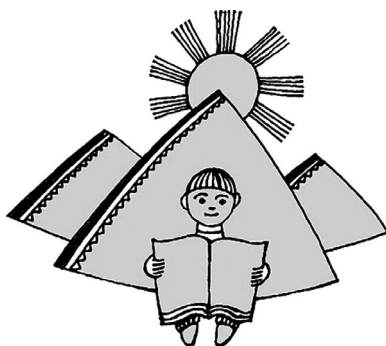


ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ



25
2021

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



Гірська школа Українських Карпат

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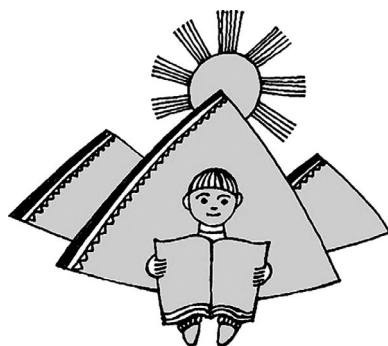
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Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ ЯК СКЛАДОВА СИСТЕМИ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

Анотація. У статті наголошено, що формування культури академічної доброчесності в системі вищої освіти України є одним із ключових завдань освітньої політики держави, від вирішення якого напряму залежить збільшення довіри до української академічної науки й підвищення якості вищої освіти в нашій державі. Підкреслено, що посиленої уваги сьогодні потребують питання імплементації норм академічної доброчесності до міжнародних практик, а також створення й реалізація комплексної стратегії формування культури академічної доброчесності здобувачів вищої освіти й освітянської спільноти на державному рівні та у рамках діяльності ЗВО. Зауважено, що означена проблема останнім часом стала предметом наукових пошуків і дискусій на різних академічних платформах, метою яких є окреслення найбільш ефективних шляхів імплементації й дотримання принципів академічної доброчесності у закладах вищої освіти, що безпосередньо відображає рівень розвитку культури і суспільних цінностей, визначає сприйняття системи вищої освіти в Україні, формування системи цінностей майбутніх фахівців. Зазначено, що практика впровадження академічної доброчесності набула широкого застосування у країнах Європи і США та законодавчо закріплена для її впровадження і дотримання у закладах вищої освіти України. Закцентовано увагу на тому, що відповідно до чинних норм освітнього законодавства, закладам вищої освіти надано право самостійно розробляти політику академічної доброчесності та проводити відповідні заходи щодо її впровадження в освітнє середовище ЗВО. Окреслено політику й механізми формування високої культури якості освіти та академічної доброчесності у ДВНЗ «Прикарпатський національний університет імені Василя Стефаника».

Ключові слова: доброчесність, академічна доброчесність, академічна недоброчесність, вища освіта, якість вищої освіти.

ACADEMIC INTEGRITY AS A COMPONENT OF THE QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION

Abstract. The article emphasizes that the formation of a culture of academic integrity in the higher education system of Ukraine is one of the key tasks of the state educational policy, the solution of which directly depends on increasing confidence in Ukrainian academic science and improving the quality of higher education in our country. It is emphasized that the issues of implementation of academic integrity to international practices, as well as the creation and implementation of a comprehensive strategy for the formation of a culture of academic integrity of higher education and the educational community at the state level and within the free economic activities. It is noted that this problem has recently been the subject of scientific research and discussions on various academic platforms, which aim to outline the most effective ways to implement and adhere to the principles of academic integrity in higher education, which directly reflects the level of culture and social values education in Ukraine, the formation of a system of values of future professionals. It is noted that the practice of implementing academic integrity has been widely used in Europe and the United States and is enshrined in law for its implementation and observance in higher education institutions of Ukraine. Emphasis is placed on the fact that in accordance with the current norms of educational legislation, higher education institutions have the right to independently develop a policy of academic integrity and take appropriate measures to implement it in the educational environment of free educational institutions. The policy and mechanisms of formation of high culture of quality of education and academic integrity in Vasyl Stefanyk Precarpathian National University are outlined.

Keywords: integrity, academic integrity, academic dishonesty, higher education, quality of higher education.

INTRODUCTION

The problem formulation. Virtue in the modern civilized world is the cornerstone that forms the foundation of the inner harmony of the individual, his moral image and stability of character. Higher education through teaching and research actually strengthens this foundation with elements of academic integrity, which are designed to cultivate



intellectual dignity and respect for the diversity of thoughts and ideas, thus realizing its social mission. However, modern university practice shows that higher education institutions do not always adhere to this imperative in their activities, allowing academic dishonesty or ignoring academic misconduct on the part of students, researchers and representatives of the administration. Thus, academic dishonesty significantly undermines the very value of education, contributes to the falsification of higher education and thus reduces its contribution to the socio-economic development of the state (Satsyk V., 2017).

The category of academic integrity is characterized by its multidimensionality, which means a combination of both relevant fundamental values and mechanisms and tools for their provision and functioning. Understanding one's own responsibility or irresponsibility for violating the norms of academic integrity from the point of view of teachers and students directly determines the perception of the higher education system in Ukraine and the formation of a system of values of future professionals while studying in educational institutions (Kolesnikov A., 2019, p. 123). Therefore, it is extremely important to identify potential internal and external factors that cause academic dishonesty, to create an effective policy to ensure academic integrity in higher education institutions of Ukraine.

Analysis of recent research and publications. In recent years in Ukraine, the subject of scientific research, discussions and debates on various academic platforms is the study of ways to implement and adhere to the principles of academic integrity in higher education institutions. Thus, the categorical content of academic integrity was substantiated by O. Chumak, A. Kolesnikov; N. Sorokina, A. Artiukhov, I. Dehtiarova study the problems of observance of the principles of academic integrity among young scientists; issues of academic honesty and academic culture as the basis for sustainable development of higher education are studied by T. Finikov, O. Semenoh; the legal field of counteraction to academic dishonesty was outlined by J. Tytska. The researches of V. Andrushchenko, A. Artiukhov, M. Zatkhei, T. Ishchenko, Y. Malohulko, V. Satsyk, L. Semenenko, I. Surai, S. Nikolaieva, I. Todorova, N. Chereneko, S. Chukanova, G. Shyshkina, which relate to the principles of academic integrity in the educational environment, both in the implementation of legislation and in the context of integration into the world educational community. At the same time, the issues of implementation of the norms of academic integrity to international practices, as well as the creation of a comprehensive strategy for the formation of a culture of academic integrity at the state level need further attention.

AIM AND TASKS RESEARCH – to explore the essence and features of the implementation of the principles of academic integrity in higher education institutions of Ukraine, to reveal the policy of forming a culture of academic integrity in Vasyl Stefanyk Precarpathian National University.

RESEARCH METHODS: study and analysis of normative documents, scientific sources and modern approaches to solving the problem of observance of the principles of academic integrity in the system of higher education of Ukraine; generalization of the experience of forming the culture of academic integrity in the educational environment of the Vasyl Stefanyk Precarpathian National University.

RESULTS OF THE RESEARCH

Academic integrity reflects the level of development of culture and social values, is a determining indicator of the quality of education, the effectiveness of training, a reflection of the responsibilities of all actors in the educational process (Semenoh O., 2021, p. 153). The origins of modern academic integrity date back to 1960, when a poll initiated by several US academic institutions found that 75% of respondents admitted to writing off, after which most universities began declaring one of the main requirements for students – a fair attitude to learning (Surai I., 2011, p. 64).

Translated from Latin, the noun «integrity» means «perfection, completeness, integrity» of the psychological state of man, which is marked by its inner harmony, stability and consistency of moral image (Killinger B., 2010), which in combination with the adjective «academic» defines the category of «academic integrity». Academic integrity, on the one hand, is a complex interdisciplinary definition that combines ethical norms and rules of personal behavior in the educational and scientific environment, and the mechanisms and tools by which they are implemented in practice. On the other hand, there is a whole set of moral and cultural, institutional, educational factors that influence the institution of higher education from the outside or inside, determining its ability and desire to counteract academic dishonesty. This holistic system of norms, rules, devices requires significant resources, time, will and courage to assert oneself, and in no case can it appear at once or accidentally (Satsyk V., 2017).

The category of academic dishonesty is opposed to academic integrity in modern scientific discourse. The phenomenon of academic dishonesty is multifaceted and can take many forms. It is based on a deliberate violation of generally accepted moral and legal norms in the academic environment, usually in order to obtain certain benefits and advantages. In any case, the prevalence of such manifestations deals a devastating blow to the quality of higher education and the quality of scientific research, turning them into opposite phenomena – certified pseudo-education and dangerous pseudoscience (Academic integrity, 2017, p. 21).

The issue of academic decency and ethical behavior is the subject of international organizations, which define the priorities of academic decency and ethical behavior, the requirements of academic values, in particular, academic freedom, openness, tolerance, solidarity and dialogue. Such organizations include: the International Center for Academic Integrity (ICAI), the US Center for Academic Integrity (CAI), the International University Association (IAU), the European University Association (EUA), the Council of International Schools (CIS), and others. They identify six fundamental values of academic integrity, including:

- trust (a climate of mutual trust, which encourages and supports the free exchange of ideas, allows scientific research to be realized to the fullest);
- fairness (clear and transparent expectations, standards and practices of fairness in the relationship between students and teachers);



- respect (appreciation of the interactive, cooperative and participatory nature of learning and cognition, thoughts and ideas of all participants in the educational process);
- responsibility (compliance with the principles of personal responsibility, appropriate penalties in case of non-compliance with academic integrity);
- courage (transformation of the values of academic integrity from information to appropriate actions, their observance and promotion) (Fishman T., 2012).

International practice shows significant achievements in the direction of adherence to the principles of academic integrity in higher education institutions in Europe and the United States. In particular, it is the duty and effective tool to develop documents on the observance of academic integrity in the educational environment, which have different names (Code of Academic Integrity, Code of Academic or Scientific Ethics or Honor, Policy of Academic Integrity, etc.), but their content determines the order of recognition and observance academic behavior of applicants for higher education and the academic community during the implementation of educational activities and responsibility for its violation. As an example, the establishment of a consortium of twelve European higher education and research institutions to implement the European Academic Integrity Network (ENAI) project through the Erasmus + Strategic Partnership Scheme is appropriate for implementing and ensuring academic integrity (Chumak O., 2017).

There are also significant changes in Ukraine's participation in the global system of academic integrity. In particular, today there is a legal framework governing relations related to ensuring the principles of academic integrity and responsibility for their violation, we are talking primarily about such laws and regulations as the Law of Ukraine «On Education», the Law of Ukraine «On Copyright law and related rights», the Law of Ukraine «On Prevention of Corruption». Thus, the Law of Ukraine «On Education» to the principles of state policy in the field of education includes academic integrity, which is defined as a set of ethical principles and statutory rules that should guide participants in the educational process during training, teaching and scientific (creative) activities. in order to ensure confidence in learning outcomes and / or scientific (creative) achievements. The law defines the conditions of observance of academic integrity by pedagogical, scientific-pedagogical, scientific workers and students, types of violations and provides for liability for them (Law of Ukraine, 2019).

The driving force of quality assurance in higher education in Ukraine is the establishment and operation of the National Agency for Quality Assurance in Higher Education, whose activities are regulated by the Law of Ukraine «On Higher Education» (Law of Ukraine, 2014), Resolution of the Cabinet of Ministers of Ukraine education (On the formation of NAME, 2015). One of the important activities of the National Agency is to spread the policy of compliance with standards and requirements of academic integrity and intolerance to its violation. To this end, the National Agency has developed a number of documents, including the Code of Academic Integrity (Code of Academic Integrity, 2019), and established an Ethics Committee, which reviews all complaints received against it. Today, the National Agency is a member of the International Center for Academic Integrity (ICAI), which was founded to combat plagiarism and academic dishonesty in higher education, spreading a culture of integrity in academia around the world.

In order to improve the situation in Ukraine with academic integrity, the American Councils for International Education, with the assistance of the Ministry of Education and Science of Ukraine and the US Embassy in Ukraine, launched the Strengthening Academic Integrity in Ukraine Project (SAIUP) in 2016. Ten free economic zones of Ukraine took part in the project. The initiative was aimed at integrating the principles of academic integrity into the higher education system, disseminating best practices on academic integrity to Ukrainian realities, creating public support for academic integrity and a university base on academic integrity using international practices, enforcing academic integrity at the level of higher education institutions. higher education systems at the state level. In accordance with the purpose of this project, various events on the introduction of academic integrity were held in higher education institutions of Ukraine, including round tables and conferences with representatives of the US Embassy, education, employers and graduates, lectures on academic writing, teaching higher education students to use information sources, etc.

The American Councils for International Education continue to work to integrate the principles of academic integrity into Ukraine's education. Therefore, from 2020, with the assistance of the US Embassy in Ukraine, the Ministry of Education and Science of Ukraine and the National Agency for Quality Assurance in Higher Education, a new project «Academic Integrity and Quality Initiative» (Academic IQ) is being implemented. The project aims to institutionalize the principles of academic integrity in the educational process of higher education institutions. Sixty free economic zones of Ukraine take part in the project. The American Councils cooperate with the centers of internal quality assurance of free economic education by providing tools for interviewing students and teachers, providing advice on ways to improve the culture of academic integrity in higher education institutions.

Despite the fact that academic integrity is a fairly new concept for domestic higher education institutions, the legal regulation of the principles of its implementation and compliance requires the implementation of appropriate policies. In accordance with the current norms of educational legislation, higher education institutions have the right to independently develop a policy of academic integrity and take appropriate measures to implement it in the educational and scientific process.

The formation of a culture of academic integrity is an important area of activity of the Vasyl Stefanyk Precarpathian National University. Policies and procedures for ensuring academic integrity are determined by the Code of Honor of Vasyl Stefanyk Precarpathian National University, the Regulations on the Commission on Ethics and Academic Integrity of Vasyl Stefanyk Precarpathian National University, and the Regulations on Prevention of Other Academic Prevention and research work of students of Vasyl Stefanyk Precarpathian National University, Regulations on Prevention of Academic Plagiarism at Vasyl Stefanyk Precarpathian National University.



The University has a Commission on Ethics and Academic Integrity, which carries out general monitoring and control over the observance by members of the university community of the norms and principles of the Code of Honor of the Vasyl Stefanyk Precarpathian National University. The Commission consists of representatives of student self-government bodies, scientific and pedagogical workers from the university staff, representatives of the primary trade union organization of freelancers. The Commission on Ethics and Academic Integrity is the highest appellate body, which has the right to receive and consider applications for violation of the Code of Honor and make proposals to the university administration (faculties, institutes, colleges) to impose appropriate sanctions.

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

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summarizing the above, it should be noted that the practice of implementing academic integrity has become widely used in foreign countries and is enshrined in law for its implementation and compliance in higher education institutions of Ukraine. However, it should be noted that today the principles of academic integrity are not always observed in domestic higher education institutions, allowing for manifestations of academic dishonesty on the part of students, teachers, and the administration. Therefore, one of the important tasks of the state's educational policy is to develop and implement the most effective initiatives to adhere to the principles of academic integrity and overcome manifestations of academic dishonesty, which will undoubtedly increase confidence in Ukrainian academic science in general and improve higher education in particular.

Prospects for further research are associated with the study and implementation in the educational environment of IHE effective mechanisms for forming a culture of academic integrity of the academic community and higher education as a necessary condition for ensuring the quality of higher education in Ukraine.

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АЛГОРИТМ ЗАПРОВАДЖЕННЯ МОТИВАЦІЙНОГО МЕНЕДЖМЕНТУ В ОРГАНІЗАЦІЇ

Анотація. У статті наголошується на тому, що в сучасних умовах керівники з-поміж усіх типів організаційних ресурсів насамперед роблять ставку на людські ресурси. Це означає, що вдосконалення роботи організацій можна домогтися передусім за рахунок кращого їх використання і передбачає цілеспрямовану діяльність управлінців у цьому напрямі, зокрема й щодо мотивації трудової поведінки персоналу. Проте досить часто керівники використовують такі прийоми впливу на професійну поведінку працівників, що призводять до демотивації їх діяльності. На нашу думку, це пов'язано з: невідповідністю уявлень управлінців про чинники, що впливають на трудову поведінку працівників, реальній ситуації; недостатньою психологічною компетентністю керівників і недооцінюванням важливості мотивації працівників; відсутністю в керівників навичок практичного застосування засобів впливу на професійну мотивацію. У зв'язку з цим для керівників надзвичайно важливим є вміння переосмислювати свій управлінський досвід, долати власні стереотипні уявлення про мотивацію діяльності працівників, а як наслідок – формувати в колективі сучасні управлінські взаємини, застосовуючи мотиваційний менеджмент. Саме тому метою статті є окреслення алгоритму запровадження мотиваційного менеджменту в будь-якій організації. Об'єктом дослідження є теоретико-методологічні засади мотиваційного менеджменту. На основі критичного аналізу наукових досліджень та публікацій, у яких висвітлено сутність поняття «мотиваційний менеджмент», зроблено спробу представити його авторське формулювання, об'єкт і предмет. За допомогою анкетного опитування визначено чинники, які найбільше впливають на якість виконання професійних обов'язків працівників, проаналізовано особливості їх мотивації. Розглядаючи мотиваційний менеджмент як один із найефективніших видів сучасного управління та який передбачає процес внутрішнього управління діяльністю організації, було визначено алгоритм його запровадження (1 - розуміння сутності мотиваційного процесу; 2 - знання теорій мотивації праці; 3 - вибір мотиваційної моделі; 4 - знання засобів впливу на професійну мотивацію; 5 - розбудова системи мотивації професійної поведінки персоналу). Особливу увагу приділено аналізу мотиваційних моделей та доцільності їх застосування на практиці. Виокремлено два етапи в розбудові системи мотивації працівників: розроблення (визначення цілей, ресурсів, компонентів) та самоаналіз (аналіз результатів, визначення засобів удосконалення системи).

Ключові слова: людські ресурси, трудова поведінка працівників, потреби, мотивація, чинники-мотиватори, мотиваційний менеджмент, система мотивації професійної поведінки працівників.

ALGORITHM FOR INTRODUCING MOTIVATION MANAGEMENT IN ORGANIZATIONS

Abstract. The article notes that in modern conditions managers of all types of organizational resources primarily rely on human resources. This means that the improvement of the functioning of organizations can be achieved primarily through their better use and presupposes the purposeful activity of managers in this direction, including the motivation of the labor behavior of personnel. However, quite often, managers use such methods of influencing the professional behavior of employees, leading to demotivation of their activities. In our opinion, this situation is explained by the discrepancy between the perception of managers about the factors affecting the work of employees and the real situation. In this regard, it is very important for managers to be able to rethink their managerial experience, to overcome their own stereotypical ideas about the motivation of the activities of employees, and as a result – to form modern managerial relationships in the team, using motivational management. That is why our purpose is to determine the algorithm for the implementation of motivational management in any organization. The object of the research is the theoretical and methodological foundations of motivational management. On the basis of a critical analysis of scientific research and publications which defined the essence of the concept of «motivational management» was made an attempt to present its author's formulations, object and subject. With the help of a questionnaire, the factors that affect the quality of performance of professional duties of employees mostly, are identified, the features of their motivation are analyzed. Considering motivational management as one of the most effective types of modern management and providing for the process of internal management of the activities of the organizations, as a result, an algorithm for the implementation of the project was determined.

