural competence is defined in different ways: on the one hand, it is a social culture of certain people; on the other one, it is an internal social culture, which is a system of competences in various areas of social and spiritual life [12, p. 151]. Many researchers that studied this issue find out that sociocultural, linguistic and regional awareness, cultural and sociolinguistic competence are the components of the sociocultural competence which provides the opportunity to orient in the new sociocultural environment [2]; it allows a teacher to avoid conflicts with students and their parents on intercultural (interethnic) ground.

The current conditions of national revival and the further development of spiritual culture of Ukrainian people led to the urgent need to intensify research in terms of social and cultural studies.

2. ANALYSIS AND DISCUSSION

In homeland psychological and pedagogical literature, the issues of sociocultural competence are often considered as an activity-based component of communicative competence. The ways and the directions of sociocultural development of Ukrainian identity were revealed in the works of the specialists in linguodidactics (A. Bohush, M. Vashulenko, N. Holub, O. Horoshkina, K. Klymova, D. Kobtsev, O. Kucheruk, L. Matsko, A. Nikitina, M. Pentylyuk, O. Potapenko, O. Semenoh, L. Skurativskyy, A. Yarmolyuk and others). An important component of the common cultural development of society is considered to be sociocultural competence (V. Buryak, S. Honcharenko, I. Zyazyun, V. Kremin, A. Makarenko, N. Nychkalo) who base their statements on the main provisions of ethnopedagogy and the principal statements of the papers written by M. Stelmakhovych, V. Sukhomlynskyi, and K. Ushynskyi.

Nowadays the sociocultural competence and socio-cultural mobility are studied by many researchers (V. Makhinov, T. Fomenko, S.Valevska, I. Mamonov), who find it as an ability to adapt to a different, mostly foreign society, language, willingness of young professionals to serve as a cultural intermediary between their culture and the culture of other countries or nations to interact with native speakers in different situations.

Determining the aspects of the common problem that have still remained to be unsolved. The ways and the means of formation of socio-cultural competence of Ukrainian students of pedagogical educational establishments and implementation of Ukrainian socio-cultural content line in higher education were researched insufficiently. Scholars have ignored the issues related to the content, forms, methods and technologies of socio-cultural aspects of training primary school teachers and kindergarten teachers in order to develop their socio-cultural mobility and readiness for the formation of the sociocultural competence of Ukrainian students.

The social environment where the citizens of a country grow up and develop is extremely diverse. Active migration, which is currently peculiar for the life of Ukrainians, has an impact on the formation of a junior schoolchild as a citizen. From our point of view, sociocultural mobility of teachers (especially primary school teachers), is their ability to perceive the culture of ethnic groups (their representatives are the pupils), their linguistic peculiarities (dialect), and be tolerant in teaching the children the aspects of the national culture, modern Ukrainian literary language without diminishing the achievements of regional cultures and dialect peculiarities. This ability to correlate national and ethnic (regional) issues

according to the social norms of behavior that are acceptable in a particular locality, family, religious denomination, ability to apply sociocultural knowledge according to the ethnically specified characteristics is a sign of teacher's professionalism.

Analysis of studies (conducted surveys, interviews with teachers, observation of lessons at school, attending meetings of methodological unions of primary school teachers) entitles to state insufficient formation of socio-cultural competence of young teachers, in particularly, that is often a cause of problems in the implementation of their pedagogical multicultural society.

The purpose of the article is the theoretical substantiation of the content of socio-cultural competence of primary school teachers and outlining the ways and means of forming sociocultural mobility of a teacher in a higher education system.

The main body of the research. In the period of the transition from an industrial society to information society as well as competence approach and personality oriented education, forming socio-cultural, communication and project culture of a personality is vitally important. "The condition for the mobility of the optimal functioning of a specialist under professional social and cultural conditions is to achieve a high level of sociocultural competence" [8, p. 232].

Competence [lat. competens (competentis) – adequate, relevant] – 1) credibility, awareness; 2) being competent [11, p. 369].

Sociocultural competence is a qualitative characteristic of the individual, based on a set of acquired knowledge in the social and cultural spheres of life, values [12, p. 153].

In this sense, it is also the ability and willingness to teach students to act as a cultural mediator between their regional culture and the cultures of other regions of Ukraine as well as the peculiarities of national culture.

O. Kucheruk notifies that the formation of the structural components of sociocultural competence of the Ukrainian language speaking personality "depends on various socio-cultural factors: the cultural heritage of a region of Ukraine, Ukrainian national culture, subculture of the representatives of different social groups and organizations, human culture, multicultural society, ethnic stereotypes, traditions, attitudes, media, communication and social needs in cooperation, globalization of the informative society" [4, p. 3].

During their studies at the university (4-6 years), training of a professionally competent teacher is ensured in the appropriate socio-cultural environment, mainly, in a large city that is specific (it is multicultural, accumulates traditions and customs of ethnic groups from the regions, particularly their lifestyle). Besides, "under the influence of daily life, human interpersonal relationships are developed, and values, culture of communication, a way of life and individual life position are formed" [10, p. 147]. Social conditions under which a child lives, that is nature, family, geography, home, public, social environment is his/her sociocultural environment [10, p. 155]. The gradual entry of a child in contemporary culture, both national and universal one, meets the didactic principles of the cultural correspondence [10, p. 167]. Providing this principle requires modern students and future teachers to have social and cultural knowledge. However, the formation of a professional educator "is not confined only to the accumulation of knowledge, the mastery of professional experience and skills. A true professional should be a mature person ... who is able to go beyond social stereotypes standards; resist the strong pressure of negative social forces; ... find a special place in life and consciously or unconsciously take a position of an active creator of your life ..." [9, p. 304].

Therefore, in terms of the principle of didactic cultural correspondence, socio-cultural education is a key to the successful formation of teachers' professional competence, the elements of which is the ability to orient in the polygamous culture of every nation in recognizing the existence of the spiritual values of different nations, different people, the ability to absorb it, understand, make conclusions for oneself, resist denying the obvious cultural differences in the spirit world of a nation, ethnic group and so on.

"The high level of socio-cultural development of a pupil depends on the formation of sociocultural competence of teachers and their ability to adapt to specific socio-cultural environment where junior schoolchildren are ..." [4 p. 3], in other words, to be mobile.

Mobile – [french. mobile; lat. mobilis – mobile] – movable; able to act quickly [11, p. 461].

In the Pedagogical Constitution for Europe, it is stated that "characteristic of the formation and operation of a new teacher is a high level of academic mobility, that is, the ability to respond adequately to the changes in the teaching reality, find answers to the challenges of the era, move in the pedagogical area in accordance with the objectives and up to date public education policy or be in response to changing circumstances" [7, p. 17]. In this aspect, "academic mobility promotes cross-cultural teacher's values, tolerance and willingness to cooperate" [7, p. 17].

Socio-cultural methodology is considered to be the formation of a specialist in a particular national system of culture and education or training. However, the national culture consists of regional cultures, cultures of individual ethnic groups, nationalities.

Formation of the socio-cultural competence is an essential part of the educational process; without it, it is impossible to train highly competitive primary school teachers; it should be ensured "with regard to social mobility, technical and technological changes and traditions and the conventional rituals and practices of the ethnical education of the population of a particular region ..." [1, p. 38].

The process of forming socio-cultural competence is implemented within the professional training that is on the subject matter, which is the basis for future educational specialization.

Such training should ensure the evolving nature of the learning process and, in our opinion, it should be planned accordingly:

1-2 courses – the accumulation of cultural knowledge, generalization and systematization of them;

3-4 courses – developing and applying practical skills of the teaching activities in specific socio-cultural environment, educational and cultural training, teaching practice.

A university lecturer can certainly anticipate all the possible socially predefined situations which can be faced by a graduate, but he can design teacher's behavior in a certain socio-cultural space that has its own regional characteristics. It will protect young teachers from disappointments and defeats in a multicultural school environment.

In order to guarantee this it is noteworthy to:

- promote the need to form a high level of students' sociocultural competence (why do we need it?);

- ensure the acquisition of knowledge and awareness of the diversity of regional and national cultures in different areas of human activity (what exactly do we need to know, and how can we get that knowledge?);

- define a set of methods of teaching action (traditional and online ones) in different social and cultural environments; coming up with alternative pedagogical decisions, professional activities, that is, personal self-assertion and self-realization in a multicultural environment (how to apply the acquired knowledge and developed skills and abilities and how to ensure the formation of the sociocultural competence for others (including primary school pupils).

This algorithm of forming sociocultural competence promotes motivation, intellectual, psychological, pedagogical and methodological issues of a future primary school teacher and gives him/her a socio-cultural mobility.

Motivating the need for sociocultural knowledge in teacher's professional development can be ensured by different ways (providing challenging situations in the class, organization of "chance encounters" in the street, in church, at cultural events in school, village, neighborhood, meeting visitors from other regions), including making and solving pedagogical problems in the process of studying academic subjects.

Ensuring the acquisition of knowledge and awareness of the diversity of regional and national cultures in different areas of human activity involves the selection and the implementation of cultural material in the learning process that forms the socio-cultural fundamentals for an educational and methodological set for a particular subject.

First of all, these are reading and analyzing authentic texts in Ukrainian (classics and contemporaries such as V. Stefanyk, I. Franko, M. Kotsyubynskyi, U. Samchuk, O. Dovzhenko, M. Stelmakh, B. Hrinchenko, M. Dochynets, H. Tyutyunnyk, V. Shkliar, M. Matios, I. Rozdobudko)

with a strong socio-cultural content. It is the most noteworthy to conduct studies on *the contemporary Ukrainian language*, which is taught in undergraduate courses for the future teachers.

The essence of this analysis lies in learning grammatical forms of Ukrainian language in a text and the simultaneous introduction to the culture and traditions of the area. The following compositions should be paid attention at:

- the text from the novel "Airport" by S. Loyka which contains a rich language and speech material to illustrate lexical diversity of modern Ukrainian language and homogeneous analysis of the sentence, etc.;

- in the process of studying parenthesis in a sentence, it would be appropriate to analyze passages from the works of H. Tyutyunnik entitled "Katrya is Getting Married" and U. Samchuk "Maria", in particularly, the description of the wedding ceremony (Volyn and Poltava);

- the study of complex syntax is made efficient and interesting by conducting an analysis of the works of I. Franko "Zakhar Berkut", P. Zahrebelnyi "Miracle", M. Matios "Cute Darusya", V. Shkliar "Black Crow", "Mary"" (from the past of different regions);

- in the study of the theme "Proper and common nouns", it is effective to use the articles from the city and regional newspapers, magazines, sights that represent culture of a particular region and so on.

Therefore, young people socialize primarily in the form that is available to them, namely, works of fiction, analyzing them, performing various kinds of search and research tasks.

However, reading and analyzing literary texts mainly provide a base for the sociocultural competence and mobility.

Favorable opportunities for the use of acquired knowledge and forming sociocultural competence of students develop their teaching abilities, create an interactive project work as the content of each subject is based not on a study of some topics, already prepared information but on the discussion of current educational and cultural issues that appear to be interesting for a future professional. These tasks may be creating integrated projects:

"Clothes of my land" (modern Ukrainian language – visual art – nature study). Project objectives are not only to reveal the fact of diversity of clothing, but also to trace the genesis of their origin: why the traditional clothing of Volyn is linen predominantly in blue tones, and for the inhabitants of the Carpathians, it is bright colorful wool. This work gives an opportunity not only to explore the features of the sociocultural region, but also to develop logical thinking, improve coherent speech.

In terms of creating projects, it is interesting to study the peculiarities of folklore, songs, proverbs, sayings (modern Ukrainian language – children's literature – art work).

The project entitled "**Literary education"** (literature for children – introduction to the profession – methodology of learning Ukrainian language). Project purpose is systematization of literary works that depict the image of teachers in Ukrainian literature ("She has stolen", "Bell" by B. Hrinchenko, "Hrytsiv studying at school" by I. Franko, "Talent" by S. Vasylchenko, "Charmed Desna" by O. Dovzhenko, "Thinking of you" by M. Stelmakh; "Roaring silence" by A. Dimarov, "Teacher" by I. Drach, etc.).

Addressing appropriate pedagogical situations that is requiring social and cultural knowledge during pedagogical practice is the first step towards one's self-realization as a teacher. One of the objectives is to practice observation of a team and writing psychological and educational characteristics of the class. In our opinion, it is necessary to propose an experiment to make *socio-cultural characteristics of a class* as it will motivate students to obtain sociocultural knowledge in order to apply them in their educational activities and will improve their social and cultural mobility.

For the purpose of deepening sociocultural knowledge and improving sociocultural competence, it is recommended to ask the students to fulfill different kinds of search and research tasks, including course and master's papers, such as:

- Peculiarities of studying lexical topics in primary schools in a mountainous area (Central Ukraine, Polesia, Hutsulshchyna ...);

- History of the educational thought development in the area;

- Method of lessons with handling work on books for children, the information based on the literary works of the authors of the native land;

- Formation of communicative competence of primary school children by means of artistic expression (based on the literature of their native land);

- Customs of my family as a means of educating conscious national identity;

- Impact of foreign culture on the formation of communicative competence of a modern teacher.

It is extremely important, and it is possible to introduce such optional courses or socially oriented specialized courses as "Culture and Personality", "Pedagogical Genealogy", "Intercultural Features of Communication Etiquette", "Modern Studies on Native Land", etc. in the curriculum.

3. CONCLUSIONS AND SUGGESTIONS

The abovementioned issues give reason to believe that a variety of thematic and methodological support of forming sociocultural competence will promote students' realization of cultural diversity of a unitary state, prepare them to work in a multicultural environment, form their sociocultural mobility, which will help the future teachers to take that place that would fully meet their needs and opportunities in the society.

In the future, it is significant to conduct a study on the educational process, with the emphasis on the practical application of acquired skills and the development of appropriate integrative learning system in order to ensure the effective formation of social and cultural mobility of the students in terms of the stage nature of education for teachers.

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Стахів Марія, Бойко Галина. Соціокультурна складова професійної компетентності педагога. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 110–116.

У статті досліджено теоретичні і практичні аспекти формування україномовної соціокультурної компетентності студентів вищих педагогічних навчальних закладів; проаналізовано пріоритети соціокультурної парадигми освіти, в контексті якої представлена проблема підготовки майбутнього педагога до роботи в умовах особистісно орієнтованого навчання школярів.

На підставі аналізу психолого-педагогічної та науково-методичної літератури з окресленої проблеми визначено низку методико-педагогічних ідей, які уможливлюють формування соціокультурної мобільності майбутніх педагогів з метою забезпечення соціокультурного розвитку школярів.

Ключові слова: соціокультурна компетентність, соціокультурна мобільність, соціокультурний розвиток, принцип культуровідповідності, полікультурне середовище навчального закладу.

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ADAPTATIVE POTENTIAL STUDENTS AS INTERNAL RESOURCES MASTERY UNDER TRANSFORMATION OF SOCIETY

NATALIYA ZAVATSKA, ULYANA MYKHAYLYSHYN

Abstract. The article shows that the specificity of a holistic personality adjustment process in social systems is not confined only because of the peculiarities of its elements, such as the personal maturity, changes in the social conditions of the environment, and is determined by the interaction of structural components of the adaptive capacity of the individual. This maladjustment of one of these components will inevitably impact on the integrity of the individual adaptation process. It was determined that based on the analysis of the structural components of adaptation of the person (socially adapted situation, social need for adaptive, adaptive psychological need) there is the need to clarify the role of each of these components in the process of adaptation of the person. In the context of investigations under the holistic process of social adaptation of personality in social systems we mean active mutual adaptation of the individual and the social environment to each other in order to create a harmonious cooperation for the effective functioning of the individual in these social systems. Violation of this process or the implementation of its social disapproved or antisocial ways leads to the violation of the integrity of the adaptation process and it flows in unacceptable forms of society. It is emphasized that social exclusion leads to disruption of the socialization process, reflected in the increasing complexity of learning and the use of social roles, values and attitudes. In accordance with the social work we should pay attention to the replacement of anti-social norms, values and attitudes to prosocial. This process we treat as a social reinsertion - purposefully organized restructuring of the moral and valuable personality and behavioral areas that promotes the formation of social and value orientations and behavior. It was stated that the whole process of social adaptation of the person can provide awareness and reflection of environmental changes in the social systems of the environment; activity of the person in the regulation of adaptive capacity; transformation of adaptive capacity into more complex and sophisticated forms of interaction with the surrounding reality.

Keywords: students, personality, adaptation process, social systems.

1. INTRODUCTION

According to supporters of cognitive psychology, in the process of interaction with the environment of the person receives the information, which contradicts with the existing facilities, while experiencing a state of discomfort, which stimulates the search of possibilities of its withdrawal or reduction. To this end, attempts may appear to refute the information received, change one's own settings, search for additional information with the aim of establishing coherence between the former views and the other information. In fact, psycho-correction, psychotherapy, training, from the point of

view of adaptation and rehabilitation in different social contexts (medical care, education, vocational training and improvement of skills) is the subject to the common goal of improving the organization the process of adaptation and rehabilitation of the person in a specific action on the psyche of those or other operating means. This process is carried out at the decision of the resolution of the conflicts, which are experienced subjectively. The quality of the decisions solution of these conflicts corresponds to the level of the organization, the informational system of human relations [2; 3].

2. DESCRIPTION AND ANALYSIS

It is necessary to pay attention to the fact that the concept of the development of personality in Russian and foreign works of the last years is not opposed to adaptation, which is a historical recognition of the integrity and indivisibility of various changes in its self-actualization. During the last decades of research into the development and formation of personality in the process of its interaction with the environment, one way or another connected with the study of the mechanisms to ensure socio-psychological adaptation of the personality to the conditions of activity in which development takes place. Today we observe productive study of the subjectivity of a man, possibilities of its self-promotion and self-construction in the context of the theory of human adaptation. In this direction a significant contribution to the study of problems of adaptation of the individual to the social environment is the works by G. Ball, P. Kuznecova, S. Larionovoi, S. Maksymenko, N. Maksymova, A. Nalchadzhiana, L. Orban-Lembryk, B. Parygina, S. Posohova, T. Rongynska etc. Theoretical provisions laid down in the works of these scholars became the basis of the proposed research project [1; 4; 5; 6; 7].

If the notion of "the process of social adaptation" reflects the phenomenon of inclusion and integration with the community and self-determination in it, and socio-psychological adaptation of personality consists in the optimal implementation of the internal capacity of the person and personal capacity in socially important activities, in the ability of preserving itself as a personality, interact with the surrounding society in the specific conditions of existence, the social disadaptation is considered by the majority of researchers as a breach of active adaptation of the individual to the terms of the social environment due to a false or insufficiently developed human notions of themselves and their social networks, inadequate means of communication, lack of communication skills, etc. Researchers (B. Almazov, O. Zotova, N. Maksymova, L.F. Shestopalova etc.) note that the social disadaptation cause disruptions in the process of mastering the personality of the respective roles of the entry in a new social situation, and the acquisition of skills of communication, interaction, and is accompanied by discontent with the personality of its status in the group, the level of its communicative potential, reduced self-esteem, the dilution of the individual.

The paper notes that the concept of social exclusion, as the term "disadaptation", is introduced in the science of international scientists is in the 50-ies of XX century. This concept was created by representatives of social medicine and medical sociology (P. Delore, And. Dussert, R. Dubuot, E. Huant). The principal cause of social exclusion they saw as the distortions of the conditions of human life conditions of its formation as a biological species. So, P. Delore defines social exclusion as a condition of the person, which is not found in the environment conditions, which correspond to its needs, abilities and wishes, which may lead to disunity, or conflict with the environment.

Such views are found in the works of other representatives of the theory of social exclusion. E. Huant and And. Dussert treat diseases in general, as an expression of maladjustment to the environment. In its, turn maladjustment to the environment is a disease and can be accompanied by such psychopathological manifestations of how aggressive the euphoria and social tensions, as well as the loss of a man of his individuality. In addition to diseases, which, in their opinion, is a consequence of the normal social exclusion, can be more disorders through the so-called reverse social exclusion, under which the researchers have in mind not only the adaptation of the human organism to the environment, but also the reverse process - the adaptation of the environment to human life, which further reinforces the exclusion, alienation of the social environment in relation to man and mankind.

We share the opinion of A. Nalchadzhiana that paradoxical in the concept of E. Huant and I. Dussert is their assertion, that in the settlement of social life neurotic, unstable people with arrhythmic and pathologically tense nervous system feel less severe disorder with the environment, because they themselves are in a state of functional arrhythmia, while a person with a refined perception and rich inner world will suffer from social exclusion. From this it follows that neurotics successfully oppose to social exclusion than healthy people. However, not sharing the similar point of view of representatives of the concept of social exclusion, it is necessary to note, that they are the first made the conclusion about the causes of social exclusion and its consequences in the life of every individual.

For the analysis of the Genesis, in our opinion, dynamics of the contents and structure of disadaptation of the personality is expedient, the use of the theoretical model of personality is proposed by A. Petrovskyi and M. Jaroshevskyi. Genesis desadaptation personality is understood as the formation of the exclusion of the individual for the violations of interaction with the material and social environment in the process of activity, communication, knowledge, that is, as a result of certain strains in the course of ontogenesis and social genesis. Understanding the Genesis of exclusion contributes to psychogenetic concept of individuality, the concept of personality, which develops the concept of historical and evolutionary approach to the understanding of the individual. Thus, according to the psychogenetics there is a change of the mechanisms of realization of functions of the organism within the concept of personality in ontogenesis. Disruption of the normal functioning of these mechanisms can lead to inadequate reactions to internal and external stimuli, to desadaptation manifestations. In the basis of the concept of identity, which is developed, we can notice the idea of formation of the personality in the social environment through adaptation, individualization and integration. According to this concept in the early stages of the development of personality mostly turns out to be adaptive activity. In future behavior is mainly determined by individual psychological characteristics. The result of social exclusion is a condition disadaptation personality. The basis of disadaptation of conduct constitutes the conflict, and under its influence is being gradually formed into the inadequate response to conditions and requirements of the environment in the form of those or other aberrant behavior as a reaction to systematically and continuously contributing factors. Any person cannot cope with them. This point of view is shared by many psychologists (I. Myloslavova, S. Posohova, O. Soloduhova, A. Fernhem, N. Hodorivska, etc.). The authors determine the deviations in the behavior through the prism of a psychological complex ecological the alienation of the subject. Consequently, the absence of the possibility of a person to change the environment is rather painful for him. Being aware of his own incompetence leads the subject to the transition to the protective behaviors, creating protective emotional barriers in relations with others, reduction of the level of ambition and self-esteem. In the framework of this approach in the social-psychological desadaptation is understood as a psychological condition caused by the functioning of the psyche on the verge of its regulatory capacity, which is expressed in the lack of activity of the individual, the difficulty of implementation of the basic social needs (the need for communication, recognition, self-expression), in violation of self-assertion and free expression of their creative abilities, in an inadequate guidance in situations of dialogue in the distortion of the social status of disadaptation personality.

As noted by V. Somke, a high level of rigidity in the structure of personality is a risk factor "desadapted states". Rigidity, which is manifested in the inability to control the program of life of individuals, leads to deformations in the cognitive, affective and motivational spheres. So, cognitive rigidity leads to the exclusion of the individual in connection with its inability to accept the changes taking place in the environment, and adequately react to them. Affective rigidity is expressed in the slow emotional reaction to the events in her fixation on the same objects, the inviolability of the emotional significance of the events that have been changed. Motivational rigidity is the inflexibility of motivation and necessity sphere of the personality, in the impossibility to change the habitual ways of meeting the needs of the changing conditions of life. Especially unfavorable for identity is a complex manifestation of cognitive, affective and motivational rigidity, connected with egocentrism, high self-esteem, narrow interests, stubbornness, etc. On the other hand, excessive flexibility, disinhibition, poor self-control can also lead to exclusion.

Productive for the analysis of the structure of disadaptation is systemic, structural-level and the structural-functional approach used in the study of activity of the person. The structure of the exclusion of the individual, we make on the basis of different concepts of behavior and motivation of behavior, activities, communication, and cognition. It should be emphasized that the structure of the manifestations of disadaptation personality in specific situations determines the level of involvement in the design of the internal state of the organism, psychological factors, and the intensity of the external factors, genetic and individual experience. As the basic structural elements of exclusion can be seen psychophysiological, psychological and social components. The attraction of those or other units in the structure of exclusion can be explained on the basis of concepts of operational mediation interpersonal (interindividual) relations (A. Petrovskyi), interindividual representation of the individual in personalization (V. Petrovskyi). The concept of interindividual representation of personality is the theoretical basis for explaining the decisive significance of the individual-psychological peculiarities of the subject of the intensity and orientation of the manifestation of its disadaptation. Any impact of the environment (material and social, surrounding people) ultimately is refracted through individually-psychological characteristics of the individual and are in the "processed", decorated with personal characteristics the light, in the form of activity, causing changes within the individual and outside it – in behavior, in the process of activity, communication and cognition, or in the form of an instinctive or habitual (based on experience) reaction to a stimulus.

The role of psycho-physiological mechanisms in the formation of disadaptation of the personality is possible by the words of B. Teplov that "physiological activity is one of the mediated links, thanks to which naturally-deterministic properties of the nervous system are reflected on a psychological level".

On the mental level, if we consider the disadaptive behavior as a form of manifestation of the activity of the subject, as the structural elements of its manifestation it becomes possible to identify target, motivational and instrumental basis of activity (V. Petrovskyi), needs, motives, goals, installation, emotional changes, whole and fragmented mental state.

At the social level, the structural elements of disadaptation are different kinds of deformation in the structure of personality and social and role-playing activity. Structural elements of psycho-physiological and psychological disadaptation are also included in the structure of social exclusion, as one of its components. The functions of social exclusion are in a very wide range of interpersonal relations in the form of aggression, conflicts, in deviant and delinquent behavior. The highest degree of social exclusion, as a rule, leads to a serious and dangerous for surrounding people and society as a whole antisocial behavior. In fact psychological bases of rehabilitation of such persons we were trying to solve in our study.

On psycho-physiological structural components of the activity of the individual (activation or activation, strength and lability), which characterize the neurophysiological characteristics of the nervous systemI in those cases the signs of activity in disadaptive behavior they, I think, are able to determine the dynamic manifestations of disadaptation in different spheres of life: legal, intellectual, strong-willed, communication. We come to such conclusion on the basis of extrapolation of data on the activity received in psychophysiological research, in cases of manifestation of the activity in a state of desadaptation and in desadaptive human behavior.