Keywords: human resources, needs, motivation, motivational factors, motivation management, system of motivation of professional behavior of employees.



INTRODUCTION

An employee is a main resource of any organization. However, the success of the organization depends not only on the professionalism and experience of its employees, but also on their desire to work, and their motivation. In another words, it is important that the team not only “knows how” but also “wants” to work.

Despite the significant degree of development of the problem of work motivation in Ukrainian and foreign researches on management, managers often use such methods of influencing the professional behavior of employees which lead to discouragement of their activities. It can be seen, for example, in the loss of initiative and responsibility, unwillingness to develop their own professional and creative abilities, the perception of employees at work as a simple pastime, and so on. We suggest that this attitude towards professional responsibilities may be related to:

- mismatch of the ideas of educational managers on the factors influencing the work behavior of employees with the real situation;
- insufficient psychological competence of educational managers and underestimation of the importance of motivation of employees;
- educational managers' lack of skills in the practical application of means of influencing professional motivation.

In this regard the abilities to rethink their managerial experience to overcome their own stereotypical ideas about the motivation of activities of employees, and, as a result, to form modern managerial relationships in the team using motivation management become especially significant for manager of any organization.

The term “motivation management” is relatively new in Ukrainian science, although it has been actively used in foreign research since the mid-1990s. Surprisingly, in some publications known as “Motivation management”, the definition of this concept is either absent or the authors avoid the use of the phrase “motivation management” (Bazyk, 2014; Melnikova, 2001; Sladkevich, 2001).

Some of the authors, trying to define the essence of the term “motivation management”, substitute it by completely different concepts. In such a way, N. Kuznetcova in the program of the course “Motivation management” firstly interprets it as “the process of motivation, that is, the activation of already existing motives of the employee”, and later – as “the study of these motives”, (Kuznetcova, 2005, p. 21). L. Lukianova in the study guide “Motivation management” notes that “motivation as motivation management – is a system of actions to activate the motives of another person” (Lukianova, 2011).

Ukrainian scientists A. Kolot and S. Tsymbaliuk, authors of the textbook “Motivation management”, thoroughly consider the theoretical and methodological and applied aspects of employee motivation, analyze theories of motivation and their impact on personnel management practice, describe modern approaches, methods and tool, with the help of which the labor activity of employees is intensified, but do not substantiate the essence of the concept of “motivation management”. They characterize it as a component of corporate management (Kolot & Tsymbaliuk, 2014, p. 36), noting that “the human is the main resource, the greatest value and goal of economic development. The root causes of increasing this role are related to the fact that human resources (staff) has become the bearer of the most popular competitive qualities, which are knowledge, intelligence, motivation, competence” (Kolot & Tsymbaliuk, 2014, pp. 28–29). Thus, we can assume that these authors understand motivation management as the process of human resource management.

K. Howard and E. Korotkov in the publication “Principles of management: management in the system of civilized entrepreneurship” interpret motivation management as “a type of management in which priority is given to motivation of professional behavior, activities, relationships, rather than administration and strict control” (Howard & Korotkov, 1996). The same opinion is shared by E. Utkin, author of the textbook “Fundamentals of Motivation Management”, who states, that “one of the most effective types of modern management is motivation management. This is explained not only by a significant increase in the role of the human factor in management, but also by the fact that it reflects one of the main trends in the development of production and society. Motivation management is a management in which priority is given to the motivation of a person's creative, productive, proactive and professional activities, that is, on creating conditions that would interest employees to reach the purposes of the organization” (Utkin, 2000, p. 110–111).

In our opinion, motivation management is a flexible, multi-layered and multifaceted process of internal management of organization, built on the obligatory consideration of already formed or only to be formed motivation of professional (both individual and collective) behavior and joint activities of all employees due to the developed and perceived collective interest in achieving the goals of the institution, adherence to values, the formation and maintenance of a motivational climate in the organization. The object of motivation management is to manage the process of motivating all employees of an organization to jointly achieve the goal of its activities, and the subject of motivation management – psychological mechanisms of forming the motivational sphere of employees, achieving a common goal and specific goals in their professional activities.

In various ways the problem of the implementation of motivation management has appeared in many studies (Bazyk, 2014; Drivolskaya, 2015; Kuznetcova, 2005; Lukianova, 2011; Melnikova, 2001; Kolot & Tsymbaliuk, 2014; Travin, Magura & Kurbatova, 2005; Utkin, 2000). However, it should be noted that the vast majority of these studies are characterized by a generalized approach. That is, the problem of introducing motivation management in organizations has not become a full-fledged object of interest for scientists.

THE AIM AND RESEARCH TASKS

Aims of the article is to determine the algorithm for introducing motivation management in any organization based on the analysis of existing studies of personnel motivation, the implementation of leadership styles, approaches to



management and the essence of the motivational process. The fulfillment of this goal involves the consistent solution of the following tasks:

- 1) identifying factors that affect the motivation of employees;
- 2) analyze the essence of motivation models;
- 3) determine the stages for building a system of motivation for professional behavior of employees.

RESEARCH METHODS

The methodological basis of the study are the researches of contemporary Ukrainian (Kolot & Tsymbaliuk, 2014; Sladkevich, 2001; Sochenko, 2012) and foreign (Bazyk, 2014; Drivolskaya, 2015; Kuznetcova, 2005; Lukianova, 2011; Ritchie & Martin, 2015; Travin, Magura & Kurbatova, 2005; Utkin, 2000; Howard & Korotkov, 1996) scientists who conducted a comparative analysis of motivation theories, analyzed management styles and functions, substantiated their own approaches to staff motivation and implementation of motivation management in organizations.

The following basic methods were used to solve our tasks: existential (interpretation of needs as a given inherent in each individual), analytical (study of the literature to form theoretical and methodological foundations for understanding the determination of professional motivation) and comparative (identifying points of significant and insignificant divergence in views on the concept of "motivation management").

The task of determining the factors that affect the motivation of employees was solved by using a questionnaire. By the method of distribution, it was a hand-out questionnaire and according to the type of research tasks – it was a focused survey. There is a well-established proportion: if the size of the general population is less than 5000 people, then a sufficient size of the sample population is considered to be at least 500 people, with a larger sample size being 10%, but not more than 2000-2500 people (Chernysh, 2004, 430). In the Rivne region, 19,624 teachers work in general secondary education institutions. 10% of this number is 1962 teachers. Using the research of Sh. Ritchie and P. Martin (Ritchie & Martin, 2015, pp. 23-26), we developed a questionnaire with a list of motivation factors that are characteristic to teaching staff. In such a way, 1,800 teachers took part in the survey. They improved their qualifications at the Rivne Regional Institute of Post-Graduate Pedagogical Education in the period from January 17 to October 1, 2020. We asked them to arrange the motivation factors in a hierarchical sequence, assessing the importance of each of them. The first place corresponds to the most important factor, the last – the least important.

RESULTS OF THE RESEARCH

Since motivation management is one of the most effective types of modern management, which involves the process of internal management of the organization, we can determine the algorithm of its implementation (see Figure 1).

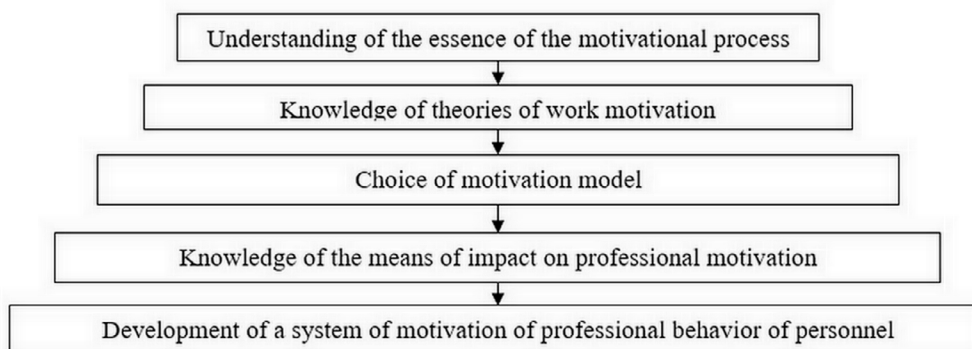


Fig. 1. Algorithm of implementation of motivation management

Let's analyze each stage in details. The first stage involves understanding by managers the essence of the motivational process: the emergence of a need – the search for ways to eliminate the need – the definition and implementation of actions – a reward – the elimination of the need – the emergence of a new need. Thus, the main thing in motivation is its inseparable connection with human needs. Only in this case will a person work selflessly, overcoming obstacles on the way to the set goal, when the work and the reward he will receive for this work will allow him to satisfy his important needs. Given this, needs might be seen as causes of behavior that not only motivates action, but also affects the value system.

The second stage – knowledge of theories of work motivation. Over the last two centuries, a significant number of theories of work motivation have been developed that have had a significant impact on the management process. However, there is still no single approach. Due to the complexity of the phenomenon of "motivation", it is impossible to give an unambiguous answer to the question "What motivates people to work well?". There are several explanations for this. First, the main source of work motivation is the specific situation in which a particular employee is. Second, motivation changes over time and depends on the circumstances in which the employee is. Third, the organizational behavior and work of the employee can be influenced by many factors simultaneously. Knowing the patterns of work motivation allows managers to understand best ways to influence employees to work more effectively.

Among the most famous approaches to the study of work motivation are: the traditional model of scientific management of F. Taylor; E. Mayo's "School of Human Relations" model and D. McGregor's "School of Human Resources" model. Theoretical aspects of labor motivation are examined by researchers in three ways: content theories, which are based on needs, individual goals and aspirations of people (A. Maslow, C. Alderfer, F. Herzberg et al.); processual theories, based



on motivational processes and mechanisms manifest themselves in understanding the working situation, decision making and working behavior (J. Adams, V. Vroom, L. Porter, E. Lawler et al.); reinforcement theory, the main emphasis of which is on how people learn certain types of behavior and how they can be encouraged to the desired behavior (B. Skinner). It should be noted that every theory without an exception is in a constant development, that is, the leader-practitioner can learn from each of them something useful, while rejecting any negative.

The third stage is the choice of an effective motivation model. The most well-known are three following motivation models: rational, self-actualization and affiliation. The rational motivation model is based on the use of financial rewards and penalties (see Figure 2).

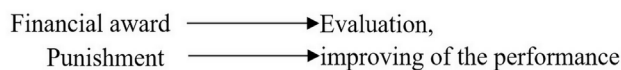


Fig.2. Rational motivation model

Economic stimuli are certainly the most desirable for the employee. However, it should be remembered that people are very different from each other in terms of money. In addition, the biggest problem in the matter of material incentives is that the monetary motivation fades quite quickly: a person gets used to a new, higher level of payment.

In practice, it is advisable to apply a rational model in the case when a specific short-term task is solved, the goal is clear and there is a clear set of tools to achieve this goal. When the task is creative, economic incentives will not help solve the problem, but on the contrary, will block creative strategies. This is evidenced by research, such as the experiments of K. Dunker (Dunker, 1965). Therefore, the manager should be clear about when economic incentives should be used and when not.

The model of affiliation is implemented through the development of cooperation, partnership, affiliation in management and involves the use of participation. Participatory-democratic style of government is considered to be of the most effective ones (Dykan & Borysenko, 2008). Such managers show full confidence in subordinates on all issues, always listen to their opinions and use them constructively, encourage employees, involve them in setting goals and assessing achievements, organize a wide exchange of information, act in groups on a par with others and more.

The model of self-actualization involves the activation of internal human motives (see Figure 3).

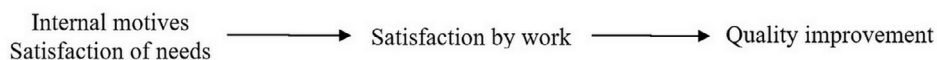


Fig.3. Model of self-actualization

Internal motives are divided into processual (interest in the process of activity); effective (interest in the result of activities, including cognitive) and motives for self-development (for the development of any of their qualities and abilities). Each employee has their own set of internal motives, such as: the ability to express themselves, career or personal growth, creative initiative, the desire to achieve recognition, and so on. That is, before activating the employee's internal motives, it is necessary to "study" it, using psychodiagnostics, questionnaires, self-assessment of the employee's internal motives, cases, projective questions, and so on.

The fourth stage of implementation of motivation management in organization involves the use of various means of influencing professional motivation. Successful influence on employee motivation is possible only if there is a comprehensive approach, when the manager uses a variety of tools, taking into account not only the situation but also the personal characteristics of employees. Among the means of influencing motivation are: the organization of work, material and moral incentives, goal setting, evaluation and control, information, management practices, disciplinary measures, appeal to the values important to the employee.

The fifth stage is the expansion of a system of motivation of professional behavior of employees. In general, the expansion of employee motivation system can be divided into 2 stages: development (definition of goals, resources and components) and introspection (analysis of results, identification of ways to improve the system). The implementation of these stages involves the implementation of the following steps:

- 1) finding out the problems that exist in the organization due to the lack of a system of motivation of employees and their causes;
- 2) identifying the key tasks of the employee motivation system;
- 3) conducting a sociological study in order to determine the effective motivational factors for the team in general and each employee in particular;
- 4) developing short-, medium- and long-term programs of motivation of employees with indication of elements, content, terms and responsible;
- 5) calculating the material costs for the implementation of the optimal program of motivation measures;
- 6) informing employees about innovations, requirements, goals and objectives set before them;
- 7) introducing and testing of the motivational system, and after the completion of the short-term program of motivation measures – working out the usefulness of these measures .

The results of our study shows that the most important motivating factors for teachers in Rivne region are the availability of comfortable jobs and high salaries. The results of a questionnaire conducted among pedagogues of Rivne Region show that "good working conditions and the availability of a comfortable workplace" in the conditional rating of important



motivating factors ranks 1st out of 12 proposed by pedagogues. The 2nd place is taken by the need for high wages and the opportunity to have bonuses, benefits and rewards (see Figure 4). Indeed, the state system of remuneration of teachers, despite the growth of their average wages several times in recent years, does not yet meet the level of qualification requirements, or intensity, or social significance of the professional activities of teachers. This not only does not improve the quality of education and the prestige of the teaching profession, but also does not preclude the outflow of qualified professionals from educational institutions.

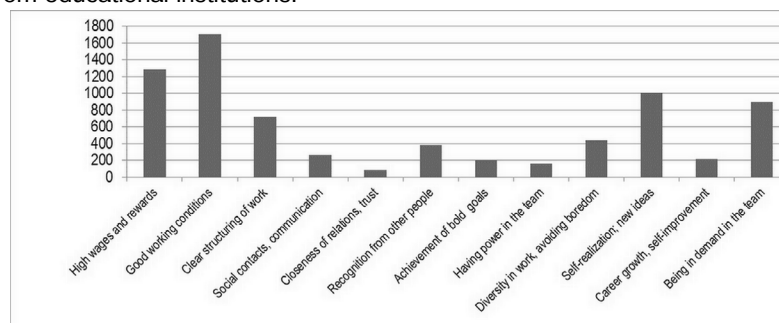


Fig. 4. Factors that most affect the quality of professional duties of pedagogues in Rivne oblast

Similar results of the survey are presented in the dissertation “Formation of the retailer’s staff motivation system based on a behavioral approach” by L. Hromko (Hromko, 2016). The employees of the enterprises were asked to evaluate the motivating factors according to two parameters – the importance of factor implementation and the level of satisfaction with the factor implementation at the moment. The results indicate that the most important for workers of the studied enterprises is the need for a high level of wages and good working conditions. Fully satisfied with the level of wages in organizations are 6.5% of the respondents, by good working conditions – 2.1% of the respondents (Hromko, 2016, pp. 87–88).

Most of the teachers in the Rivne region work for the cause they are doing. Almost 90 % of the respondents answered the question “Are you satisfied with the level of your salary?” negatively. But at the same time, about 80 % of those who participated in the survey are satisfied with their work, they are interested in it, and 60 % of those surveyed (3rd place in the rating) even get opportunities for self-actualization. All teachers who took part in the study can be divided into two groups. The first group includes teachers who make every effort to achieve the goals of the institution, focusing primarily not on effort but on the result of their work. The second one consists of teachers who analyze the amount of resources / efforts needed, and only then make the indispensable minimum. In the first case, there is a reason to say that employees are dominated by internal motives; they have higher-order needs and are focused on self-development, self-expression and self-realization. In the second case, we are dealing with employees who are dominated by external negative motives and who are set up to meet primary needs (the need for protection from various punishments and sanctions, material well-being, etc.). Knowing the dominant needs, the manager can reasonably apply motivation management, contributing to the formation of the desired professional behavior of employees.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Performing actions to provide motivation to work is quite a difficult task. Rapid changes in the economic, political and social spheres inherent in modern society affect the motivational sphere of teachers, changing the hierarchy of traditionally important needs for teachers. All this requires regular recourse to the analysis of teachers’ behavior in order to identify the most important needs and motives for their work. As our study shows, the most important motivating factors for teachers in Rivne region are the availability of comfortable jobs and high wages. A similar conclusion about the motivating factors was made by L. Hromko, who conducted a survey among employees of Ukrainian organizations. The discrepancy between the high level of importance of some motives for employees of organizations and the low level of their implementation proves the unsystematic application of incentives to employees (Hromko, 2016, p. 89). This conclusion is suitable for teachers. Thus, on the portal «Educational Policy» an all-Ukrainian poll «What is the main feature of a good headmaster in your opinion?». The results showed that the main features of the heads of educational institutions today are the vision of the prospects for the development of the institution and the ability to motivate and unite the team (Educational policy, 2017). That is, one of the key problems of school principals is the inability to motivate the team to achieve the goals of the institution. That is why the leaders of any organization need to form a modern management relationship in the team using motivation management. We understand motivation management as a flexible, multi-leveled and multifaceted process of internal management of the organization’s activities, built on the mandatory consideration of the already established motivation (or the one which is only going to be established) motivation of professional (both of individual and of the team) behavior and joint activities of all employees due to the developed and a perceived collective interest in achieving the goals of the organization, adhering to value attitudes, forming and maintaining a motivational climate in the organization.

Based on the research of Ukrainian and foreign researchers on personnel motivation, implementation of leadership styles, management approaches and the essence of the motivational process, we have identified the five stages of implementation of motivation management in the any organization. Particular attention was paid to the analysis of



effective motivation models (rational, based on the use of material incentives; self-actualization, the essence of which is to activate internal human motives; complicity through cooperation, partnership, participation in management) and stages for motivating professional behavior of employees as a priority task of the modern leader-manager, on the successful solution of which depends the effectiveness of the organization managed by him.

At the same time, the issues of systematization of motivation management technologies and development of multi-term programs of motivation of professional behavior of employees remain relevant.

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ОСОБЛИВОСТІ ТРАНСФОРМАЦІЇ ВИЩОЇ ОСВІТИ В ПЕРІОД ПОСТПАНДЕМІЇ У ВИМІРІ ЄВРОПЕЙСЬКИХ ДОСЛІДЖЕНЬ

Анотація. У статті представлено аналітичний огляд наукових досліджень українських та європейських науковців із проблеми трансформації вищої освіти в період пандемії та після її завершення. Автори виокремили основні напрями досліджень, здійснили їх аналіз. Здійснений аналітичний огляд проблем трансформації вищої освіти в українському та європейському вимірах у період пандемії та постпандемії дають змогу виокремити такі основні напрями: увага українських дослідників зосереджена на моніторингу та визначенні викликів, бар'єрів, труднощів, що виникають в умовах пандемії та по її завершенню, а також частина досліджень – на соціально-емоційному стану студентів та викладачів; натомість європейці працюють над розв'язанням низки проблем: психологічні проблеми студентів та викладачів під час карантину; якості вищої освіти в умовах соціального дистанціювання; особливості організації освітнього процесу в умовах дистанційної освіти та вдосконалення форм налагодження взаємодії студентів та викладачів з метою забезпечення такого ж якісного освітнього процесу; проблеми діагностики позитивних та негативних наслідків пандемії та вимушеного соціального дистанціювання, спричиненого цією пандемією.

Основними викликами для українських закладів вищої освіти на початку пандемії стали: методична готовність викладачів до здійснення дистанційного навчання; для європейської університетської освіти це були такі: пошук удосконалення форм дистанційної освіти та забезпечення її якості. Здійснене дослідження дає можливість українським науковцям, що працюють над проблемами подолання викликів, пов'язаних із соціальним дистанціюванням та втратою соціально-емоційного аспекту освітнього процесу, вибудувати вектор подальших напрямів та механізмів оптимізації організації вищої освіти в період після пандемії з урахуванням уже здійснених у європейських країнах досліджень та досвіду, отриманого за результатами таких досліджень.

Ключові слова: вища освіта, трансформації, виклики та перспективи, наукові дослідження в Європі, постпандемічний період.

PECULIARITIES OF THE HIGHER EDUCATION TRANSFORMATION IN THE PERIOD OF POSTPANDEMIC IN THE DIMENSION OF EUROPEAN RESEARCH

Abstract. The article presents an analytical review of scientific research of Ukrainian and European scientists on the problem of transformation of higher education during the pandemic period and after its completion. The authors identify the main areas of research, their analysis. The authors' analytical review of the transformation of higher education in the Ukrainian and European dimensions during the pandemic and post-pandemic will highlight the following main areas: Ukrainian researchers focus on monitoring and identifying challenges, barriers, difficulties arising in the pandemic and its completion, as well as part of the research on the socio-emotional state of students and teachers; instead, Europeans are working to solve problems such as: the psychological problems of students and teachers during quarantine; the quality of higher education in terms of social distancing; features of the organization of the educational process in terms of distance education and improving the forms of interaction between students and teachers in order to ensure the same quality educational process; problems of diagnosing the positive and negative consequences of a pandemic and the forced social distancing



caused by this pandemic. The main challenges for Ukrainian higher education institutions at the beginning of the pandemic were: methodological readiness of teachers to implement distance learning; for European university education, these were the search for improved forms of distance education and quality assurance. The study enables Ukrainian scientists working on overcoming challenges related to social distancing and loss of socio-emotional aspect of the educational process to build a vector of further ways and mechanisms to optimize the organization of higher education in the post-pandemic period, taking into account already implemented in European countries research and experience gained from the results of such research.

Keywords: higher education, transformations, challenges and prospects, research in Europe, post-pandemic period.

INTRODUCTION

The problem formulation. Over the past three years, the higher education system has undergone forced transformations in its various structural components (network of institutions, mechanisms of functioning of universities and higher education institutions of different levels of accreditation, forms, methods and means of organizing the educational process, etc.). challenges facing the Ukrainian and global higher education system as a whole due to the spread of the coronavirus and the introduction of quarantine measures in each country. Enormous challenges that forced higher education to respond to quarantine restrictions and through social distancing to reformat into new forms of organization of the educational process in a forced mode.

Analysis of recent research and publications. Recently, works devoted to solving this problem have appeared in the psychological and pedagogical scientific literature (O. Anisimov, S. Bratchenko, V. Panok, V. Slobodchikov, V. Levy, Y. Schwab). Most of these authors focus on the study of mainly applied aspects of expert activity in the field of education, bypassing its theoretical foundations.

AIM AND TASKS RESEARCH

The purpose of the article is to substantiate a special form of scientific and practical knowledge – humanitarian and psychological examination of education and determine the principles of its implementation.

RESULTS OF THE RESEARCH

The Covid-19 pandemic has been going on for the second year in a row, which has significantly affected the educational process in Ukraine. In Ukraine, according to the practice of foreign countries, educational institutions were also temporarily closed, the 2019/2020 school year was completed remotely. Distance learning, new requirements for the educational process have become a challenge for the domestic education system. The pandemic affected the lifestyles of students, their families, teachers, caused far-reaching economic and social consequences, exacerbated a number of socio-economic issues, including: equal access to education (different levels of provision of families with distance learning and unequal access to quality Internet) ; provision of educational services to students with special educational needs (students with certain nosologies do not have the opportunity to receive educational services remotely); other socio-economic problems caused by the pandemic. The Government of Ukraine responded to the new challenges fairly quickly and adequately, and took the necessary measures to ensure the continuity of the educational process. During the period of long-term quarantine, digital resources and online resources for distance learning () have become available on the Internet. Cedos analyzed the changes introduced by the government in the organization of the educational process during quarantine, as well as the recommendations of international organizations on distance learning. Attention was drawn to the problems and difficulties that arise with the health and safety of participants in the learning process. SEDOS experts analyzed the impact of the pandemic on the quality and accessibility of education.

An analysis of the decisions of the Government of Ukraine from September 2020 to May 2021, as well as the recommendations of the Ministry of Education and Science (MES) and the Ministry of Health (MOH) provided from September 2020 to July 2021 on distance and full-time education showed that In some higher education institutions, only a part of students went to study and studied full-time in the first two weeks of September, after which the study continued in a distance format. Provisions on the updated conditions for the organization of distance learning appeared only on October 16, 2020 - one and a half months after the start of training (Order of the Ministry of Education and Science of Ukraine, 2020). It should be noted that this provision has existed since 2013 and contained general recommendations on the organization, provision and technology of distance learning. The order of the Ministry of Education and Science (hereinafter - MES) from 8.09.2020 № 1115 added only some changes related to the organization of distance learning in various educational institutions, including vocational and technical (Some issues of distance learning, 2020). However, the provision did not contain any other significant changes. A letter with recommendations based on this provision was sent to general secondary education institutions only in early November (Letter from the Ministry of Education and Science of Ukraine, 2020). The government's decision of November 11, 2020 abolished the division into zones according to the epidemiological level and established that all educational institutions, except for preschool, general secondary, extracurricular and specialized art education, can be attended by only 20 people. Accordingly, the Ministry of Education and Science has provided recommendations for vocational, pre-professional and higher education institutions to conduct blended learning from November 16, provided no more than 20 people in one group (Letter from the Ministry of Education and Science of Ukraine, 2020). In the period since the beginning of the pandemic and later, research by Ukrainian researchers on the challenges posed by severe lockdown has intensified. The first monitoring studies were conducted by a group of authors led by N. Melnyk, O. Kovtun, I. Rogalska-Yablonska, S. Hryniuk, I. Postolenko (Melnyk, 2020), A. Yelinska (Yelinska, 2020), A. Oleshko Oleshko, 2020) and others. Peculiarities of forming the educational route of students in higher education institutions as a means of overcoming challenges in a pandemic were analyzed and presented by N. Melnyk (Melnyk,



2020). The researcher conducted a monitoring study and found that the construction of students' educational route in terms of forced distance learning of foreign languages is determined by both positive and negative features: on the one hand - the student's ability to flexibly plan their educational activities, distribute workload; on the other hand, the process of forcing is characterized by psychological tension, the need to respond quickly and flexibly to messages and information from the teacher (Melnik, 2020). In the scientific publication "Peculiarities of humanitarian disciplines high-school teaching staff adaptation to the work in the conditions of forced social distancing provoked by COVID-19 in Ukrainian universities" by N. Melnyk, O. Kovtun, I. Rogalska-Yablonska, S. Hryniuk presented a study of the state of adaptability of teachers to the forced introduction of distance learning in a hard lockdown introduced through Covid-19.

The study provides a multifaceted study of the difficulties which humanitarian disciplines high-school teaching staff faced and overcome in Ukrainian Universities to ensure the educational process in a wide distance format through the pandemic COVID-19. The results of the study allowed to determine: 1. Barriers to the accelerated introduction of distance learning in higher education in conditions of forced social distancing (psychological, socio-economic, pedagogical methods and approaches barrier (methodological), ICT and communicative, cultural and administrative barriers); 2. Features of adaptation of scientific and pedagogical employees of higher education institutions that teach foreign languages, as well as representatives of the administrative level and employees of distance education departments, etc. (these peculiarities are: forced introduction of the wide range of distant learning tools and platforms into the educational process, high-school teachers' speed mastery of different means of distant learning tools and resources, accommodation to provide classes on different distant learning video-tools etc.); 3. Positive strategies and practices of Ukrainian higher education institutions to optimize the management of rapid implementation of distance learning in the context of forced social distancing through the COVID-19 pandemic in administrative and individual contexts (creating of staff focus groups which manage the organization of distant learning, creation of staff group which help to organize the explanation procedure on effective management of educational process in different disciplines ect.); 4. Optimal (qualitative and effective) mechanisms for overcoming barriers and difficulties of accelerated introduction of distance learning in higher education institutions in different blocks (psychological, socio-economic, pedagogical methods and approaches barrier (methodological), ICT and communicative, cultural and administrative barriers). On the bases of the investigation results the group of authors proposed a set of guidelines and a series of trainings on optimizing the management of implementation of distance learning in the context of forced social distancing through the COVID-19 pandemic at different levels: individual, administrative and collective. It is planned to develop a roadmap for optimizing the management of distance and blended learning in higher education institutions in different blocks and discuss the problem of research on a broader scientific scale in the context of further action on higher education institutions in forced social distance through the COVID-19 pandemic.

The next stage of the research work initiated by N. Melnyk was to determine O. Kovtun of general and communication impacts of the covid-19 pandemic on higher education: global and ukrainian dimensions. The results of the study were proposals for minimizing the risks of communication barriers in emergency online teaching the teachers of the humanities should have a well-developed technical competence, be flexible in using communication strategies, get used to the thought that online communication differs from face- to-face communication and focus on informative, not emotional outcomes (Kovtun, 2020).

Next step in the investigative work was implemented and in the monograph issue "Challenges for scientific and pedagogical staff of higher education in Ukraine after the pandemic: identification and analysis of the problem." N. Melnyk's research identified challenges to the scientific and pedagogical staff of higher education institutions, the nature of which is the peculiarities of professional activities of teachers and challenges to the scientific and pedagogical staff of higher education institutions, the nature of which are features of students' educational activities, namely: Group 1 - motivation professional activity; reorientation of the organization of professional activity from remote to off-line format (adjustment to new time frames - time management (working from home the teacher did not have to spend time on the road); provision, because not in all domestic institutions of higher education 100% technical support, working "from home" the teacher could present a presentation, educational material on the topic, etc. without unnecessary obstacles); psychological aspects of returning to work offline (during the period of social distancing communicative aspects of communication have changed - the teacher did not work "on the audience", switching to a new mode of work will directly or indirectly affect the emotional state of teachers, provoking emotional stress, etc.); Group 2 - motivation of students (according to surveys of students presented in the article, their motivation for cognitive activity also decreased, which is explained not only by stress caused by forced social distancing, forced mastery of distance learning platforms, multi-vector instruction and speed of change, but also the fact that "staying at home" students had more time to prepare, and therefore it was possible to "postpone study" (according to an oral survey of students of Ukrainian higher education institutions), quite a long time, distance learning platforms (especially those that were not uploaded to the distance platform), teachers had to spend on mastering certain distance learning platforms - registration on platforms, development of electronic resources, etc. All this allowed students to perceive the first lockdown as a vacation. Although var then emphasize that this is not an absolute majority; organization of the learning regime, another challenge that will need to be overcome by scientific and pedagogical staff after quarantine (we connect this challenge with the fact that teachers will not only come up with new forms of high motivation of students to cognitive activity, but also completing tasks, preparing for couples and advice on the best ways to master the training material, etc.); provision of ICT audiences with funds, etc. (Melnik, 2021).

The research of A. Yelinska (Yelinska, 2020), A. Oleshko (Oleshko, 2020), S. Bondarenko (Bondarenko, 2020) also deserves attention. Thus, in the work of A. Yelinska, assumptions were made about the fact that in the period of Post-pandemic educational institutions may need to identify the challenges they may face and prepare for tough decisions



in the coming months. University leaders will need to reflect on your educational process to ensure that the results (Yelinska, 2020). In the study of A. Oleshko the main tendencies of distance learning in higher education in Ukraine and the world in the conditions of pandemic restrictions were determined. Emphasis is placed on the features of the use of telecommunications technologies, learning platforms and online courses that provide interactive interaction between teachers and students. Using the methods of questionnaires, the advantages and disadvantages of distance learning from the point of view of Ukrainian students are revealed, which is important in the formation of a student-centric model of higher education. The advantages of distance learning include a flexible learning schedule, the ability to combine work and study, the ability to master additional competencies, courses, hobbies and increase motivation for self-study. The disadvantages of distance learning during the pandemic are: technical problems, inability to access the Internet, the difficulty of learning the material yourself, low level of knowledge of teachers and students of information technology. It has been determined that scientific and pedagogical workers need additional protection during the pandemic. In particular, it is necessary to improve technical, economic, organizational and psychological working conditions, provide motivation for teachers, provide them with tangible and intangible incentives for high-quality professional activities and professional development in distance learning (Oleshko, 2020).

Ukraine also used international recommendations of UNESCO, international expert organizations on the organization of distance learning, foreign research and secondary data (Webinar: UNESCO; Annual Report 2019 - UNESCO; Learning cities: Drivers of inclusion and sustainability. 2020; Supporting teachers; QS. 2020). Among European studies, the group of scientists Thomas Farnell, Ana Skledar Matijević, Ninoslav Šukanec Schmidt made up an analytical report provides a synthesis of emerging evidence on what impact COVID-19 has on three specific aspects of higher education in Europe: teaching and learning; the social dimension of higher education (i.e. the effect on underrepresented, vulnerable and disadvantaged learners); and student mobility. Drawing upon 14 rapid-response surveys carried out in 2020 by university networks, student organizations and researchers, as well as over 50 journal articles, reports and publications, the analytical report synthesizes the emerging evidence and presents policy recommendations on actions to be taken at the level of higher education systems and by higher education institutions themselves (Farnell, 2020).

The aim of such authors as Romeo M., Yepes-Baldy M., Soria M.B. and Jayme M. was to analyze the extent to which the psychosocial aspects can characterize the affective states of the teachers, administrative staff, and undergraduate and postgraduate students during the quarantine. A questionnaire was answered by 1,328 people from the community of the Universitat de Barcelona (UB), Spain. The survey was partially designed ad hoc, collecting indicators related to sociodemographic variables, the impact of COVID on the subjects or in their personal context, the psychosocial context of coexistence and perceived social support, characteristics related to the physical context during the quarantine, and labor conditions. Additionally, it included two validated instruments: the Survey Work-Home Interaction–Nijmegen for Spanish Speaking Countries (SWING-SSC) validated in Spanish and PANAS, the Positive and Negative Affect Schedule. Classification and Regression Trees (CART) were performed to identify which variables better characterize the participants' level of positive and negative affective states. Results according to groups showed that students are the ones who have suffered the most as a result of this situation (temporary employment regulation, higher scores in negative work-home and home-work interaction, lower scores in positive home-work interaction, and negative effects of teleworking). Additionally, they reported a higher mean score in interpersonal conflict and worse scores with regard to negative affective states. Based on sex, women were the ones whose environment was shown to be more frequently affected by the pandemic and who exhibited more negative effects of teleworking. In general terms, participants with the highest scores in negative affective states were those who perceived an increase in conflict and a high negative effect from work spilling over into their personal lives. On the contrary, participants with the highest levels of positive affective states were those with medium to low levels of negative home-work interaction, over 42.5 years old, and with medium to high levels of positive work-home interaction. Our results aim to help higher education to reflect on the need to adapt to this new reality, since the institutions that keep pace with evolving trends will be able to better attract, retain, and engage all the members of the university community in the years ahead (Romeo, 2021).

The psychological aspect was also investigated in the issues of Zurlo, M. C, Cattnaeo Della Volta, M. F., and Vallone, F. (2020); Wang, C., Pan, R., Wan, X., Tan, Y., Xu, L., Ho, C.S., et al. (2020); Odriozola-González, P., Planchuelo-Gomez, B., Irujo, M. J., and de Luis-García, R. (2020). Emotional aspects were studied by Tasso, A. F., Hisli Sahin, N., and San Roman, G. J. (2021) in the issue COVID-19 disruption on college students: academic and socioemotional implications. Sultana, M. S., Khan, A. H., Hossain, S., Ansar, A., Sikder, M. T., and Hasan, M. T. (2021) investigated the prevalence and predictors of post-traumatic stress symptoms and depressive symptoms among Bangladeshi students during COVID-19 mandatory home confinement: a nationwide cross-sectional survey. Closure of Universities due to coronavirus disease 2019 (COVID-19): Impact on education and mental health of students and academic staff was proved out by Sahu, P. (2020).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

An analytical review of the transformation of higher education in the Ukrainian and European dimensions during the pandemic and post-pandemic will highlight the following main areas: Ukrainian researchers focus on monitoring and identifying challenges, barriers, difficulties arising in the pandemic and its completion, and also part of the research on the socio-emotional state of students and teachers; instead, Europeans are working to solve problems such as: the psychological problems of students and teachers during quarantine; the quality of higher education in terms of social distancing; features of the organization of the educational process in terms of distance education and improving the forms of interaction between students and teachers in order to ensure the same quality educational process;



problems of diagnosing the positive and negative consequences of a pandemic and the forced social distancing caused by this pandemic.

The main challenges for Ukrainian higher education institutions at the beginning of the pandemic were: methodological readiness of teachers to implement distance learning; for European university education, these were the search for improved forms of distance education and quality assurance. At the present stage of overcoming the challenges to higher education in Ukraine, the attention of researchers is focused on predicting further problems related to the loss of motivation of students to educational activities, reducing the productivity of teachers in teaching; while the European on the forecast of the further picture of higher education, its development and transformation in the future, in the future for the next 5-10 years. The study enables Ukrainian scientists working on overcoming challenges related to social distancing and loss of socio-emotional aspect of the educational process to build a vector of further ways and mechanisms to optimize the organization of higher education in the post-pandemic period, taking into account already implemented in European countries research and experience gained from the results of such research.