This conclusion, in our opinion, is confirmed by the results of researches of the formal-dynamic side of the activity as a system of characteristics of individual behavior that reflects, at least, three separate aspects of it: high speed, which detects the speed of the flow of individual behavioral acts; ergic associated with the inner desire of the individual to the strenuous activity; variation that manifests itself in the tendency to diversity and novelty. Formal-dynamic indices of activity, identified in the psycho-physiological studies, are directly related to the psychophysiological factors. In particular, O. Krupnov examined the relationship between motivation and meaningful, effective and dynamic characteristics of human activity in different spheres of activity, the relationship between the dynamic characteristics of the activity and the specific characteristics of human emotion. He found the opposite influence of fear and anger on the dynamic characteristics of the intellectual, motor and strong-willed components of human activities. As you know, the fear is characterized as tense emotional state that is

associated with the expectation of a threat. At the same time if the source of the threat remains uncertain or unconscious, a state of anxiety. Anxiety, from the point of view of our study, is considered as a significant structural component of the adaptation of the personality. Describing the anxiety from the point of view of its negative consequences for the individual, researchers define pathological anxiety as non-controlling person, which leads to serious violations of the psyche. In their opinion, there is a certain level of anxiety, essential to ensure that adaptation to the environment, however, high anxiety becomes disadaptive factor.

So, disadaptation the property of the individual and disadaptation of the personality as a phenomenon and state (disadaptation) are formed as a result of violations of the adaptation mechanisms of the organism, subject and personality. At the level of the organism exclusion may cause various deviations from the physiological and physical development, as well as pathological violations of the functions of the organism. At the level of the subject of the cause of psychological disadaptation there are violations in the sphere of psychic mechanisms of human life. On a personal level, the reason for the exclusion is the difficulties of adaptation of the subject to social norms of behavior, values, accepted in the society, as a result of the negative life experiences, inadequate mental development. The structure of social disadaptation of the personality should include anxiety and rigidity, discontent affiliation, the desire for power.

The theoretical analysis of the problem shows that the social adaptation is a continuous process of integration of the individual in society, the process of adaptation of the individual to the terms of the social environment, as well as the result of this process. The ratio of these components, which determines the character of the behavior, depends on the goals and values of the individual and the ability of their achievements in the social environment. The result is the formation of self-consciousness and the role of conduct, ability to self-control and adequate links with others. The main types of the adaptation process are formed depending on the needs and motivations of the individual: the active type is characterized by a predominance of active influence on the social environment; passive – type is determined by the passive, conformal the adoption of the goals and values of the group.

Analysis of the dynamics of psychological peculiarities of the personality in the process of adaptation to the changed conditions of life and the influence of psychogenic factors shows that regardless of the intensity of the psycho-emotional loads of change in the structure of the psychological characteristics of mostly negative in nature, and the longer the duration of the psycho-emotional loads and a more intensive influence of psychogenic factors, the more severe consequences for the mental state of the person. In addition, in Middle age heterochronism and variability of development increased, which is largely due to the imposition of ontogenetic and biographical lines of development. However, as the researchers note, maturity is the least known period of ontogenesis, which is characterized by a high level of development of the spiritual, intellectual and physical abilities of man. Specificity of the development of the adult person is that she decides not already educational and life goals. Adult always has a certain idea of his own life, which includes events individually-psychological, biological, historical character, which cover the past, present and future. In connection with this most adequately study the development of the personality in adulthood through the analysis of the path of life, personal development and self-development, which becomes especially important in an era of social change and complications, intensification of public life. In the Mature age the activity, as a rule, is directed on integration of the subject with referent groups. The process of integration takes place at intensive operation of reflective activity. Violations of the stages of the development of personality can form disadaptation. Regarding the dynamics of the content of disadaptation personality and its psycho physiological, psychological and social components, we also take into account ontogenetic changes in the individual and sociogenesis. As the theoretical analysis of the dynamics of person disadaptation shows, the ontogenetic aspect is developed in the direction of weakening of its manifestations. However, with respect to persons who, could not adapt to the social environment before, for example, persons with Internet addicted behavior, this question remains acute. The most acute is the problem of adaptation to the social environment of persons who have served a sentence in places of imprisonment. The researchers, who studied this problem, in particular V. Vasyliev,

O. Krukovych, S. Levin, V. Romek, T. Tatydynova, V. Trubnykov, indicate the typical of these persons difficulties of entering in a new environment. According to N. Dmytriieva, M. Drumova, O. Jepanchynceva, O. Karajani, L. Kytajev-Smyk, V. Kontorovych, P. Korchemnyi, O. Maklakov, V. Popov, I. Soloviov, V. Stasiuk, S. Chermianin, L. Shestopalova, Je. Shustov, the burden of adjustment in the mature age of peaceful living conditions for experience and participants of combat operations. The lack of control of such persons for their own reactions to the changes takes place in the midst of them, to a certain extent explained by their rigidity, which, in turn, as the property and the condition of the individual is one of the most significant factors, which defines the structure of disadaptation of the personality.

Adaptation and reinsertion express the degree of adjustment of the individual personality's structures and their correction or the degree of restructuring of the personality as a whole. The process of adaptation is connected with the correction, completion, deforming, partial restructuring or separate functional systems of the psyche, or the personality as a whole. Re-adaptation concerns the values, goals, norms, semantic entities of the personality and its necessary -motivational sphere, which are reconstructed on the opposite in meaning, ways, and means of implementation. The process of reintegration is bound either with a radical restructuring of the functional systems in General, in the person of the extraordinary circumstances, or with the transition from a state of adaptation in a familiar environment in a state of adaptation in the new conditions, which differ from the pre-conditions of life and activities (for example, in the transition from one civilian conditions in the military, etc.). Reinsertion is the process of transition of a person in the new conditions of life and activities, which are significantly different from those she had adapted. Some researchers regard re-adaptation as the final result of the process of social rehabilitation of the person. In our opinion, the term "reinsertion" precisely reflects the essence of the process for a period of maturity, in contrast, for example, the term "re-socialization", which reflects the essence of this process for a period of childhood. Therefore, social re-adaptation can be defined as the final result of the process of social rehabilitation of the person and the process of re-inclusion of a person in the social context and the formation of her compensatory social skills.

The person as a system-forming quality of a person, as a body of the integration of natural and social figure (B. Ananiev, V. Petuhov, V. Stolin), as an integral psychological management body of human behavior (V. Zinchenko), and its adaptive capacity is, in our opinion, the main instrument of rehabilitation in a situation of crises. However, if the conditions of life of the man of mature age have dramatically changed and it has to adapt to such contradictions and changes, this process becomes more complicated. A man is lost in a critical situation; returning to a normal life he/she has to re-adapt to the previously usual terms. Life turns out to be divided into "before" and "after". Very often a return to the previous himself is not possible, and the influence of the critical situation is much stronger than the demands of daily life. The person remains under the authority of the "ultimate" experience, because nothing in the ordinary life can be compared with him on the intensity of the emotion. Moreover, the impact of negative emotions, as a rule, is stronger. Crisis experience becomes a source of exciting memories, dreams, and experiences. Voluntary or involuntary treatment can be too painful, and the person, by all means, wants to avoid it, which further complicates the process of liberation. Faced with the influence, which is the threshold for a "normal" sensitivity, the man produces a kind of defense mechanism, ceasing to respond to most of the stimulation. Therefore, many of the survivors in the recent time, talk about such indifference, apathy (although sometimes this is accompanied by a motivated or unmotivated explosions of anger or aggression). The indifference and insensitivity applies, first of all, to the events of the life, when the tragic experience remains emotionally meaningful and relevant, and the possibility of social rehabilitation of such persons is very limited.

Under socially adapted situation most often mean a relatively new and unusual for the person status of a social environment, which requires a certain restructuring of its behavior, change the previous forms and ways of life. The social need is the main motive force in the formation and development of social activity of the individual, its aims activities and rehabilitation. Prerequisite for rehabilitation may occur in such a contradiction: the person needs to deploy its social values,

orientation, installation, etc. to the social situation and through this need can be adapted to a particular situation; the particular social situation does not create opportunities to meet the needs of the individual, and therefore, its social activity is directed on the change of the situation in accordance with their needs. This has implications not only for the theory, but also for the practice of management of the process of social rehabilitation, which, in our opinion, implies the necessity of purposeful construction of such a micro social environment, which would encourage the formation of the human certain social qualities, contributing to its reintegration in a wide micro social environment; personal development; the possibility of self-realization; development of a dynamic model of rehabilitation of the person, taking into account these components and the requirements of the wider social environment.

Considering the mechanisms of adaptive reactions of the person in response to environmental factors, and providing psychological reaction to the impact of the social environment, it is expedient to introduce the factor of social reintegration, the medium operation of this mechanism - the adaptive capacity of a person as well as the aggregate value-semantic and motivational formations and operational characteristics of ways to implement the face of their motives. In a crisis situation, this factor becomes the master, and the level of social rehabilitation of the directly is connected with the level of development of the adaptation potential of a personality. In respect of middle-aged adults, who have experienced stressful situations (served their sentence in places of imprisonment, the veterans, military servicemen, transferred to reserve or retired persons, dependent on psychoactive substances), we have the assumption that the figures on the components of their adaptive capacity reduced. So, in motivational –necessary sphere of a person, we assume violations of value orientations and focus of motivation on the sphere of self-consciousness of the people; the possible inadequacy of self-appraisal, low level of reflection, the ineffectiveness of psychological defense mechanisms; in the emotional-volitional sphere of the lack of voluntary self-control; among individually-typological peculiarities of – disharmonious combination of accented character traits. Social disadaptation of the studied population, in our opinion, is due to their low adaptive capacity.

3. CONCLUSIONS

So, in spite of the fact that the concept of "adaptation" is applied for a long time, and unambiguous interpretation is not found, is explained, first of all, by a variety of spheres of its use. The socio-psychological level of the adaptation process is two-folded: on the one hand, it implies the change of social functions, which are necessary in order to satisfy the requirements of the social environment; on the other - it changes the environment. In the context of the study under the whole process of social adaptation of personality in the social systems, we understand the mutual active adaptation of the individual and the social environment to each other with a view to creating a harmonious interaction for the efficient functioning of the individual in the social systems. Disruption of this process or the implementation of its social disapproval or asocial ways leads to a disruption of the whole process of adaptation or leakage, it unacceptable for the society forms. Social disadaptation leads to disruption of the process of socialization, which is expressed in the complication of assimilation and application of social roles, values, and attitudes. In accordance, social work should be aimed at replacement of the anti-social norms, values, and attitudes on prosocial. We treat this process as a social re-settlement that is purposefully organized by the restructuring of moral values and behavioral spheres of personality, which contributes to the formation of socially-valuable orientations and behavior. The complete process of social adaptation of a personality in social systems can be provided with the knowledge and reflection of changes of the environment; activity of the individual in the regulation of adaptive capacity; the transformation of the adaptive capacity into a more complex and advanced forms of interaction with the surrounding reality.

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У статті обґрунтовано, що специфіка цілісного процесу перебудови особистості в соціальних системах не обмежується тільки особливостями його елементів, таких як особистісної зрілості, зміни соціальних умов навколишнього середовища, і визначається взаємодією структурних компонентів адаптивної здатності індивіда. Ця непристосованість одного з цих компонентів неминуче позначиться на цілісності індивідуального процесу адаптації. Встановлено, що на основі аналізу структурних компонентів адаптації особистості (соціально адаптована ситуація, соціальна потреба в адаптації, адаптивна психологічна потреба) існує необхідність уточнення значення кожного з цих компонентів в процесі адаптації людини. У контексті досліджень в рамках цілісного процесу соціальної адаптації студентства в соціальних системах йдеться про активну взаємну адаптації особистості і соціального середовища з метою створення гармонійної співпраці щодо забезпечення ефективного функціонування особистості. Порушення цього процесу або реалізації його соціально відхиленими або антигромадськими способами приводить до порушення цілісності адаптації. Зазначено, що соціальна дезадаптація призводить до порушення процесу соціалізації, передусім через ускладнення змісту навчання, використання невідповідних соціальних ролей, невідповідності цінностей та установок. Відповідно, мета соціально-педагогічної діяльності передбачає орієнтацію на зміну антисоціальних норм, цінностей і ставлення до просоціальних. У статті цей процес трактується як соціальне переорієнтування – цілеспрямовано організована перебудова морально-ціннісної сфери особистості і її поведінки, що сприяє формуванню соціальних і ціннісних орієнтацій. Доведено, що процес соціальної адаптації студентства може бути забезпечений усвідомленням і відображенням екологічних змін в соціальних системах середовища; діяльності людини в регуляції адаптивного

потенціалу; трансформації адаптивної здатності в більш складних і витончених формах взаємодії з навколишньою дійсністю.

Ключові слова: студентство, навчальний процес, особистість, процес адаптації, соціальні системи.

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THE SUBSTANTIAL CHARACTERISTICS OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF FUTURE PRIMARY SCHOOL TEACHERS' PROFESSIONAL SELF-DEVELOPMENT

ARTEM SMOLIUK

Abstract. The article presents reasonably organizational and pedagogical conditions of professional self-development of primary school teachers, namely: support of positive motivation of achievement as meeting internal needs of the individual in professional self-development; the use of cognitive and informative opportunities of the content psychological and pedagogical and methodical disciplines for the formation of didactic complex and technological knowledge and skills, abilities to integrate spatial and substantive, informative and motivational, psychological, social and communication components of the educational environment of teachers' training college; creating rich social and communicative space in the course of interactive cooperation of learning subjects to create students' "success situations" and demonstrating positive experience of the professional success. The result of these organizational and pedagogical conditions of the professional self-development of primary school teachers have reflexive-value treatment to the personality as a future teacher and professional considering his or her strengths and weaknesses, formed a high level of readiness for professional self-development in his or her chosen profession.

Keywords: organizational and pedagogical conditions of professional self-development, primary school teachers, positive motivation.

1. INTRODUCTION

The personality-oriented character of the new model of professional training in our country is directed to self-actualization, self-determination and self-identity of the future specialist's personality. According to V. Kremen, the purpose of education is "... not even form and educate, but find, support, develop a human within a human, lay a mechanism of self-identity in himself" [10]. For this reason the interest of both theorists and practicians of professional education to the problem of future specialist's professional self-development, in particular to organizational and pedagogical conditions of the specified process remains almost evidence-based.

The aim of the article is to single out the characteristics of the organizational and pedagogical conditions of primary school teachers' professional self-development.

The process of primary school teachers' professional self-development is not possible without specially organized organizational and pedagogical conditions. To understand the concept "pedagogical condition" let's refer to the interpretation of the content of the phenomenon. The concept

"pedagogical conditions" concerns various aspects of training, education and development: goals, principles, contents, methods, forms, means, etc. [4; 5]. The term can be used for describing both complete teaching and educational process of the characteristic and its separate parts or elements. By analyzing the content of this concept, we can note that despite its coverage by such researchers as Y. Babanskii A. Verbytskii, I. Pidlasii, V. Slastionin, I. Frolov and others, the concept is highlighted not enough and sometimes in the scientific literature can be of different meaning. The term organizational and pedagogical conditions means important factors that take effect on the appearance of any phenomenon [9].

The psychological interpretation of the term "condition" as set of the phenomena of external and internal environment which authentically influences development of the concrete phenomenon which is mediated by activity of the personality or group of people important for our research [12; 14]. Psychologists consider as significant conditions of professional formation of the personality motives, an orientation of the personality, tendency, interests, the general and special abilities, circumstances of education and training, the organization of professional and educational environment, access to cultural values, the condition of social environment, etc. [11; 12; 13]. Significant in this context is a combination of both external and internal influences, and namely external influences are able to act only through indirect human perception. Great contribution to understanding of this problem was made by Rubenstein who noted differentiation of both internal, and external conditions. We support the scientist's position that external conditions define the final result not directly, and "refracting" through action of internal conditions, own nature of a certain object or the phenomenon. Internal conditions act as the reasons, and external as circumstances [15, p. 289-290]. Close to the specified S. Rubenstein's position there is an understanding of provisions of researchers that professional self-development is dialectic process which as was emphasized by I. Kharlamov caused by external and internal incentives allows to track dynamics of professional self-development of the identity of future elementary school teacher and to allocate organizational and pedagogical conditions of his stimulation. Professional self-development is stimulated in external aspect with purposeful inclusion of students in different types of activity, first of all, in informative and research work, their attraction to the solution of creative tasks, use of opportunities of the creative developing environment of teachers' training college. From that how close and fruitful interaction of the environment of teacher training college and personal opportunities of the student is, professional self-development of future elementary school teachers is more successful. In internal aspect professional self-development reveals on professional self-knowledge of the personality of the future professional and people around, conscious ability to design of own professional way, the critical relation to the professional achievements and the fellow students. The student internally seeks for professional self-development, that is at the level of the personality certain high-quality changes to professional self-improvement, development of a certain style of professional activity are observed. Such dynamics of professional self-development is realized by the personality at the different levels from bigger professional competence, ease of the course of social and professional adaptation during the work practice to feeling psychological comfort and pleasure from the conducted lesson, from interaction with children etc.

Pedagogical studies are based on a philosophical interpretation of the category "condition" as an expression of the subject attitude to surrounding phenomena, without which it cannot exist, as well as psychological understanding of the conditions as reasons, factors, under the influence of which the professional development of the individual is going on. The researcher M. Danilov considers that a subject of methodology of pedagogics is: pedagogical knowledge itself, ways of its getting, the conditions of its implementation in practice and definition of the subject of pedagogy [6]. A. Khutorskii who claims that a subject of didactics is not only the process of training, but also a condition necessary for its current (contents, means, methods of training, communication between the teacher and pupils, etc.) and also got results, their diagnostics and an assessment, holds the similar opinion.

2. DESCRIPTION AND ANALYSIS

Generally, having opened methodological positions of researchers concerning category "pedagogical conditions", we can generalize the following. First, a number of researchers (V. Belikov, A. Nain, O. Fedorova, E. Yakovlev, N. Yakovleva, etc.) who understand pedagogical conditions as a set of objective opportunities of the solution of educational tasks. Secondly, they understand conditions as pedagogical requirements (O. Berezhnova), circumstances (K. Biktahirova) under which components of educational process are presented in the best to interrelation; set of external and internal influences (V. Manko, V. Polonskii). A bit different is a position of researchers (Yu. Babanskii, M. Zvereva, I. Ziaziun, N. Ipolitova, O. Pekhota, Yu. Yutsevich, etc.) who connect pedagogical conditions with designing of educational system in which they act as one of the components (factors, circumstances). Scientists who support the third position (B. Kupriianov, S. Dynina, etc.) understand pedagogical conditions as one of the parts of regularities of training process.

Thus, having carried out the theoretical and methodological analysis of the problem, we can state that "organizational and pedagogical conditions of professional self-development" is a component of pedagogical system (complete pedagogical process); reflect set of opportunities of the educational environment of teachers' training college (corrective actions of interaction of subjects of education are purposefully designed: contents, methods, receptions and forms of education and education, program and methodical ensuring educational process) and material and spatial environment (the educational and technical equipment, natural and spatial environment of educational institution, etc.) influencing functioning of educational system; their structure is present as internal elements which influence development of the personal sphere of subjects of educational process, and external circumstances of teaching and educational process; their realization is properly proved provides effective functioning and development of pedagogical system, stimulates readiness for professional self-development.

In the context of our research we understand specially designed factors of influence on external and internal circumstances of vocational training of future elementary school teachers which promote their professional self-development, readiness for development of both professional and personal abilities, to formation of steady professional competences under the conditions of the educational environment of teachers' training college. In our understanding the use of opportunities of the educational environment assumes realization of set of objective subject and spatial conditions, social objects and educational factors and influences, external on the student (content of education, the form of the organization of teaching and educational process, methods, technologies, etc.) necessary for effective self-development of the identity of future primary school teacher in the course of getting primary education of the its degree.

Besides, the allocation of organizational and pedagogical conditions of professional self-development of future elementary school teachers cannot be carried out without psychological and pedagogical features of student's age. For our research it is important to understand specifics of psychophysiological age features of students of teacher training college (15–18 years) who, in our opinion, have certain differences from students of higher education institution for the fact that most of students enter the college after the 9th form (15–16 years).

Therefore the student of teachers' training college perceives a social situation of development more keenly, which realizes through system of his experience, attitudes, awareness of the inner world, the psychological qualities and opportunities from the point of view of prospects of further independent life that is shown in communication and relationship with seniors and peers, perception of reference group, in the relation to study and separate subjects. Conscious professional self-development begins just in this age period as most of domestic psychologists consider the most important factors of a social situation of development at young age - the beginning of maturity, entry into the welfare world of adults as the independent personality, completion of socialization of the personality through an education system, the beginning of economic activity, professional and vital self-determination, intensive self-knowledge and "opening I", outlook formation as systems of beliefs, psychological

tendency in future, purposeful mastering professionally significant knowledge, skills, assimilation of new social roles (public, professional and labor). Psychological orientation of young people to the future independent life is connected with essential feature of this age period – the leading kind of activity which influences process of psychological development and formation of the identity of the student. In the period of mature youth young people who begin training treat the leading kind of activity to be educational and professional. Educational professional activity considerably changes the nature of educational motivation at mature youthful age: knowledge is perceived by students as a necessary condition of future professional activity. But, educational and professional activity becomes the leading kind of activity only for those young men and girls who consider for themselves necessary continuation of training for the purpose of acquiring of knowledge, skills for future profession (but not for reasons of finding of the soulmate, execution of desire of parents, the fact of obtaining the diploma about the higher education, evasion from army, etc.). Motives of the entering educational institution in many respects define also motivation of educational activity of students, and success through it.

So, the motivation to cognitive activity and personal interest is one of the main factors of the developing influence of training on the identity of the student. One more factor on which efficiency and success of training depends- taking into account psychological (cognitive) the parts of the characteristic of the identity of the student represents unity of mental processes (feeling, perception, speeches, imagination, memory, thinking), attention, mental states (attentiveness, indifferences, tranquility, agitations, rise, interest, etc.) and properties of the personality (strong-willed qualities, orientation, temperament, character, abilities). In modern domestic psychological literature it is possible to meet various points of view on development of the cognitive sphere of the person in the period of early maturity. Variety of views on this problem is connected with features of this age period which are defined, according to A. Rean [15] inner personal (talent level, character and form of mental ability, formation of cogitative operations, experience, etc.) and external (social and economic, cultural, educational) factors. But most of domestic researchers of the period of early maturity claim that the period of mature youth in the course of vocational training is sensitive to development of the informative sphere, mental, creative and special abilities, formation and stabilization of properties and conditions of the personality [1; 2].

In our opinion, emergence of negative intellectual emotions (discontent, disappointment, anger, depression, feeling of powerlessness) is possible in that case when informative opportunities don't correspond to the content of training. Stressful states which reduce informative intellectual and creative activity of future teacher can turn out to be consequence of it.

Therefore such organization of methods of teaching which causes negative emotions is the most harmful in educational activity of the student. Efficiency of influence of external impacts on behavior of the student depends on his mental state. As M. Diachenko and L. Kandybovych [7] note, mental conditions of the student are the temporary complete conditions of his mentality influencing course of mental processes, creation of practical actions and manifestations of properties of the personality. They include: rise, inspiration, cheerfulness, determination, confidence, uncertainty, melancholy, grief, etc. Mental states (positive or negative) influence the course and achievements of results of activity of students, progress, quality of knowledge, skills, abilities, on the formation of professional - important qualities of the identity of the student. As effectiveness of intellectual and creative work depends on manifestations of mental conditions of participants of educational process, in our opinion, teachers should cause, support and mobilize positive mental conditions of students and warn and neutralize negative, adjusting students for active work, creating the atmosphere of creative rise, mutual understanding, cheerfulness, optimism, support. Knowing the point and origins of mental status, the teacher is more effective to organize intellectual and creative activities of students. A directivity of students as social group, according to words of I. Zymnia [8], the formation of the steady relation to future profession, a directivity of the personality on self-realization and self-development in the course of education is characterized. That is, the professional informative orientation directed to the solution of the specific professional focused objectives is inherent in students.

Thus, new growths of age of mature youth is characterized by achievement of good results of biological, psychological and social development: transformation of motivation and all system of valuable orientations according to the leading kind of activity (educational and professional), change of character of social roles, purposeful acquisition of professional ZUN, intensive formation of special abilities in connection with development of a profession, development of a reflection, improvement of intelligence, formation of the cognitive sphere, disclosure potential opportunities.

On the basis of the specifics of the primary school teacher's activity, research results and empirical experience, singled out components of the professional self-development of primary school teachers we have defined organizational and pedagogical conditions of professional self-development of primary school teachers, namely:

- support of positive motivation of achievement as meeting internal needs of the individual in professional self-development;

- the use of cognitive and informative opportunities of the content psychological and pedagogical and methodical disciplines for the formation of complex didactic and technological knowledge and skills, abilities to integration of spatial and substantive, informative and motivational, psychological and didactic and social and communication components of the educational environment of teachers' training college;

- creating rich social and communicative space in the course of interactive cooperation of subjects of learning to create in students' "success situations" and demonstrating positive experience of the professional success.

The result of these organizational and pedagogical conditions of the professional self-development of primary school teachers have reflexive-value treatment to the personality as a future teacher and professional considering his or her strengths and weaknesses, formed a high level of readiness for professional self-development in his or her chosen profession.

3. CONCLUSIONS

Thus, the detection of the essential characteristics of organizational and pedagogical conditions allows us to claim that in scientific and pedagogical researches of a condition are features of the organization of teaching and educational process, determining results of education, training and development of the personality, objectively provide a possibility of their improvement by realization of a new paradigm of education, application of the advanced educational techniques, modern and innovative technologies, introduction of the best pedagogical experience. So, on the basis of the research of scientific literature, and also practice of teaching work, we consider organizational and pedagogical conditions a basic factor of professional self-development of future primary school teachers. They influence substantial and procedural aspects of teaching and educational process, promote appropriate realization of didactic regularities and principles of training, effective functioning and development of educational system, guarantee high quality of training and all-round development of personal qualities of subjects of training.

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Смолюк Артем. Змістові характеристики організаційно-педагогічних умов професійного саморозвитку майбутніх учителів початкової школи. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 126–132.