It should be emphasized that the special mission of this study is also to prepare a methodological concept for forecasting the further development and transformation of higher education, forms the basis for the implementation of research-oriented principle, based on real practice and emerge from the demands of modern higher education. . Given the outlined, in today's conditions, the conducted analytical research requires further theoretical and methodological understanding and expansion, conducting empirical research, which is the prospect of further scientific research.

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ІНТЕГРАЦІЯ МЕДІАДИДАКТИКИ В ОСВІТНІЙ ПРОСТІР НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. У статті розкриваються найбільш ефективні шляхи інтеграції медіадидактики в освітній простір Нової української школи шляхом застосування інноваційних медіатехнологій та медіаресурсів. Автори наголошують, що у сучасних реаліях ключову роль набувають уміння працювати з різними видами медіатекстів, оцінювати якість та достовірність одержуваної інформації, протистояти маніпулятивному впливу, формувати конструктивну медіаповедінку.

Дослідниками увиразнюється думка про те, що медіадидактика досліджує функціонування засобів масової інформації у процесі навчання, а мета медійного виховання полягає у підготовці молоді до критичного сприймання медіаресурсів.

Вказується, що сучасна педагогіка розглядає технології медіаосвіти як один із ефективних засобів підвищення якості навчання, оскільки медіаосвітні технології втілюють принципи гуманізації освіти, сприяють підвищенню інтелектуального, культурного, духовного, морального рівня майбутнього громадянина.



Наголошується, що ідея інтегративної освіти відображає одну з основних концепцій розвитку Нової української школи – ідею формування компетентної особистості та розвитку в здобувачів освіти цілісного бачення світу. Дослідники вказують на значимість інтегративності у сучасній освіті, яка спрямована на реалізацію цілісності освітнього процесу як важливого засобу соціалізації зростаючої особистості.

Окреслено перспективи інтеграції педагогічного потенціалу медіаресурсів і медіатехнологій медіадидактики в освітньому процесі Нової української школи. Оскільки медіадидактика відіграє важливу роль у модернізації змісту освіти і надає йому інноваційного характеру.

Ключові слова: медіадидактика, Нова українська школа, освітній простір, медіатехнології, шкільне середовище, інтеграція, інтегративний підхід, види інтеграції.

INTEGRATION OF MEDIA DIDACTICS INTO THE EDUCATIONAL SPACE OF THE NEW UKRAINIAN SCHOOL

Abstract. The article presents the most effective ways of integrating media didactics into the educational space of the New Ukrainian School with the help of innovative media technologies and media resources. The authors emphasize the fact that in modern realities the key role is played by the ability to work with different types of media texts, assess the quality and reliability of the information received, resist manipulative influence, to form constructive media behavior.

Researchers emphasize the opinion that media didactics explores the functioning of the media in the learning process, and the purpose of media education is to prepare youth for the critical perception of media resources.

It is specified that modern Pedagogy considers media education technologies as one of the effective means of improving the quality of education, as media educational technologies embody the principles of humanization of education, contributing to improving the intellectual, cultural, spiritual, moral level of future citizens.

It is emphasized that the idea of integrative education reflects one of the main concepts of development of the New Ukrainian school - the idea of forming a competent personality and the development of students' holistic vision of the world. Researchers point to the importance of integrativeness in modern education, which aims to realize the integrity of the educational process as an important means of socializing a growing personality.

Prospects for the integration of the pedagogical potential of media resources and media technologies of media didactics in the educational process of the New Ukrainian School are outlined. Because media didactics plays an important role in modernizing the content of education and gives it an innovative character.

Keywords: media didactics, the New Ukrainian school, educational space, media technologies, school environment, integration, integrative approach, types of integration.

INTRODUCTION

The problem formulation. In modern information society's life, the main products of which are information and knowledge, media resources play an important role, having obvious advantages and certain drawbacks. The information revolution and the processes of globalization make the perception of information dependent on the way it is presented both by general media channels and individual consumers' channels.

Solving the biggest global issues facing mankind, the free circulation of information and information services, unrestricted access to the media and its use for scientific and social progress, and the development of knowledge present new challenges for education in terms of its perception. It is the media that serve as a means of using and differentiating knowledge, becoming the leading factors in the socialization of the growing individual. The analysis of the content of mass media shows that the media are increasingly using educational functions, as many information channels provide us not only with popular information but also with specific knowledge.

The research aims to highlight the most effective ways of integrating media didactics into the educational space of the New Ukrainian School through the use of innovative media technologies and media resources.

Analysis of recent research and publications. Current issues of theory and practice of media education are most fully reflected in the works of scientists E. Bondarenko, E. Vartanova, E. Polat, A. Fedorov, I. Chemerys, and others. The research on intercultural interaction and communication (V. Zarytska, V. Yevtukh, J. Cummins, F. Wardle, and others); culturological theories of education (V. Kraevsky, V. Kremen, T. Kuchay, A. Solodka, N. Yaks); issues of organization of educational space (G. Ball, I. Bekh, E. Bondarevska, G. Vasyanovich, R. Gurevich, A. Kolomiets, A. Tsymbalaru, V. Shakhov), features of introduction of integrated personality-oriented technology (S. Yakimenko) are of special value for our study. Foreign scholars are engaged in research in the field of media literacy: D. Buckingham, K. Worsnop, L. Zaznobina, D. Considine, R. Kyuubi, L. Masterman, E. Toman, E. Hart, Y. Usov, A. Fedorov, and others. Ukrainian researchers V. Ivanov, L. Naidenova, G. Onkovych, B. Potyatynnyk, and others made a significant contribution to the development of this scientific field.

The achievements of media scholars and educators give evidence to the existence of appropriate educational technologies, which, according to H. Onkovych can be united into one term – «media didactics». The researcher defines the concept of «media didactics» as a constituent of media pedagogy, the theory of media education, which substantiates the content of media education, methods and organizational forms of media education» (Onkovic, G. V. (2013).

Thus, media didactics explores the functioning of the media in the learning process, and the purpose of media education is to prepare young people for the critical perception of media resources. Scientific research carried out in the XXI century proved that media education as a method of preparing young people for successful functioning in the information society attracts the attention of scientists and practitioners.



RESULTS OF THE RESEARCH

Modern integration processes focused on Ukraine's joining the world's educational, cultural, and economic space encourage the preparation of a generation capable of coexistence with people of different cultures, beliefs, nationalities, significantly expanding the possibilities of intercultural communication. Under these circumstances, integration is becoming one of the trends of sustainable development in the field of economics, politics, education in almost all spheres of human life (Chervinska I., 2018).

However, with the continuous and rapid development of technology, just ICT competence (both students' and teachers') is no longer enough. The new paradigm of knowledge, demanding an independent and continuous process of acquiring knowledge (information), also indicates the urgent need for the formation of a new type of competencies – information-communication and media competence.

The key role is played by the ability to work with different types of media texts, to assess the quality and reliability of the information received, to resist manipulative influence, to form constructive media behavior. It is extremely necessary to develop skills of critical analysis of information sources, understanding and evaluating the importance of different media content, and the use of various analytical tools. Media didactics, which is understood as an innovative branch of media pedagogy of the XXI century, will contribute to the solution of these problems.

Media didactics is a theory of learning with the help of media, which includes goals, content, organizational forms, methods, and tools that help develop media literacy and the formation of media competence through the use of innovative media technologies.

Media learning technologies are means of creating educational activities using media to achieve pedagogical goals. They also contain information technology training, which is a set of modern computer and media technology, means of telecommunication, and instrumental software tools that provide interactive program-methodical support of modern learning technologies. It has been observed that these skills are better developed through the study of various media content and genres.

Modern Pedagogy considers media education technologies as one of the effective means of improving the quality of education. It is media educational technologies that embody the principles of humanization of education, contributing to raising the intellectual, cultural, spiritual, and moral level of the future citizen.

The Regulation on the Concept of Implementing Media Education in Ukraine (2016) considers media education as "a part of the educational process aimed at forming media culture in society, preparing individuals to interact with the modern media system, including traditional (press, radio, film, television) and the latest media (computer-mediated communication, Internet, mobile telephony), taking into account the development of information and communication technologies.

The above-mentioned document defines the purpose, objectives, basic principles, and forms of media education. Among the forms of media education (preschool, school, out-of-school, higher school, parental, adult) such as media education using media technologies has gained popularity.

This form of media education acquires purposefulness and constructiveness in modern upbringing; contributes to improving its quality and innovation, modernization of the content of various disciplines; enables the achievement, on one hand, of the goal of media education - to teach the individual through media to understand and participate in the media culture environment that surrounds him, on the other hand, the goals of individual disciplines or subjects (Onkovic, G., 2013).

In the modern educational space, media education is an integral innovative segment of the education system, which allows realizing the basic and specific potential of a particular educational field effectively and efficiently, creating a personality-oriented space of education, self-education, and self-development.

The growing need for information and the increasing amount of information in human life lead to the development of new and use of existing media. New information technologies caused radical changes in key segments of social interaction between young people. Accordingly, the education system must also be flexibly adapted to the rapidly changing conditions of the information society. The introduction of new technologies in the educational space leads to a revision of the role of teachers demanding the quality change of approaches to the organization of the entire educational process and effectively using ICT possibilities in integration with innovative pedagogical technologies to fill the content of educational materials with relevant multimedia content, thus creating conditions for the formation of new competencies.

Today we are testing an innovative approach to the organization of general education, the purpose of which is to achieve an integrated educational outcome. After all, as E. Andrienko notes, «only the ability to solve tasks of an integrative level provides a modern young person with personal and social success because it directs him/her to specific adequate actions in real conditions, which develops orienteering skills and promotes rapid adaptation, including in the professional sphere» (Andrienko, E., 2016).

Under such conditions, the educational standard is the result of subject, meta-subject and personal achievements of graduates of a new format educational institutions. Thus, higher education becomes not only a process of learning but a way of socialization, a means of mastering social reality, contributing to the maturation of the growing personality. Readiness for continuing education, increased professional mobility, active citizenship, creativity – the necessary personality traits that determine the purpose of quality education: cultural, personal, and cognitive development of students of the New Ukrainian School.

The modern age of digital and media technologies leads to significant changes in interpersonal communication and structural changes in the socio-cultural space of education and culture. Under such conditions, teachers and students are often in different information environments and «different layers of civilization», which leads to certain problems in interaction



and communication. One of the ways of overcoming this confrontation and preserving the traditional values of education and culture, the formation of a holistic system of worldview is the introduction of new approaches to the organization of the educational process in general secondary education. In this context, the views of researcher L. Zaznobina are relevant, emphasizing that «the key direction of the proposed changes in modern pedagogy is the method of integration of general and extra-curriculum education. After all, cross-curricular integration is a process of close interaction of media creativity technologies along with wide mastering of traditional subjects: social, natural, and linguistic sciences» (Zaznobina L., 1998).

This statement increases the relevance of finding optimal ways to integrate when designing content and models of education. Because the starting point in substantiating the relevance of the introduction of integrativeness in the education system is the similarity of views of domestic philosophers, psychologists, and educators on the nature and content of its methodological principles.

The concept of «integration» is interdisciplinary in various fields of social and humanitarian knowledge. In classical science the genesis of ideas about integration is studied, its objective and subjective components, conditions, and factors of development are revealed, the basic approaches to the expression of its characteristics, kinds, forms, levels, mechanisms of interaction are described.

Modern scholars (V. Bondar, O. Bespalko, O. Savchenko) mostly consider the concept of "integration" in the context of such semantic constructs as «system», «state», «process», «interaction», «development», «result», representing their essence in dialectical unity.

Thus, integration is a process and result of the interaction of different elements, which leads to something new, holistic. Accordingly, the technologies of integration are understood as a set of methods, techniques, forms, and means of the joint pedagogical activity, during which as a result of the interaction of its subjects a new content is formed, interactive ways of activity are built, possessing characteristics that are not inherent in certain areas of education and lead to the integrity of the system, providing favorable conditions for the development of its subjects. Under these circumstances, the integration of information and media technologies in the educational process is a necessary condition for modernizing the school education system. After all, at the present stage of the development of school education in Ukraine, the integration of media education into academic disciplines is still spontaneous, the issue of forming the ability of the individual to interact effectively with the media and apply them in educational activities is the subject of scientific research of many researchers in Ukraine.

The individual's media literacy is one of the ways of investigating the world around us, a means of object reconstruction created with the help of the media, a way of perceiving the inner "me". Media literacy should be seen not only as another expression of general literacy but as the most vital need of a growing individual.

Thus, the informatization of society is considered in the unity of the processes of computerization, mediatization, and intellectualization.

In this regard, it should be noted that the problem of preparing the younger generation for a full life in the information society is not fully realized in the context of school education. Because a modern school graduate is not always prepared for successful integration into the global information community.

The relevance of media literacy is also determined by the provisions of the Concept of the New Ukrainian School, which outlines the requirements for the personality of students and teachers as creative, informed figures, open to innovative ideas, and able to meet integrative challenges of today.

The integration of pedagogical and media technologies in the educational process of the new Ukrainian school will be effectively provided under conditions of:

- the close interaction of certain elements of pedagogical and media technologies;
- inclusion of information technology elements into educational technologies and vice versa;
- qualitative transformation of interacting elements of various technologies;
- enrichment of traditional educational technologies with elements (resources) of media technologies;
- modernization of pedagogical technologies with the help of new media technologies and digital tools;
- effective use of open online resources, digital and media platforms in the educational space of the new Ukrainian school to establish the partnership.

Following these conditions in the educational space of the New Ukrainian School will contribute to the successful integration of information and pedagogical technologies, as it is interactive. Today, the idea of integrative education reflects one of the main concepts of development of the new Ukrainian school - the idea of forming a competent personality and the development of students' holistic vision of the world.

Thus, the principle of integrativeness in modern education is aimed at realizing the integrity of the educational process as an important means of socialization of the growing individual. It also regulates the new understanding of program learning outcomes as a system-forming component of general secondary education. After all, the new standards focus education not on the acquisition of abstract knowledge, skills, and abilities, but on the actions (competencies) that the student needs to master to solve different problems in uncertain life situations.

Thus, the mission of a modern educational establishment is to create an open educational space that promotes conscious personal self-determination of students following their interests, needs, life goals, and objectives.

In this regard, the priority ideas of integrative education are:

- personal orientation of education;
- generalized methods of educational and cognitive activities;



- systematic organization of the educational process;
- problematic presentation of educational content;
- dialogue and reflection of pedagogical activity.

In the educational space of the New Ukrainian School, integrative learning acquires special significance, as its goals are - to create students' holistic outlook, about processes and phenomena.

Thus, «when modeling the educational process in higher educational establishments it is important to take into account the leading principles of integrative learning: multi-levelness, unity, creativity, flexibility, taking into account participants' personal experience in the educational process, pragmatism, and so on» (Fedorov A., Levitskaya A., 2019).

Regardless of the presence or absence of the chosen profile of education in high school and the organization of subject weeks in primary school, school subjects together must combine a sufficiently complete picture of the world in the student's mind as an object of scientific knowledge and various practical activities.

In the educational process, teachers often use the following two types of integration: preliminary and following, which usually determine the presence of personal experience and students' interests. Preliminary integration has the potential to determine the directions of development of cognitive interest, and the following – their direct development. Thus, students with different talents can realize their potential: pragmatists – to raise to the level of theoretical understanding of educational material, and theorists can combine their theoretical knowledge with practical experience of their application. In addition, the perception of the world through the prism of students' experience, enhances the importance of the information obtained and promotes its effective assimilation.

Integrated educational activities of students of the New Ukrainian School are based on the combination of several activities, as well as – different means of teaching, education, and development of students. The high efficiency of integrated classes with the use of media technologies is ensured by the fact that they are implemented in the form of games, including different types of activities: physical, intellectual, social, et.

The integration of educational activities allows students to realize their potential: they fantasize, explore, learn, create, think. Usage of this form of organization enriches schoolchildren's vocabulary, develops communicative skills and critical thinking.

The integration of media technologies in educational activities allows the development of aesthetic taste, the ability to understand and appreciate educational interaction, and influences the formation of mental processes, which is the basis for the formation of students' creative and social abilities.

This fact allowed claiming that the integration of resources and technologies of media didactics in the educational space of the New Ukrainian School contains great potential for developing intellectual, creative abilities of students through creating problem situations, solving interdisciplinary problems, working with media texts, information analysis and more.

Integrating components of curricula are characteristic of many subjects and subject areas of knowledge.

Integration of knowledge around problems common to several subjects is carried out by preparing and conducting integrated lessons, extracurricular activities, collective creative work, participation of students in social and educational projects. Effective examples of integration are:

- integrated lessons of Ukrainian and foreign languages;
- integrated classes in the framework of student participation in the study of elective courses;
- integration of school subjects into STEM education;
- integrated classes of sections of the school scientific society;
- integrated classes in extracurricular education groups;
- integrated activities during the implementation of creative, research, and social projects.

Teachers have developed effective practices of integrating media education into various subjects (Foreign language, Ukrainian language, and literature, «Art», subjects that are part of STEM education, etc.). An interesting example is the establishment of integration links between English and other educational fields, determining their feasibility, pragmatism, and effectiveness.

Implementing an integrative approach, enthusiastic teachers actively use in the educational process game, project, heuristic forms of classes. However, it should be noted that media literacy and media education are still not included in the list of compulsory school subjects in the domestic segment of general secondary education.

A more detailed study of the processes of integration of media didactics into the educational process proves its importance and positive impact on the activities of the educational institution, which contributes to the comprehensive development of the individual, who has formed critical thinking, coordinated behavior, and systematic activities, the ability to consciously analyze their activities, independent actions, and deeds, in terms of digitalization of educational space and the use of innovative media resources and media technologies.

The analysis of scientific and pedagogical research gave grounds to believe that today the most effective and promising technology is the integration of media education with a foreign language course, as the basis of these phenomena is the process of information exchange. The use of media educational technologies in the process of learning a foreign language promotes the development of all types of language activities of students, «while developing general, communicative (linguistic, sociolinguistic, pragmatic) and media culture competence» (Ivanov V.F., Voloshenyuk, D. Yu., 2012).

Thus, educational integration in the New Ukrainian School is integration into modern social life. And the application of an integrated approach creates favorable conditions for the formation of a holistic image of the world, manifestations of



the student's creativity, and the teacher's initiative, which allows free choice of topics, content, teaching aids, forms of the educational process.

The practice of introducing integrated lessons into the educational process helps to increase the positive motivation of students to learn, the formation of research interests (a child discoverer), speech development, vocabulary enrichment, and the ability to summarize, analyze.

In a modern school, the implementation of an integrated approach is realized in :

- *a creation of integrated courses* – subjects that adapt to study and integrate the knowledge of several sciences or arts (natural – «Natural Science», social science – «I am in the world», medical and biological – «Fundamentals of Health», music and fine arts – «Art», Ukrainian and foreign languages, etc.);
- *development of innovative forms of learning organization* (lesson with interdisciplinary links, integrated lesson, binary lesson);
- *implementation of educational projects* (research and creative projects, educational and cognitive);
- *organization of thematic days and weeks* (regional studies and culture).

Thematic days combine separate content modules from different subjects, topics around one problem to enrich the information for better emotional perception and understanding. For this purpose, the methods of implementing integrated learning are determined; compare integration with binary lessons and projects.

One of the most universal subjects that can enrich the content of education is a foreign language. In integration with other subjects, it aims at solving problems that cannot be solved within one discipline or even a whole cycle, as it is necessary to apply the knowledge of different sciences. Such integration helps to activate already gained knowledge but in a new, foreign environment. The purpose of such lessons is a comprehensive study of a particular object, phenomenon, meaningful perception of the world, integration of knowledge into a system, activation of imagination and interest, the development of a positive emotional mood, and the ability to use language material.

Taking into account that some media resources are difficult to integrate into the traditional system of organization of higher education, and the traditional form of interaction "teacher-student" is difficult to provide flexibility without going beyond the classical perception of the educational process, new forms of teaching material with the help of interactive multimedia equipment allow combining visual, auditory and kinesthetic receptors of information perception.

The key positions of integrated lessons are that primary school students perceive everything through activities, play, creativity; children need self-expression, the embodiment of their attitude to the world around them.

To increase the effectiveness of training sessions, it is recommended to use media, computer-oriented technologies aimed at individual and individual-group forms of learning, teamwork on creating projects, and solving creative tasks.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, knowing the thesaurus of the problem expands the methodological foundations of media didactics as a separate field of scientific knowledge, reveals its educational opportunities, outlines the prospects for integrating the pedagogical potential of media resources and technologies of media didactics in the educational process of the New Ukrainian School. Because media didactics plays an important role in modernizing the content of education and giving it an innovative character, it ensures meeting the needs of the growing individual to obtain quality media education, the appropriate level of media literacy, and media information competence (Chervinska I., 2019). Media didactics determine the content, methods, and forms of organization of work in the formation of the media culture of the growing generation. After all, media education is becoming increasingly popular in the school teaching process using different types of integration.

Prospects for further scientific research are associated with the study of the main components of media didactics.

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ПРИНЦИПИ ПСИХОЛОГІЧНОЇ ЕКСПЕРТИЗИ ОСВІТИ

Анотація. Стаття присвячена обґрунтуванню засад гуманітарно-психологічної експертизи освіти, базовими для яких є основні положення загальної психології та інших галузей психологічної науки. Автори звертаються до висвітлення теоретичних аспектів наукового забезпечення гуманітарно-психологічної експертизи освіти, які визначають основні принципи її реалізації. У статті представлено аналіз принципу системності навчальної кампанії, реалізація якої спрямована на аналіз навчальної практики з усією сукупністю внутрішніх і зовнішніх зв'язків, у яких вона існує як цілісна система. Розкрито принцип багаторівневого аналізу, що дає змогу розглянути методи психологічної експертизи та визначити їх місце і роль у системі. Авторами актуалізовано значущість принцип детермінізму, який є особливістю здійснення психологічного аналізу, отриманого під час дослідження психологічних явищ. Він передбачає не тільки констатацію результату, здобутого в ході дослідження явища, але й аналіз причин і змін у процесі його існування. У статті розкрито принцип об'єктивності та міждисциплінарності, в основі якого лежить уявлення про цілісність природи освітньої сфери як гуманітарної системи, яка на основі експертного дослідження також набуває цих ознак.

Система підготовки практичних психологів уможливорює реагувати на нагальні потреби соціальної практики в підготовці до діяльності практичних психологів, розуміти її зміст, методи та форми здійснення. Водночас автори статті акцентують увагу на існуючій соціокультурній реальності, яка потребує переосмислення вітчизняного та зарубіжного досвіду, стратегій досліджень, моделей, теоретико-методологічної, методичної підготовки психологів для проведення гуманітарно-психологічної експертизи.

У висновках статті автори зауважують на спеціальній місії експертизи як способу пізнання об'єктивної дійсності, що охоплює всі сфери суспільного життя, у тому числі й освіту, та передбачає реалізацію спеціальної професійної позиції, яка є поєднанням психологічної науки і практики.

Ключові слова: гуманітарно-психологічна експертиза, експертна діяльність психолога, принципи, експертиза освіти.

PRINCIPLES OF PSYCHOLOGICAL EXPERTISE OF EDUCATION

Abstract. The article is devoted to substantiation of the principles of humanitarian and psychological expertise of education, for which the basic provisions of general psychology and other branches of psychological science are basic. The author refers to the coverage of theoretical aspects of scientific support of humanitarian and psychological expertise of education, which determine the basic principles of its implementation.

The system of training of practical psychologists make effective enough to respond to the urgent needs of social practice in preparation for the practical psychologists activity, understand its contents, methods and forms of implementation. At the same time, the existing socio-cultural reality requires a rethinking of domestic and foreign experience, research strategies, models, theoretical and methodological, methodic' practical training psychologists to conduct humanitarian and psychological examination. The article deals with the principles of humanitarian and psychological expertise of education, for which the base



is the fundamental position of psychological science and practice. Presented by the principle of systematic study campaign, the implementation of which is aimed at analysis educative practice with the whole set of internal and external relations, in which it exists as an integrated system. Principle of tiered analysis allows us to consider some of the middle of the system and to determine their place and role in system. Principle of the determinism, which is a feature of the implementation of the psychological analysis of each obtained during the examination of the phenomenon, not only provides a statement of each obtained in the course of the examination of the phenomenon, but and analysis of the reasons for its existence. The principle of objectivity is purposed to insight into the phenomenon at the same time without making that is typical to the researcher – the inner participant of the conception knowledge process. The principle of interdisciplinary is based on the idea of the integrity of the nature of the educational sphere as the humanitarian system, which is based on the expert study also acquires the characteristics of interdisciplinary. The principle of practical orientation suggests the importance and the need to bridge the gap between theoretical knowledge in practice, taking place in the psychological and pedagogical sciences. The further research will be scheduled in the direction of the theoretical and methodological understanding of humanitarian and psychological expertise of education.

Keywords: humanitarian and psychological expertise, psychologist expert activities, principles, expertise of education.

INTRODUCTION

The problem formulation. In the conditions of intensive transformation of modern society, sharp intercultural and social tensions the consideration of the human factor, spiritual experience and motivation of development of human capital, efficiency of social investments becomes decisive. In the modern information society it is not so much about the conditions of physical survival and social justice, but it is about ensuring a full life, personal psychological comfort, which is based not only on addressing issues of material well-being and physical health, but also psychological well-being based on the possibility of ethnic, religious, age self-determination. All of the mentioned presupposes the objective need to introduce into social practice the institution of humanitarian expertise, which allows to assess the possible (positive or negative) consequences of socio-economic, political and other decisions for personal development.

Analysis of recent research and publications. Works dedicated to solving this problem have recently appeared in the psychological and pedagogical scientific literature (O. Anisimov, S. Bratchenko, V. Panok, V. Slobodchikov, V. Levy, Y. Shvalb). Most of these authors focus on the study of mainly applied aspects of expert activity in the field of education, bypassing its theoretical foundations.

The purpose of the article is to substantiate a special form of scientific and practical knowledge – humanitarian and psychological expertise of education and determine the principles of its implementation.

RESULTS OF THE RESEARCH

The purpose of psychological expertise of education as a special method of diagnostic study of educational processes and phenomena is to serve as a means of such self-knowledge and reflection on its development. An important task that needs to be addressed is to determine the principles of -psychological expertise of education, for which the basic are the fundamental provisions of general psychology and other branches of psychological science. Based on the relationship between psychology and the practical application of special psychological knowledge in education, it is important to analyze the scientific support of psychological expertise of education, which determine the basic principles of its implementation. Among the principles are the following: The principle of a systems approach, The principle of level analysis, The principle of interdisciplinarity, The principle of practical orientation.

The principle of a systems approach. The specificity of using a systematic approach in expert activities is that it orients the researcher to reveal the integrity of the object of examination and the mechanisms that provide it, to identify a variety of types of connections of a complex object and bring them into a single theoretical picture. Combining all the accumulated empirical material and individual theoretical concepts into a system with common principles, the examination allows not only to trace new connections, but also using a systematic approach, to connect them with knowledge from other fields of science and human activities. Since we are interested in the examination of the pedagogical system, it should be emphasized that the latter takes into account the whole pedagogical population as a whole.

In this context, I. Zyazyun's position that "education can be considered as a social system that functions and develops according to its own laws, which have a number of features, including purposefulness, integrity, structure, interaction with the environment and other systems, becomes important. At the same time, education is a pedagogical system, because at its center is Man, a multitude of people; way of functioning - pedagogical activity. The system has a pedagogical potential that allows to achieve the results of education and upbringing, really possible in specific social conditions; it is able to develop, acts as a multidimensional, multivalued, open, existing in time and space» (Zyazyun, 2007, p. 18). Regarding the selection of essential features of the innovative pedagogical system, we are inclined to the research proposal of V. Yasvin, who uses a «system of psychodiagnostic parameters» to examine the educational environment, distinguishing five basic parameters: latitude, intensity, modality, awareness and stability, as well as six parameters of the second order: emotionality, generalization, dominance, coherence, activity, mobility (Yasvin V., 2001, 78). In addition, the author introduces the parameter of principle, which in terms of methodological whole, due to the specifics of the object of analysis, and the author additionally introduced a new parameter - «modality of the educational environment», which is qualitative and semantic characteristics application of vector modeling technique, where the criterion is the presence or absence of conditions and opportunities for the development of activity (or passivity) of the child and his personal freedom (or dependence) (Yasvin, 2001, p. 79).



Thus, a systematic approach to the examination of education can be considered as a comprehensive methodological tool, the specification of the principles of dialectics, and, above all, the principle of systematization at the level of special scientific knowledge and social practice.

The principle of level analysis. This principle allows in the middle of the system to consider individual subsystems that reflect mental phenomena (mental properties, states, processes), as well as to determine their place and role in the system. Based on the theoretical position of the systems approach that systems analysis is essentially a methodology of cognition based on wholeness and integrity, the principle of level analysis can be presented in the form of a set of methodological tools for implementing a systems approach at the subject level or practice. Under this approach, most of the studied systems, including pedagogical innovation systems, are systems of organized complexity, in which strong nonlinear interactions predominate. Therefore, the study of such systems on the basis of using the classical approach of mental or real division of the studied object into components, which allows the possibility of restoring or assembling the object from them, for the most part, is irrational and impossible. Under these conditions, in the practice of scientific research it is customary to follow the following rules: 1) systems belong to classes of different levels of complexity; 2) all logical and empirical laws valid for the lower level system must also apply to any higher level system; 3) the higher the level of complexity of a particular system, the more unknown elements and undiscovered laws determine its functioning (Semychenko V., 2009, 27-28). We emphasize that at the present stage of development of science there is a wide variation of general and partial functional varieties of level analysis models, as modern science is based on quantitative and statistical assessments of empirical practice, to optimize which level models are created as methodological abstractions to reduce costs, time and material costs for conducting multifactor examinations.

An important condition for determining the relationship between different subsystems and levels in each case is to determine the system-forming factor that allows you to combine into a single functionally dynamic system of different mechanisms (B. Lomov).

The principle of interdisciplinarity, which is related to the general philosophical methodological principles of determinism and objectivity, is based on the recognition of the holistic nature of scientific knowledge in general and the holistic nature of education as a humanitarian system that requires interdisciplinary, comprehensive research. At the same time, the position of V. Semichenko is relevant, who states that the essence of the interdisciplinary level of methodology is determined by considering different scientific fields in accordance with their inherent level of abstraction (search for an adequate interval of abstraction). Consideration of scientific disciplines in this perspective avoids many common mistakes, when concepts borrowed from one field of knowledge are uncritically transferred to others, when metaphors that are acceptable in the context of some scientific approaches are used in other areas of knowledge as scientific concepts (Rean A., 2000, 402). The scientist sees an important task as a clear understanding of the categorical meaning of some disciplines and the refusal to automatically extend these categorical relations to other fields. As a result of such integration, as the author claims, "the systemic effect of emergence, i.e. the emergence of new systemic qualities, is triggered. It is especially difficult to withstand the methodological requirements of this level in terms of related disciplines (Chihos, 1982, p. 402).

Modern scientists (B. Ananiev, G. Ball, A. Derkach, N. Kuzmina, S. Maksimenko, A. Rybnikov) consider acmeology as one of the integrative directions, which is gaining intensive development, which «studies the laws of human understanding of the meaning of their existence, achievement by a person of professionalism and activity, productive manifestation in life of all essential forces of an individual, focused on solving socially significant problems» (Derkach & Mihaylov, 1999, p. 56).

Acmeology as a complex discipline, the content of which is not reduced to psychology, is characterized by A. Rean. In his opinion, the content of acmeology combines the following three research areas: acmeology of the individual, acmeology of the subject of professional activity and acmeology of the individual. The analysis allowed A. Rean to substantiate the relevance of the development of personality acmeology as one of the least studied branches of acmeology (Rean, 2000).

At the same time, the analysis of modern research allows us to state that in modern acmeology the process of developing the basics of acmeometry is at an early stage. In particular, this applies to the search for criteria, methods, evaluation of achievements in the work of the expert. Observatism of norms of assessment of educational standards, simplification of standardized methods of diagnostics, which are incapable of measuring the processes of professional development of such a specialist, hinder the development of acmeological indicators. The results of acmeological research showed that the diagnostic component should include system-complex, socio-psychological, valeological and didactic research, the harmonious unity of which, according to B. Ananiev, is of particular importance for assessing the personality of the expert. Instead, the practice of examination shows that compliance with the principle of interdisciplinarity is ensured by the inclusion in expert groups of specialists of different profiles, each of which, examining its aspect of the issue, formulates its own part of the conclusion, which is then (often mechanically) reduced to a single. This situation is only partially consistent with the principle of integrity of expert knowledge, because the slide presentation of individual characteristics of the object does not provide a holistic reflection, which combines psychological, sociological, didactic and other components. Therefore, expert research also acquires the features of interdisciplinary, and expert knowledge - integrated nature, which is realized on the basis of psychological knowledge as a system-forming factor of integration.



The principle of practical orientation is due to the importance of interdependence of knowledge of theoretical and applied (practical), the current state of which is characterized by a significant gap. In particular, R. Vasyliuk rightly emphasizes: «Unfortunately, it is with sorrow that we have to diagnose not the crisis, but the schism of our psychology, its differentiation. Psychological practice and psychological science live a parallel life as two subpersonalities of a dissociated personality: they have no mutual interest, different authorities, different systems of education and economic existence in society, untouched circles of communication with Western colleagues» (Vasilyuk, 1996, p. 26).

V. Semichenko gives a similar assessment of this phenomenon in modern science in determining the intervals of abstraction, noting that today there is a clash of two methodological areas – academic (scientific) and practical psychology. According to their requirements, priorities, values, these areas are fundamentally different. The values of academic psychology (validity of methods, rigid provability of any statements, logical or experimental confirmation of inferences) are insignificant for a psychologist-clinician, who, in turn, operates with vague meanings, vague concepts, not always proven methods of influence» [ChihosH., 1982, 403]. The solution of the fundamental problem of «dialogue» of the «first and second direction», which according to V. Semichenko, of course, are «psychological» is provided through «definition of the real subject of psychology and its scientific reflection» (Semychenko, 2009, p. 403), as well as understanding of practice as a principle of cognition. Of particular importance is the position taken by the researcher on the reality: «or focus on the logic of science, which does not always allow to provide psychological assistance to man, or focus on practical expediency, accompanied by the inability to clearly, logically, understand and describe experience, presented, usually in a metaphorical poeticized or mythologized form» (Semychenko, 2009, p. 403). Continuing this opinion, F. Vasyliuk states: «Knowledge, which implements the philosophy of practice, does not look at practice from the outside, but from the inside of practice looks at the world opened by it» (Vasilyuk, 1996, p. 30). It is the «philosophy of practice», in his opinion, can become the basis for a specific methodology of psychology. In another – provides a «position of complicity», is involved in practical activities, so it becomes the starting point of knowledge – «philosophy of practice» (Vasilyuk F., 1996, 30). Important for understanding the need for unity of science and practice is the fact that science can lose its specificity and become a psychological practice if it refuses to generalize, clarify the essence of the mental as such and the possibility of its transformation according to the criteria of mental norm and authenticity.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Psychological expertise of education is manifested in two main aspects. On the one hand, it is interpreted as a research method in psychology that allows a specialist, an expert to study and evaluate phenomena in the field of education. It is an effective and often the only possible method of studying and supporting complex phenomena and processes of educational innovation. On the other hand - psychological expertise is one of the independent types of professional activity of a psychologist. Theoretical and experimental studies of examination in both these aspects create the preconditions for its holistic understanding as one of the priority areas of psychological theory and practice.

It should be emphasized that the special mission of expertise as a way of knowing the objective reality, which covers all spheres of social life, including education, involves the implementation of a special professional position, which is a combination of science and practice, as the professional position of the expert can not one or the other. The implementation of the practice-oriented principle of expertise implies that expert research, in contrast to theoretical, is based on real practical activity, arises from the demands of educational practice, is formed in it and has the main criterion of practical usefulness. Psychological expertise in today's conditions requires theoretical and methodological understanding, which is the prospect of further scientific research.

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Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

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ОСВІТНЬО-ВИХОВНА ТЕМАТИКА У ВІЗІЯХ ПИСЬМЕННИКІВ ЗАХІДНОЇ УКРАЇНИ

Анотація. У статті розкрито освітньо-виховну та історичну тематику у творчості письменників Західної України. Не випадково в західноукраїнській літературі актуалізується освітньо-виховна та історична тематика: у такий спосіб літератори-педагоги прагнули показати нескореність українства, незборимість національного «Я», а також підняти дух нації, яка прогнала визвольні змагання 1918-1920 рр., так і не зумівши реалізувати віковичну мрію «злуки з Великою Україною». Закономірно з'являються в літературі культу героїв Крут, героїв Базару, Січових Стрільців, героїв боїв за Маківку, українського козацтва, І. Мазепи, Т. Шевченка, Лесі Українки, а також культу рідної освіти та рідної книжки, просвіти, українця, фізично здорового, духовного багатого, речника антиалкогольного руху, поступового сільського господаря та сільської господині, які не тільки дбають про раціональне господарювання, а сповідують принцип «свій до свого по своє», що приведе в майбутньому до економічної та політичної незалежності української держави, нової генерації освічених хліборобів, які, використовуючи новітні методи господарювання, на основі здобутих знань, загальної культури зможуть «поступово» (ефективно) господарювати, стати не тільки заможними людьми, а й активними громадськими діячами, що поведуть за собою інших, культ нової плеяди кооператорів, які, як і сільські господарі, дбатимуть не тільки про власний матеріальний добробут, бізнес, а й розбудовуватимуть національний економічний механізм, культ матері-жінки-патріотки, національно-свідомої, активної українки, яка дбає про належне національне виховання дітей, та ін. Ця тематика мала виразне виховне спрямування, твори українських письменників входили до шкільної програми, уміщувалися в читанках та хрестоматіях, друкувала українська періодика для дітей та юнацтва тощо. Цими темами західноукраїнська література й вирізнялася з-поміж європейських літератур «державних народів» та, безумовно, і від української радянської літератури.