У статті визначено організаційно-педагогічні умови професійного саморозвитку майбутніх учителів початкової школи, а саме: підтримка позитивної мотивації досягнення як задоволення внутрішньої потреби особистості у професійному саморозвитку; використання когнітивно-пізнавальних можливостей змісту психолого-педагогічних і методичних дисциплін для формування

комплексу дидактико-технологічних знань і вмінь, здатностей до інтеграції просторово-предметного, пізнавально-мотиваційного, психолого-дидактичного та соціально-комунікаційного компонентів освітнього середовища педагогічного коледжу; створення насиченого соціально-комунікативного простору в процесі інтерактивної взаємодії суб'єктів навчання для створення у студентів "ситуацій успіху" та демонстрації позитивного досвіду професійних успіхів. Результатом реалізації зазначених організаційно-педагогічних умов професійного саморозвитку майбутніх учителів початкової школи є рефлексивно-ціннісне ставлення до власної особистості як майбутнього педагога-професіонала з урахуванням своїх сильних і слабких сторін, сформований високий рівень готовності до професійного саморозвитку в обраній професії.

Ключові слова: організаційно-педагогічні умови, професійний саморозвиток, майбутні учителі, позитивна мотивація.

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EDUCATING TO FORGIVE AS AN EXPRESSION OF CONCERN FOR ORDER IN A PERSON'S NATURAL ENVIRONMENT. PART. 1: EVIL AND HARM IN THE LIFE OF A HUMAN PERSON AS THE SOURCE OF THE NEED TO FORGIVE

MICHAŁ WYROSTKIEWICZ

Abstract. The paper defines philosophical categories of good and evil in the process of upbringing and development of the personality. People are good by nature. That is why they tend towards the good, they desire what is good, they feel bad and do not function well when they are touched by evil. Goodness is part of the natural environment of the human being; goodness is the natural climate of the human person. At the same time, however, people perform bad deeds. They create evil. They often harm others. This is the cause of disorder in a person's environment. It turns out that the only effective and reasonable means of restoring such order is forgiveness. It is the only thing that has a chance to realistically stop the potential avalanche of evil that appears to be the obvious result of wrongdoing and "nurturing" harm or planning revenge. The evil that "insidiously" enters the world creates the need for forgiveness as the only way to respond to harm; as a way that leads to real order in a person's environment.

Keywords: harm, forgiveness, upbringing, integral development of the human person, human ecology, educational space.

1. INTRODUCTION – CONTEXT: ABOUT FORGIVENESS IN PEDAGOGY

The fact is that an integrally understood education cannot be simply limited to the transfer of knowledge, but it must also include upbringing. Those of us who are involved in education and raising children are well aware of this fact. Education, as seems obvious to us, does not mean teaching someone to be polite (though, undoubtedly, this is an important issue if we rightly agree that we consider being rude to be an injustice). Instead, we must show students what values are and convince them that they are worth pursuing. We must incorporate values into their lives, and educators are to give them ideas on how to do it. The authentic integral development of the human person, which in fact means the development of an integral human being, will not occur without reference to true values [1; 2].

Education experience of XX-XXI century and pedagogical innovations serves as a means of forming abilities of students to find social contact in the environment, critically assess the negative trends in society, treats the members of other social sectors and cultures with respect [20, p. 244-245].

In modern conditions of European integration the hierarchy of values of the modern student is changing. In the world educational expense some attempts of search for innovational ways of pedagogical activity, which is based on postmodern foundation are well visible. At the same time the values system, which the process of education is directed toward, has cultural-historic character. Globalization and intergovernmental integration into modern world community are to be realized taking into consideration educational traditions as formation and development of a person are inseparable from social medium of the people (O. Budnyk) [19, p. 13].

True values are those that result from a person's true nature. If we rightly consider that being ecological means conformity with nature [3], then it can be said with all conviction that striving for these values is an expression of concern for the maintenance and ecological governance of the world within the integrally integrated environment of an integrally human person [4].

2. METHODS AND ASSUMPTIONS

Although the obvious effect of ecological reflection (including from the perspective of human ecology) is to develop normative postulates whose fulfillment contributes to maintaining the greatest natural order in the world, nevertheless, because of the variety of ecological approaches, these suggestions will not be the same in every case [5]. Yet, we will always be concerned about values. According to the thesis, the most appropriate ecological concept is human ecology in relation to an integrally understood human person and their environment [6]. Human ecology will be the ordering tool for further analyzes and discussions.

According to the assumptions of human ecology, the matter of priority (meaning the reality in which realizing the natural purpose and sense of existence is expressed) is the above mentioned integral development of the undertaken human person. Striving to find them is therefore recognized as the basic ecological imperative. The potential of the person, the resulting rights and the need for continuous development belong to human nature. Following the path to integral development is a most natural activity, like green ecology. Relinquishing or obstructing it appears to disturb the ecological balance in the world [3].

According to the above ecological key, the situation of people who find themselves in misunderstandings or conflicts due to evil, which is the result of the evil or suffering they have experienced, will be analyzed. The starting point will be anthropological knowledge. The causes and effects of a conflict will be determined based on these. The latter will be in reference to the development of an integral human person, which was already pointed out and is obvious in our reflections on human ecology. After making an in-depth assessment according to the key assumptions of the research undertaken on the concept, I want to refer to the widest possible knowledge in order to obtain a truly integral vision of the human person. Thus, I will refer to various sciences, from empiricism, through mathematics, the humanities and theology, in order to develop synthetic conclusions on the nature of ethical directives.

Their goal is to get us out of a crisis, a non-ecological situation of a difference between people. It is a natural thing for people to create a community [7]. Consequently, this will enable all people to develop, especially those who have suffered in any way due to inflicted evil resulting from an act of wrongdoing. This concerns both the victim and the criminal, and also the third person, who, although not directly involved in the process, nevertheless feels the effects, although we will clearly concentrate on the former.

For the sake of clarity, it should be stated (as may be inferred from the title) that this paper is the first part of a larger study. The above methods and assumptions apply to the entire research work. The contents that will be presented below are the anthropological basis for the undertaken research, which has become quite extensive. It must be stressed, however, that this foundation is not a simple introduction, but is fundamental, meaning necessary for understanding the problem and the effects in

the undertaken investigations. It comprises the basis for the conclusion, not for the research. In this way, it is part of the results.

The research problem that has been the subject of my investigations and whose results are the subject of this paper is quite extensive, and the research question was complex. Before I began to ask how to get out of a crisis situation that arises in a person's natural environment when he or she is suffering, I focused on whether or not a danger or threat can be avoided. In other words, the question concerns why pain, suffering, injury and harm enter into people's lives. Also, what are their effects on the development of an integral human being, which also means paying attention to the problem of the influence this has on a person's natural environment. These issues, which I consider to be necessary in my introduction, will be the subject of this study.

Speaking of methodological issues and assumptions in this paper, it should be clearly stated that, according to the above information, this paper has an almost exclusive one-sided view of the matter. This means that attention is deliberately focused primarily on a situation requiring forgiveness. It is the person who, as the subject of action, is the main subject of this study, the results of this elaboration.

3. ANALYSIS AND DISCUSSIONS: ANTHROPOLOGICAL FOUNDATION OF THE NEED TO FORGIVE

People are good by nature. Goodness is a natural environment for them. They want what is good and strive for it. This scientifically proven thesis [8] is a key issue in this reflection. This means that not only do people want to do what is good and live surrounded by it, but also what is very importantly is that they feel bad when they are affected by evil. They not only feel dissatisfied, confused or uneasy, but even unfulfilled. A confrontation with evil does not make people feel safe either. This feeling is not the result of some misconception of one's situation but a reflection of the actual state of matters. Evil does not serve mankind. It moves people away from their natural purpose and makes it difficult for them to realize the meaning of their existence. Evil is not natural for a human person.

When experiencing evil, people feel a lack of well-being, which is most evident in mental discomfort. This is obvious because evil is something wrong, unnatural, or an unecological climate for man. Not only is performing evil but also experiencing it a thing that does not agree with man's nature, meaning one's most intrinsic motives and needs. By accepting evil, by doing or approving of it and remaining in such a situation or attempting to admit that it a normal state of being, to some extent people resign from naturally striving to develop, as well as the happiness that is its constituting element. Therefore, defending self against evil and rebelling against it is natural.

Looking at the theological-human relation of evil, we can say that it does not harmonize the will of the Creator with His vision of the world and man. On the contrary, these realities cannot be reconciled. Everything that He created, as *Genesis* states [1, p. 31], "was very good" [9]. That is how it should remain in order to maintain the status quo of a world which is the work of the good God. This also includes man who belongs to the world. Goodness, and especially the moral good, is at the top of the hierarchy of goods, so it therefore creates a state of ecological order in the world and is also the natural focus of human endeavors and the result of human action [10; 11]. In this sense, an evil act, recognized as sin in theology, is the first, meaning basic and primary source of environmental pollution [12; 13].

Despite the above-mentioned natural pursuit of what is good, people sometimes do bad things. Often they create and are the cause of evil. There is no need to conduct scientific research to be convinced of this, we simply refer to history or our personal experience. Such evil and its effects can be seen in many situations. According to previous theories concerning human nature, this means that people who do evil deeds are acting against their nature. This is one of the basic theses referred to in the research and resulting in my report. There are various reasons for this state of matters. Without going into the anthropological complexity of the topic, it is worth mentioning what appear to be the basic causes and the root of evil.

The first is limited human cognition, meaning the fact that man can be wrong because he sees the world, people and their behavior randomly. No human being is able to perceive and understand everything that is around him and what is happening completely. A person is not able to know everything. Forgetting about this and accepting as the ultimate and best solution the effects of their experiences and thoughts, people quite often find what is good and even best that which is actually not good at all. Ironically, they want to achieve it as well, often at any cost, like harming whoever obstructs their intentions. In wanting to be good, that is, acting in the most natural and logical way, they end up with evil. If we add impulsiveness in making decisions, and this is often present in human actions, then the likelihood of good judgment and making the right choice is even further reduced. The fundamental error that can be perceived in this case is an anthropological error, meaning an error in man's perception and understanding. It is looking at man in the wrong way, inappropriately identifying his nature, needs and possibilities. In detail, this error lies in recognizing human cognition as flawless and certain [8].

Theological reflection draws attention to another cause of bad behavior. It includes Satan who influences the mind and will of man to push him to do evil deeds [8; 14; 15; 16].

A particular kind of evil that is being done is the above-mentioned wrongdoing by another human being. Its original causes are the same as bad deeds in general. This simply concerns obtaining material goods and problems related with rationally perceiving the world or a lack of understanding, meaning information and cognitive issues. The harm that we inflict on family relationships, neighbors, friends and society often do not flow out of ill will. Their source is often awkwardness in mutual communication and fear for oneself. However, we most often hurt each other because of pain. Sometimes it is suffering that "takes away our reason". In these difficult situations, we cause others pain, but we really do not know what we are doing [17].

Taking into account the above statements, as we have already mentioned, it is not difficult to conclude that whirling about in a bad situation is not compatible with natural human aspirations and our deep desires, and this is worth stressing once again in this context. A particular example of such a case is not properly being treated by someone else as highlighted in the above quote. An extreme case is conscious and voluntary evil performed to inflict suffering and harm. It is not surprising that the effects of such an experience are not only disappointment, a feeling a lack of order and security, but also anger, rebellion and a desire to defend oneself before such an attack and the person who is causing all this [18].

Although the issue seems obvious, however, for the record and the sake of completeness, it is worth noting that the injured party is not the only one who was "targeted" by the wrongdoer. Also, all people not directly involved in these procedures, colloquially speaking, those who do not stand in the line of fire, also suffer the effects of the damage caused to others. First of all, this concerns experiencing the disturbance of order and security and a crisis of confidence and trust in other people. In addition, it is not without significance that it is natural for a true community living in solidarity that such situations we recognize that harming someone in the community in some way hurts all of its members. Sometimes such thinking about the community extends and touches practically all of humanity.

As already noted, the obvious consequence of being hurt is different negative emotions. These can swell at times when we can identify the perpetrator of the experienced evil deed; when we cannot simply dump the blame on "bad luck", "adverse circumstances" or explain (usually incorrectly) that "it was meant to be so." An injured person, or someone treated unfairly, meaning inhumanly, a person who was denied a legitimate "right and, above all, lost their dignity, understandably rebels against a situation they recognize as unnatural, but they also rebel against the villain. A clear and justified aversion to all this does not always go away, and not always does "time heals all wounds", as the saying goes.

There are even cases in which this reluctance increases. This is the case when the time that has passed is spent on dwelling on the damage, which in such cases often eludes rational assessment and it grows, and sometimes also, unfortunately, it is spent on taking on different forms of planning some kind of revenge. It is worth noting that this is not always typical planning. Often this can simply mean

"nurturing" grief with the hope (and not always conscious) that the time will come when we will be able to compensate for the injuries suffered; it may be a kind of "nurturing" unwillingness towards others (and sometimes towards self), which under favorable circumstances will take on some form of aggression. What is most important is that this is not always about revenging the wrongdoer (although this situation seems to be the model case).

A victim has to react to what happened to him, he has something about it; he must somehow live through and refer to the experience. For him, it is important to undergo some kind of reaction, which may take on various forms: "O suffered harm [...] you cannot be easily forgotten." Simplified advice given to a hurting person such as "do not think about it any longer," "do not go back to what happened" and "forget about it" are very short-sighted, but may be an expression of kindness and desire to bring the person relief. Often, however, these are more of a hindrance than a help in striving to greater maturity. If the person who suffered an injury (especially deep and painful) will not be healed, being "overworked" or "overwhelmed" can easily make them into a source of harm to others. A hurt person who does not integrate the suffering she/he experienced is at risk that alone, in an almost involuntary and unconscious way, they will become wicked" [17].

The experience of inflicted evil undeniably includes reasons for social controversies, antagonisms, and even open conflicts. They arise almost automatically, because as noted above, they happen "in an almost involuntary and unconscious way." To put it into one phrase, we can say that we are dealing with a lack of unity among people. Such a situation appears to be natural, it is people's logical reaction to the unnatural reality of evil: if someone turns out to be the evildoer, we do not want to have anything to do with them. It is worth recalling once again that these conflicting situations of disagreement not only involve those who were direct participants but also other people who in different ways became their partners in crime. The community is broken up, but a community is necessary for integral development; without it, man cannot walk the path of life. The community is so important to a human person's development that in human ecology, it is called the ecological niche [21].

As already mentioned, evil brings up negative emotions. Often, however, a person's reaction to evil, especially if it takes on the form of harm, is not only in the sphere of the emotions, but also moves to the intellect (memory flashbacks, etc.), and consequently it even includes undertaking actions such as revenge in different ways and motives: compensation, equaling losses, or even so-called getting even with someone, meaning an action by which the villain can feel what it is like to be in the victim's situation, repeating the same situation as the person being harmed. It is worth noting that in the above mentioned possible situations, the result is always the same: retaliation, doing evil to those who have previously committed it in a more or less conscious way. The effect is evil. The damage is multiplied. A ruthless cycle of injury and evil is launched.

In our reflections on the threshold of psychology, spiritual theology and pastoral theology, we came up with one more thesis about the reactions to evil and especially to experiencing harm and injury. According to our observations, the effect of experiencing pain is quite often an action that, although it looks like retaliation, in fact is not. It is an attempt to get rid of the suffering which is the result of the pain experienced: "What is hurting others if not simply 'dumping' suffering onto our neighbor, something which we ourselves do not know how and do not want to carry?" – the author rhetorically asks, concluding these words with a reflection on the reasons for the abuse people do to each other. The author came to the following conclusion: "Most often, however, we hurt each other because of our own pain" [17].

Pain causes pain – harm causes harm. Based on the above anthropological reflections, we may rightly have the impression that this situation is very difficult. An injured person is introduced into an unnatural situation that she or he must react to. There is no way to "pass by" or "get over" it. They must face it. They can nurture it, which, as indicated above, is not a good way out of the situation, and this will not restore order into a person's natural environment. Thus, the only right way to go, as it seems, is to pursue forgiveness. This thesis will become the starting point for further research that will comprise the second part of our study.

4. CONCLUSIONS

The above analyzes and discussions have led us to conclude that while living among people, one cannot avoid harm and will at least feel it. We also showed that people have to deal with each other. This is the basic idea of this part of the study. It shows that in such situations, it is necessary to develop standards that help people find themselves in unnatural and rather unfavorable situations, yet hopefully they do not often occur. The analyzes and discussions underlying this central issue in the next part of this study will seek to find a solution that can give us a chance to restore the disturbed sense of harm and order in man's environment.

Man is in an uneasy situation. On the one hand, since man's existence, we are inseparable from other interpersonal relationships and are not able to be freed from them, and what is more, we need these relationships to be fulfilled as human persons. It is worth mentioning that without relationships it would be impossible to experience love, which appears to be the fullness of humanity [7; 22]. On the other hand, due to various factors that cannot be avoided, people make many mistakes that make these relationships improper. This means that some relationships are not conducive to the development of an individual human person or society as a whole, which is part of the natural human environment. It turns out that not only entering into conflicts but also inflicting harm is unholy and even commonplace elements of human life.

Since it is almost impossible to avoid being hurt, we face the following choices: either to become angry, reject the abuser and nurture the hurt (or the feeling of being hurt), or to forgive. The choice of the first option, although it introduces a certain order into the relationships between people (because we know who is who, and this is already a way to organize relationships), yet it does not improve these relationships: it does not lead them to the original state of being when good people were united. This choice is always our approval for evil to continue to exist. It can even be the cause of evil structures. In such a situation, it is easy to conclude that the only right choice is forgiveness. It is righteous because it introduces order, or maybe it simply restores it in the natural environment of a human person.

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Виросткєвіч Міхель. Виховання здатності пробачати як вираження стурбованості щодо упорядкування природного середовища людини. Частина. 1: Зло в житті людини і джерело потреби пробачити. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 133–139.

У статті визначено філософські категорії добра і зла у вихованні та розвитку особистості. Люди за своєю природою добрі. Саме тому вони, як правило, прагнуть добра, бажають того, що є добрим; вони відчувають себе погано і погано працюють, коли їх торкається зло. Досконалість є частиною природного середовища людської істоти; доброякісність – це природне середовище людської особистості. Але, у той же час, люди роблять погані вчинки – часто створюють зло довкола себе і прагнуть заподіяти шкоду іншим. Це є причиною безладу в навколишньому середовищі людини. Виявляється, що єдиним ефективним і розумним засобом відновлення такого порядку є прощення. Це єдине, що має шанс реально зупинити потенційну лавину зла, яка здається очевидним результатом проступку і "виховання" шкодити або планування помсти. Зло, яке "підступно" входить у світ, створює потребу в прощенні – єдиному способі реагування на шкоду; способі, який веде до реального порядку в середовищі людини.

Ключові слова: шкода, прощення, виховання, інтегральний розвиток людської особистості, екологія людини, освітній простір.

THEORETICAL ASPECTS OF THE USE OF ELECTRONIC EDUCATIONAL RESOURCES IN PROFESSIONAL ACTIVITY OF FUTURE TEACHERS OF TECHNOLOGY

IRYNA SMYRNOVA

Abstract. In this paper, we tried to determine the requirements for ESM, to study theoretical aspects of electronic educational resources in the professional activity of future teachers. The results created by the introduction of our course "Methodology development and use of electronic educational resources" for future teachers of technology ITOS in the process of professional specialty "Technology" in the educational process of higher educational institutions of Ukraine. The article states the rapid development of computer hardware and computer software, IT technologies have an opportunity to significantly develop the field of electronic educational resources. This is due to the emergence of global networks where information technologies have become the second paradigm, which is based on the current understanding of electronic educational resources. We determined that the dynamism inherent in information technology, enabling expectations of new approaches that will change the meaning of electronic educational resources.

Keywords: electronic educational resources (ESM), vocational training, professional activity, future teachers, future teachers of technology, specialty "Technology" higher educational institution (ITOS).

1. INTRODUCTION

Considerable interest in the development and use of electronic educational resources is the result of serious and largely justified by expectations of increased effectiveness of the educational process and the quality of education. With the rapid development of hardware and software it offers technologies the opportunity to significantly develop the field of development of electronic educational resources. This is primarily linked with the emergence of global networks and information technologies. These technologies have become second paradigm, which is based on modern ideas about e-learning resources. It is obvious that the dynamism inherent in information technology, making the expectation of new approaches that will change the concept of e-learning resources [2].

Analysis of recent researches and publications initiated solving this problem. Some aspects of the use of ESM in the educational process of secondary and higher educational institutions have become the subject of research of many scientists, both Ukrainian and foreign. The problem was researched by Y. Doroshenko, M. Zhaldak, N. Kalinichenko, N. Levshin, N. Morse, V. Urgence etc. Features of training sessions in universities were studied by V. Bykov, L. Bekir, I. Wojtowicz, P. Gorel,

G. Gurevych, I. Polat, A. Sysoeva, O. Spirin, etc. Features of development of electronic textbooks and manuals are reflected in the publications of V. Volynsky, A. Gorgia, L. Kartashova, V. Lapinsky, S. Sharov, etc.

Considerable interest in the development and use of electronic educational resources is the result of serious and largely justified by expectations of increased effectiveness of the educational process and the quality of education. With the development of hardware and software of computers and technology has an opportunity to significantly develop the field of development of electronic educational resources. This is primarily linked with the emergence of global networks and information technologies. These technologies have become second paradigm, which is based on modern ideas about e-learning resources. It is obvious that the dynamism inherent in information technology, making the expectation of new approaches that will change the concept of e-learning resources [4].

2. ANALYSIS AND DISCUSSION

Analysing scientific works of modern times, stating that much attention is paid to transfer of properties that must characterize an electronic educational resource. We assume that e-learning resources is information, which can be represented in the form of text, graphics, audio, video formats or their combinations that reflect the particular subject area education and is designed to ensure that the process of human learning, formation of knowledge and skills.

The purpose of the study is to define the requirements of ESM, study the theoretical aspects of the use of electronic educational resources in professional activity of future teachers. We provide the results of the implementation we have created a special course "Methods of developing and using electronic educational resources future teachers of technologies in ITOS, in the process of professional training of the specialty "Technology" in the educational process of higher educational institutions of Ukraine [5].

We consider that e-learning resources must meet the following requirements: a high level of performance, proper decoration, the completeness of the material, methodological tools and technical performance, the didactic principles of the logic and sequence of presentation of data. Of course, e-learning resources can be stored on any electronic media, or posted in the web space LAN or WAN. Most of them are published on the Internet, making them available for use in the educational process, the classroom technologies. This enables the teacher [2]:

- significantly to improve the theoretical understanding of the discipline "Technology";
- to expand training opportunities through the application of a variety of forms, types and ways of presenting theoretical, practical, reference material on the subject;
- to organize effective training activities for independent learning, and skills of students;
- to diagnose the intellectual capabilities of students, and to determine the level of their academic achievements, commitment to a specific activity;
- to manage educational process in the classroom technology to automate the process of monitoring the results of learning, training, testing;
- to generate jobs, depending on the intellectual level of each student and previously acquired experience;
- to provide conditions for self-learning activities self-study, self-development, self-improvement, self-education, self-realization;
- to work in a modern environments and ensure the management of information data flows.

It should be noted that the most active use of electronic educational resources is observed in the practical part of the lesson. This trend is explained by the fact that the teacher has to perform a large amount of routine work on the formation and verification of individual practical tasks, and the use of electronic educational resources gives him the ability to automate such activities. Theoretical part of the lesson, the use of electronic educational resources is possible, for example, through the implementation of project presentation on the proposed topics. Despite the obvious pedagogical benefits, the use of electronic educational resources in the classroom technology is somewhat difficult.

The main reasons for this phenomenon we believe are:

-    lack of preparation of modern teachers to the use of electronic educational resources in the presentation of theoretical material;

-    shortage of educational resources adapted for effective use in systematic training activities;

-    low quality of existing educational resources.

In this regard, it should be noted that the quality of the resource is its most important characteristic that determines the effectiveness, readiness and adaptability teaching resource to use it in training. Because the use of high-quality electronic educational resource the student an opportunity to learn the material at a convenient pace, studies and researches, to carry out training for acquiring practical skills, to organize self-control. Usually, for the organization of self-study training material or when conducting current and final control can be used the same educational resource.

Pedagogical practice shows that today more and more educators use those educational resources that are designed for monitoring and testing of trainees in the learning process. This process is due to the fact that these resources significantly relieve the pedagogical workers from a large amount of work on the formation of multiple individual practical tasks and monitoring their implementation. In addition, the use of constant control of students knowledge significantly increases motivation. Development of new electronic educational resources has led to the need to ensure high quality at all stages starting from design and ending with their introduction into the educational process. It is impossible not to draw attention to the fact that of great importance to obtain a quality product acquires a deep relationship between the quality of the developed electronic educational resources and the quality of the technologies of their development costs on their development [10].

At the present stage of implementation of ESM in the educational process of secondary school teacher of technology, teacher of Informatics, not only the use of educational resources, but also develop them. After analyzing the quality of such resources, we can conclude that the problem of selection and correct presentation content material in them is unfinished. Similar remarks you can specify the structure of the interface and visual presentation of educational material, in our case, on the subject of "Technology and technical education". These shortcomings are explained by the fact that the teacher is not getting in the development of educational resources with sufficient training.

To overcome the above mentioned difficulties, the author created a special course "Methods of development and use of electronic educational resources" which was held at the base. Drohobych state pedagogical University Ivan Franko, the pilot we implemented at the Institute of physics, mathematics, Economics and innovative technologies. This course studied by students of 4th courses of the specialty "Technology education". Throughout the course allocated 54 hours, including 16 hours in lecture theatres, equipped with projection equipment (laptop, screen, projector) and 16 hours of laboratory classes in the computer lab, 22 hours of them being submitted for independent work. The aim of the course was to teach students to use and develop educational resources. As a result of the course, the students received knowledge on [9]:

- the concept of e-learning resources;
- classification of electronic educational resources;
- types of educational web-sites;
- search and selection of electronic educational resources on the Internet;
- the concept of quality of educational resources;
- requirements for the development of electronic educational resources;
- use of educational resources;
- various applications for developing e-learning resources and educational web resources;
- web technologies that can be used for educational purposes.

As a result of the course students will have the ability:
- search electronic educational resources of the Internet;
- to make a selection of electronic educational resources of the Internet;
- to distinguish educational websites from other sites on the Internet;
- to perform analysis of electronic educational resources and to determine their quality;

- convert, save and send educational resources;
- to use modern web technologies for educational purposes;
- use the different application programs as tools for the development of educational resources;
- to consider the requirements for electronic educational resources during their development;
- to use the educational resources in the classroom;
- use of educational resources for self-education.

In accordance with the program of a special course "Methods of development and use of electronic educational resources" the study completed by the preparation and defense of the project on the selected theme from the school course "Technology". All the projects of the students are published on the websites of the subordinate departments, or on our online "Interactive system ESM", which is by e-mail http://smirnova.eor.by/.
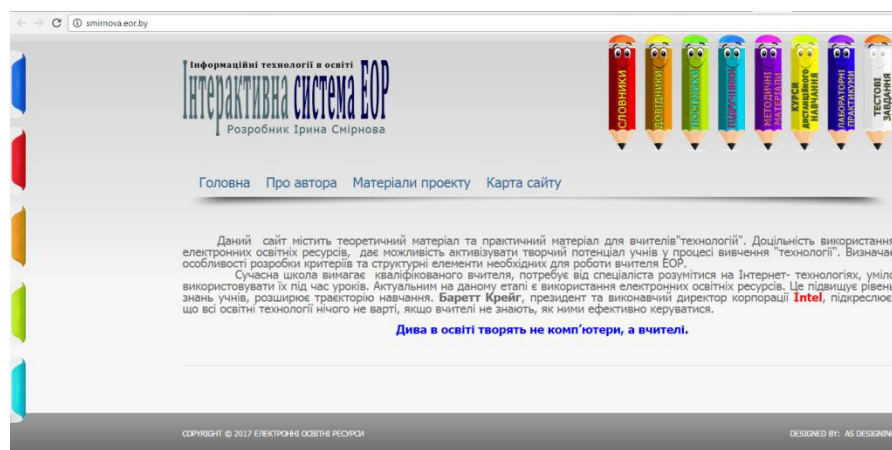

Fig. 1. Interactive system ESM.

The process of performing a project on "Technology" is carried out in several stages: 1) choice of the theme of the project; 2) search, analysis and selection of electronic educational resources on the topic of the project; 3) develop components of educational resource (outline of the lesson, practical assignments, tests, instructional videos, etc.); 4) to publish educational resource on electronic media and in local or global network; 5) presentation and defense of the project. Before selecting the topic the students are encouraged to review the programs for secondary schools of the discipline "Technology" and filter out topics in the study of which it is possible to effectively use e-learning resources. After that, each student announces the selection of a topic on the forum, justifying it and if agrees, receives confirmation from the teacher. In the second phase, students carry out search, analysis and selection of necessary educational resources. On the websites of their institutions in the section "students" each student has their own partition (same name as the theme of the project) in which he publishes the results of its activities. Publication of articles students on the websites using the technology web 2.0. [8].

It should be noted that today this technology is very popular among the Internet users due to the simplicity and ease of developing web content. If earlier for the development and deployment of data in the network need to know the HTML language, but now it is not mandatory. For example, the drafting of an article on the website is done in a text editor that is integrated into the browser. The text editor has all the necessary tools for developing, editing and formatting text and also allows you to insert picture, flash movie, table.

Web services are a technology with which in a single web project you can use software applications more. For example, a training video is placed in the distribution system video content YouTube http://ru.youtube.com/ which is used for playing multimedia content, integrated into the browser player. The address of the player along with the content (instructional video) can be copied and placed in the relevant article on the website. After that training videos can be viewed directly on the website, which will be played by the player using the browser, the player has control buttons with which to stop a training video or to reproduce it, and to increase or decrease the sound volume.

In the third stage are developed components of the educational resource with the help of these applications:

- text editor (to design texts: summary of the lesson, practical tasks, tests, training videos, etc.);
- graphic editor (for creating and editing images that accompany the educational material);
- audio editor (edit audio files and record with the microphone);
- program for recording images from the screen;
- other programs.

For the development of the texts use a free text editor AbiWord, which for the system services and an interface like MS Word.

For developing and editing images we use free graphic editor GIMP. The software supports raster graphics and partly vector. In addition, you can create animated images.

To edit audio files we use free audio editor Audacity. You can work with formats such as WAV and MP3. With this program you can also record from microphone, line-out, and other sources [4].

To develop a training video free editor UV Screen Cameras were used. Using this editor you can record all the action happening on the screen and save in formats such as uvf, exe, swf, avi.

After all components of the development resource, they must be organized in a unified educational web-resource. To do this, use a free program exe., what is the modern XHTML editor, which you can use to create modern electronic educational resources in the following formats: html, txt, SCORM, IMS content package. Another important point is that with this program you can create different types of tests.

In the next step, after learning resources ready, students write it on electronic media and publish in local or global network. During the project each student conducts a fragment of the lesson with the use of educational resources. The study of this course will improve the theoretical and methodological training of future teachers of technologies in the field of development and use of educational resources, and this, in turn, will improve the level of information culture.

Today it is quite obvious that in the educational process of any educational institution tries introducing new forms of learning, or otherwise those associated with information technology. Teachers have new opportunities for active use as ready electronic educational resources, created by teachers. In this regard, it should be clarified that electronic learning resources, usually referred to as learning materials for play which used electronic devices. In the most general case to e-learning resources we include educational videos, and audio for playback which is quite a household tape recorder or CD player. At the same time, it should be noted that the use of multimedia computer technology in the classroom has significantly expanded the possibility of bringing educational information by combining single-user product text, graphics, audio and video, animation, interactivity and opportunities for user feedback.

Analysis of the available pedagogical experience shows that conventionally, the use of computer in the classroom technology can be divided into three main stages:

The first phase of computer support lessons. Here the computer usually only use the teacher as a renderer lesson. For work in class the teacher and students enough to be able to work in standard Microsoft Office programs. Lesson practice a speech teacher with a computer, projector, sound speakers, recently they added an interactive whiteboard. Often in the educational process of use Microsoft PowerPoint as a software shell in which you create a multimedia presentation [3].

The second stage – the computer support of classroom technology. At this stage, in addition to using the computer as an effective means of providing information, the computer can be used by students as a means repetition of previously learned material (for example, the device of the machine, properties of materials, the choices of decorative finishes, assistance in the selection of the object of labour for creative work, etc.). Also the computer can be given the current control of students ' knowledge, for example – with the purpose of admission of the student to work on the other machine, control of safe work practices [5].

The third stage – the use of modern computer programs in education. A feature of this stage is to conduct technology lessons with all students work on computers under the guidance of a teacher, which of

course is not always possible due to the nature of the subject "Technology". But with timely lesson plans and training schedules, some lessons may be held at the offices of computer science.

Consequently, the use of e-learning resources in the classroom technology provides significant advantages in comparison with other technical means of training and has the following features [6]:

1) multimedia – the presentation of the material makes the visualization of the holistic unavailable image at a comfortable pace, sequence and form, which is particularly effective;

2) navigation – individualisieren training, essential for the solution of educational tasks and repetition in preparation for the inspection;

3) performance frees you from the routine and creates an information culture by automating the search in large databases, calculations, presentation of results;

4) modeling – makes up for the lack of information and equipment in study and research in public and industrial processes, modeling of networks and organization of virtual laboratories;

5) interactivity – replaces the prompt response of teachers to self-study, individual training and monitoring save the results to a reasonable and objective assessment of learning;

6) communication – using the network allows communication of students (pupils) with a teacher, outside consultants or remote equipment.

Teaching effectiveness is the following property of electronic educational resources as interactivity. Under the interactivity is the ability of information and communication systems to actively and adequately respond to any user action in the active mode. Online resources provide an opportunity to greatly intensify training sessions, to involve each student in active educational and research process. So, there are four levels of interactivity, developed in my dissertation, which is depicted in Fig. 2.

РІВНІ ІНТЕРАКТИВНОСТІ

1 Умовно-пасивний – читання тексту, перегляд графіки й відео, прослуховування звуку.

2 Активний – навігація по гіперсилкам, завдання на обрання варіанту відповіді й інші відкриті форми.

3 Діяльнісний – завданння на введеня числової відповіді, переміщення об'єкту, робота з інтерактивними моделями.

4 Дослідницький – робота з віртуальними лабораторіями й експериментальними проектами.

Fig. 2. The interactive information and communication system.

According to our experts, this form of training allows to increase learning efficiency by more than 50%, to increase the objectivity of students' knowledge control — by 20-25%.

Summarizing, we note that the purpose of the ESM is a new generation of qualitative and quantitative breakthrough in the field of it to support learning through the provision of enhanced access.

The task of creating the ESM is:

1. Unification to the appropriate standard.

2. High level multimedia.

3. The creation of favorable conditions for independent work on academic material that allows the student to choose the most convenient place and time and pace of learning.

4. Greater individualization of learning, and providing conditions for its variability.

5. Ability to: interact with models of the studied objects and processes; with the virtual images of the studied objects and phenomena that represent unique media information media;automated control of knowledge, abilities and skills.

6. Ensuring the economic availability of state financing for the creation of the ESM of the new generation. Easy download is due to the minimum size of the resource.

Consequently, the use of ESM in the educational process not only improves the quality of education of students but also increases the level of professional competence of teachers through the development of information technology and it-competence, leading to the expansion of the information field of the teacher, the formation of new relationships between the subject that forces us to rethink previously established notions about the purpose of studying the subject and vision of its place in the process of forming a holistic picture of the world [1].

We find that e-learning resources is information data presented in the form of text, graphics, audio, video formats, or combinations therefore, reflecting the specific subject the education industry and is designed to ensure that the process of human learning, formation of knowledge and skills.

3. CONCLUSIONS

We discovered that e-learning resources must meet the following requirements: a high level of performance, proper decoration, the completeness of the material, methodological tools and technical performance, the didactic principles of the logic and sequence of presentation of data. Of course, e-learning resources can be stored on any electronic media, or posted in the web space LAN or WAN. Most of them are published on the Internet, making them available for use in the educational process, the classroom technologies.

Pedagogical practice shows that the most active use of electronic educational resources is observed in the practical part of the lesson. The use of electronic educational resources in the theoretical part of the lesson possible through the implementation of project presentation on the proposed topics. The most important characteristic of electronic educational resources is their openness and adaptability to use in training. To obtain a quality product ESM is possibly subject to a profound relationship between the quality of developed electronic educational resources and the quality of the technologies of their development costs on their development.

According to the analysis of practice of using the ESM, we can conclude that the problem of selection and correct presentation content material in them remains under-researched. Similar observations can be attributed to structure, interface and visual presentation of educational material. These shortcomings stem from the lack of proper training of future teachers of technologies in the development of educational resources.

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Смирнова Ірина. Теоретичні аспекти використання електронних освітніх ресурсів у професійній діяльності майбутніх учителів технологій. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 140–147.

У статті визначено вимоги до електронних освітніх ресурсів (ЕОР), обґрунтовано теоретичні аспекти використання ЕОР у професійній діяльності майбутніх учителів. Представлено результати впровадження авторського спецкурсу "Методика розроблення та використання електронних освітніх ресурсів" майбутніми вчителями технологій в процесі професійного навчання спеціальності "Технології" у навчально-виховному процесі вищих навчальних закладів України. У статті зазначено, що з розвитком апаратного та програмного забезпечення комп'ютерів, ІТ-технологій з'явилась можливість суттєво розвивати сферу розроблення електронних освітніх ресурсів. Це пов'язано з появою глобальних мереж та інформаційних технологій, які стали другою парадигмою, на якій базуються сучасні уявлення про електронні освітні ресурси. Визначено, що динамічність, притаманна інформаційним технологіям, уможливлює очікування нових підходів, які будуть змінювати зміст електронних освітніх ресурсів.

Ключові слова: електронні освітні ресурси (ЕОР), професійне навчання, професійна діяльність, майбутні вчителі, майбутні вчителі технологій, спеціальність "Технології", вищий педагогічний навчальний заклад (ВПНЗ).

PSYCHOSOCIAL AND PEDAGOGICAL MEANS OF REDUCTION OF HYPER DYNAMIC MANIFESTATIONS SYNDROME WITHIN THE AFFECTIVE PERSONALITY DISORDER

LIANA NOVITSKA

Abstract. The problem of correction of affective personality disorders (for example, reducing the manifestations of hyper dynamic syndrome), analyzes the main approaches to its solution. We determined the causes and forms of attention deficit disorder with hyperactivity. To characterize the basic correction means reducing the manifestations of hyper dynamic behavior, which includes two areas with different content and psycho social and recreational components. The first direction is connected with the conduct of an individual or group psycho-correction work; the second – social and recreational include tasks aimed at providing social and psychological support to the individual. It is shown that the problem of hyperactive behavior is determined by the individual variability and natural features caused by human development. Psychological studies suggest the importance of external, social factors, primarily adequate forms of organization and communication, the influence of family relations on the manifestations of hyperactivity. It is shown that the implementation of psycho-pedagogical bases of overcoming hyperactivity leads to increased self-esteem, developing the ability to plan and predict their own behavior and, as a consequence – the disclosure of the individual adaptation possibilities.

Keywords: affective disorders, physical rehabilitation, behavioral correction psychotherapeutic methods.

1. INTRODUCTION

The most common form of chronic behavioral disorders in children is hyperactivity. The reasons for addressing parents and teachers to experts - physicians, psychologists, social workers is extreme physical activity of the child, the inability to stay at one place, easily observed impulsive behavior, lack of a sense of danger. Identified features characterize hyperactive behavior whose frequency among preschool and school-age children, according to most studies ranges from 5% to 10%. Every year the number of such children increases. Of course, that special behavior of such children and their parents need psychological and pedagogical assistance provision which requires identifying the main causes of this disorder and on this basis to develop effective intervention programs.

A variety of theoretical and practical research on this topic suggests the need for comprehensive and systematic approach to the prevention, diagnosis and correction of hyperactive behavior in

children. So, study the problem of hyperactive behavior in children requires specialist medical profile corresponding development of adaptive methods for correcting children's hyperactivity.

Therefore, the main objectives of education psychologists are:

1) to help the child adapt to the social environment;

2) information and prevention activities to familiarize parents with the features of the hyperactive child's behavior;

3) assist teachers and parents in learning techniques of constructive, positive communication with the hyperactive child.

The purpose of the article is to explain the nature of hyperactive behavior in children and to determine the appropriate means of correcting hyperactive disorders in children.

2. DESCRIPTION AND ANALYSIS

Hyperactivity syndrome refers to systematic violations of child development because of interest among specialists of different scientific fields. Psychogenetically the research attention to disorders and hyperactivity is aimed at identifying the causes of ADHD. Among the reasons as the main etiological psychogenetics (Vandenberg SG, Scarr S.) called a violation of the CNS, which, in turn, are the result of genetic or environmental factors. Means of treatment depend on the child's age and degree of the violation. Children with mild disabilities recommended psychological and pedagogical assistance, with severe disorders - required medical therapy along with specialized pedagogical and psychotherapeutic techniques. Psychogenetical studies define ADHD as a hereditary disorders (MZ twins is 100% DZ – 17%). Results twins work showed that normal activity level of a child genetically controlled [12, p. 407]. Family studies also support the hypothesis of heredity ADHD (IV Rawicz-Shcherbo). Much research is devoted to establishing links ADHD with other psychiatric disorders, including J. Biederman established communication affective disorders (depression, anxiety), deviant behavior and learning difficulties with ADHD. Interesting is the research by V. Krasova in which hyperactive behavior is represented by a combination of actual motor disinhibition, increased distractibility, ie disorders of attention and emotional-volitional disorders.

The study of the problem of hyperactive behavior in children at different times engaged not only outstanding domestic and foreign psychologists, but also children's psychiatrists and neurologists. It should be noted the work of authors such as L. Alekseev, A. Drobynskyy, James Dobson, A. Koshelev, E. Lyutova, G. Monino, V. Oakland and others.

Analysis of clinical work in states that psychophysiological basis of hyperactive behavior in children can be immature, disruption or disorder of the brain (the type of small brain dysfunction). The manifestation of a hyperactive child's behavior takes a few areas, including the most common combination of three different options symptoms: excess motor activity, impaired emotional behavior, attention deficit.

In practice we meet several school groups, exhibiting attention deficit and hyperactivity:

1. Children who have ADHD is accompanied by marked disturbances of coordination: general motor – when deploying movements in space and fine motor skills - the deployment of movements in the plane (on the board in the notebook on the table, etc.).

2. Children with disabilities perception of spatial and temporal relationships: perception distortions of shapes and sizes surrounding objects and relations between them, understanding cause-effect relationships, sequence of events.

3. Children with disabilities reciprocal interactions of eye movements and hand when writing, drawing, design, etc.

4. Children who have ADHD there are mixed forms with delayed mental development and language pathology: abnormal development of cognitive processes, impairment of emotional and volitional, defects of speech.

Studying disorder in the psychological literature is toward clarifying the notion of "hyperactivity", its main components. However, challenges remain relevant today: revealing the dynamics of different forms of hyperactive behavior, identifying the reasons underlying the hyperactive behavior and find ways of psychological adjustment reduced regulatory capacity of the psyche in hyperactive children.

Currently, the main corrective means researched hyperactive behavior in three areas: physical rehabilitation, behavioral adjustment of children and adult relatives; therapeutic measures.

Treatment of hyperactive children has to include physical rehabilitation. These are special exercises aimed at restoring behavioral responses, making coordinated movements with arbitrary relaxation of skeletal and respiratory muscles. The mechanism of improved health associated with increased production during prolonged muscular activity of specific substances – endorphins, which positively affect the mental health of the child. However, not all types of physical activity can be beneficial for hyperactive children. They do not show the games where very distinct emotional component (competition, performances). Therapists recommended physical exercises that are aerobic in nature, in the form of a long, uniform training and high intensity light: long walks, swimming, skiing, biking and more. Particular attention is modern psychologists and therapists devote breathing exercises that relieve stress, anxiety, improve mood.

Behavioral adjustment should take into account the peculiarities of the nervous system of the child.

Particular attention should draw correction work in the family that seeks to enrich the emotional experience of hyperactive children, help in learning basic activities of self-control and thereby reduce symptoms of increased physical activity. This will be action, situations, events, aimed at strengthening relations and their emotional enrichment. In education hyperactive child close should avoid two extremes: on the one hand, excessive displays of compassion and permissiveness, the other – setting requirements that the child is unable to perform. It should be noted that frequent changes in indications and mood swings are parents to these children more than others.

The process of improving the child usually takes a long time and does not occur immediately. An important factor in this process is emotionally rich interaction of the child with adult relatives. Overall, the atmosphere in the family is considered as a condition of securing, and in some cases even the emergence of hyperactivity as a means of child's behavior. Often some of the features of the nervous system of children through education and poor living conditions have a background that facilitates the formation of hyperactive children as a way of addressing the adverse conditions.

For guidelines to help parents in the upbringing of hyperactive children include:

First, correction of external behavior close to adults:

restraining violent passions, especially if adults are frustrated or unhappy child's behavior, avoid categorical words and expressions hard estimates accusations, threats that can create tensions and trigger conflict in the family, the desire to at least say "no", "not", "stop";

emotional support to children in all attempts constructive, positive behavior, however small they may be;

education of interest to a deeper knowledge and understanding of the child.

Secondly, the organization of the environment and the environment in the family:

- allocation to the child's own room or part thereof for activities and games. it is advisable to avoid bright colors and complex compositions. on the table in the immediate environment of the child should not be distracting objects, as hyperactive child is unable to do so, that nothing extraneous it is not distracted;

- the organization of the daily routine, which acts on a child soothingly;

- definition of responsibilities for the child circles, continuous observation and monitoring their implementation, often celebrate and praise the efforts of the child, even if the results are far from perfect.

Thirdly, active interaction and emotional unity with the child close to adults:

- the use of basic child – playing, during which emotional actions that are intonations of voice, facial expressions, gestures, responding adult form their actions and the actions the child brings immense satisfaction to both parties;

- unconditional love and support of the child.

Hyperactivity – a common disease children and adults. Therefore, remedial work will benefit both the child and her family. The key can include: play therapy, Gestalt therapy, integrative therapy.

Play therapy helps children acquire skills for self-regulation of behavior through the development of cognitive processes, such as voluntary attention, memory, predicts their actions, improving motor and volitional activity.

During therapy the child learns to better understand their feelings, make choices, make decisions, take responsibility for their own actions. As a result, developing communication skills, increased self-esteem, which affect the adaptive capacity of the child.

It is worth emphasizing efficiency dolls and toys small size, which make it possible to express and get unconscious fears, anxieties, resolve conflicts. Also, the game helps to establish friendly relations between an adult and a child, contributing to the establishment of trust.

On the negative manifestations of the behavior of hyperactive children particularly occurs when dealing with aggression, anger effectively use methods of gestalt therapy, namely in cases where the necessary work on the emotions of the child. During behavioral therapy with a child psychologist works out constructive behaviors that replace destructive.

Psychology corrective program for students with disabilities hyper dynamic behavior and school skills formation includes two areas of work with different content and psycho social and recreational components.

The first area is psycho associated directly with a child holding an individual or group psycho of the second line – social and recreational includes tasks aimed at providing social and psychological support for the child with hyper dynamic behavior. Psychological orientation of the program includes:

- the development of feelings of empathy in children, skills recognition and differentiation of emotional responses and experiences, as well as practical skills possession expressive movements and actions;
- development and enable the formation of self-control on his emotional state and his behavior, the formation of tolerance for other positions;
- the development of cognitive skills and structuring of temporal and spatial organization of mental processes, providing the ability to predict the outcome of behavior;
- developing skills in children of group interaction, communication, and group cohesion;
- help your child in the knowledge of his real "I", raising self-esteem, self-confidence.

To implement the above named skills offered in Psychology corrective program that conventionally carried out in several stages:

1. The first phase aims to establish the relationship with the therapist, discuss and outline the problems that bother the child, focus on the main points of the events that occur, structuring activities. Approaches and techniques that are being used at this stage are client-centered approach, empathy, congruence, active listening.

2. The second phase is associated with an awareness of their own emotions, feelings, emotions, aspirations and efforts. The most appropriate technique is the use of gestalt therapy.

3. The third phase promotes self-esteem, a positive image of "I". The most successful at this stage are body-oriented and art therapy psycho.

4. The fourth stage is aimed at the formation of new structural forms of interaction with the environment that promotes flexibility in behavior and reveals the adaptive resources of the child. At this stage the goal is achieved by using cognitive-behavioral therapy.

5. The fifth stage of mastering skills scores constructive behaviors. In addition to behavioral therapy is widely used play therapy.

To develop basic aspects of cognitive activity appropriate to use additional activities such as psycho gymnastics, theatricality.

The organization social recreation of parents or educators should ask before you start working parents and teachers to characterize the behavior of the child and they form a motivation for the need for long-term child psychological support.

The first phase of social and recreational work is Information and Education, it includes a review of parents with psychological characteristics and features of the social behavior of children with hyper dynamic behavior. This phase of work is especially necessary to parents as parents after prolonged confrontation with the hyperactive child usually feel powerless and do not know what to do.

On awareness-raising phase parents not only get the information, but have removed feelings of guilt, which they often coexist. In addition, parents are taught to use their influence for a child to achieve consistency in their actions, to be able to forgive a child, avoid physical punishment as it was not difficult.

The second stage is Special. At this stage, parents, teachers, tutors help acquire these skills:

1. Overcoming disobedience and the ban or eliminate defiant child behavior.

2. Introduction to the techniques of daily monitoring homework, ability to organize activities of the child to the success was the maximum and minimum setbacks.

3. Adapting to the emotional problems of the child.

4. Learning ability to maintain control of the situation, eliminating expansion of existing problems.

5. Protection of other family members and other children affected by adverse factors caused by hyperactive child's behavior.

The third phase – consolidation, parents, teachers, educators can join a support group to discuss and share problems of children and the problems associated with the failure of training, education.

It should be emphasized that one of the causes of hyperactivity and attention deficit is aborted management features that include a number of independent processes, namely the processes of programming, regulation and control. Therefore, psychological corrective work is aimed at forming ability to resist distraction, the possibility of fast switching various stages of activity associated with the redistribution of note, the development of control processes on their own performance and planning processes. A special role is played by linguistic mediation activities.

Group forms to work with hyperactive children include the following exercises:

1) development and control of motor activity:

- motion exercises slow movements, postures and breathing exercises calm;

- exercise: "what's going on?", in which the child through facial expressions, movements, emotions perform the task;

2) improving the skills of emotional self-regulation areas:

- introduction: "most of all i like least of all ... i love you ...";

- icon emotions, expression of mood through exercise "affectionate name";

- exercise "good circle" – an expression of their feelings and moods;

3) creating a positive image of "I" of structural behavior:

- game fantasy, correction and shaping behavior;

- exercises to increase self-confidence - to finish the sentence: "i want ..." "i can ..." "i will be able to ...";

- story – "I love it when ..." "I feel bad when ...", "... when I'm angry", "I worry about ...", after which addressed the proposed situation.

As a result of achieving the designated goal we settled the following tasks:

1. Improvement and skills on motor control and emotional spheres.

2. Formation of the ability to use personal resources to overcome traumatic situations.

3. Developing a positive attitude and environment.

There is a widespread view that in puberty hyperkinetic symptoms gradually leveled out and in individual psychological and personal variables. However, analysis of remote medical and social consequences of the disorder suggests that patients and in young and in middle age remain difficulties in obtaining education, acquisition profession of problems in the family, often establishes an aggressive type of conflict resolution, easily fixed states depending on substance that indicates the persistent violation of social adaptation and after adulthood. These facts indicate a high social value analyzed symptom disorders realistically as hyper kinetic disorder is predictive of a wide range of violations, including aggressive, addictive behavior and criminal recidivism. Therefore, early diagnosis is

important, adequate psycho corrective and medical and health care that is based on open in the system real psycho-social support through family, education and science and social prevention..

3. CONCLUSIONS

According to clinicians and physiologists problem of hyperactive behavior is determined by individual variation and natural features caused by development. Psychological studies suggest the importance of external social factors, especially adequate forms of organization and communication of the child, the impact of family relationships on the manifestations of hyperactivity. In this context, hyperactivity considered as formed way older child's interaction with the world.