Ключові слова: західноукраїнська література, освітньо-виховна тематика, історична тематика.

EDUCATIONAL AND HISTORICAL TOPICS IN THE VISIONS OF WRITERS OF WESTERN UKRAINE

Abstract. It is no coincidence that educational and historical themes are relevant in Western Ukrainian literature: in this way, writers-educators sought to show the indomitability of Ukrainians, the invincibility of the national "I", as well as to lift the spirit of the nation that lost the liberation struggle of 1918-1920. to realize the eternal dream of "union with Greater Ukraine". Cults of Kruty heroes, heroes of the Bazaar, Sich Riflemen, heroes of the battles for Makivka, Ukrainian Cossacks, Ivan Mazepa, T. Shevchenko, Lesya Ukrainka, as well as cults of native education and native book, education, Ukrainian, physically healthy, naturally appear in literature. spiritual rich, spokesman for the anti-alcohol movement, gradual farmer and housewife, who not only care about rational management, but profess the principle of "their own", which will lead in the future to economic and political independence of the Ukrainian state, the cult of a new generation of educated farmers , who, using the latest management methods, based on the acquired knowledge, general culture will be able to "gradually" (effectively) manage, become not only wealthy people but also active public figures who will lead others, the cult of a new constellation of cooperators who and farmers, will take care not only of their own material well-being, business, but also to build the nation economic mechanism, the cult of the mother-woman-patriot, nationally-conscious, active Ukrainian woman who cares about the proper national upbringing of children, etc.

On these topics, Western Ukrainian literature differed from European literatures of "state peoples" and, of course, from Ukrainian Soviet literature.

Keywords: western Ukrainian literature, educational themes, historical themes.

INTRODUCTION

The problem formulation. Katrya Hrynevychyeva, a writer, teacher, public and educational figure, activist of the women's movement (formerly the leader of the Union of Ukrainian Women in Lviv), publisher, and editor, addressed



educational and historical topics. Thus, in 1909, on behalf of Prosvita, she began editing the children's magazine *Dzvinok*, which became a table book for family reading, children and youth not only in Western Ukraine, but also in the Dnieper region. Even then, the young writer published historical stories "Before the funeral of Prince Roman", "Yaroslav Osmomysl", "Knyazhychi" on the pages of the magazine.

Katrya Hrynevycheva belongs to the cohort of writers who wrote for children and about children. Her first collection, *Legends and Stories* (1906), is devoted to the hard life of the children of the poor. However, the author is not limited to describing the unenlightened existence of children, but also with great psychologism analyzes their actions, deeds, characters, with undisguised sympathy for his little heroes.

Being a public teacher, having three children of her own, coming from a large family (Vasily Banach's father had seven children), the writer knew the child's soul well, clean, kind, sensitive, and its psychology. Teacher Katrya Hrynevycheva was well aware of the importance of choosing literature for reading, and the importance of books in a child's life, so she took care to expand the range of reading and sought to make books educational. That is why the texts of her works for children are written in such a way as to awaken patriotic feelings in the soul, national consciousness, cultivate Christian virtues.

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

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

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

RESEARCH RESULTS

Leading Ukrainian cultural, educational and pedagogical societies, in particular "Enlightenment", RTP, aware of the educational impact of the book on the formation of the child's character, mental qualities, patriotic feelings, publish works of art for children and children and scientific and literary works by Katrya Hrynevycheva: *Peter and his children*", "Grigory Kvitka-Osnovyanenko, his literary work", "Legends and stories" (1902) (Report..., 1923, p.17).

Apart from Vasyly Stefanyk, Ivan Franko had a great influence on her formation as a writer. She can be attributed to the spiritual daughters of Ivan Franko, whose writing talent influenced the formation of the young writer. Thus, according to Volodymyr Doroshenko, bibliographer and literary critic, "Hrynevych can be called, without exaggeration, the most educated woman in Galicia. She was a truly representative figure in Western Ukrainian life and could boldly defend us, our women and our literature before the cultural West" (Doroshenko, 1968, p.58).

Katrya Hrynevycheva's literary discovery was a bright heroic and at the same time tragic image of the patriotic girl Yasina, who heroically fights with enemies and dies in this struggle.

Thus, the writer touched on an interesting page in the formation of Ukrainian statehood, in the pages of her works, history came to life; the reader, young and old, learned about prominent historical figures and nameless heroes of the Galician-Volyn state, when the nation fought for the right to its own state and its future, built its statehood, defended it from enemy attacks and internal strife.

An important educational and enlightening function from 1870 to 1939 was played by Enlightenment publications, including the desktop "illustrated calendars", which were published annually, and a total of sixty yearbooks were published, with a total circulation of hundreds of thousands. There is reason to conclude that they have become a real "table" book for hundreds of thousands of Ukrainian families. These publications, in addition to the mandatory calendar component, included educational, historical, journalistic, economic, educational and pedagogical materials, as well as literary works and entertainment materials. The Western Ukrainian reader got acquainted with the novelties of modern Ukrainian and world literature (Bagriy, 2020, p. 318).

According to the results of the analysis of the 60-year illustrated calendars of "Enlightenment" we state that almost all the materials served to educate a nationally conscious, active, effective Ukrainian patriot, spiritually rich person, skilled host. For example, Alexander Barvinsky, a prominent scientist, pedagogue, historian, literary critic, public figure, and politician, included a number of works in the illustrated Enlightenment calendars: *The Chronicle of the Social Work and Strength of the Austrian Ruthenians* (1886); *"Kiev-Pechersk Lavra"* (1891); *"The Struggle for Freedom and Independence of Ukraine"* (1917); *Volodislav Fedorovich* (1920); *"Galician Idyll (The Night Ends. The Stars Go Out...)"* (1923) and others.

A special place in the illustrated calendars was occupied by the theme of national liberation struggles of Ukrainians (1917-1920). This is how the cult of Sich shooting was cherished. S. Charnetsky's works "From Unsent Letters (I still dream of shiny steel)", "Song of the Sich Riflemen (Gay in the meadow red viburnum leaned...)" "The storm is howling near the house...", "Ivan!", "Hey, it's snowing, the snow is constantly pouring..." (1918), A. Kurdydika ("Hieron" ("The storm flew over Gelyadob"), "Brothers" ("There, by that path in the field..."), the legend "Grandma's Summer"



(1930), "Gray Trails" ("Gray Trails entered the house..."), "Let's swim" ("Exits! And push the ship aside!" .. "(1931)," Towards the year (" And you will come again, spring and winged...") (1936), "Enlighten the army goes" ("Let our song of freedom and faith...") (1939), songs texts and notes) by Mykhailo Haivoronsky, "Young Boys Have Gone Poor", "A Jackdaw Flies Through a Beam", "About Nechay" (1923) (Charnetsky, 1934, p.119), who educated youth in the national spirit, formed high patriotic feelings, educated young men and women as effective and active citizens working in the field of education.

The theme of the national idea, the invincibility of the Ukrainian spirit, the struggle for a united sovereign Ukrainian state was especially loud during the national liberation struggle of Ukrainians in the early twentieth century.

At this time in the literature of Western Ukraine a unique cultural phenomenon is emerging, which has no analogue in any world literature and culture - the literary phenomenon of Ukrainian Sich shooting, which was primarily the most heroic and tragic era of the Ukrainian Sich Riflemen (USS). wrote "highly patriotic literature, created masterful paintings, extremely lyrical music, as well as battle, marching songs, instrumental music and more. The creators of this heroic poetic and prose epic were real participants in the heroic struggle - Usus soldiers, who volunteered to join the USS Legion to fight for Ukraine's independence. Literature was formed in fact "in the trenches", was created in hot pursuit, it is qualified as a poetic chronicle of the national liberation struggle of Ukraine, its authors, participating in national liberation struggles, became chroniclers of shooting glory.

The phenomenon of this layer of literature is that it has become an extremely important and effective factor in the national-patriotic, civic education of several generations of Ukrainians, this poetry in the 1920 and 1930 was actively picked up by Ukrainian public children's and youth organizations, including Plast, "Falcon", "Meadow" (as, for example, "We must not be afraid" - a poem-song, which became the anthem of Plast "Order of the Iron Jail"), they were used as an effective means of Ukrainian public educational, educational, women's societies for the upbringing of children and youth, took as part of their ideology UPA soldiers, many songs born in the trenches of 1914-1920's, became marches in the ranks of the UPA, even iconic, performed as an anthem.

Creators of professional and amateur literature of the era of national liberation struggles in the early twentieth century. became natives of the "Sich", "Plast", "Falcons", pupils of Ukrainian gymnasiums, special schools RTP, Ukrainian students, who were already formed nationally conscious individuals, with clear worldviews, ideological attitudes: "Ukraine - above all". Such prominent patriots-statesmen became the representatives of a new type of Ukrainian of the Ukrainian Renaissance, who, among other things, is a man-intellectual, exceptionally gifted, talented, hardworking, extremely multifaceted, spiritually rich, morally beautiful. In no other literature, perhaps, high heroism, tragedy, subtle lyricism, which touch the soul and heart of everyone, do not leave indifferent any reader, call for struggle, awaken the national spirit, assert in the idea of gaining a free conciliar Ukrainian states, call for self-denial in her name ("Throw away the old woman, throw away your love, because there is a great need").

Ussus, rightly considering themselves the spiritual heirs of the Ukrainian Zaporozhian army, considered Ukrainian folk songs an integral part of their life in the war, so dozens of author's songs were created in the trenches, the song helped to live among the war, soldiers, told about their experiences, feelings, love, separation, death of brothers and the heroics of the victorious struggle, "happy and sad experiences of comrades in arms." Thus, such a unique phenomenon, a literary phenomenon, emerged in Ukrainian culture as the shooting song, which was destined to become an important weapon for Ukrainian statehood, a factor in the spirituality of Ukrainians, an important educational tool for generations of children and youth.

Ukrainian scouting is the subject of special attention of the writer, realizing the importance of this children's and youth organization for patriotic, civic education of a growing individual, one of the first Ulyana Kravchenko addresses girls / women plastuns, their spiritual "sisters" in poetry "Swallows", published in the magazine Women's Fate "for 1930 (Part 29). The author praises their patriotic spirit, active citizenship, physical and spiritual qualities, compares the platoon with swallows that raise their wings to fly, "in space ... to the sun ... to beauty" (Kravchenko, 1930, p.1).

The creative legacy of Antin Lototsky (1881-1949) - a famous writer and teacher (teacher of Rohatyn Gymnasium UPT "Native School") - has about 13 books, including stories, short stories, poems, stage paintings. We are currently updating his historical works, which were table books for several generations of Ukrainian children, as they were actively published and popularized by Ukrainian public societies "Prosvita", UPT "Ridna Shkola" and others (Kravchenko, 1996, p.14).

We describe the artist as one of the founders of historical works of art for children. He became one of the pioneers in pedagogy: he taught children Ukrainian history in an accessible form by means of works of art. It is interesting and figurative to tell about Ukrainian history - the key pedagogical credo of A. Lototsky. The phenomenon of the writer is that he organically combined in his person two incarnations: the teacher and the writer, where it is absolutely impossible to draw the line and determine where the teacher ends and where the writer begins. In all the works, without exception, the author's life credo was manifested - to tell children about the events of the heroic and complex history of the Ukrainian people, to cultivate love for their homeland. The first on the pedagogical and literary horizon was a historical novel from the time of Khmelnytsky "Trilis" (1910). In general, the creative heritage of the writer is dozens of historical scientific and artistic works, written in an accessible, ideological, systematic, consistent and logical. Thus, in 1934 a four-volume "History of Ukraine for Children" was published, as well as "Myshka-Gryzoknyzhka's Travels in Lviv", the story "Three Brothers" and others. The following year - historical stories, short stories, geographical and local lore "stories": "At Dawn", "Cossack Gaida", the legendary story about the beginnings of Kiev (1935); 1936 - "Prince Galicia", 1937 - "The Boy of Prince Roman", "Roksolyan". Historical story from the XVI century, the poem "Golden Gate"; 1938 - "From La Plata to the Andes. Geographical story"; "Ears of the Mother of God." "Mari legends", poems "The Adventures of Romka



"Pomka", a series of short stories on national history" Once upon a time in Ukraine "(books 1 - 5, 1934 - 1938), 1939 - the book "Seven Wonders of the World" was published and one of the most important books of the writer "Princely Glory", which was published in 1942 during the German occupation.

The greatest skill of the writer-teacher was manifested in 1920 - 1930's, when he returned to work in the gymnasium in Rohatyn (1920 - 1923) and was in the "capital of Opillia". It is here that he began to actively work on the creation of scientific and methodological support for subjects - history, Ukrainian language, Ukrainian literature, foreign literature.

In 1923, A. Lototsky left his teaching job to engage primarily in writing and publishing. Here he showed another literary and pedagogical feat - the creation of special publishing houses, which aimed at children's literature and literature for children and youth, usually of national and patriotic content. Thus, together with his colleague, teacher and writer Mykola Uhryn-Bezgrishny, they organized in Rohatyn publishing houses "Cranes", "Blue Bells", published a magazine "Rohatynets" - a body of UPT "Native School", where A. Lototsky published works of national-patriotic and civic sound. He usually signed under the pseudonym "I. Vilshanko", journalistic works for the needs of the day - "Lawton", fables and satires - under the pseudonym "Toto-Doloto". A. Lototsky's participation in the editorial board of the magazine "World of the Child", published in Lviv, where each issue contained works by A. Lototsky (poems, stories, dramatic scenes), was of great educational importance (Report...1924, p. 8).

It belongs to those writers who initiated the creation of "stage" works for children, thus caring for extracurricular and extracurricular education and upbringing, aesthetic personality development, the formation of rhetorical culture, expressive reading, the development of school drama and more.

As a connoisseur of a number of foreign languages, A. Lototsky introduced children to the best examples of world literature, was a writer-translator.

Aware of the importance of literature, history, geography, oral folk art of the native land as a factor in social and patriotic education of children and youth, A. Lototsky actualized (after Ivan Franko) the local lore aspect of fiction, he is the author of a series of local lore stories.

A. Lototsky created many patriotic works during the national liberation struggle, as mentioned above.

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Thus, poetic and prose works of historical and patriotic content, literary and critical articles, journalism, feuilletons, investigations into the history of Sich shooting, memoirs - all this belongs to the creative heritage of Western Ukrainian literature of the period under study, which enriched the Ukrainian treasury peculiar artistic imagery, authenticity of the depicted; The phenomenon of this literature, among other things, is that during this time a new original genre of literature was created - shooting song, which, filled with great energy of patriotism, heroism and greatness of the Ukrainian spirit, became a chronicle of the heroic struggle of Ukrainians for their statehood. ideas, a real amulet of the spiritual heritage of the Ukrainian nation, turned into a layer of folk song. Literature of this era became an important factor in the national education of children and youth, actualized in the works of writers heroes (Ivan Mazepa, Ivan Bohun, Cossacks, Sich shooters, etc.) have become an educational ideal for many generations of Ukrainians.

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ГЕНЕЗА ХУДОЖНЬО-ПРОМИСЛОВИХ ШКІЛ У ГАЛИЧИНІ (КІНЕЦЬ ХІХ СТОЛІТТЯ – 1918 Р.): ІСТОРИКО-ПЕДАГОГІЧНІ АСПЕКТИ

Анотація. У статті висвітлено результати дослідження актуальної наукової проблеми генези художньо-промислових шкіл у Галичині в перебігу історії кінця ХІХ ст. – 1918 р. У зазначених хронологічних межах Галичина розвивалася в правовому полі Австро-Угорської держави. Генеза художньо-промислових шкіл на теренах Галичини становить культурно-освітній феномен – сув'язь традиційних практик народної художньої культури та європейських естетичних концептів і практик. Розкрито вплив державної економічної та освітньої політики на становлення художньо-промислових шкіл у Галичині, яка перебувала в статусі Коронного Краю, пізніше – Коронної землі Австро-Угорської монархії. За результатами історико-педагогічного дослідження висвітлено співпрацю художніх музеїв, які функціонували на теренах Австро-Угорщини та в інших країнах Європи, їх культурно-освітню місію в розвиток художньо-промислових шкіл у Галичині в політико-правовому полі Австро-Угорської монархії. Реалізовано мету: обґрунтовано та узагальнено особливості становлення та розвитку художньо-промислових шкіл на землях Галичини як культурно-освітнього феномена в зазначених хронологічних межах. За результатами аналізу теоретичних і архівних джерел проаналізовано передумови та особливості становлення і розвитку художньо-промислових шкіл у Галичині за цього періоду. Фактологічний матеріал, викладений у статті, може слугувати для узагальнення нових знань про історичний поступ шкільництва в Галичині.

Ключові слова: генеза, художньо-промислова школа, художній музей, мистецтво, ремесло, естетичні концепти, зміст художньо-промислового навчання.

GENESIS OF ART AND INDUSTRIAL SCHOOLS IN GALICIA (END OF 19TH CENTURY – 1918): HISTORICAL AND PEDAGOGICAL ASPECTS

Abstract. The article highlights the results of a study of the current scientific problem of the genesis of art and industrial schools in Galicia during the history of the late 19th century - 1918. Within these chronological boundaries, Galicia developed in the legal field of the Austro-Hungarian state. The genesis of art and industrial schools in Galicia is a cultural and educational phenomenon - the connection of traditional practices of folk-art culture and European aesthetic concepts and practices. The influence of the state economic and educational policy on the formation of art and industrial schools in Galicia, which was in the status of the Crown Land, and later - the Crown Land of the Austro-Hungarian Monarchy, is revealed. According to the results of historical and pedagogical research, the cooperation of art museums operating in Austria-Hungary and other European countries, their cultural and educational mission in the development of art and industrial schools in Galicia in the political and legal field of the Austro-Hungarian monarchy. The purpose is achieved: the peculiarities of formation and development of art and industrial schools in the lands of Galicia as a cultural-educational phenomenon of progress within the specified chronological limits are substantiated and generalized. According to the results of the analysis of theoretical and archival sources, the preconditions and peculiarities of the formation and development of art and industrial schools in Galicia in these years are highlighted. The factual material presented in the article can serve to summarize new knowledge about the historical post of schooling in Galicia.

Keywords: genesis, art and industrial school, art museum, art, craft, aesthetic concepts, content of art and industrial education.

INTRODUCTION

The problem formulation. The study of the historical preconditions for the formation of art and industrial schools in Galicia shows the existence of favorable conditions for the development of this educational and cultural phenomenon after the abolition of serfdom by the Imperial Government of Austria-Hungary (1848). During these years, interest in the development of arts and crafts at both the state and local levels grew in the lands that were part of Austria-Hungary. This was facilitated by accelerated economic development. To work in weaving, ceramics, woodworking industries needed workers who had the skills of artistic processing of various materials. Traditionally, the training of these workers was carried out by artisans in workshops, and the transfer of professional (artistic) knowledge and skills took place from father to son. However, in conditions of strong industrial growth, they did not meet the needs of



professional craftsmen. Education of students, which was concentrated in craft workshops and did not contribute to providing conditions for professional training of arts and crafts masters.