Implementation of psychological and pedagogical principles to overcome hyperactivity in children leads to increased self-esteem, developing the ability to plan and predict their own behavior and as a consequence – Disclosure adaptive capacities of the child.

Based on the above, it should be noted that every hyperactive child needs an individual approach, because increased activity and behavioral disorders can be manifestations of different disorders. Hyper dynamic syndrome in children can be reduced by techniques of effective, constructive engagement in the "adult – child".

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У статті висвітлено проблему корекції афективних розладів особистості (на прикладі зниження проявів гіпердинамічного синдрому), проаналізовано основні підходи до вирішення окресленої проблеми. Визначено причини виникнення та форми вияву синдрому дефіциту уваги з гіперактивністю. Охарактеризовано основні засоби зниження проявів гіпердинамічної поведінки, які включають два напрямки роботи психокорекційних і соціореабілітаційних компонентів. Перший напрям пов'язаний із проведенням індивідуальної чи групової психокорекційної роботи; другий – соціореабілітаційний, включає завдання, спрямовані на забезпечення соціально-психологічної підтримки особистості. Доведено, що проблема гіперактивної поведінки визначається індивідуальною варіативністю та природно-обумовленими особливостями розвитку особистості. Психологічні дослідження дозволяють стверджувати про важливість зовнішніх, соціальних факторів, насамперед адекватних форм організації діяльності і спілкування, вплив сімейних відносин на прояви гіперактивності. Обґрунтовано, що реалізація психолого-педагогічних засад подолання гіперактивності призводить до підвищення самооцінки, розвитку здатності планування і прогнозування власної поведінки і, як наслідок, – розкриття адаптаційних можливостей особистості.

Ключові слова: афективні розлади фізична реабілітація, поведінкова корекція, психотерапевтичні методи.

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USING OF FOLK ART TO ENHANCE LEARNING AT ENGLISH LESSONS IN PRIMARY SCHOOL

TETYANA BLYZNYUK, KAROLINA NAFALSKA

Abstract. In today's multicultural space we can feel reassessment of existing paradigms of education in view of globalization changes, interstate cooperation in cultural and educational spheres. The article highlights the problem of human adaptation to foreign cultural environment, the contents of ethnographic knowledge, the needs of modern European and global integration. So the paper analyzes and interprets the urgent the idea of using ethnographic materials, including folk art, in teaching humanities and arts subjects in primary school, particularly in native and foreign languages, reading, science, music, manual work, etc.

Keywords: primary school, multicultural environment, folklore, ethnographic material, primary school students, English lessons.

1. INTRODUCTION

In the world educational expense some attempts of search for innovational ways of pedagogical activity, which is based on postmodern foundation are well visible. Globalization and intergovernmental integration into modern world community are to be realized taking into consideration educational traditions of every country as formation and development of a person are inseparable from social medium of the people [3, p. 13].

Integration path of ethnographic knowledge, including folklore is seen in creating and implementing mastery coordinated program of values of different nations at the lessons of English. Family relations and local culture are often the first things we teach our children. Our beliefs, customs, attitudes, and traditions are rooted in where we grow up, what our families teach us, and what our communities share with us.

All primary school children learn about local and foreign history as part of their educational curriculum, but history is often taught in isolation from what children learn at home. By tying folk arts and folklife into the regular curriculum, we can show students and their parents that there are connections between their own cultures and those of people around the world.

Thus, *the aim of the article* is to help our primary school students meet state educational standards and expectations as arts and culture programs in the classroom have been proven to bolster student self esteem, to introduce teachers to new methods of teaching that reach their students' multiple intelligence, and engage parents and family members in their children's learning.

Education through folk art has to attract students not only to their own folk culture but also other world cultures. As numerous studies demonstrate, patterns of occurrence of folklore are common to people of different nationalities. Folk art is united by common themes and content similarity in series of folk sources. They have clearly defined focus on becoming the main targets of human life [13, p. 190]. Universal values of folklore are considered as the acquisition of world civilization, accumulated over a long period of human history, illustrating the results of domestic scholars in the research works by I. Bekh, L. Bondar, M. Boryshevskyi, O. Budnyk, Yu. Rudenko, V. Kononenko, V. Strumanskyi, R. Skulskyi, and others.

2. ANALYSIS AND DISCUSSION

Modernization of the structure and content of primary language education against the backdrop of globalization and integration into the world educational space greatly increases the interest in the foreign language learning process. In the process of acquaintance with the traditions and customs, ethnic parenting experience it is useful to analyze the common and distinctive features in educational systems of individual nations or states. "With all the differences of education systems established in European nations, – said H. Vaschenko – there is much in common between them. In their development we can see a common way, priority of certain educational trends at certain periods of time, replacing some trends with others. The proof of such development we can observe in the fact that European nations were not isolated from each other. Achievements of one nation in culture quickly became the acquisition of other nations. For example, the educational system of such geniuses as Amos Comenius, Rousseau and Pestalozzi, quickly received the supporters and followers of all the peoples of Europe" [12, p. 41]. So the idea of ethnic education of children in Europe is largely interrelated, as it is focused on human values, which are based on Christian morality. Different views about the nature and essence of national and universal consciousness and behavior of the individual were aptly shown in works by H Vaschenko. The professor claimed that people of different races and nations differ from each other by physical and mental properties, but they have much more similarities than differences. He said: "The man is primarily a man and only after a German, a French, a Ukrainian, a worker, a farmer, a shopkeeper, and a scientist" [12, p. 34].

To enrich students' knowledge of ethnic differences of the various European nations, their features, diversity of folklore genres and its educational potential, we have to encourage them to various searches and feasible ethnographic scientific activities.

For example, at English lessons it is advisable to offer students of primary school to learn Ukrainian proverbs regarding a particular topic, followed by their translation in English. In addition, students might be involved in solving creative problems regarding their origin and educational areas. Each ethnic community in its behavior and activities is guided by own rules which can be found in morality, customs, and parenting experience. Therefore, we consider extremely valuable joint activity of the teacher and students in finding educational ideals and spiritual priorities in folklore of various nations and ethnic groups.

Often when studying different subjects researches use analysis, comparison and synthesis of certain phenomena or events. In the context of the Ukrainian folk art study it is desirable to practice its comparison (search for unique content, form, educational purposes) with similar genres of other nations or peoples. As a well – known wisdom says, all perceived in comparison about culture of different nations serves a powerful means of forming multicultural competence of a child since elementary school.

In Ukraine, for example, well-known are attempts to study and analyze national heritage of children education abroad, particularly in Poland, England, France, Canada, the United States [11]. Studying the traditions of British folk pedagogy, we find the main features of family education are unconditional obedience and proper physical education of children. The British believe in the acute need to establish attention, they want their children as soon as possible to get accustomed to independence in their actions and do not show excessive care for them ("Life is going ahead"). They

have a strong desire to work and earn a lot while they do not save money for the future, and live in the desired abundance, travel and discover the world, carefully cherishing every present moment ("Life is short and time is fast").

Let's compare, the Ukrainians generally have a modest lifestyle, travel little, and save money "for a rainy day" and express a constant care of their children, grandchildren and great-grandchildren until old age. Regarding spiritual priorities, they are largely intertwined. If we take, for example, the content of Ukrainian folk tale "Cinderella," which British people know as well. The main idea of these tales is the glorification of hard work, humility, patience, obedience, and other well - known spiritual values. All fairy tales actually have the same storyline and characters, but the piece of work of every nation is characterized by a deep ethnographic difference.

Ideas for the formation of children's personal meaningful values and orientations can be found in many local folk tales where hard work of a person is praised while laziness and indifference are condemned ("Grandfather's and Grandma's daughters", "Cock and two mice", "Turnip", "How a man taught a lazy woman" and many others). For example, the fairy tale "Turnip" promotes the idea of teamwork, as according to the folk aphorisms – "A friend in need is a friend indeed", "United we stay, divided we fall", "No pains no grains", and others.

The same concept might be found in folklore of many other nations and ethnic groups. This proves that each country in its development focuses generally on traditional values and priorities of the education sector.

In educational process of primary school we observe a common goal at the Reading and Foreign language lessons. It is to encourage students to world values and popular cultures, to involve them in active search and ethnographic activities for forming their multicultural literacy and mutual tolerance.

Noteworthy is to mention how much people cherish their own history, customs and traditions in prosperous European countries (France, England, Italy, Poland etc.). Formation values of freedom, peace, tolerance, democracy, respect for the native language, national symbols, feelings of civic duty and patriotism are the most important tasks of education in these countries.

Priority values in the British society are material support of a man, his/her position in society and social origin. However, government policy is aimed at a wide popularization of the historical past of the country, the deliberate cultivation of ancient customs, rituals, adherence to national standards of behavior, personal freedom. The British, like the Poles, Ukrainians, and Italians are deeply religious people, because most of the inhabitants of the British Isles regularly attend churches, read the Bible, trying to educate their children on the basis of morality.

This is clearly illustrated in the English folklore. Thus, in the Old English epic "Wife's Cry", "Husband's Message" declared the idea of fidelity in marriage and mutual respect. The question of relationship between spouses, parents and children is frequently raised in English folk tales. This serves a reliable basis for a strong family in the future. Apparently, in any European country they do not pay so much attention to care of children in the family, like in the UK [11]. In fairy tales a prominent place belongs to the formation of respect for women-wives, mothers and so on. For example, in the story "Smart Woman" wisdom and kindheartedness of a simple peasant girl who helped her husband build a good life is glorified. A similar opinion we can find in a Ukrainian folk tale "A wise girl". The main character solves all the problems of her master in a clever way and confidently overcomes him with her wit and intelligence.

To enrich students' knowledge of folk art, where human wisdom and knowledge are glorified, we advice to use the following riddles at English lessons in primary school: "It cannot be measured and it cannot be bought" – (Wisdom); White field, black seeds, the one who plants that one understands – (Book).

English proverbs, idioms and sayings is an interesting material to study morphological and syntactic structures. They are short and to the point, provide wise advice and contain simple truths from experience over the years. "All's well that ends well", "Practice makes perfect", "Slow but sure wins the race", "Honesty is the best policy", "A bad tree does not yield good apples". Most proverbs exhibit simple rhyme and elegant balance.

Idioms, like proverbs, are common sayings. However, they usually do not make sense at first sight and do not offer any advice. For example, to blow one's own trumpet, which means to praise oneself or boast, is an idiom. It may be converted to a proverbial expression as follows: "It is but a fool who blows his own trumpet" or "Don't blow your own trumpet." There is no clear dividing line between idiomatic phrases and proverbial expressions. If and when an idiomatic phrase becomes widely popular, it may be regarded a proverb, e.g., "Don't put the cart before the horse."

Indisputably, folklore is a great source of information on any culture but it may also be a source of authentic language materials in the ESL class. Collie and Slater [5] enumerate four crucial reasons for incorporating literature, including folk tales, into English lessons. First and foremost, it consists of written material that deals with fundamental human issues and in most cases its relevance moves with the passing time. Secondly, for those language learners who will never be able to visit the country where English is spoken, folk tales are a perfect way to broaden their understanding of the way of life there. Clearly, the world of a novel or a tale is a created one but it sets context in which characters from numerous social backgrounds are portrayed. Therefore, the reader has an opportunity to observe their emotions, customs, beliefs, acts or environment which altogether expand one's insight into the structure of a real society. When it comes to the language used in folk texts it has to be stated that, in most cases, it is dissimilar to the way people speak nowadays. Yet, the teacher can freely use graded readers, which are available online, starting from primary and pre-primary level with appropriate language difficulty. Individual lexical or syntactical items are more memorable only in well-chosen and appropriate context. Additionally, using literature can foster the personal involvement in readers as they imaginatively get involved in the story and shift the focus of attention beyond the mechanical aspects of the foreign language system like they usually do when working with regular coursebook. Therefore, such texts can be used for practicing language components and skills.

The choice of texts should be carefully considered and the teacher needs to take into account numerous variables. Collie [5] points that it should largely depend on the students, particularly their needs, interests, language level not to mention their cultural background. The researcher strongly highlights the importance of personal involvement that is, arousing reader's interest and provoking strong, positive reactions. Only when reading is enjoyable and meaningful, the students can benefit from it. Therefore, it is crucial to find books with folk tales, which are relevant to children's life experience, emotions, dreams and life. The difficulty level has to be considered as well, due to the fact that foreign language learners may feel easily discouraged by a story which is difficult to understand at every step. Moreover, what attracts learner's attention is suspense and a sense of identification with the characters. Children are very keen on the ones that have feelings and behavior similar to theirs. It is therefore advisable to choose tales with great attention and to consider all enumerated points. The effort proves to be worthwhile because young learners can enjoy the stories and folk tales and practice language components and skills at the same time.

Undoubtedly, folktales are bountiful source of new lexis and grammar structures. As far as vocabulary is concerned, it should be pointed that the writers or tellers make very thoughtful choices upon the particular words in order to keep the audience interested. Hence, stories include rich and expressive words with onomatopoeic sounds together with rhythmic qualities such as stress, rhythm or intonation that are useful for practicing pronunciation. Also frequent repetition of the story frame, the use of already known words alongside with these less familiar together with aesthetically pleasing pictures strongly support learner's understanding of new words. Children have an opportunity to 'incidentally' pick up the words from the context but only if the language material is vivid, humorous and appropriate for their level of development [4]. Researchers clearly point to the positive influence reading of enjoyable storybooks has on incidental vocabulary learning. The learners are able to figure out the meanings of new words and remember them for longer time periods [7]. Ideally, they should be able to relate the new item to surrounding material and to already existing knowledge. In order to achieve that a three-phase action-sequence is recommended namely, "guessing the meaning of the unknown word; checking the guess (for example, in a dictionary)" or with the teacher "and then

focusing on the form of the word, analyzing it in reaction to other words known." [6]. In this way the learning outcomes can be maximized.

As a forementioned, stories like folk tales can also be used to acquaint the students with grammar structures. Cameron [4] distinguishes two essential uses of language within a story that is, for narrative and for dialogue. Narrative language describes what happened, and typically the verbs are in the Past Tense, whereas dialogues capture characters in their present time-frame therefore, the use of whichever tense appropriate to what they are saying. The two intertwine so as to create a specific atmosphere but are clearly separable to both the listeners and readers. The teacher can point to the differences between Present Simple and Past Simple but some students will pick up the changes automatically, others will require explanations especially on forming irregular verb forms [9]. Children can benefit from reading folk tales as these contain further elements of grammar and therefore numerous activities can be based on a single short text. For example, children may find all comparative forms of adjectives and make drawings depicting the differences between them or miming them. Additionally, stories contain extended examples of dialogue with vast punctuation marks that can be observed in a more natural environment rather than in a grammar exercise book. Also an important issue to be learnt is the word-order that can be acquired through reading folk stories. Students can see the difference between each sentence type without even having formal knowledge or these structures [10]. All that can elaborate into complex skill practice depending on which skill the teacher would like to practice with the students.

Folk tales have the potential of being stimulating material for practicing language skills both receptive and productive. The former comprises of reading and listening, the latter of writing and speaking [8]. There are numerous activities that can be developed around a story. On condition that it is engaging for the pupils, they will want to hear it time and again. Once the story has been used, it can be stored in the classroom collection to which the children have free access to and may look at it, re-read or borrow to take home. It is advisable to repeat those interesting stories to the students even in form of three-to-five minute read before class so that they re-activate vocabulary and grammar patterns and also may notice aspects of language use that they overlooked on previous readings. Naturally, in time it is another learner that can read the story out for others to practice listening. While listening to a story or folktale, children practice listening for 'gist' but they may also be helped to focus on details. It is a very good idea to record the story so that it can be used for further practice or be added to individual's language portfolio. As mentioned earlier in the text, the stories usually consist of a narrative and dialogues. The latter can be freely separated from the former and simplified or extracted if necessary to become a script for performance. The children can be assigned roles of the characters from the story and the teacher becomes the narrator who reads the story while the children, ideally dressed up, act out their dialogues with all the gestures and mimicry. In such a way simple reading becomes a class performance that entertains the whole group [4]. Harmer [8] points that stories are also excellent for listening and speaking as at any stage the teacher may ask the students to predict what happens next in the story or to retell in simple words. Folk tales can serve as starting point for practicing writing skills as well. For example, the students can summarize tales they are familiar with, using few sentences with vocabulary from the text. The teacher can also offer students only a part of an unfamiliar folk tale and let the class compose the ending. Obviously, the teacher should not expect long texts at primary level and also he may need to pre-teach certain phrases that usually appear in beginnings and endings. Such exercises are effective only after a good deal of practice and should be carefully implemented [1].

3. CONCLUSIONS

"An important condition of effective education is the formation of positive sociocultural environment of educational establishment where the development of child's personal values is purposeful, systematic, continuous and not episodic or spontaneous" [2, p. 133].

According to the material mentioned above, students get better acquainted with variety of customs, traditions and beliefs of the multicultural world through folk art. Hopefully, such material serves as an

effective factor in terms of solving the problem of providing conditions for multicultural education, mutual progressive ideas, human adaptation to foreign language cultural environment, tolerant attitude to the creative heritage of different nations through the lens of national identity, language, traditions and folklore. We believe noteworthy experience in studying and popularizing national folk art in the context of teaching English, beginning with the primary school. Taking everything into account it has to be stated that incorporating folk art into primary English language lessons is a demanding but valuable undertaking. Nevertheless, lessons on folk tales, when properly organized might be the right place for not only effective language learning but also learning moral values. Clearly, careful choice and well-prepared tasks do play an important role in sustaining motivation for language learning and it leads to greater exposure to the target language and gives opportunity to learn about other cultures.

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Статтю присвячено проблемі формування країнознавчої та лінгвокраїнознавчої компетенції учнів початкової школи на уроках іноземної мови. Проаналізовано поняття "країнознавча компетенція", "лінгвокраїнознавча компетенція" та їх складові. Розглянуто елементи мовленнєвої та немовленнєвої комунікативної поведінки учнів. Представлено прийоми та засоби залучення школярів до культури країн, мова яких вивчається. Значна увага приділена питанням порівняння національних та іноземних культурних особливостей. Обгрунтовано необхідність врахування в педагогічній діяльності вчителя ідеологічних, національних, расових відмінностей учнів, толерантного ставлення до їхніх світоглядних уявлень і переконань.

Ключові слова: країнознавча компетенція, лінгвокраїнознавча компетенція, зразки комунікативної поведінки, мовленнєва комунікативна поведінка, немовленнєва комунікативна поведінка, базові знання.

THE PROBLEM OF LITERARY EDUCATION FOR PUPILS OF ELEMENTARY SCHOOL

ROKSOLANA ZHARKOVA

Abstract. The author analyzes the problem of literary education of elementary school students in the contemporary cultural space. The article states that the literary education based on literary Propedevtics of younger students and is based on the process of reading fiction. Therefore, it is important to promote reading, promote children's reading and children's book production in Ukraine. The author concludes that the gradual renewal of the education system, particularly literary education of primary school children should be primarily seen in the development of new textbooks and anthologies that will meet the needs and opportunities of the modern child.

Keywords: literary education, primary school, reading, the reading competence, reading skills, interpretation.

1. INTRODUCTION

Intellectual humanistic development of modern personality is impossible without formation of artistic, literary competence. Reading as the knowledge of artistic expression, which contributes to the cultivation of human nature, and is a guarantee of support and consolidation of "cultural ecology" (by M. McLuhan). In the modern era of scientific boom and technical discoveries "printed word appears hindrance in the revival of Africa within us" [8, p. 69]. Charles Danzig, the researcher to problem of reading states, that "without reading humanity would come to its natural state among animals" [5, p. 208].

The discourse of reading (P. Bayard, U. Eco, C. Danzig, M. Zubrytska, P. Ricoeur, Y. Sobolevska, D. Uhreshych) is increasingly seen in the context of educational, scientific, humanistic crisis. In modern pedagogy, the reforming of literary education in elementary, middle school and high school is of great importance. The problem of literary education (D. Drozdovskii, G. Iochek, L. Matsevko-Bekerska, S. Palamar, A. Ruban, T. Stus, V. Shulyar etc.) encourages scientists and educators to the common solving of reading crisis with the help of qualitative artistic and humanitarian training for primary schoolchildren.

It is of great importance, that scientists, educators and the general public not only realize that the "support of reading as a guarantee of the book business" [3] in Ukraine is desperately needed now, but also that from the reading needs of child depends the future educational and scientific epistemological

research. Therefore, the purpose of the article is to address the problem of literary education of younger students and possible ways of its reformation and modernization.

2. ANALYSIS AND DISCUSSION

The search of methods and ways, which will attract children to read books is actively promoted in the cultural practices of Europe and the USA. Also, in Ukraine, a variety of actions and campaigns in support of reading are progressively applied ("The book mania", "The book creates Man", "Time to read!", "Ukraine is reading", "Tell a tale to a baby", etc.). However, a significant disadvantage of "book situation" in Ukraine is that, as by A. Smith, that "commercial book publishing industry dominates in case of which, publishing for children and young people is almost entirely relies on the mass consumption of books for children" [10].

Though, lots of students of primary school, for some reason, are lacking basic reading skills, the problem of literary education for primary school children do not lose their relevance. So, there is a need to find "the best ways to develop qualitative reading skills in modern educational environment" [2]. The reader competence of younger student is a wide range of knowledge and speaking skills with the world through art. Teacher should contribute quickly and skillfully in mastering of all these knowledge and skills, which are needed to complete the children's ideas about literature, the author's intent and idea, the space of literary text and more.

The reader competence of elementary school student is the foundation, on which the literary education will be built later. The learning process through literature "acquaintance" with the author and his work should be presented for the child easier, in an entertaining way, emotionally, solemn, sublime and varied step by step. According to V. Martynenko, the formation of readers competence "as an integrated personal formation is important to perform in both sides: subjective and interdisciplinary level with the texts of different sorts" [9, p. 7]. The texts of different genres and styles, contemporary texts and for the modern young readers should be mentioned here.

In our opinion, any successful project is the emergence of new anthologies of reading for students in grades 1-4, which are tailored truly original, interesting and highly artistic works of contemporary writers. As it is noted in the preface to the publication T. Stus and A. Luschevska "modern readers are free children open to the world, more or less than the previous generation with limited boundaries, real or virtual. They perceive the world in multifaceted and impartial manner. The first generation of the digital era, which cannot imagine life without electronic devices and has the easiest access to information with the help of the Internet. Children of our era need literature which will be in tune with their needs, interests and real everyday situations" [1, p. 3].

According to the compliers, in the selection of texts for reading, personal values of child are extremely important. Citing the ideas of Charlotte Haq, is the principle of pleasure, imagination, experience and discoveries. After all, "if the children want to read and enjoy reading they will quickly develop love for words and become" ardent readers. Literature for children develops and enriches the children's fantasy and imagination, allowing the possibility to create life and experience of people without borders. Reading modern books, children learn and practice behaviors, which are inherent to them, their peers and adults of their social circle" [1, p. 4]. The main anthologies contains the works of O. Krotiuk, K. Yegorushkina, O. Luschevska, K. Babkina, S. Dermanskyy, L. Voronina, K. Mihalitsyna, I. Andrusyak T. Stus (Shcherbachenko), M. Savka, G. Vdovichenko, Zirka Menzatyuk, G. Tkachuk, Sasha Kochubei, Marian and Tarass Prokhasko and many other popular authors.

This project "new reading" intensifies children's interest for books and makes the process of reading fun and cheerful. Because the new conditions of life and education affect children's preferences, we can not avoid in this context, the technical means of information dissemination. Elementary school teacher should develop a plan for "the formation of reading interests of younger students with the usage of multimedia and the Internet" [4]. In the Ukrainian Internet space there are many websites which can help both teachers and children and their parents to find books, learn about children's

publishing, read new-emerged books (eg., Internet resources, "Barabuka", "Bokmol", "Reading notes of Kristi Nechytayko", "Kazkarka", "Bukvoid", "Chytomo", "Friend of the reader", etc.). Teachers analyze educational and instructional possibilities of books, diversify the ways of attracting the widest audience to actively "consumption" of the story plot. For example, one of the following methods is called "BookCrossing" – a social movement, which was spread in America in the early 2000s and operates on the principle of social networking – "the process of books liberation" [7, p. 15], so called "hunting" for books. "Bookchallenge" – the competition with the number of books which were read (modern writers M. Livin and K. Babkina initiated this action in 2015 with a view to read 400 books per year) acquires mass popularity, especially among adolescents and young people.

The process of reading for children ought to be more emotionally rich, to promote the "awakening" in the little reader of ethical virtues and aesthetic tastes. Teachers should understand that coercion, orders, prohibitions or disregard of children needs may negatively affect the quality of reading skills. As it is mentioned by O. Vashulenko, the important stage of the artistic work cognition is its ethical discussion in the form of a conversation with a student after reading, a corporate reflection and focus on the most significant episodes, dialogues, phrases. Therefore, "the content of these conversations stands the comparison of literary heroes actions of children's behavior, which are formed from generalized understanding of the norms and rules of conduct, a system of moral evaluations" [11, p. 15]. Literature as a source of ethical and aesthetic impact possesses all-embracing creative potential and has the ability to nurture humanity in people.

Literary education is a way which comes from reading and knowledge of the art text to its empathic feelings by reader, which grows from the reader -amateur to a reader-thinker, because a child grows in the environment of books [12], which defines her thoughts and beliefs and creates an outlook

According to G. Klochek, "literary education should be based on a study of really bright significant works under consideration of the life paths of iconic writers, on a good school interpretation, when the teacher has a special ability to convert the complex meanings in transparent and clear verbal formula" [6, p. 20]. One of the key aspects of the school education quality is the presence of literary textbook, created on the basis of informative freshness when "on every page of the textbook the student must discover something new and interesting" [6, p. 78]. Undoubtedly, updating of textbooks is necessary for Ukrainian school, which is still at a crossroads searching. Similarly, we are missing a new, modern view of the literary phenomenon of the past and present. Educators often have difficulties in the analysis of literary works without previous pre-reading of critical and methodological materials. But only, in case of creative approach to the interpretation of text we can expect performance in the educational process. After all, "the student will perceive the cognitive content of fictional work, and will be charged with noble, positive energy in the contact with it. The longer the contact will be, the more knowledgeable help of teachers in the pupil's perception of the text will be presented, the better school literary education will be" [6, p. 58].

Thus, the problem of literary education should be viewed in primary education, as the linguistic and literary competence is formed in our time. And what is seen as the foundation of literary knowledge, the literary propedeutics in elementary school, in fact, subsequently determines the level of mastery of literary and theoretical knowledge and skills to interpret (interpret, perceive the text, analyze text structure and over-context to determine the theme, idea, perspective work, etc.), reading skills, pro-reading and rereading.

3. CONCLUSIONS

Therefore, the problem of literary education of the elementary school students is being solved in the way of actively involving children in the process of reading – communication with the world of art. An important aspect is the consistent and gradual renewal of the education system, particularly literary education of primary school children through the creation of new textbooks and anthologies, which meet the needs and opportunities of the modern child. Also, it is important to note that the literary

educational mission of elementary school teacher through the personal dialogue and polylogue will help students to learn the whole palette of ethical values and aesthetic feelings, which are inherent in the author's deep essence of art.

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Жаркова Роксолана. Проблема літературної освіти учнів початкової школи. *Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 162–166.

Автор статті аналізує проблему літературної освіти учнів початкової школи в сучасному культурному просторі. У статті зазначено, що літературна освіта базується на літературній пропедевтиці молодших школярів і ґрунтується на процесі читання художніх творів. Отже, важливо пропагувати читання, популяризувати дитяче читання і дитячу книжкову продукцію в Україні. Автор робить висновок про те, що поетапне оновлення системи освіти, зокрема, літературної освіти молодших школярів має відбуватися передусім через розробку нових підручників і хрестоматій, які відповідатимуть потребам і можливостям сучасної дитини.

THE LGBT-HEROES IN MODERN FOREIGN FAIRY TALES (HOW TO READ WITH CHILDREN)

OLGA DERKACHOVA

Abstract. The article is devoted to the LGBT-protagonists as a new type of heroes in modern foreign fairy tales. Such tales are becoming popular in the modern world. So, there is a problem to read or not to read them and if to read how to do it. The best thing is to analyze them not through the LGBT-base, but through the human being. The writers use traditional tale's plots and heroes and just change sexual nature. LGBT-relationships are typically avoided in children's books. Such tales put children towards understanding these relationships. They also show that protagonists' features and acts are more important for readers than their homosexuality. A human with his feelings and acts is the main thing in LGBT-tales.

Keywords: LGBT, LGBT-protagonist, tale, gay.

1. INTRODUCTION

The beginning of the XXI century characterizes by appearance of a number of children tales with "unusual" end for a tale – same-sex marriage or love. The most popular of these tales: "King & King" by Linda De Haan and Stern Nijland (2002), "The Princes and the Treasure" by Jeffrey A. Miles (2014), "The bravest Knight that Ever Lived" by Daniel Errico (2014). The writers try to find a way to talk with children about taboo without aggression. The most comfortable type – fairy tale, already known to children. With its typical structure and heroes.

"King & King" originally written in Dutch ("Koning en Koning"), but later translated into English. In the United States it was published in 2002; as of 2009, 20,000 copies have been sold in the United States [1, p. 19]. It has been published in at least eight languages. The tale follows two princes who married. The book has gained some prominence due to opposition from social conservatives who believe that children should not see LGBT themes; attention as a result to this opposition greatly increased sales of the book [2]. "King & King's" LGBT content is not just a plot. There is the first image of two men kissing, portrayed in a children's book.

"The Princes and the Treasure" is a picture book. It was published in the United States and has been translated into 26 languages and is available in over 137 countries [3]. The story follows two men tasked with saving a princess, only to discover their love for one another.

"The Bravest Knight Who Ever Lived" – the story follows a Cedric, a poor pumpkin farmer-turned fearless knight. He declines the rescued princess' advances, and marries the prince instead [4].

2. ANALYSIS AND DISCUSSION

The studying of the LGBT (lesbian, gay, bisexual, transgender) - culture is enough new. Nevertheless, its history dates back to the same-sex love and sexuality of ancient civilization. The terminology of homosexuality has been a contentious issue since the beginning of LGBT social movements. There were used such terms: sodomite, Sapphic, Uranian, homophile, lesbian, gay, two-spirit, same-sex attracted and homosexual. Homosexual people may also be identified under the terms "queer" and "LGBT". The term "homosexual" was used at first in 1869 by australian author Karl-Maria Ertbeny. Psychology was the first to study homosexual as phenomenon. In 1886 Richard von Kraft-Ebing used the terms homosexual i heterosexual in his works ("Psychopathia Sexualis"). He tried to explain as a deviant sexual practice which is caused by either "congential inversion" or an "acquired inversion". Henry Havelock Ellis presented homosexuality as a form of human being and described the sexual relations of homosexual male representatives ("Sexual Inversion"). It was the first objective to study homosexuality. Ellis explained homosexuality as genetic quality, which can be actualized by life experience.

Sigmund Freid believed that all human things were innately bisexual. The becoming them heterosexual or homosexual is a result of their experiences with parents and others. He wrote: "Homosexuality is assuredly no advantage, but it is nothing to be ashamed of, no vice, no degradation, it cannot be classified as an illness; we consider it to be a variation of the sexual function produced by a certain arrest of sexual development. Many highly respectable individuals of ancient and modern times have been homosexuals, several of the greatest men among them (Plato, Michelangelo, Leonardo da Vinci, etc.). It is a great injustice to persecute homosexuality as a crime, and cruelty too... "If [your son] is unhappy, neurotic, torn by conflicts, inhibited in his social life, analysis may bring him harmony, peace of mind, full efficiency whether he remains a homosexual or gets changed...." [5].

Evelyn Hooker examined whether homosexuals and heterosexuals differed in their psychological adjustment. Berube's studies challenged the stereotype that homosexual recruits could not be good soldiers. Freedman used Hooker's research to study lesbian and heterosexual women [5]. Gonsiorek concluded that "Homosexuality in and of itself is unrelated to psychological disturbance or maladjustment. Homosexuals, as a group, are not more psychologically disturbed on account of their homosexuality" [5].

As we see, empirical evidence and professional norms do not support the idea that homosexuality is a form of mental illness or something like psychopathology. Therefore the aim of modern literature is to show the normal LGBT-hero without abnormality or deviations. The other important thing is to understand how to read and discus such books with children.

The main heroes of tales "King & King", "The Princes and the Treasure", "The Bravest Knight Who Ever Lived" are guys who suddenly understand their homosexual identity.

"King & King" as a childish tale critics accept negatively as book with information which children do not need [6]. In 2002 it got the award "Most Unusual Book of the Year". "On the tallest mountains above the town lived a queen, the young crown prince and the crown kitty" [7]. The Queen was tired to rule, so she decided her son has to marriage and rule after her: "When I was your age, I'd been married twice already" [7]. Modern tale starts out and lasts like a game to recognize old tales, where king's family is looking for a princess to their prince. However, except king there is "crown kitty". Next level of game – a play with corporeality: funny bodies and manners of foreign princess: "Boy, those long arms will certainly come in handy when waving to the people" [7]. The same we see in the illustrations (Fig. 1).

Fig. 1. King & King.

Then prince met princess with her brother. His reaction on it such: "At last, the prince felt a stir in his heart… It was love at first sight. What a wonderful prince!" [7] The picture shows beautiful prince and princess. So, our prince takes the prince because of love, not because of beauty. The thing is in feelings. He is honest in it.

The tale has a happy end: "The wedding was very special. The queen even shed a tear or two". And the wedding was special of crying queen, not of the marriage of two princes. They became kings.

Other tale "The Princes and the Treasure" has such heroes: Earnest, Gallant, Princess Elena, Enchantress, King Rufus. Earnest "was a quiet, and shy, and preferred happy endings. He loved a great adventure, but only those in books". Gallant was the strongest and most handsome man in the kingdom of Evergreen. Elena was a beautiful, kindhearted girl. Her father wanted her to get marry, but it was not how she wanted to live her life. Elena made a wish and was whisked away by an old woman in a carriage, prompted her father to announce that he would marry Elena to any one that could rescue her. Earnest and Gallant went to save her. There are such characteristics of them: "The stongest man in Evergreen was named Gallant. He loved to compete, because he won every challenge. He was handsome, and dashing, and the most desired man in town. Many people tried to attract his attention, but no one succeeded. "I'll save the princess," boasted Gallant [8].

"Why don't you stop reading, and go help the princess", said Earnest's mother.

"But I can't save the princess", said Earnest.

"Yes, you can", she replaid. "Now go!"

So Earnest sadly left his cozy, little cottage, and he went to save the princess" [8]

The witch sent Earnest and Gallant to bring her the "greatest treasure in the land" in exchange for the princess. They seek out the land's five greatest treasures. Then they loved each other and understood that the greatest treasure isn't a physical good but rather their love for one another. They returned to the witch with this answer. An old witch transformed into a beautiful enchantress (it is symbolize that love makes everything nice) and Elena was freed. The King gave the two men gold, land, and made them both princes. The story ended with the marriage of the two princes: "Earnest and Gallant invited all their family and friends to their wedding. "I now pronounce you married", said the Vicar. "May you love each other forever. "Oh, Earnest has never looked happier", sighed Earnest's mother" [8].

The writer explained the appearance of these tale on this way: "As I stared at the handsome princes singing and dancing in front of me, I suddenly wondered, Why aren't there any gay princes or lesbian

princesses? Why can't the handsome prince marry another handsome prince? Why can't a damsel in distress be rescued by a beautiful princess? When I got home from the trip, I thought, I have to get busy and create my own prince and prince romantic adventure story" [9]. Therefore the main aim was to write unusual funny tale with the usual plot.

"The Bravest Knight Who Ever Lived" is another tale which ends by homosexual marriage [10]. Cedric grew up poor and honest on a pumpkin farm, and dreamt of becoming a knight. Once he showed his courage by tricking a would-be carriage thief. He got the chance to make his dream come true. Cedric set off to find an adventure of his own by battling a fire-breathing dragon to save a prince and a princess. Instead of marrying the princess he married the prince. "Cedric, the knight in the story, is a regular hero who happens to have a different idea for his happy ending than someone else might," Errico told Buzz Feed in an email. "I hope that readers see that there is a bravery and beauty in being true to yourself. I believe it's important to show kids different forms of love in a positive light instead of just one. Alternatively, avoidance could potentially put kids at a disadvantage towards understanding and acceptance later on in life" [11].

The writers use such story elements in their tales:
- Characters: flat protagonists, good characters, young heroes;
- Setting: magic kingdom and fantasy time;
- Plot: simple and provoking to didactic, containing a single move; conflict resolved with deeds of positive hero;
- Theme: problem of young adults, happiness, kindness, friendship, love, loyalty.

All LGBT-protagonists have a journey in which they show themselves brave, courage, smart and kindhearted.

Tale	"King & King" – love is the base of marriage	"The Princes and the Treasure" – love is the main treasure	The Bravest Knight Who Ever Lived – to get your love you have to be courage and strong
LGBT-protagonists	Two princes	Two men	Knight and prince
	Make a journey where show themselves as the best		
Marriage	Between two princess. After that, they become kings	The king made them princes, after that they married	Between knight and prince
	Marriage gives them new status		
People reaction	People and family are happy because the main heroes whom they love are happy		

Tab. 1. LGBT-protagonists.

In all cases no matter heroes' homosexuality. These tales demonstrate to the small readers how to accept people: to value them for their features and actions and to be polite and delicate with somebody feelings.

3. CONCLUSIONS

Modern literature for children highlights modern life and modern society using famous or known plots with new heroes and context. LGBT-heroes is the new type of heroes in modern literary tale. They help to include children in new reality.

Omar Currie, a 25-year-old teacher of elementary school was criticized by parents for reading the book "King & King". The teacher decided to teach the book after "a boy in his class who acts" a little

feminine" was being called a girl and the word gay was used in a derogatory way" [12]. It means that our society is still not ready to accept new changes in literature, but have to. Reading such literature with children will help in adaptation of this: "I now read this book to my son among all of his other fairy tales, and he doesn't make a distinction. It's just normal to him. If every parent did the same, the next generation of kids would be well-educated on diversity, and homophobia might possibly become extinct. This book is important for many reasons, but it has a nonchalant quality in its charm. I am thrilled to have had this come into our lives, and I'm sure you will feel the same" [9].

LGBT relationships are typically avoided in children's media or labeled age-inappropriate, putting kids at a disadvantage towards understanding later on in life. So, teacher has to be ready to talk about this with pupils. The best way is to read analyzed books and to talk about their protagonists. D. Errico told The Huffington Post: "It's important for kids' movies and TV to introduce the world in a nurturing and positive way, which means creating multi-dimensional LGBT main characters... I would like the kids to see courage and kindness in Cedric. This is a story about reaching your potential and being true to yourself. Regardless of whether kids grow up to relate to Cedric or not, I hope that they find a message of acceptance for themselves and others" [13]. Such tales demonstrate positive heroes: kindhearted, brave, ready to help and love. Using traditional tale's plot they create the atmosphere of usual place and usual world.

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Деркачова Ольга. *ЛГБТ-персонажі у сучасних зарубіжних літературних казках (як читати з дітьми). Журнал Прикарпатського університету імені Василя Стефаника*, **4** (1) (2017), 167–172.

У статті проаналізовано особливості ЛГБТ-героя як нового типу персонажа сучасної літератури для дітей, зокрема у новітніх літературних казках. Такі казки набувають усе більшої популярності у сучасному світі. Відтак виникає питання: читати чи не читати їх, а якщо читати, то як саме. Найоптимальніший варіант у рецепції таких казок – акцент не на ЛГБТ-екзистенції, а людській екзистенції як такій. Автори звертаються до традиційних казкових сюжетів та героїв, лише змінюючи сексуальну орієнтацію персонажів. ЛГБТ-стосунки, як правило, належать до табуйованих тем, про які дитяча література замовчує. Такі казки наближають дітей до розуміння різних міжособистісних відносин, що існують у сучасному світі. Вони також засвідчують, що вчинки та якості персонажів є важливішими для читача, ніж їхня гомосексуальна природа. У центрі таких казок – людина у її відчуттях та вчинках.

Ключові слова: *ЛГБТ, ЛГБТ-персонаж, казка, гей, міжособистісні взаємини.*

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THE VALUE OF FAMILY TRADITIONS IN THE EDUCATION OF THE INDIVIDUAL IN MODERN SOCIETY

MARIA KLEPAR

Abstract. The importance of family traditions of creating a complete personality is examined. The content and structure of the educational influence of family education shows the interplay of parents and children in the creation and adherence to family traditions. Some aspects of the original Ukrainian traditional family heritage and feasibility of the Ukrainian people in the field of family education in modern society are revealed by the author.

Keywords: family education, family traditions, means of education, family problems of modern families, the traditional Ukrainian family, ethnization of personality.

1. INTRODUCTION

Recently the depreciation of the family, its original moral guidelines are observed: a family with strong social focus turns to a community of people with partnerships; unstable marriages are based on false values; influence of parents on children is being lost. The main causes of family breakdown – lack of spirituality and various social problems that can not be overcome alone, unwillingness of parents to educate children and lack of understanding the importance of this process. In this regard, the need for updated perception of the family traditions of education, because in the family a child learns a model of family life and, according to teachers and psychologists implements this model in their own lives.

Family traditions are aimed to preserve order in the family, transfer of national experience to overcome problems in life.

This is confirmed by documents such as National identity concept of education in the development of Ukrainian statehood, the National Program "Ukrainian family", the "Family and family education" et al., aimed to increase the authority of spiritual and moral values of the family, create favorable conditions for its full moral, psychological, social, cultural and spiritual development.

1.1 ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

A. Makarenko, S. Rusova, I. Steshenko, V. Sukhomlinsky and others scientists indicated the importance of family education in the formation of the outlook of younger generation. Ukrainian ethnopedagogy progressive achievements in the field of family education which are based on linguistic, folklore, ethnology and sociological materials are disclosed in the works by O. Budnyk, L. Smith, A. Rudnytska, G. Sagach, A. Scherba, R. Skulskoho, M. Stelmahovycha, I. Zyazyuna, etc. In their

scientific works they examine the ways of forming individual means of family pedagogy traditions of Ukrainian national education.

Ethnographic context of educational characteristics of learning the personality in modern family is reflected in the scientific works of scholars such as T. Alekseenko, A. Marushkevych, V. Postovyy, H. Vasianovych and others. The researchers emphasize the importance of national traditions in formation of the growing personality.

The article is devoted to unsolved aspects of the problem. However, the relationship of the original Ukrainian family traditions and contemporary problems of family education in teaching literature is enough revealed. Possibility of practical experience using traditional pedagogy in modern conditions is not actualized.

Aim of the article is to reveal the value of family traditions in the education of the child in modern society.

2.   ANALYSIS AND DISCUSSION

The main material studies with full justification of scientific results. Meaning of teaching and importance of family education means that children from an early age, from the time when they are influenced the most, brought up without violence by an adult, moral, aesthetic, labor quality imparted to it gradually.

The main purpose of family education is focused on systematic effect of the mind, the soul, the body of the child, instilling it as full, easonable person, forming a decent, dignified representative of the nation, conscious and ardent patriot of Ukraine.

Analysis of source materials shows that, every nation, every people, even each social group has its own traditions, customs, rituals and holidays, the formation of which lasted during many centuries. The desire for family happiness and family well-being is reflected in the creation of family traditions.

Since immemorial time traditions have been an indispensable feature of the family, reflecting the moral position of its members. After all, rules, commandments, examples, precepts learned in the parent house, remain with a person for life. The origins of the general culture for each of us can be found there. Someone keeps albums of several generations, family legends are told, family chronicle is carefully done, not only jewelry, but also family heirlooms that have no real value are passed to descendants.

Family lexicon, recipes, family archive – all this and much more is included in the term "culture of family". And in those families where history is carefully preserved and passed from generation to generation, usual crisis of education, the relationship of generations are not observed.

When people really appreciate, respect and love each other, life together is interesting in their family. They bring pleasure and fun to whom they love, give them gifts, arrange their holidays. General joy of gathering together on the occasion of family celebrations: birthdays, anniversaries. They have their own rituals and customs to welcome relatives, commemoration ceremonies. They are united by a set of spiritual values characterizing the level of family relationships between different generations.

Their family life continually incorporates all of the best of life, but they create a unique world of the family. Some traditions are inherited from their parents, some they create themselves. They understand that adherence to tradition is a way to unite families.

H. Vashchenko warned against overuse of secondary Ukrainian traditions: "… Traditional ideal of man is not an embroidered shirt that you can lose and still remain Ukrainian. The ideal man is the best that people made in understanding the properties of human peculiarity and purpose" [10, p. 103].

Acording to M. Stelmahovych, ways to overcome the crisis in Ukrainian families are also to be found in traditional teaching methods generated by folk pedagogy. His ideas about national family education are reflected in the theoretical studies and practical recommendations of contemporary educators, psychologists, social workers [9].

Despite the time, age, social status, everyone desire to make the house cozy, welcoming, unique. Wherever family member who is not far from home, he knows that he is waited at home, and always someone will listen to him, understand, and help in difficult times. And there should be a family tradition that children necessarily learn and move into their future family. It should be noted that family tradition is the way to national consciousness of the individual, to the transfer of the ethnic values of national identity.

V. Skutina indicates peculiarities of formation of national identity values on basis of which moral and ideological values of the Ukrainian nation are considered[8]. In the structure of the content she highlights the following:

- harmony (harmony of the inner world of interpersonal relationships, relationships with nature);

- good (good as the truth, the highest good, profound belief in the triumph of good over evil, dobrotvorchist, compassion, humanism);

- freedom (internal freedom, freedom, recognition of human uniqueness

individuality, tolerance for slavery, freedom of expression);

- justice (honesty, truthfulness, commitment to truth, social justice, the belief in the Higher Justice);

- the family as a fundamental principle of development and identity formation, spiritual, cultural and economic development of society;

- people (respect for working people, the ability to interpret the history, culture, traditions and moral values of its people, faith in his spiritual strength, the desire to ensure that the Ukrainian people took their rightful place in the civilized world)

- Ukraine (patriotism, the desire to strengthen the state, economy, culture, willingness to give all efforts for the good of the Fatherland) [2, p. 22-24].

Thus, we can conclude that the efficiency of formation of patriotic consciousness is not achieved by using a single value, but by application of their combination. Some ancestral traditions can be fully accepted in modern young families, other new traditions reflect gains of the present society is the common heritage of our time.

But there are traditions that never lose their relevance for reflecting primarily democratic relations, respect for all, even the youngest members of the family. For example, early initiation of children to discuss all the issues of family life is a long standing tradition. In some families evening tea has become common, when the whole family is going to discuss the events of the day. Mother and father talk, share experience. This opportunity is provided also for children. Plans for remote and immediate future are discussed together. Nightly readings, discussions, free expression and exchange of ideas are very useful tradition.

The best school of life is analysis of mistakes. If this was the rule in the family, the children, of course, attached to a mandatory manner, unbiased analysis of their actions. This tradition creates an atmosphere of deep trust between all family members, prevent alienation of children in adolescence, allows parents to support their children in any difficult situation.

Family tradition is a spiritual atmosphere of the house, consisting of routine, habits, lifestyles and habits of its inhabitants.

For example, some families prefer to wake up early, have breakfast hastily, go to work and meet in the evening without questioning and conversations. In other families common meal, discussing plans is adopted, there is increased attention to the problems of each other. Each house during its existence consists of rituals. Residence gets accustomed to their residents, begins to live in their rhythm. Its little energy structure is influenced by traditions.

After all, traditions are not only family structures, but also the relationships that are developed between family members. If the family tradition fixes to themselves as required, they can serve as a good service.

Often emulated tradition helps us to live. And whatever strange they may seem important thing: family traditions and rituals should not be cumbersome and far-fetched. Let them come in life naturally.

It is difficult to form a family tradition when children are grown and have formed a common attitude towards the family. Another thing for young families, where parents let the child see all the beauty of the world, shrouded in his love and form a solid stance throughout life. A small child sees the world through the eyes of adults – their parents. Dad and mom shape children's view of the world from the first meeting with their baby. First, they are building for a light touch, sounds and visual images, then teaching first words, then transmitting their attitude to the world.

"In the process of ethnic socialization of young people one should take into account features of family educational traditions of the people. For example, the feature of the functioning of Ukrainian family is ennobling marriage relationships between husband and wife (father serves as a model of respect for woman-mother who is mostly patient, obedient, shy, gentle, industrious): "None in the world is, like family", "No family, no relative – like from the bridge and into the water", "Strong family – grief cry" sacred observance of mutual adultery: "Where needle and thread there where husband and woman there", "Who to marry and so who to die", "Father keeps daughter to the crown, and a husband his wife to the end of her days"; equality of status of Ukrainian women in the family ("A man keeps one corner of house, and a woman keeps three", "The man is the head of the family, and women is the neck: where she returns, there he looks"); saving and increasing family customs, relics of labor dynasties ("When the father fishes, even children look into the water") and others" [3, p. 239].

The way a child treats herself, others and life in general is entirely dependent on the parents. Life may seem endless exciting holiday or travel, and can be seen as boring, thankless and hard work that awaits everyone just outside school gates.

As O. Budnyk noted, various peoples express family traditions primarily through the stages of ethnic socialization. Thus, in a Ukrainian family the child aged before one year was "prayed": mother or grandmother put a child's hands together and pronounced the words of morning or evening prayers instead of a child. When the child was two years old she was taught to pray without help. The common prayer was widespread for all the family members. In Catholic and Orthodox families after children reach 9-10 years the First Holy Communion is celebrated. From early childhood (from 3-4 years) catechesis takes place, that is preparing for the grand event at the school or parish house (study of God, praying and preparing for the First Confession). The First Holy Communion for the Christian family is a solemn event to remember for a lifetime [3].

If most familiar family rituals didn't limit, but only bring joy and pleasure, they would strengthens the children's sense of integrity of the family, a sense of uniqueness of own house and confidence in the future.

One charge of internal heat and optimism that carries each of us is acquired in childhood. Of course, a child is not formed in one day, but we can say with confidence: the more childhood was like a holiday, and the more joy it had, the happier a person will be in the future.

And family traditions and rituals allow the child to feel stable livelihood, under any circumstances that take place in the family; give it a sense of confidence and security in the outside world; child adjust to optimism and positive attitude to life; create unique childhood memories, which as an adult she will someday tell their children; allow them to feel proud of themselves and their families.

3. CONCLUSIONS

Thus, family upbringing in Ukraine has deep historical roots. The activity that was associated with the transmission of life and social experience to the younger members of society, and there is growing simultaneously with the evolution of mankind.

Every modern family is able to create some own family traditions, which are likely to be observed by children and grandchildren. We determined that creating family traditions needs to follow certain rules: a repeating event must be for a child bright, positive, memorable; tradition and that tradition to adhere to; you can use smells, sounds, visual images, as long as in the conventional action was something that affects feelings and relationship to the child.

Traditions are the strongest elements that combine and cement individuals into one people, one nation, maintaining its integrity and communication between generations. Folk tradition cover all spheres of life, adjusting family and social relations. And perhaps the revival of family traditions begins the spiritual way of overcoming the crisis that befell humanity in the early twenty-first century.

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Клепар Марія. Значення родинних традицій у вихованні дитини на сучасному етапі розвитку суспільства. *Журнал Прикарпатського університету імені Василя Стефаника,* **4** (1) (2017), 173–177.

У статті обгрунтовано значення родинних традицій у формуванні гармонійної особистості. Розкрито зміст і структуру родинного виховного впливу, представлено взаємовплив батьків і дітей у збереженні та відродженні сімейних традицій. Висвітлено деякі аспекти функціонування традиційної родини та можливості реалізації надбань українського народу у сфері сімейного виховання на сучасному етапі розвитку суспільства.

Ключові слова: родинна педагогіка, сімейні традиції, засоби виховання, виховний вплив у родині, проблеми сучасної сім'ї, традиційна українська родина, етнізація особистості.

READINESS OF FUTURE MUSIC TEACHERS ON THE BASIS OF THE PRAXEOLOGY APPROACH: ESSENCE, STRUCTURE, DEVELOPMENT CRITERIA

IEVGENIIA PROVOROVA

Abstract. The article analyzes the essence of the concept "methodical readiness of future music teacher on the basis of praxeology approach". The paper shows the result of methodical preparation in higher pedagogical educational institution that reflects the system of needs, motivations, imagination, values, the ability to broadcast or create innovations for improvisation, to forecast the results of own activities; high level of informative knowledge in the field of music art and techniques, skills of use own voice, facial expressions, gestures, techniques and methods for generating and analyzing ideas, successfully apply praxeology educational technologies that maintain the success of musical and pedagogical (singing) activity. The researcher outlined motivationally-valuable, emotional and volitional, cognitive-reflective, creative-projective, behavioral, personally-resulted, organizationally-communicative components, criteria and indicators of analyzed phenomenon.