The results of historical research clarify the origins of the genesis of art and industrial schools in Galicia, which was in the cultural, economic, and political-administrative field of the Austro-Hungarian monarchy since 1772, by the first division of the Commonwealth (Topographic maps of Europe (Zone 8. Eastern Poland, North-Eastern Bohemia, Galicia: Stary Sambir, Drohobych, Zhydachiv, Stary Rohatyn, Berezhany), sheet 35). During the years 1849-1867 Galicia (Geographical maps to individual articles of Mayer's encyclopedic dictionary: "Germany", "Poland", "Hungary. Galicia and Bukovina", sheet 10) was in its composition as a crown land (Atlas of the Austrian Empire, sheet 48), and from 1867 to November 1, 1918, its lands were listed as the Crown Land of the Austro-Hungarian Monarchy (Stepankov, V.S., Golobutsky, P.V., p. 178).

At one time, Austria-Hungary, together with Galicia (General geographical map of Galicia and Bukovina, sheet 2; General geographical maps of Galicia, compiled by S. Mayersky, sheet 4), included 14 provinces. The center of the governorship of Galicia was the city of Lviv, headed by the plenipotentiary of the emperor, Count von Pergen. With his assistance, a comprehensive study of the region by state institutions was conducted to identify its real economic, social, and political situation. First of all, attention was paid to the study of natural, labor resources, ethnography, and life. To overcome the backwardness of Galicia from other provinces, in particular the education of the people, the government took care to open art and industrial schools alongside public schools.

THE PURPOSE OF THE RESEARCH

The purpose of the study is to substantiate and generalize the features of the formation and development of art and industrial schools in Galicia, as a cultural and educational phenomenon in the history of the late nineteenth – early twentieth century. According to the purpose of the study, the following tasks were identified: based on the results of the study of sources to determine the preconditions that influenced the formation and development of art and industrial schools in Galicia and to characterize the links; to reveal the essence of the genesis of art and industrial schools within certain chronological limits.

RESEARCH METHODS

To identify and reveal the essence of historical and pedagogical aspects of the genesis of art and industrial schools of Galicia in the chronological framework of scientific research used a set of research methods that allowed to comprehensively characterize this cultural and educational phenomenon: general (historical and pedagogical analysis, synthesis, generalization, chronological); historical and genetic analysis of historical and pedagogical aspects of the genesis of art and industrial schools, coverage of progressive cultural, educational and artistic ideas that influenced their progress; problem-genetic made it possible to characterize and reconstruct the formation and development of art and industrial schools in Galicia in the late nineteenth and early twentieth centuries as an integrated cultural and educational phenomenon; hermeneutic - led to a new reading of historical and pedagogical processes in the territorial and chronological boundaries of the study.

The study of historical and pedagogical aspects of the formation of art and industrial schools of Galicia within certain chronological boundaries, which as an independent cultural and educational phenomenon was determined by economic, cultural, social needs of society to prepare children and youth for work and relevant practices, based on communication ideas of pedagogical concepts and practices with social (political and legal), economic, aesthetic and cultural environment. They can stimulate, accelerate the development of art and industrial education or inhibit it.

RESULTS OF THE RESEARCH

Historical and pedagogical aspects of the formation of art and industrial schools in Galicia are considered in the context of political, ideological trends that were decisive in the development of the region in terms of history, which dates to 1876-1918. It was found out that in Galicia in the middle of the XIX century craft (professional) schools developed. However, most of the professional training was carried out in small workshops, and professional knowledge was transferred in the process of individual work of students. The political and economic system of the Austro-Hungarian monarchy contributed to the increase of labor resources for handicraft production. This was facilitated by the legal tradition of inheritance of land for the eldest son and family. According to this, the younger children learned the craft.

The development of machine production has brought to the fore the problem of education and preparation for work in the arts and crafts of children and youth. Secondary, fifth- and sixth-grade Latin-language schools in Galicia could not meet the new requirements for artistic pursuits. The opening of Ukrainian gymnasiums in a number of cities, namely in Przemyśl (1887), Kolomyia (1893), and Ternopil (1898), did not solve the problems of artistic and industrial professional training of children and youth. Acceleration of economic development in the late nineteenth century contributed to a real boom in construction, which contained a powerful artistic component. Therefore, the need for training qualified masters with artistic skills has increased.

Over the years, the region has developed favorable conditions, characterized by the longevity of the traditions of handicraft production, which were mostly ethno-regional in nature and enriched by recognized in European countries fine arts. In the professional environment of these years, folk crafts were recognized as applied arts, which accelerated the growth of the number of art and industrial schools in Galicia (Galicia).

The historical and pedagogical search testifies to the formation of the relationship between the economy and the development of art and industrial education at various levels in Galicia. First of all, primary art and industrial education was relevant and most in demand. It was focused on training craftsmen for arts and crafts. The development of primary art and industrial schools was determined by the socio-economic component, namely: the need to decorate the interiors and



facades of buildings. The development of manufactories and factories led to the launch of art and industrial schools and training courses for workers.

According to the analysis of the source base, in the second half of the 19th century royal, state, and private art and industrial schools functioned in Galicia. An essential feature common to these types of schools was the cooperation with European art and industrial museums and the pan-European movement "Arts and Crafts" (Shmagalo, R.T., 2005, p. 12). The spread of the ideas of the "Arts and Crafts" movement in the socio-cultural space of Galicia influenced the formation of art and industrial schools. European recognition was given to the Lviv Art and Industrial School, which began its activities in accordance with the decree of the Ministry of Education of Austria-Hungary and the decision of the Supervisory Board of the Lviv Art Museum of March 7, 1876 (Shmagalo, R.T., 2005).

The activity of the professional School of Drawings was started in Lviv. Its activities were focused on the development of needlework in Galicia. On December 18, 1886, the Ministry of Education issued an order on the functioning of the School of Drawing and Modeling at the City Industrial Museum (Lviv) (*W szkole rysunków i modelowania. Gazeta Lwowska. 27.IX.1876, p. 3*).

In the conditions of economic and socio-cultural growth, the need to train specialists (teachers, masters) for teaching in art and industrial schools, as well as masters for various industries in the ethnocultural environment of Galicia and abroad has increased. Art and industrial schools performed the task of training specialists ready to create samples of artistic products used in construction, furniture and other spheres of human life.

Art and industrial schools had various profiles and practical purposes to meet the social training needs of the time. First of all, the number of vocational schools grew, namely: ceramics, pottery, artistic metal, carpet weaving, weaving, woodworking. The institutional stage of formation of art and industrial schools began with the opening the General School of Drawing and Modeling at the Lviv Museum of Arts and Crafts (Shmagalo, R.T., 2005). At this stage of formation of art and industrial education of Galicia, two features were traced: 1) the organization of courses by masters who worked in line with established traditional trades; 2) the development of art and industrial education was based on the study of folk art traditions and classical art.

Pedagogical aspects of this educational and cultural phenomenon are characterized by significant improvements in the content and methods of teaching in art and industrial schools. In the context of the subject of scientific research, we consider them as a set of normative and semantic-methodological components that influenced the progress of art and industrial schools in Galicia in the chronological period of the late nineteenth century.

The content of art and industrial education in schools of different levels was influenced by Western European ideas of modernism, which were quite successfully combined with traditional original artistic techniques of folk artists from different parts of Galicia. Improving the content of art and industrial education has gone beyond the professional environment. The development of philosophical trends in the content of art and industrial education can be traced. The ideas of integrating the fine arts and crafts, considered as applied arts, were popular among philosophers and artists of the time.

In practical terms, the content of education in art and industrial schools combined both artistic and industrial components (focused on productive production activities of the master). This period was characterized by interdisciplinary links between art education and the demands of the economy, which developed under favorable political and economic reforms.

A specific feature of the pedagogical aspects of that time was the integration of various traditional techniques of folk artists. This factor was formed on the traditional locations of art and industrial education, which were concentrated in villages and towns that had an authentic folk tradition of crafts (Kosiv, Yavoriv, Kolomyia).

Analysis of the source base on the problem of research shows the growing interest of the imperial authorities of Austria-Hungary in the development of art and industrial education in Galicia. At the end of the 19th century, the educational policy of the Austro-Hungarian monarchy was formed, which determined the development of art and industrial education. In line with the state educational policy developed state or royal art and industrial schools. The activities of these schools were characterized by close cooperation with art and industrial museums and the pan-European movement "Arts and Crafts" (Shmagalo, R.T., 2005, p. 12).

State support consisted in the legal and financial support of art and industrial schools. For example, by imperial order (dated 05.12.1890) and the order of the Ministry of Education and Religions (dated 23.05.1891) the Lviv Art and Industrial School was reorganized into a State Art and Industrial School (*Wiadomosci statystyczne o miescie Lwowie. Lwow, T. VI., p. 112-116*). The school operated in accordance with the statute; in its structure there were the following departments: construction and art and metalwork, furniture and carpentry and construction, turning and carving (wood). Women also joined art and industrial schools. In particular, the work of the quilting and lace department was launched. The State Art and Industrial School in Lviv operated within the framework of the legislation of the time. The city authorities supervised the training of craftsmen. In addition, he provided great support in the organization of material support of the educational process, the development of workshops. The status of this school is evidenced by the fact that since 1893 it has been managed for ten years by the architect Sigmund Gogolevsky – the architect who designed the Lviv Opera House.

Art museums (of various levels) together with the government of the cities together with the public popularized the activity of art and industrial schools. In the cities and towns carried out systematic work on the organization of exhibitions of students of art and industrial, vocational schools. Famous museums of European countries joined these exhibitions. Galician art and industrial schools, especially Lviv, were leading in the integration of art and industrial education. This trend was maintained at both the national and local levels. The students' products were exhibited at exhibitions in Vienna (1980s), Lviv (1894), Prague and other cities on the European continent.



Funding for the activities of art and industrial schools was provided from the state budget and patrons. This was facilitated by a well-developed self-government in the lands of Galicia (Galicia) (Dybiec, J. 1981, pp. 55-58, 71). For example, after the Lviv Art and Industrial School was transformed into a State Art and Industrial School in the early 1890s, funds were raised for the construction of educational facilities and the expansion of student training. In this school in 1893 there were 306 students in the courses of various departments, namely: construction, arts and crafts, artistic metal, decorative painting and sculpture. The professional training of students was measured by participation in exhibitions (in Vienna, Lviv, Prague and other European cities) (Szóste spawozdanie C.K. pastwowej Szkoły przemysłowej we Lwowie za rok szk. 1897/98. Lwów, 1898, pp. 57-58).

The development of art and industrial schools at various levels has raised the issue of teacher training in professional and basic subjects. Much attention was paid to improving the skills of creative and professional tasks at all levels of training. It is worth noting that in these schools much attention was paid to the general education of future teachers. The content of education included material on the history of crafts, as well as professional training, including technology of materials processing and art disciplines. The content of training of future teachers in the Lviv Art and Industrial School was built considering the standards of arts and crafts training that existed at that time in the schools of Poznan, Krakow, Vienna.

Thus, the Lviv Art and Industrial School in close cooperation with the city industrial museum for more than half a century has defined the activities of a network of other arts and crafts schools in Galicia, namely: woodworking, weaving, pottery, carpet weaving. At the end of the XIX century, thanks to her pedagogical and educational activities, the system of training teachers for art and industrial schools of the region was formed.

The development of art and industrial schools was positively influenced by the multifaceted cultural ties of Galician masters with European communities. It is worth noting that the art and industrial schools in those years themselves contributed to self-discovery, self-identification of traditional folk art, which distinguished Galicia from other lands of Austria-Hungary. It was found that the connection of art and industrial education with the activities of museums led to the construction of special forms of self-organization and self-affirmation of aesthetic, folk and generally accepted aesthetic ideals.

The period of formation of art and industrial education in Galicia is characterized by the interaction of specialists based on aesthetic and cultural concepts, which allowed the development of both national art and European artistic concepts. The rapid development of industry and urbanization have largely emptied the established norms and traditional ideals of folk art.

For decades to come, Galicia's art and industrial schools have defined an aesthetic and cultural space that combines the regional features of traditional arts and crafts with European aesthetic standards. Artistic currents that combined elements of classical and folk experience became practically widespread, and aesthetic concepts of environments (domestic, residential, landscape) with a combination of elements of folk-art tradition developed. That is, we note once again that art and industrial schools developed in accordance with the challenges of the time, combining artistic tradition and modern industrial trends of the time.

A prominent place belonged to the relationship between state and regional educational policy in the field of training of specialists in the field of art and industry. The formation of art and industrial schools in Galicia took place under rather favorable circumstances, namely: state funding of educational institutions, the use of funds from public and cultural and artistic communities, individuals. It is worth noting that state funding of art and industrial schools, as well as the use of patrons' funds, put some of these schools in a worse position, as the communities that maintained such schools had different financial opportunities. We consider such fundings as a factor of development, which in the conditions of lack of funds slowed down the progress of art and industrial schools. Considerable attention was paid by city governments to diversifying the professional training of teachers for art and industrial schools, which contributed to the growth of their network and structure. Updating the content of training took place in the professional and cultural field. Changes in aesthetic ideals have been studied, which in the conditions of rather rapid industrial development were reflected in the content of professional training, which contributed to the integration of the content of art and industrial education.

During 1876–1918, the training of specialists in art and industrial schools was characterized by a combination of traditional and classical art with industrial production. In the years that belong to the chronological boundaries of the study, art and industrial schools developed based on cultural traditions. Part of the content of training: knowledge, skills and abilities, ways of working in the field of folk traditions depended on the educational policy of Austria-Hungary, which in those years included Galicia.

The development of industry in Galicia prompted the ruling elites of these states to reproduce and use for business and artistic purposes of traditional folk art: embroidery, carpet weaving, weaving, laziness, cooperage, carving and others. A network of vocational schools was set up to train specialists for new art and industrial factories. Coverage of the leading trend of its development, namely: the influence of cultural traditions and changes in the purpose, content and organization of training of masters, we consider in the historical and pedagogical context of this chronological period.

According to the study of historical and pedagogical sources, the progress of art and industrial schools in Galicia within the chronological framework of scientific research was determined by the social goal of preparing children and youth of the region to work in art workshops, factories and other enterprises. It should be noted that in accordance with the requirements of the state art and industrial schools had to combine the achievements of arts and crafts masters, which were traditional in these areas, with established (scientific) artistic techniques and technologies of the time, which in European countries have developed significantly.



The "Arts and Crafts" movement, founded in Western Europe in the second half of the 19th century, spread throughout Ukraine and influenced the activities of several societies, museums, art schools and workshops. Determinant in this process was the establishment of folk art as a valuable cultural and artistic phenomenon, the revival of handicraft production and its purposeful support (Shmagalo, R., 2000, pp. 186-193). In the process of evolution of the "Arts and Crafts" movement, new principles of creative cooperation between folk artists and professional artists were established, which ensured the preservation of traditional crafts and contributed to the development of aesthetic principles of the art industry. Involvement of folk artists in co-creation, giving them freedom of expression within the general artistic plan encouraged the development of artistic potential of new original works (Shmagalo, R. 1991, pp. 57-61).

Significant progress in the development of art and industrial schools is characteristic of the Hutsul region of that time. According to written sources, the Hutsul region has long tradition of artistic craft. The products of Hutsul masters were exhibited at exhibitions in Vienna (1872), Lviv (1877), Trieste (1878), and Stanislavov (1879). Hutsul craftsmen were known outside the region, and their products became the decoration of imperial homes and government agencies of Austria-Hungary. Therefore, the need for products of Hutsul masters was constantly growing, which led to the intensification of educational policy of the state in the field of art and industrial education. Thanks to this, art and industrial schools in Galicia reached a special heyday in Hutsul towns (Kolomyia, Kosiv).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

According to the results of historical and pedagogical studies, the progress of art and industrial education in Galicia in the late nineteenth and early twentieth centuries was influenced by European cultural concepts and traditional artistic practices that have developed in the artisanal environment of the region. The formation and development of art and industrial schools was influenced by the current educational and economic policies, both at the level of state power and at the level of local government. There was a productive collaboration of art museums with art and industrial schools and local government, which contributed to the spread of progressive art ideas and practices, improving the content and methods of teaching students in art schools of different levels. Close cooperation between art and industrial schools and art museums contributed to the development of the artistic component of the content of training specialists and teachers, the need for which was acutely felt.

Ideas of the contribution of pedagogical staff to the development of art and industrial schools in Galicia; relationships between art museums and art schools may be promising for further research.

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ВПЛИВ МОВНОЇ ПОЛІТИКИ НА ФОРМУВАННЯ МЕРЕЖІ ЗАКЛАДІВ ПОЧАТКОВОЇ ОСВІТИ ЗАКАРПАТТЯ В СКЛАДІ АВСТРО-УГОРСЬКОЇ ІМПЕРІЇ

Анотація. Особливої актуальності в умовах сьогодення набуває питання реалізації права рідномовного навчання в умовах полікультурного та багатонаціонального регіону, яким є Закарпаття. Реалізація права на забезпечення рідномовного навчання на закарпатських землях має довгу й суперечливу історію, та особливої гостроти воно набуло в період їх належності Австро-Угорській імперії (1867-1919 рр.).

Мета дослідження – вивчити особливості впливу мовної політики Австро-Угорської імперії на формування мережі закладів початкової освіти Закарпаття.

Методи дослідження: контент-аналіз архівних матеріалів, освітніх і мовних законів з метою виявлення ретроособливостей впливу мовної політики на організацію діяльності початкової школи Закарпаття; історико-компаративний – для виявлення тенденцій регіонального розвитку початкової школи.

У статті проведено огляд впливу мовної політики на формування мережі початкових шкіл. У 1867 р. Угорщина домоглася рівних прав з Австрією у складі Австро-Угорської монархії й активно почала впроваджувати реформи. В сфері освіти в 1868 р. прийнято Закон XXXVIII «Про народну освіту», прогресивність якого полягала в запровадженні обов'язкової початкової освіти та можливості здобувати її рідною мовою. Мовна політика, здійснювана угорським урядом у складі Австро-Угорської імперії впродовж 1867-1919 рр., носила яскраво виражений національний характер. Упровадження освітньої реформи 1868 р. сприяло утвердженню демократичних ідей у плані реалізації права кожного народу на рідномовне навчання. На закарпатських землях це привело до суттєвого збільшення шкіл для дітей русинів, а також представників інших національностей, які проживали на території краю. Загальна кількість їх сягнула понад 500. Діяли також школи з двомовним навчанням. Прийняття мовних законів 1879 р., 1893 р., а особливо 1907 р., стимулювало впровадження державної мовної політики в плані утвердження державної (угорської) мови як основної мови навчання, що, в підсумку, призвело до повного скорочення шкіл з національними мовами навчання та позбавило природного права закарпатських русинів, словаків, румунів на рідномовне навчання.

Ключові слова: рідномовне навчання, початкові школи, Закарпаття, Австро-Угорщина.