Keywords: future music teacher, higher educational institution, methodical preparation, methodical readiness, singing activity, praxeology approach, component, criterion, indicator.

1. INTRODUCTION

In the rapidly changing social conditions and stressful situations of uncertainty the role of appropriate, effective, successful application of acquired knowledge and skills is rising. It is especially important for graduates of secondary and higher schools who want to be successful and "in demand" for a profession. The teachers who are able to teach this should have very active life position, be able to manage their emotions, use new technologies in teaching, constantly raise their professional level, take care of their physical and psychological health. These requirements are generally the same for teachers of different subjects.

What is the "secret" of a music teacher's success in teaching? This profession is really unique. Its uniqueness is largely in the fact that music (classical, folk), singing are an effective means of aesthetic, spiritual education and self-development of a personality. Each music lesson is actually an art lesson. The task of a music teacher is to facilitate aesthetic education and forming musical culture of a personality through familiarizing students with the masterpieces of national and world music culture, "immersion" in the text of spiritual culture, appeal to the living image-bearing sound of music in order

to influence child's world view and attitude, personal passion, artistry, improvisation, effective teaching actions alongside with the application of fundamental methodological principles.

Ukrainian schools need a music teacher who is a bearer of human and national values, who has mastered professional skills of a musician, singer, educator, methodologist and psychotherapist, who is able to take optimal, constructive, effective solutions in non-typical situations of the educational process. This refers to the application of praxeology (Gr. "praktikos" - active and "logos" - word; science that studies the perfect human activity, its strategy, tactics and systems of actions) in musical and educational activities.

This model of professional training of future music teachers lays significant emphasis on the methodical competence which synthesizes the basic psychological, educational and special knowledge and skills required for the practical activities performed by a school teacher [2, p. 34], and its result is formed methodical readiness for singing activity at school.

2. ANALYSIS AND DISCUSSION

The essence of methodical training of future music teachers in the context of professional educational activities are studied by L. Vasilenko, A. Trump, A. Oleksyuk, H. Padalka, O. Rostovskyy, A. Rudnytska, A. Shchelokova and others. Features of pedagogical praxeology as the methodological knowledge of the general principles and methods of efficient and productive educational activities are studied by I. Zyazyun, T.Bodrova, I. Kolesnikov, A. Linenko, L. Monakhov, V. Savitska, T.V. Garden, O. Titova etc.

The article is aimed at outlining the essence of the concepts of "methodical readiness of a future music teacher for singing activity", specifying the content and components of methodical readiness of future music teachers for singing activity by means of analyzing, systematizing, summarizing scientific sources.

The study is based on the idea of priority of the proactive approach to methodical training of a future music teacher for singing activity, the social demand for teachers as facilitators, tutors, successful moderators of individual educational trajectory of students, teachers who form motivation for vocal activities by skillful usage of highly artistic repertoire, modern visual materials, deep knowledge of the singing activity specificity, organizational and educational knowledge and vocal mastery.

The interdisciplinary knowledge of a teacher is very important. Also are required ability to apply methodic, methods and techniques to skillfully interpret figurative meaning of music in order to develop vocal and choral skills of students, to form singing skills in ensemble chorus and more. Professional development, self-development and self-improvement are also important. The necessity of professional and personal traits actualizes the need for continuous improvement of professional and methodical preparation of teachers of music, particularly during training in higher educational institutions.

Methodical training of music experts is defined as the educational process that provides future teachers with mastering methods and techniques of musical and educational work with students. Such training is carried out efficiently with optimal incorporation of innovative approaches. The pioneers of theoretical foundations of innovation study are considered economists, sociologists and psychologists. In the second half of the twentieth century was appeared a separate sphere of innovation – praxeology. Its founder is a Polish philosopher and logician T. Kotarbinskiy. Powerful heuristic potential of praxeology is used in various fields to enhance the effectiveness of different activities. In recent decades teaching praxeology is actively developed (I. Zyazyun, I. Kolesnikova et al.), which is extremely important in terms of education crisis. However, the potential of praxeology and praxeology approach is used in the preparation of future teachers of music insufficient.

Let's consider the position of some methodological approaches, including praxeological in methodical training of future music teachers. Note that the term "approach" is described by scientists as the starting point that is the basis of the profession.

Praxeological approach, which main ideas are expediency, efficiency, optimal, takes into account the ideas of personality oriented approach (K. Abulhanova-Slavska, A. Asmolov, L. Vyhotskyy, P. Halperin, W. Myasishchev, K. Platonov etc.). Teacher training should be based on the idea of education continuity that directed on the personality development, her self-realization and self-actualization. There is a necessity of active approach (L. Vyhotskyy, A. Leontiev, V. Rubalka, S. Rubinstein etc.), that is based on activity theory, principles of consciousness and activity unity, interaction of learning subjects (students and teachers). Thus, the process of methodical preparation is a unity of content, structure and purpose of training and education. It is a set of psychological and moral qualities of personality, knowledge, musical and pedagogical skills, the acquisition of which makes possible to generate positive motivation of students to musical and educational activities, promotes them to master necessary amount of general cultural, psychological and pedagogical expertise, allows to teach music art at school. The system approach allows considering methodological training on the principles of integrity, structuring and organization.

Music and methodical preparation, permeated with praxeological features, takes into account axiological approach (O. Asmolov, D. Leontyev, A. Kozyr, V. Fedoryshyn etc.), according to which the content, forms and methods of teaching are directed: on making the deep music and pedagogical analysis of art works; on the formation of value orientations of music teachers individuality; implementation of subject-object relations in the creative team. Also considerable is creative approach, which leads to orientation of goals, content and methods of teaching on the creative development of personality. According to the acmeological approach (N. Vyshnyakova, A. Husyev, A. Derkach, S. Palchevskyy, V. Fedoryshyn etc.) basic value of music teacher is to achieve human integrity when her multilevel characteristics are studied in unity to help her reach the acme.

Methodical preparation of future music teachers to singing activity is based on values of praxeological approach. It provides a comprehensive analysis of musical and educational activity, its development for improvement of productivity, reasonable planning, rational use of time, effort and others. Methodical preparation of future music teacher to singing activity is important to do taking into account the principles of perfect educational activity, in paricular, prediction of possible educational activity outcomes; planning the following actions, principles of singing study (integrity, adaptability, resonant sound formation, voice development and conservation, the principle of intensification, reflexive perception of music images, conscious support for artistic and personal dialogue.

We consider methodical training of future music teachers for singing activity as the process of musical and methodological training aimed at forming methodical readiness of future music teachers for singing activity. Methodical competence of a future music teacher is characterized by the formed motivational-reflective incentives for continuous self-improvement in musical and teaching (singing) activity. We consider the priority tasks of musical education, reflected in the State standard for educational field "Art", as a component of the content of the methodical competence of future music teacher [6]. In the Standard among the key (meta-subject) student competences there is an interdisciplinary aesthetic competence, that is student's ability to navigate in the aesthetic parameters of different life spheres. These requirements of the competence approach reinforce activity and practical aspects of the educational sector, integration of the school musical education into the wide world of culture [5].

Specifying the content of the methodological training of future music teachers we take into account the priorities of the National Qualifications Framework (2011), the State standard for the specialty 6.020204 Musical Arts, field of study 0202 Arts. Having analyzed scientific sources we outline the structure of the methodical training of future music teachers.

In the regulatory and scientific sources attention is focused on the following components of methodical training: gnostic, creative, communicative, praxeological, and emotional components.

The analysis of the scientific sources on the specificity of the professional activity of a future music teacher, scholars' approaches to the content and structure of methodical competence of specialists allows us to define such components of the methodological training of future music teachers as *motivational-axiological, emotional-volitional, cognitive-reflective, creative-projective, conative (behavioral) and*

performance related, personal effectiveness related, organizational (perceptual)-communicative. Each component is characterized by its content.

Let's comment upon the content of the components.

Motivational-axiological component includes the motives and needs, values of future teachers which present their methodological orientation; the commitment to effective mastery of professional knowledge and skills; the **aim** at systematic development of personal qualities which ensure the effectiveness of singing activity; the **ability** to identify and plan the perspective of professional self-development.

Investigating this problem Kostiuk pointed out that the conscious human activity is characterized by its focus on the achievement of certain goals. The objectives of human activity are related to its motives. The motive is what makes human desire for this very purpose [3, p. 423]. The objective of the activity is something that this activity is aimed at and what embodies its result. Superficial and weak motive which occurs without the support of strong skills can cause activity only at the initial stage. The stable motive (e.g. interest in profession) is an essential factor of active (including cognitive) activity [1, p. 118].

Along with future music teachers' motives it is important to form appropriate value orientation. We take into account the following research position on the concept of "value": it is a specific formation in the structure of individual consciousness, which is an ideal model and benchmarks of the individual and society activities [7, p. 100]. The study emphasizes spiritual values in the process of learning. Acquiring these values students spiritually enrich their inner world.

Cognitive-reflective component is characterized by the fact that students acquire theoretical and practical experience of successful singing and methodical activity on the basis of the reflective analysis of their pedagogical actions (right or wrong). This component consists of ideological and spiritual orientations; the ability to create positive atmosphere and emotional impact on the audience, to control emotions (self-control, concentration and distribution of attention during singing activity), the ability to control their voice, facial expressions, gestures, methods and techniques of interpersonal communication which ensure the successful passing and effectiveness of singing activity; and volitional qualities: purposefulness, perseverance, initiative, determination, independence, self-criticism, self-control, responsibility.

Personal-communicative component shows itself in organizing optimal cooperative activity, which contributes to the creation of praxeological environment for ensuring active participation of students in dialogical and polilogical interaction in teaching and learning activities (e.g. in conditions of interactive learning) in order to involve everyone in selecting, studying and demonstrating optimal practical actions aimed at achieving the expected result in professional growth. The component consists of the need for actualization and realization of personal potential; the ability for self-development; the ability for creative self-realization in professional activity; the skills for self-estimation, self-discovery for the purpose of self-education of the activity; the tendency towards positive self-actualization and self-improvement; the ability to independently assess the effectiveness of methods of musical education.

Among the constituents of the **emotional-volitional** component we define the **ability** to create positive atmosphere and emotional impact on the audience, to control emotions (self-control, concentration and distribution of attention during singing activity), the **ability to control voice**, facial expressions, gestures, methods and techniques of interpersonal communication which ensure the successful passing and effectiveness of singing activity ; and **volitional qualities**: purposefulness, perseverance, initiative, determination, independence, self-criticism, self-control, responsibility.

Creative-projective component consists of the ability to critically interpret musical material and select the artistically significant works of art; the ability to select optimal creative technologies through selection of content, forms and methods of the methodological training, teaching models; the mastery of methods for developing creative abilities; the creative approach to performing tasks; the ability to comprehend, transmit innovation; the ability to create innovation in the process of professional activity; the mastery of techniques and methods for generating and analyzing ideas; the teachers' ability to evaluate their own professional level, to plan, organize and control their actions.

Conative (behavioral) and performance related component is characterized by following abilities as the ability to render artistic and imaginative content of vocal works; the ability to perform teaching and musical improvisation.

The suggested structure of methodological competence of future music teachers is the basis for the development of criteria and indicators of development of the **methodical competence** of bachelors in this branch of knowledge.

Summarizing and systematizing the scientific sources, the analysis of the components of the **methodical competence** of future music teachers, the results of the experimental work have given grounds for developing criteria of the motivational-axeological (*level of development of the motivation to master singing activity*), emotional-volitional (*level of development of the emotional and volitional personality traits for performing singing activity*), cognitive-reflective (*level of musical and theoretical knowledge and performing skills; mastery of skills to acquire, systematize and reproduce knowledge*), creative-projective (*the level of students' creative orientation in the learning process; the level of inclination to mastering innovative creative technologies in musical and teaching (vocal) work with students; the ability to establish creative environment for the mutual enrichment of the subjects of creative musical and pedagogical interaction*); conative (behavioral) and performance related (*the level of the ability of future music teachers for the meaningful assessment of educational situations and empathetic correction of their artistic and pedagogical activities*), personal effectiveness related (*the level of development of the personality traits and future teachers' abilities for self-improvement in future musical and pedagogical (singing) activity; criteria for evaluating performance are accuracy, precision, diligence)* components.

Determined components of methodical preparation certify methodical changes in the requirements for methodical training in pedagogical high school quality. More effective is lesson which key category is direction of educational performance, its productivity and efficiency. In particular, the success and performance of a lesson depends on the strength and brightness of musical auditory perceptions and the ability of a man consciously operate them. This conclusion, made by well-known researcher B. Teplov [8, p. 76], we use as the basis of artistic image creation exercises on the vocal lessons.

In terms of the experimental work that continues at the National Pedagogical Dragomanov University, The Kirovohrad Volodymyr Vynnychenko State Pedagogical University, Sumy State A. S. Makarenko Pedagogical University, Poltava State Pedagogical University, Nizhyn State University and in order to estimate the level of students' methodical preparation according to the components we have defined the criteria, as well as a number of indicators that characterize the most important and necessary manifestation diagnosed quality. Comment on the indicators defined criteria.

With the indicators of *motivationally-valuable criterion* we defined value attitude to use of praxeological approach in teaching and learning; valuable relation to events, people, himself ("I am a master"); commitment to effective mastering of professional knowledge and skills; self-motivation to the development of personal qualities which ensure the effectiveness of the singers; ability to identify and plan the perspective of professional self-development.

The indicator of *emotionally-willed criterion* is the level of ability to create a positive atmosphere and emotional impact on the audience, to control own emotional feelings (endurance, concentration and distribution of attention in the process of singing activity); the ability to use own voice, facial expressions, gestures, methods and techniques of interpersonal communication that ensure the successful progress and effectiveness of the singers; volitional qualities: tenacity, self-control, perseverance, initiative, determination, independence, self-criticism, self-control, responsibility.

To the indicators of *cognitive-reflective criterion* are referred depth, completeness, consistency of general knowledge categories; knowledge of psychological and pedagogical bases of using the praxeological approach in music and educational activities; requirements which relate to the possession of skills to successfully apply praxeological educational technology; gnostic, organizational and communication skills; the ability to consciously control the results of own professional and educational activities, the capacity for critical and innovative reflection and forecasting the results of own activities.

The indicators of *project-creative criterion* defined the ability to critically interpret musical material and make the selection of significant works of art; ability to improvise; ability to adopt the optimal

creative technology; gnostic, analytic, projective, creative, evaluative skills; the ability to create innovation in the process of singing activity; ability to construct creative environment for the mutual enrichment of music-pedagogical interaction subjects.

Behavioral criterion is presented by such indicators as the ability to realization of artistic and imaginative content of vocal works; ability to carry out pedagogical and music-performing improvisation; *personal criterion* – factors: the need for updating and implementing own potential; capacity for self-development, self-improvement, creative self-realization in music and pedagogical activities; ability to plan, organize and control actions; ability to evaluate the own professional skills; desire to communicate with partner on the subject-subject, humanistic legal basis. To indicators of *communicative criterion* are referred: the level of the language-communicative skills with means of hearing culture; level of voice use, diction, to do speech-mental activities that provide educational interaction.

The use of diagnostics (adapted questionnaire "Personality that is self-actualized" by A. Shostroma, adapted techniques "Focus on gaining knowledge or mark" (E. Ilyin, N. Kurdyukova), methodic "Characteristics of cognitive positions", "Evaluation of the spiritual and moral development of personality" by V. Andreev, method of emotiogenic moral and aesthetic situations, professionally-problematic reflection of creative tasks, vocal and choral exercises made possible to reveal the real state of future music teachers' methodical training formation to singing activity according to each component and criteria.

On the motivational stage of training we gave an advantage to the formation of students' motivation, basic skills of singing, the study and the accumulation of singing experience. Also, among the priorities we singled out adaptation to the vocal apparatus to singing daily regime, the development of vocal and movement patterns, performance of vocal and technical exercises with setting voice. On the practical-active stage we directed vocal-methodical training on the formation of vocal-hearing, artistic and performing skills by listening to samples of reference sound of the singers' voice. Also, among the priorities were formation of evaluative attitude to the quality of the sound, the skills of recording and analyzing phonation errors, the mastering of emotional and expressive features of transmission the artistic content of vocal work, rational perception of the quality characteristics of the voice sound and the way of sound making, repeat sounding of voice based on acquired knowledge and creative tasks. On the reflective-evaluative stage we involved students into performing activities like the concert of vocal classes, educational work, self-fulfillment and creative tasks during practice.

3. CONCLUSIONS

Methodical preparation of future music teachers to singing activity is based on values of praxeological approach. It provides a comprehensive analysis of musical and educational activity, its development for improvement of productivity, reasonable planning, rational use of time, effort and others. Methodical preparation of future music teacher to singing activity means taking into account the principles of perfect educational activity, in particular, prediction of possible educational activity outcomes; planning the following actions, principles of singing study (integrity, adaptability, resonant sound formation, voice development and conservation, the principle of intensification, reflexive perception of music images, conscious support for artistic and personal dialogue. Considering the position of some methodological approaches, including praxeological in methodical training of future music teachers we note that the term "approach" is described as the starting point that is the basis of the profession.

The analysis of scientific sources and practical experience shows that methodical readiness of the future teacher of music that based on the praxeological approach and is seen as the result of methodical preparation in high school. It is a holistic personality process that reflects the system of needs, motivations, imagination, value orientations, the ability to broadcast or create innovations for improvisation, to forecast the results of own activities; high level of informative knowledge in the field

of music art and techniques, skills of use own voice, facial expressions, gestures, techniques and methods for generating and analyzing ideas, successfully apply praxeological educational technologies that maintain the success of musical and pedagogical (singing) activity. The components of music future teachers' methodical training to singing activity are defined as such: motivational, value, emotional and volitional, cognitive and reflective, creative-projective, behavioral, personal and effective, organizationally-communicative. Moreover, all components are characterized by semantic content and appear in the appropriate criteria and indicators.

Prospects for further research. In the process of formation of future music teachers' methodical training to singing activity we find it important to take into account the systemic, competence, personality oriented, axiological, epistemological, acmeological, reflexive and praxeological approaches. The combination of the outlined above approaches provides a theoretical premise for structuring methodological training of future music teachers on praxeological basis which contains such values as rationality, feasibility, optimality, quality, creativity, initiative, skill.

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У статті на основі аналізу наукових джерел і дослідно-експериментальної роботи окреслено сутність поняття "методична підготовленість майбутнього вчителя музики на засадах праксеологічного підходу". Означена інтегрована особистісна якість розглядається як результат методичної підготовки у вищому педагогічному навчальному закладі, що відображає систему потреб, мотивів, творчої уяви, ціннісних орієнтацій, здатність до трансляції або створення інновацій, до імпровізації, прогнозування результатів своєї діяльності; високий рівень інформативної обізнаності в галузі музичного мистецтва та методики, умінь володіти голосом, мімікою, жестами, прийомами і

методами генерування та аналізу ідей успішно застосовувати праксеологічні педагогічні технології, що забезпечують успішність співацької *діяльності*. Окреслено мотиваційно-ціннісний, емоційно-вольовий, когнітивно-рефлексивний, креативно-проективний, конативно (поведінково)-виконавський, особистісно-результативний, організаційно (перцептивно)-комунікативний компоненти, критерії і показники аналізованого феномену.

Ключові слова: майбутній учитель музики, вищий педагогічний навчальний заклад, методична підготовка, методична підготовленість, співацька *діяльність*, праксеологічний підхід, компонент, критерій, показник.

TRANSLATOR'S AND INTERPRETER'S PROFESSIONAL COMPETENCE (CASE STUDY: BACHELOR AND MASTER DEGREE PROGRAMS)

SVITLANA ZAPOLSKYKH

Abstract. The author focuses on the content of translator and interpreter's competence, the relevance of the content of Bachelor and Master Degree Programs, formation of translator's and interpreter's competences according to the professional demand of the modern environment. The components of translator and interpreter's competence have been analyzed, the problems related to professional training have been outlined, and possible solutions have been suggested.

Keywords: translator/ interpreter professional training, Bachelor's Program, Master's Program, translator's competence, interpreter's competence.

1. INTRODUCTION

Traditional education framework in the form of knowledge, abilities and skills should be revised taking into account the importance of the competence approach, which reflects the needs of society in training not only a knowledgeable specialist, but a professional, able to apply his or her knowledge efficiently [23]. This paradigm of education is influenced by tight labor market, which is characterized by fierce competition, resulting in the need of professional training a versatile individual with a set of hard and soft skills meeting the requirements of the changing environment. The professions of translator and interpreter are in demand on our labor market, though the requirements to the applicants have greatly changed, they have experienced certain transformations in recent years. This process contributes to the development of a specific transformed concept of translator/ interpreter competence, which is the target of professional training. Taking into consideration the necessity to adjust to the changing conditions, it should be noted that we are temporary left in legal limbo due to the absence of the Branch Standards of Higher Education.

The Branch Standards are the guiding landmarks for the professional training, they contain such components as: educational qualification characteristics of graduates of higher educational institutions, which define the objectives of higher education and training, determine the place of the specialists in the structure of state industries and the requirements for their competence and other socially important qualities, abilities and skills, professional functions and typical tasks (these characteristics should be approved by authorized central executive body in education and science in coordination with the authorized central body of executive power in industry of labor and social policy); educational and

professional training programs, which define the regulatory period and the regulatory part of the content of training in a certain field or specialty, the requirements for content, scope and level of education and professional training (these training programs should be approved by the authorized central executive body in education and science); diagnostics tools, intended for quantitative and qualitative assessment of education efficiency, that is the assessment of knowledge, abilities and skills, professional and other qualities in compliance with the education standards of higher education (these tools should be approved by the authorized central executive body in education and science as well [32].

Awaiting the solution, we can't ignore our life moving forward and updating professional training should be taken for granted as it is inevitable. Though, it should be noted that the development of the Branch Standards of Higher Education heads the list of priorities for 2017, presented among the tasks of our Ministry of Education [21]. The guiding landmarks for the professional training are of utmost importance and they can be worked out on the basis of the notion of the professional translator/ interpreter competence [7]; the study of its components will help us analyze the content of translator and interpreter's training program, substantiate the assessment of approaches and teaching methods applied and specify the choice of efficient approaches and teaching methods.

2. RESULTS

Translator's and Interpreter's Competence has been in the focus of the scholarly attention paid to translator's and interpreter's activity and training; the analysis of literature on the problem (E. Alekseev [1], R. Bell [2], E. Breus [3], J. Stuart Campbell [4], V. Komissarov [15], L. Latyshev [15], M. Martínez [17], G. Miram [20], M. Orozco [23], etc.) demonstrates that Translator's and Interpreter's Competence is a complex phenomenon formed on the basis of linguistic and sociocultural knowledge and skills.

Interlingual communication defines the peculiarities of translators and interpreters activity and as a result the researchers point out a set of shared skills and abilities, they require distinct skills and techniques as well to perform their task successfully. Translators transfer the source language into the target in writing, interpreters perform it orally. Though, the first group of components is common for both groups of professionals and considering the opinion of the abovementioned scholars, it can be specified as consisting of four components: *lingual, discursive, sociolingual and sociocultural* [15; 16; 20; 23].

Lingual component of translator's/ interpreter's competence includes knowledge about the system and the structure of the source and target language and rules of their functioning in the process of communication, the ability to use formal tools to operate and the rules by which linguistic units are arranged in meaningful statements.

Some scholars suggest differentiation of two parts in the lingual component, which can be considered relevant for our research, especially for interpreter's training. For instance, a famous linguist Noam Chomsky introduced his ideas as part of the foundations for his Generative grammar, but it has since been adopted and developed by other linguists. Noam Chomsky presents a concept of *linguistic competence*, which is referred to as the system of linguistic knowledge possessed by native speakers of a language. He poses the concept of linguistic competence in contrast to the concept of *linguistic performance*, the way the language system is used in communication. In the generativist tradition competence is the only level of language that is studied, because this level gives insights into the Universal Grammar, which generativists see as underlying all human language systems [6].

It should be noted that functional translation theories tend to dismiss the sharp distinction between competence and performance, and particularly the primacy given to the study of competence. But in professional training teachers experience a certain discrepancy between knowledge acquired and skills formed. It is evident that skills formation takes time, and this process can be efficient on condition of certain abilities developed and knowledge acquired.

According to Chomsky, competence can be considered as the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by "grammatically irrelevant conditions" [6]. In the process of professional training students deal with the so called "ideal language system" of the source and target languages mainly at the beginning of their training. Teachers select the material according to the level of language of their students, trying to avoid or overcome so called "grammatically irrelevant conditions", such as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying knowledge of the language in actual performance [6]. Such situation can be somewhat possible in case we deal with an ideal speaker-listener, in a completely homogeneous speech-community, who knows both the source and the target languages of the speech community perfectly, which is hardly ever realizable.

Another challenging issue concerning differentiation of linguistic competence and performance touches the difference between *language and speech*, discussed in the scholarly works [28]. It is evident that a sample of natural speech differs from normative language (the definition of which is quite disputable), consisting of numerous false starts and other deviations causing problems to interpreters. The concept of performance in Chomsky theory refers to the actual production and comprehension of oral or written language, but it is also affected by situational variables such as fatigue and distraction. Therefore, a fundamental distinction has to be made between the competence and performance and it should be taken into account in the process of professional training.

The core components included in the speaker's linguistic competence correspond to five of the major subfields of linguistics: *phonetics*: physical production and perception of the inventory of sounds used in producing language; *phonology*: mental organization of physical sounds and the patterns formed by the way sounds are combined in a language, and the restrictions on permissible sound combinations; *morphology*: identification, analysis and description of units of meaning in a language, inflectional and derivational morphology; *syntax*: structure and formation of sentences; *semantics*: understanding the meaning of sentences [6].

In interlingual communication lexical characteristics of the source material often cause most of the problems, translator's task is to produce an adequate translation, choosing appropriate vocabulary and presenting it taking into account translation function selecting relevant strategies. This issue demonstrates a close link of lingual component with another one, considered to be of utmost importance by the scholars – a discursive component.

Discursive component of translator's/ interpreter's competence can be defined as the ability to communicate text and speech parameters in the subject area; the ability to plan their presentment behavior, understand and convey information in coherent, logical statements, to build and to organize statement in accordance with the purpose of communication. Similar idea is represented in the notion of *communicative competence* (coined by Dell Hymes in 1966) [8] which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. Communication competence was conceptualized according to two criteria: co-orientation and coordination. Co-orientation was viewed as the ability to construct some degree of mutual understanding by using such verbal strategies as acknowledging, mirroring, paraphrasing, clarifying, etc. Coordination was viewed as the ability to construct conjoint actions or the ability to adjust one's own verbal actions to the actions of others as well as to individual and group goals. Coordination strategies included apologies, disclaimers, defining the situation strategies, meta-accounts, etc. The lack of co-orientation and coordination is usually associated with frequent interruptions and talkovers. These are physical characteristics of the conversation, conceptualized as asynchronous talk and also used in assessing communication competence [8].

The ideas presented attracted our attention regarding changes of the market demand to a modern translator, who should be an individual with a set of hard and soft skills, able to multitask and react flexibly, rather than a transparent conduit of information. It should be noted that such understanding

of discursive component is close in meaning and has a lot in common with the ideas of sociolinguistic and sociocultural competence.

Sociolinguistic component of translator's/ interpreter's competence is manifested in the ability to perform various types of interlingual activity choosing linguistic means according to field of communication taking into account the peculiarities of social status of the partners in communication. *Sociocultural component* of translator's/ interpreter's competence includes the ability to apply various types of information about national and cultural peculiarities of the source or the target language country, the ability to build their behavior based on these characteristics and standards.

At present the scholars add instrumental competence to the list as both professionals require different types of *instrumental skills* (translators are to master software (computer added translation) and be able to work with electronic reference literature; interpreters, for instance, engaged in simultaneous translation are to use conference equipment). Interpreters should have some additional competence components, such as general knowledge, memory skills, public speaking and moral [11].

On giving a general outline of the concept of translator / interpreter competence, we come to the conclusion that lingual component of translator's/ interpreter's competence is the basic one and its formation should be the priority, thus we proceed with the analysis of Bachelor and Master Degree programs. The content of the programs will show their relevance to the identified components of translator/ interpreter competence.

Bachelor's Degree program takes four years and includes such courses as: first year: History of Ukraine (3 credits), Ukrainian for Professional Purposes (3 credits), Practical Course of First Foreign Language (27 credits), Practical Course of Second Foreign Language (5 credits), Latin (3 credits), Introduction to Linguistics (3 credits), Introduction to Literary studies (3 credits), Introduction to Translation Studies (3 credits), History of Foreign Literature (3 credits), Foundations of Applied Linguistics (2 credits), Physical Training (3 credits) – total – 58 credits; second year: History of Ukrainian and Foreign Culture (3 credits), Practical Course of First Foreign Language (15 credits), Practical Course of Second Foreign Language (12 credits), Introduction to Special Philology (3 credits), Comparative Lexicology (3 credits), History of Foreign Literature (4,5 credits), Psychology and Pedagogy of High School (3 credits), Cultural Studies (3 credits), Comparative Grammar (3 credits), Theory and Practice of Translation from First Foreign Language (5,5 credits), Course Paper on Philology (3 credits) – total – 58 credits; third year: Comparative literature (3 credits), Rhetoric (2 credits), Ethnology (3 credits), First Foreign Language (13,75 credits), Second Foreign Language (13,25 credits), History of Foreign Literature (2,75 credits), Comparative Grammar (2,75 credits), History of English Language (2,75 credits), History and Theory of Translation Studies (3,75 credits), Linguistics (2,75 credits), Introduction to Cross-cultural Communication (1,25 credits), Modern Ukrainian literature (2,25 credits), Practice of Translation (5,25 credits), Course Paper on Translation Studies (3credits) – total – 60 credits; fourth year: Safety and Health Protection (1.5 credits), Politology (2 credits), Comparative Stylistics (1.5 credits), First Foreign Language (12 credits), Second Foreign Language (9,5 credits), History of Foreign Literature (2,5 credits), Practice of Second Foreign Language Writing (3 credits), Practice of Translation (6,5 credits), Neology and Translation of Neologisms (1,5 credits), Law Translation (1.5 credits), Business Documents Translation (2,25 credits), Fundamentals of the Theory of Communication(3 credits), Third Foreign Language(3 credits), Practice of Interpretation (3 credits), Course Paper in Translation studies(3 credits), Practical Translation / Interpretation Training (6 credits) – total – 65,5 credits.

It should be mentioned that our graduates get a Bachelor's degree in Translation and Interpretation from English into Ukrainian, while the program of their education includes a wide range of various courses, some of which have a slight relevance to translator's/ interpreter's competence. We have analyzed the content of the academic subject's programs [33] and came to the conclusion that some of them should be replaced or greatly modified to meet the requirements of professional competence.

At the starting stage of the experiment the undergraduates were asked to distribute the subjects in accordance with the professional components and assess their relevance. They filled in questionnaires expressing their opinion concerning the efficiency of the program studied and their relevance to shared

translator's/ interpreter's competence. The undergraduates selected certain subjects, which to their mind contributed to the formation of such components of shared translator's/ interpreter's competence as lingual, discursive, sociolingual and sociocultural. The results of the opinion poll are the following concerning Bachelor's Degree Program. Students have analyzed shared Translator's/ Interpreter's Competence Components and Relevant Courses (Preparatory Stage of the Experiment).

Matching the subjects to *lingual component* of translator's/ interpreter's competence, the students selected Practical Course of First Foreign Language, Introduction to Translation Studies, Theory and Practice of Translation from First Foreign Language, Comparative Lexicology, Comparative Grammar, History and Theory of Translation Studies, Practice of Translation, Comparative Stylistics, Neology and Translation of Neologisms, Business Documents Translation, Law Translation, Practice of Interpretation, Practical Translation / Interpretation Training. Matching the subjects to *discursive component* of translator's/ interpreter's competence, the students selected such courses as Theory and Practice of Translation from First Foreign Language, Comparative Lexicology, Rhetoric, Comparative Stylistics, Law Translation, Business Documents Translation, Practical Translation / Interpretation Training. Among the courses relevant to the formation of *sociolinguistic component* of their competence, the students mentioned Theory and Practice of Translation from First Foreign Language, Comparative Stylistics, Practical Translation / Interpretation Training; *sociocultural* component is developed by such courses as Theory and Practice of Translation from First Foreign Language, Cultural Studies, Introduction to Cross-cultural Communication, Comparative Stylistics, Practical Translation / Interpretation Training; *instrumental* component is developed by the courses of Theory and Practice of Translation from First Foreign Language, Foundations of Applied Linguistics, Practical Translation / Interpretation Training.

The preparatory stage of the experiment showed that students assess only one third of the subjects as bearing direct relevance to the required professional competences. The subjects, considered of direct relevance to the competences occupy only two third of the total credits suggesting doubtful efficiency (for different reasons) of the rest in the academic program. All the students assess as the most relevant such subjects as Practical Course of First Foreign Language and Theory and Practice of Translation. 10% of the students admit their insufficient knowledge of a second foreign language, lack of lingual and discursive components of translation competence and expressed their request for focusing attention on the basic competences in the teaching programs.

Master's Degree program takes a year and a half and includes such courses as: Current Issues of Translation studies, Practical Course of First Foreign language, Practical Course of Second Foreign Language, Methods of Teaching Translation at the Higher School, Pedagogy and Psychology of Higher School, Genre Translation Theory, Communication Strategies, Translation from the First Foreign Language, Interpretation Technologies, First Foreign Language, Second Foreign language, Practical Translator's/ Interpreters' Training.

At the preparatory stage of the experiment students getting their Master's degrees were asked to distribute the subjects in accordance with the professional components and assess their relevance. They filled in questionnaires expressing their opinion concerning the efficiency of the program studied and their relevance to shared translator's/ interpreter's competence. The students selected certain subjects, which to their mind contributed to the formation of such components of shared translator's/ interpreter's competence as lingual, discursive, sociolingual and sociocultural. The results of the opinion poll concerning the analysis of Master's Degree Program shared Translator's/ Interpreter's Competence Components and relevant courses are the following.

Matching the subjects to *lingual component* of translator's/ interpreter's competence, the students getting their Master's degree selected such courses as Current Issues of Translation studies, Practical Course of First Foreign language, Practical Course of Second Foreign Language, Genre Translation Theory, Communication Strategies, Translation from the First Foreign Language, Interpretation Technologies, First Foreign Language, Second Foreign language, Practical Translator's/ Interpreters' Training. Matching the subjects to *discursive component* of translator's/ interpreter's competence, the students selected such courses as Current Issues of Translation studies, Practical Course of First Foreign

language, Practical Course of Second Foreign Language, Pedagogy and Psychology of Higher School, Genre Translation Theory, Communication Strategies, Translation from the First Foreign Language, Interpretation Technologies, First Foreign Language, Second Foreign language, Practical Translator's/ Interpreters' Training. Among the courses relevant to the formation of *sociolinguistic* component of their competence, the students mentioned Current Issues of Translation studies, Practical Course of First Foreign language, Practical Course of Second Foreign Language, Methods of Teaching Translation at the Higher School, Pedagogy and Psychology of Higher School, Genre Translation Theory, Communication Strategies, Translation from the First Foreign Language, Interpretation Technologies, First Foreign Language, Second Foreign language, Practical Translator's/ Interpreters' Training; *sociocultural* component is developed by such courses as Current Issues of Translation studies, Practical Course of First Foreign language, Practical Course of Second Foreign Language, Methods of Teaching Translation at the Higher School, Pedagogy and Psychology of Higher School, Genre Translation Theory, Communication Strategies, Translation from the First Foreign Language, Interpretation Technologies, First Foreign Language, Second Foreign language, Practical Translator's/ Interpreters' Training. According to the students' opinion *instrumental* component is developed by such courses as Current Issues of Translation studies, Genre Translation Theory, Communication Strategies, Translation from the First Foreign Language, Interpretation Technologies, Practical Translator's/ interpreter's Training.

The opinion poll shows that 99 % of subjects were considered by the students as bearing direct relevance to the formation of their professional competence. Though 60% of the students expressed their request for more practical classes and admit their insufficient competence in translation and interpretation of certain materials.

Master's Program Courses suggest translation and interpretation training on a variety of topics, practicing different types of translation [24; 25; 26; 27], e.g. Translation and Interpretation in the Sphere of Economy and Business covering the issues of Business Strategy and Tactics, Partnership, Employment, Training, Finance and Banking, New Venture, Business Online, Project Management, Business Ethics, Energy Sources, Consultancy; Law Translation and Interpretation covers the following issues: Basic Legal Concepts, Legal Resources, Court Structure, Jurisdiction, Court Process, Court Etiquette, Criminal Law, Civil Law, Administrative Law, Legal Documents (International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights, Convention against Torture and Racial Discrimination, Convention against Discrimination of Women, Covenant on the Rights of the Child, Constitution on Human and Citizens' Rights); Technical Translation involves the issues of Terminology in Translation, Electronic and Electronic consumer Equipment, Computers and Office Equipment, Communication Equipment, Metal Production and Processing, Machine Tools, Iron and Steel Works, Iron Foundry and Rolling Mill, Hammer Forging and Drop Forging.

Students getting Master's Degree study the procedure of translation-oriented analysis [22] to understand the lingual structures and their relationships in the system of the original text and to provide a solid base for each translation decision. Students and teachers admit that the procedure of translation-oriented analysis is a type of analytical activity of the translator, which precedes the creation of the translated text, is aimed at understanding the source text, identification of the dominant translation type, choice of the invariants and strategies of translation. It involves several complicated stages to identify communicative and pragmatic features of the text, their relevance for adequate translation (deictic parameters of the text: sender, receiver, purpose (communicative intention of the message); non-verbal means of influence on the receiver, used by the sender (pictures, photos, formulas, graphics, gestures, etc.); identify structural and semantic characteristics of the text and their relevance for adequate translation (extracting the "semantic nucleus" of the text, which consists of "major sentences" of the text, defining the dominant theme-rheme structure); analysis of lingual stylistic features of the text and their relevance for adequate translation (functional style, relevant style features (vocabulary, stylistic devices, typical of certain style); the choice of translation strategies (types of translation: instrumental or documentary; domesticating and foreignizing strategies) and

transformations (translation of proper names, internationalism, terms, neologisms, slang, jargon, translation of phraseological units, techniques of lacunas filling, balancing presuppositions).

Such complexity and versatile character of Master Program training translators and interpreters account for the present-day professional environment to meet the requirements of which future specialists should get broad knowledge, skills and abilities to fulfill their responsibilities converting written or oral material of different types from one or more source languages into the target language, ensuring that the translated version conveys the meaning of the original as clearly as possible. A sort of transcreating is often a part of the job, and translation transforms into a mix of translation, localization and copywriting, where the material should be culturally and linguistically adapted to suit the target audience or reader

3. CONCLUSIONS

We have analyzed the major components of shared translator's and interpreter's competence. We have defined such essential components in the framework of shared translator's and interpreter's competence as lingual, discursive, socio-lingual, socio-cultural and instrumental; described their peculiarities and interrelations. We presented the content of Bachelor and Master Degree Programs of translator/ interpreter's training, established the relevance of the courses suggested to translator's/ interpreter's shared competence components (lingual, discursive, socio-lingual and socio-cultural and instrumental). As a result of the preparatory stage of our experiment (students getting their Bachelor's and Master's degrees expressing their opinion concerning the efficiency of the program studied and their relevance to shared translator's/ interpreter's competence components) we should accept the necessity to modernize the content of translator and interpreter's Bachelor and Master Degree programs in accordance with the professional demand in the region. Possible solutions to the problems under consideration can be seen in programs updating, introduction of special elective courses, application of content and language integrated learning methodology which enables to give more practical activities meeting the needs of present demand and orientation towards global integration. In near-term perspective we are going to examine each of the components of translator's and interpreter's competence, to clarify their content and create measuring tools taking into account impact factors of the professional environment.

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У статті висвітлено основні вимоги до базових компетенцій письмового та усного перекладача. Здійснено аналіз відповідності змісту програм освітнього рівня "бакалавр" і "магістр", наголошено на потребі формування складових компетенцій перекладача відповідно до вимог сучасного середовища. У статті визначено основні компоненти перекладацької компетенції, виявлено проблеми, пов'язані з професійною підготовкою майбутніх фахівців у відповідній сфері діяльності, та запропоновано можливі шляхи їх вирішення.

Ключові слова: професійна підготовка перекладача, програма підготовки бакалавра, програма підготовки магістра, компетенція усного перекладача, компетенція письмового перекладача.

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HUMOR AS A PART OF INTERPERSONAL COMMUNICATION

HANNA KARPENKO

Abstract. The article deals with the description and analysis of humor, irony, sarcasm in our life. Different points of view on humor are presented. Theories of the origin of humor (relief, incongruity, superiority) are described. It's proved that humor is a part of interpersonal communication and it is irreplaceable characteristic and the quality people always seek in other ones. Some features of humor and the categories of irony (verbal, situational and dramatic) are demonstrated. The advantages of using humor by teachers in the classroom are stated. Some episodes from the lives of students in which they use humor, irony and sarcasm are presented. It's stressed that people were born with the gift of laughter that lifts their spirits, makes them feel happy. The article states that a sense of humor is a good characteristic that helps people to live happily, to stay younger, to endure problems and to influence other people positively.

Keywords: sense of humor, irony, sarcasm, laugh, interaction, educational process.

1. INTRODUCTION

Nowadays humor, irony and sarcasm are being spread into modern culture, acquiring factors of the influence on the development and self-development of a personality and becoming a powerful tool of the impact on the society in general. It also causes the relevance of scientific research on this perspective.

The aim of the article is to analyze and to explain the features of the use of humor, irony and sarcasm in people's life. In order to achieve this aim we will analyze scientists' various points of view on humor, some theories of its origin, we'll investigate the concept of irony and sarcasm, we will demonstrate some advantages of using humor by teachers in the classroom and we will find out and analyze the examples of using humor, irony, sarcasm in the life of students.

2. DESCRIPTION AND ANALYSIS

Humor was always the object of many researches in different fields of sciences: psychology, sociology, linguistics etc. It's the main part of human relations. Humor was learnt by many scientists. Nowadays there are some theories of humor.

The tradition of describing events in a humorous way appeared in the 7th century BC. Many scientists tried to give the exact definition of humor but everything was in vain. Humor has no

boundaries. Some researches were done in linguistics, pedagogy, sociology and psychology to present some certain boundaries of humor [1; 2; 3; 12].

Different points of view on humor lead to the appearance of different definitions of it. Attardo states that it's impossible to give the exact definition of humor that will be absolutely right [4; 3].

Humor is thought to be a very important part in people's relations in the society [5, p. 1].Word humor can be seen in the written and oral forms such as joke, pun, tease. It's the powerful instrument for presenting thoughts and behavior to certain situation or subject, creating connection between groups of people and making these groups different.

Humor has some roles:
1) communication;
2) cognitive development;
3) the indicator of enjoyment or entertainment;
4) lowering the level of stress and anxiety;
5) popularization of one's own image [6, p. 17–18].

The most attention is paid to the social aspect of humor. In this aspect the main thing is the inducement to laugh. It can be used to raise someone's mood or express one's sympathy. Ross determines humor as "something, that makes people laugh or smile" [5, p. 1]. Palmer gives the wider explanation of humor – it is everything that is funny, it's the process in which laughing appears [7, p. 3].

Not every humorous event can be funny for everybody. It depends on different factors: culture, age, sex. Humor differs from laughing. They can't be learnt as the whole. Though humor causes laughing but laughing doesn't always depend on humor and in some situations it can be as the release of psychological tension [5, p. 1]. Not every humorous situation makes people laugh. As it has been mentioned earlier, laughing depends on the situation in which there is a certain group of people. Social aspect of humor is supported by persuasion that people usually laugh in the company and certain jokes are evaluated only in groups. The substitute of laughing of other people to create group effect is used at TV shows.

"Off-screen laughing is used at TV and radio comedies because it's important to feel how other people react to humor" [5]. People start laughing when there is some push to do it. Laugh is not only the index of humor but it's the useful instrument to determine humor [5, p. 1–2]. Laughing is an indication of "belonging to the group". So, humor depends on many factors: content, age, belonging to the group.

There are three theories of the origin of humor:
1) relief theory;
2) incongruity theory;
3) superiority theory [8, p. 101].

Incongruity theory is one of the first linguistic theories of humor that appeared in 18th century. Two famous representatives of this theory are Kant and Shopenhauer. Shopenhauer stated that the reason of humor was sudden perceiving of differences between the concept and real objects, seen in the light of concept, and humor is the expression of its differences [4, p. 48]. This theory doesn't have sociological or psychological but general view on humor. It's used in humorous discourse.

Superiority theory demonstrates the person's confidence in his advantage over his opponent. This theory reflects the negative side of humor. It's thought that people laugh at other people's problems.

Relief theory was set by Freud. He was sure that humor released tension or mental energy and relieved the person from superstition. Humor is the result of releasing the negative energy. Speakers often use relief theory at the beginning of their speech just to reduce the tension.

Semantic theory was set by Raskin in 1985. Humor includes semantic and pragmatic method where there is semantic opposition between texts. Speaker can see if "the sentence belongs to the set of grammar constructions" and that's why he can say if the text is funny [9, p. 196].

General theory of verbal humor was set by Attardo and Raskin in 1991. "General theory of verbal humor broadened semantic theory to take all linguistic levels including the interest to social questions which aren't in semantic theory" [9, p. 109].

Humor is a part of interpersonal communication. That's why we often notice humorous moments in conversation to entertain the partner. Humor is used in ads, films, literature which also use the model of humor interaction [10, p. 3]. Irony also has its place in the discourse of humor. It often helps to relieve the situation and reduce the negative effect using mimics and gestures. Ironic dialogue interaction is often met in everyday life to make situation less dramatic, sad or tragic.

The simplest definition of irony was given by Paul Simpson in his article about ironic discourse. "Irony has general definition: to say something contrary to what is on your mind" [13, p. 34]. Irony is a set of words which are used to transfer the meaning of something that is opposite to its own literal meaning.

Irony can be divided into 3 categories: verbal, situational and dramatic. Verbal irony is a statement in which the meaning that a speaker employs is sharply different from the meaning that is ostensibly expressed. Situational irony is disparity of intention and result when the result of an action is contrary to the desired or expected effect. Dramatic irony occurs when there is miscommunication in a book, play or film and the audience is smarter than the characters.

Sarcasm is one of the kinds of irony. It's literary device that is meant to mock with ironic remarks with a purpose to amuse and hurt someone simultaneously. The only difference between irony and sarcasm is that irony has wider usage than sarcasm. Irony is used in humorous situations and in serious ones where sarcasm is inappropriate.

People of all ages and backgrounds engage in humor, but the way they use it can vary greatly. It depends on the situation. They can use humor, irony or sarcasm. Teachers sometimes ask their students about their attitude to humor. They say that humor is irreplaceable characteristic and the quality people always seek in other ones. On the one hand it helps people to discover each other. On the other hand humor helps people to go forward and relax despite different disturbing and unpleasant moments of life. Teachers also say that using humor in the classroom is always good and a good joke can really make a difference. It's an excellent way of breaking the ice with students, getting the class relaxed and generally fostering a friendly atmosphere to work in. The proper use of humor in a speech brings teachers closer to the audience, makes the speech easier to deliver and leaves a lasting impression.

The results of scientific research (A. Pourghaz, H. Jenaabadi, Z. Ghaeninejad) indicated that extraversion was significantly and positively related to the teachers' performance and sense of humor and neuroticism was significantly and negatively correlated with the teachers' performance and sense of humor. Moreover, a significant and positive relationship was found between a sense of humor and the teachers' performance improvement [11].

Last semester one group of students was given a task to write short stories from their life. Those stories were interesting and full of humor, irony and sarcasm. Here are some episodes in which you'll see all these things.

a) "She's a silly red-haired … teacher!" The word "teacher" has the other meaning in a student's head (sarcasm);

b) "Oh, look! Peter, John, how happy I am to see you! I am walking on air!" This is not enjoyment but disappointment. (situational irony);

c) sometimes students use "black humor". If they have unlucky days with many problems or difficulties at university or at home they sometimes say: "Better to die than to suffer this";

d) students who live in a hostel want to wake their roommate up almost at dinner time they say: "Hey you, over there! It's time to get up, you couch potato!" (ironic situation);

e) "A lovely day for a picnic indeed" the weather is rainy, unfortunately, and one groupmate blames the other one for ruining the day suggesting it's not a good idea to set out and so on (sarcasm);

f) "Good of you to arrive on time!" This is the first time for the person who is always late to come on time for the important event (sarcasm);

g) "What a brilliant beginning of the day!" it's said by a student who oversleeps the alarm, stumbles over the bag and falls over it, pours over a cup of coffee on the new clothes etc. (irony);

h) "Congratulation!" is written below a bad mark for the composition (sarcasm);

i) "Where will you put me? I must be put somewhere, dear boy" – a girl asks his friend to find the place where she can have a sleep (humor);

j) "You swallowed many sausages but you had to chew them first" one person said to his friend who complained about his stomachache after dinner (humor).

Having analyzed students' works, it's necessary to say that their life is full of humorous moments. They react in different ways in different situations. But almost all of them have a sense of humor and this is a good characteristic.

We were born with the gift of laughter. It lifts our spirits and makes us feel happy. Laughter is a contagious emotion. It can bring people together. It can help us feel more alive and empowered. When we laugh, we transcend the physical aspects of our life and our troubles. One component of a happy life is having a humorous disposition – a capacity to see the contradictions and absurdities of our lives, be willing to laugh at our mistakes or moments of embarrassment and not take ourselves too seriously. When we laugh, we lighten up; we feel more positive and optimistic, more hopeful and engaged. We are friendlier, more resourceful, and more alive. Humorous stories shared with friends are a great way to bond with others, benefit our health and have a great time. Laughing together benefits both the giver and the receiver. Creating a situation that makes others laugh and smile lifts everyone's spirits. Smiling makes us more attractive. We share humorous stories or jokes we have found, clip and share our favourite funny comic strips, share funny experiences from our life or plan to see a comedy. Also, finding ways to do opposite of what people normally expect keeps life from getting drab and dreary. Life has enough seriousness. We have to learn from the little ones, seek out humor and laugh more. We will live more happily, manage adversity and have material to create joyous connections, get over seriousness and connect with life.

3. CONCLUSIONS

So, one of the qualities that is important for human is a sense of humor. This quality is very beneficial because it helps people to look at the reality of life from optimistic way. As you know people confront with a lot of daily problems. Some of them they cannot solve easily and on time. A person who has a sense of humor does not become nervous because of these problems. They look at the problems from different angle and they wish that they will find the solution immediately. So endurance is very important for people. Those ones who have a sense of humor endure problems easily and do not suffer because of their nervousness.

A good sense of humor helps people keep themselves younger. It means that people who have a sense of humor are looking like younger than their peer. And also it is proved that the spirits of these people stay younger. They wish and act like youngsters. So it is very important for living happily in this world. Indeed, most of happy people have a great sense of humor. To sum up, a good sense of humor plays a very important role in our life. For living happily and enduring problems this characteristic is irreplaceable. And happy people influence others and tend to share positive attitude. Thus, people who have a good sense of humor influence their community optimistically, too.

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У статті здійснено аналіз гумору, іронії і сарказму у міжособистісній взаємодії. Описано теорії походження гумору. Доведено, що гумор є складовою частиною міжособистісного спілкування, незамінною характеристикою та якістю, яку люди завжди шукають у інших людей. Представлено деякі особливості гумору і категорії іронії. Визначено переваги використання гумору викладачами у педагогічному процесі. Подано фрагменти з життя студентів, у яких вони використовують гумор, іронію та сарказм. Наголошено, що люди наділені з народження даром сміху, який піднімає дух і надає відчуття щастя. Автор констатує, що почуття гумору є незмінною властивістю, яка допомагає людям жити щасливо, залишатися молодими, долати проблеми і позитивно впливати на інших людей. Доведено, що вдале використання гумористичного мистецтва є надзвичайно ефективним у навчальній роботі зі студентами.

Ключові слова: почуття гумору, іронія, сарказм, сміх, взаємодія, педагогічний процес.

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