THE INFLUENCE OF LANGUAGE POLICY ON THE FORMATION OF A NETWORK OF PRIMARY EDUCATION INSTITUTIONS OF TRANS-CARPATHTHIA WITHIN THE AUSTRIAN-HUNGARIAN EMPIRE

Abstract. The issue of realization of the right of native language education in the conditions of multicultural and multinational region which is Transcarpathia acquires special urgency in the conditions of today. The realization of the right to provide native language education in the Transcarpathian lands has a long and controversial history, and it became especially acute during the period of their belonging to the Austro-Hungarian Empire (1867-1919).

Purpose: to study the features of the influence of the language policy of the Austro-Hungarian Empire on the formation of a network of primary schools in Transcarpathia.

The methods are the content analysis of archival materials, educational and language laws in order to identify retro-features of the influence of language policy on the organization of primary school in Transcarpathia; the historical and comparative methods to identify trends in regional development of primary school.

Results. The article is reviewed the influence of language policy on the formation of a network of primary schools. In 1867 Hungary achieved equal rights with Austria as part of the Austro-Hungarian monarchy and began to actively implement reforms. In the field on education the Law XXXVIII "On Public Education" was adopted in 1868 and the progressive nature of which was the introduction of compulsory primary education and the possibility of obtaining it by the native language. The language policy pursued by the Hungarian government as part of the Austro-Hungarian Empire during 1867-1919 had a pronounced national character. The introduction of the educational reform of 1868 contributed to the establishment of democratic ideas in terms of realizing the right of every people to native language education. In the Transcarpathian lands this fact led to a significant increase in schools for Ruthenian children, as well as representatives of other nationalities living in the region. The total number of such schools reached



more than 500. There were also schools with bilingual education. The adoption of language laws in 1879, 1893, and especially in 1907, stimulated the introduction of state language policy in terms of establishing the state (Hungarian) language as the main language of instruction, which ultimately led to a complete reduction of schools with national languages of instruction and deprived natural right of Transcarpathian Ruthenians, Slovaks, Romanians to native language education.

Keywords: native language education, primary schools, Transcarpathia, Austria-Hungary.

INTRODUCTION

The problem formulation. Today in our country a broad legal framework has been created (National Strategy for Education Development in Ukraine for 2012-2021) (2011), the Concept of State Language Policy of Ukraine (2010), the Concept of Language Education in Ukraine (2011), the Law of Ukraine "On Education" (2017)). This legal framework outlines the main tasks of expanding the Ukrainian-language educational space, meeting the language and educational needs of national minorities, establishing the idea of competent, personality-oriented and communicative-activity language learning, and forming a modern citizen with a high level of communicative culture. The priority of language policy in Ukraine is the establishment and development of the Ukrainian language - the main feature of the identity of the Ukrainian nation, which historically lives on the territory of Ukraine, makes up the vast majority of its population, gave the official name to the state (Shevchuk, 2019). Of particular importance is the question of the implementation of the right to native language learning (the term "native language" is used to denote the language that a person learns from childhood, with the lullaby, in the language environment in which she/he was born) in a multicultural and multinational region as is Transcarpathia. The realization of the right to provide native language education in the Transcarpathian lands has a long and controversial history, and it became especially acute during the period of their belonging to the Austro-Hungarian Empire (1867-1919). Austria-Hungary has implemented its language policy, that is a system of political, legal, administrative measures aimed at regulating language relations in the state, changing or maintaining the language situation in the state (Shevchuk, 2019), which inevitably affected the educational sphere. The importance of implementing the idea of teaching in the native language was pointed out by such authors as Ya. Komenskyi and A. Disterweh, K. Ushynskyi, O. Dukhnovych and A. Voloshyn, S. Rusova and B. Hrinchenko and others. A significant contribution to the historical and pedagogical science of the genesis of the history of the development of native schooling in the period of entry of modern Ukrainian lands into other states made G. Bilavych, L. Bozhuk, O. Dzhus, T. Zavorodnya, Yu. Zayachuk, Z. Nahachevska, S. Romanyuk, I. Rusnak, M. Chepil and others. The issue of conducting native language education in educational institutions of Transcarpathia was the subject of scientific research of such scientists as S. Melnyk, R. Ofitsynskyi, H. Rozlutska, Ch. Fedynets, O. Fizeshi, S. Chernychka and others.

AIM AND TASKS OF THE RESEARCH – to study the peculiarities of the influence of the language policy of the Austro-Hungarian Empire on the formation of a network of primary schools in Transcarpathia.

RESEARCH METHODS: the content analysis of archival materials, educational and language laws in order to identify the retro-features of the impact of language policy on the organization of primary school in Transcarpathia; the historical and comparative to identify trends in regional development of primary school.

RESULTS OF THE RESEARCH

In 1867, after lengthy negotiations, Hungary achieved equal rights with Austria as part of the Austro-Hungarian monarchy, and began to actively develop and implement new laws and reforms. Education was no exception and in 1868 the Hungarian Ministry of Education and Religions passed Law XXXVIII "On Public Education". The progressiveness of the Law was manifested not only through the introduction of compulsory primary education, but also through the possibility of obtaining it in the native language: "Every student has the right to receive education in their mother tongue..." Depending on their abilities, teachers or assistant teachers who speak different languages can be hired in multilingual communities " (1868. évi XXXVIII. Törvénycikk a népiskolai közkutatás tárgyában. Retrieved, 1868), which in turn had a positive effect on the educational situation in Transcarpathia in general, after all, representatives of different nationalities lived compactly here (Table 1):

Table 1

ETHNIC COMPOSITION OF THE POPULATION OF TRANSCARPATIA IN 1880 – 1910

Nationality	1880		1910	
	Persons	%	Persons	%
The Rusjki (Ruthenians / Ruteny)	244742	59,8	330010	54,5
The Hungarians	105343	25,7	185433	30,6
The Germans	31745	7,8	64257	10,6
The Romanians	16713	4,1	11668	1,9
The Slovaks	8611	2,1	6346	1,0
Another nationality	1817	0,5	8228	0,4
The whole population	408971	100,0	605942	100,0

Source: (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura (Transcarpathia 1919-2009: history, politics, culture), 2010, p. 638).



According to Table 1 the quantitative advantage belonged to the Ruthenians and Hungarians, who in 1880 accounted for 59.8% and 25.7% of the region's population, respectively. The difference of 5% in the quantitative composition, formed in the early XX century in the direction of declining Ruthenians and increasing Hungarians, due primarily to the assimilation of the Ruthenian population, because "increasing interference in the education of nationalities explained [here: Hungarian government – O.F.] that all citizens of Hungary are interested in learning the state language, because it helps in social self-affirmation" (Zakarpathia 1919-2009 rokiv: istoriia, polityka, kultura (Transcarpathia 1919-2009: history, politics, culture), 2010, p. 638). Changes in the ethnic composition of the local population also contributed to the increase of Austrian, German and Hungarian capital, which led to an increase in the number of other ethnic groups living in Transcarpathia and necessitated an increase in Hungarian and German as well as bilingual schools. Despite the right declared by the education law of the nationalities that were part of Austria-Hungary to implement native language education, the Hungarian government shifts responsibility for the activities of schools to local communities, which in the mountainous and remote regions of Transcarpathia were already in difficulty: "The biggest obstacle to the establishment of rural schools is the obvious poverty of our people... How can we demand that our people, who very often do not have enough money to live and pay taxes, build a school building and pay for a teacher?" (Bondar, Chuma, 1967, p. 61). However, the number of primary schools in the region is gradually increasing, mainly with the assistance of public figures and patrons (A. Dobryanskyi, O. Dukhnovych, etc.). But it was also obvious that where the community did not have the funds to maintain the school and the school teacher, the school was opened by the state, and this in turn provided the right to realize the state interest in education, namely - teaching in the state (Hungarian) language. In 1874-1878 there were more than 500 primary schools in the Transcarpathian lands, only 43 of these schools were state-owned (Ukrainski shkoly v buvshii Uhorshchyni vid 1868 do 1914 roku, 1929, p. 29-30). The rest of the schools taught in their native language or bilingually.

With the adoption in 1879 of Law XVIII "On the study of the Hungarian language in public education institutions" the number of native-language primary schools began to shrink in the Transcarpathian lands. After all according to the law the Hungarian language becomes a compulsory subject in all primary schools regardless of the form of ownership (1879. йві XVIII. Тървйнысикк а magyar nyelv tanitбsбryl а нйpoktatбsi tanintйzetekben, 1879). The enactment of this law was somewhat delayed as there was a shortage of qualified primary school teachers who could teach in Hungarian. To address this gap steps have been taken to introduce compulsory Hungarian language teaching in teachers' seminaries. But since 1882 the position of teacher and assistant teacher in primary school in both state and municipal or parish could be held only by a teacher who is fluent in Hungarian which school inspectors reported in a separate section in the annual statistical reports on the state of education and schooling. For example, for the 1902/1903 school year in the report of the school inspector of Uzhanska parish (zhupa) it is noted: "Of the 294 teachers working in primary schools, they are fluent in Hungarian: 79 in state schools, 7 in municipal schools, 41 in Roman Catholic schools, 36 in Greek Catholic schools, and 36 in Reformed schools; total: 209 teachers. 78 teachers read and write, and 7 speak Hungarian "weakly"" (Korolivskiy shkilnyi inspektorat Uzhanskoi zhupy m. Uzhhorod, 1902 – 1903 rr., 1903, p. 25). According to the language of instruction, 153 (52%) out of 294 schools were Hungarian-speaking, 31 (11%) were Slovak-Hungarian, and 53 (18%) were Ruthenian-Hungarian. Hungarian was successfully taught in 49 (17%) national schools, and it was not taught at all in 7 (2%) schools. Thus, we can state that the implementation of the state language policy first of all contributed to the "Madarization" of the teaching staff of Transcarpathian schools.

In 1893 the Law XXVI "On the Regulation of Salaries of Teachers of Parish and Municipal Schools" was adopted, which materially stimulated teachers to master the state language and teach it. Subsequently the Ministry of Public Education and Religion issued an order for "full implementation of the requirements of the Law XXVI of 1893, a major role is given to the domestic educational system. This law gives municipal or parish communities, which due to poverty are unable to maintain a qualified teacher, the opportunity to gain state support in terms of providing schools with certified teachers with knowledge of the Hungarian languag" (Korolivskiy shkilnyi inspektorat Uzhanskoi zhupy m. Uzhhorod, 1894 r., 1894, p. 22). The state paid for the work of only those teachers who spoke Hungarian. According to the law in schools where one Hungarian-speaking teacher taught all students were forced to switch to Hungarian-language education, the effectiveness of which was questioned: "As for the internal life of the pre-war school in Subcarpathian Rus, all training was mechanical, there was no internal flexibility, there were no expressed ideals, there were no deep moral feelings, there was no spirit in it. It only taught, but did not exercise the mind, did not cultivate feelings, did not develop character, everything was aimed at making the people lose their national characteristics, become dependent, indecisive, oppressed. The school was the first means of these aspirations" (Klyma, 1936, p. 102).

The implementation of the state Hungarian language policy was fully facilitated by Law XXVII "On Legal Relations in Non-State Primary Schools and Remuneration of Teachers of Municipal and Parish Schools" (1907) according to which a teacher who received a corresponding position could hold a teacher's position in a non-state primary school. Education was a citizen of Hungary, was able to read and write in Hungarian and teach it and took an oath of allegiance to Hungary (the text of the oath is presented in § 32 of the same Law) (1907. йві XXVII. тървйнысикк а нем бllami elemi нйpiskolбk jogviszonyairyl йs а кузсйgi йs hitfelekezeti нйptanityk jбrandysбgairyl, 1907). The main purpose of education according to this law was "to instill in the souls of children loyalty to the Hungarian homeland and their awareness of belonging to the Hungarian nation, understanding and strengthening of religious values" (1907. йві XXVII. тървйнысикк а нем бllami elemi нйpiskolбk jogviszonyairyl йs а кузсйgi йs hitfelekezeti нйptanityk jбrandysбgairyl, 1907).

This law introduced compulsory education in all primary schools in the state language so all schools with national languages of instruction and bilingual schools switched to teaching in Hungarian. This trend persisted until 1919 when after the events of World War I Transcarpathian lands became part of the Czechoslovak Republic.



CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The language policy pursued by the Hungarian government as part of the Austro-Hungarian Empire during 1867-1919 had a pronounced national character. The introduction of the educational reform of 1868 contributed to the establishment of democratic ideas in terms of realizing the right of every people to native language education. In the Transcarpathian lands this led to a significant increase in schools for Ruthenian children as well as representatives of other nationalities living in the region. The total number of schools reached more than 500. There were also schools with bilingual education. The adoption of language laws in 1879, 1893, and especially in 1907, stimulated the introduction of state language policy in terms of establishing the state (Hungarian) language as the main language of instruction, which ultimately led to a complete reduction of schools with national languages of instruction and deprived natural right of Transcarpathian Ruthenians, Slovaks, Romanians to native language education. Promising areas of research may be the study of positive retro-experience of the introduction of native language learning in a multicultural region and ways to avoid the mistakes of the past in the implementation of the principles of education and upbringing – ethnicity, nature and cultural conformity.

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ДІЯЛЬНІСТЬ ШКІЛЬНИХ ІНТЕРНАТІВ ЗАКАРПАТТЯ ПЕРШОЇ ПОЛОВИНИ ХХ СТОЛІТТЯ

Анотація. Створення та функціонування опорних закладів освіти зумовлює проблему забезпечення школярів умовами для проживання в разі відсутності можливостей для їх щоденного підвезення до опорного закладу освіти. Саме це й актуалізує проблему створення шкільних гуртожитків або шкільних інтернатів. Шкільні інтернати діяли на території Закарпаття ще в першій половині ХХ століття.

Мета дослідження – провести ретроспективний аналіз діяльності шкільних інтернатів у Закарпатті першої половини ХХ століття.

Методи дослідження: пошуково-бібліографічний – з метою вивчення архівних, бібліотечних каталогів, фондів, описів та бібліографічних видань; контент-аналіз архівних джерел та матеріалів щодо діяльності шкільних інтернатів.

У статті здійснено огляд діяльності шкільних інтернатів у Закарпатті першої половини ХХ століття, поява яких зумовлювалася прийняттям в 1868 р. Закону «Про освіту», відповідно до якого на території закарпатських земель, що входили до складу Австро-Угорської імперії, розпочалась стрімка розбудова освітніх закладів – від народних початкових шкіл до горожанських, а також гімназій, ліцеїв, вчительських семінарій. Переважно ці заклади знаходилися в низовинній частині сучасного Закарпаття в містах Ужгород, Мукачево, Берегово, Надь Севлюш, відтак учні віддалених та гірських районів потребували умов для проживання за місцем навчання. Шкільні інтернати організовувалися державним коштом та за підтримки приватних осіб, благодійних організацій. Шкільні інтернати передбачали цілодобове перебування вихованців та організували їх життєдіяльність у вільний від навчання час. Для забезпечення діяльності шкільного інтернату призначався управитель, префекти (педагогічні наставники, вихователі), духовний управитель, а також допоміжний персонал.

Ключові слова: навчання, виховання, шкільний інтернат, Закарпаття.

THE TRANSCARPATIAN BOARDING SCHOOLS ACTIVITY IN THE FIRST HALF OF THE XX CENTURY

Abstract. The basic educational institutions establishment and operation causes the problem of providing students with living conditions in the case of opportunities absence for their daily transportation to the basic educational institution. That actualizes the problem of creating school dormitories or boarding schools nowadays. Boarding schools also operated in Transcarpathia in the first half of the twentieth century.

Purpose of the study is to provide a retrospective analysis of the boarding schools activity in Transcarpathia in the first half of the twentieth century.

The methods: search and bibliographic in order to study archival, library catalogs, collections, descriptions and bibliographic publications; archival sources content analysis and materials on the boarding schools activity.

Results. The article reviews the boarding schools activity in Transcarpathia in the first half of the twentieth century, the emergence of which was due to the adoption in 1868 of the Law "On Education", according to which the Transcarpathian lands, part of the Austro-Hungarian Empire, began educational institutions' rapid development from public primary schools to civic ones, as well as gymnasiums, lyceums, teachers' seminaries. Mostly these institutions were located in the modern Transcarpathia lowlands in the cities of Uzhgorod, Mukachevo, Beregovo, Nad Sevlyush, so students from remote and mountainous areas needed living conditions at the place of study. Boarding schools were organized at public expense and with the support of privat individuals and charities. The boarding schools provided round-the-clock students' staying and organized life activities in their free time. To ensure the boarding schools activity, a manager, prefects (pedagogical mentors, educators), a spiritual manager, as well as support staff were appointed.

Keywords: education, upbringing, boarding school, Transcarpathia.



INTRODUCTION

The problem formulation. The education system in Ukraine in recent years is gradually approaching to European educational standards through the introduction of reforms related to legislation, management, reorganization of educational institutions, forms of the educational process organization etc. These changes inevitably lead to the necessity of solving the territorial accessibility problem of full general secondary education, as referred to in the Article 13 of the Law of Ukraine "On Education" (2017) and the establishment of support institutions and their branches for the "acquisition of general secondary education, rational and efficient use of available resources and material and technical base" (Zakon Ukrainy «Pro osvitu», 2017). The creation and functioning of "basic educational institutions" issue has resonated in Ukrainian society, as the way of solving a number of problematic issues (basic schools selection, their material and technical support and staffing, etc.) have not been formulated yet. It is also an important issue to provide students with living conditions in the absence of opportunities for their daily transportation to a basic educational institution. Obviously, the problem of creating school dormitories or boarding schools is timely. Note that in European practice, such institutions have a long history of operation. Boarding schools also operated in Transcarpathia in the first half of the twentieth century.

Historical and pedagogical dimension of the boarding schools' formation and development process was the subject of scientific research of V. Vinogradova-Bondarenko, L. Grebin, V. Zolotoverkh, O. Parashevina, I. Plugator, V. Pokasya, L. Ryabkina, N. Sultanova, T Yanchenko and others. The boarding schools activity issue was studied in Ukraine during 1925-1970 in B. Garbarets' dissertation "Boarding schools, their role in the implementation of universal education, improving the education quality and upbringing of students (on the materials of the Ukrainian SSR)" (Harbarets, 1970). In particular, the features of boarding schools' educational work are determined, the efficiency of educators', parents' and the public common work is analyzed; the requirements to the boarding school educator's work, daily routine maintenance, students' meals, etc. are justified in the dissertation. The boarding schools development in Transcarpathia in the first half of the twentieth century was not the subject of a separate study, which determines the relevance of studying such institutions activity experience in historical retrospective, as its objective analysis will highlight positive achievements and avoid mistakes in the future.

AIM AND TASKS RESEARCH to conduct a retrospective analysis of the boarding schools activity in Transcarpathia in the first half of the twentieth century.

RESEARCH METHODS: search and bibliographical was used with the aim of studying archival, library catalogs, collections, descriptions and bibliographic publications; content analysis of archival sources and materials on the activities of boarding schools.

RESULTS OF THE RESEARCH

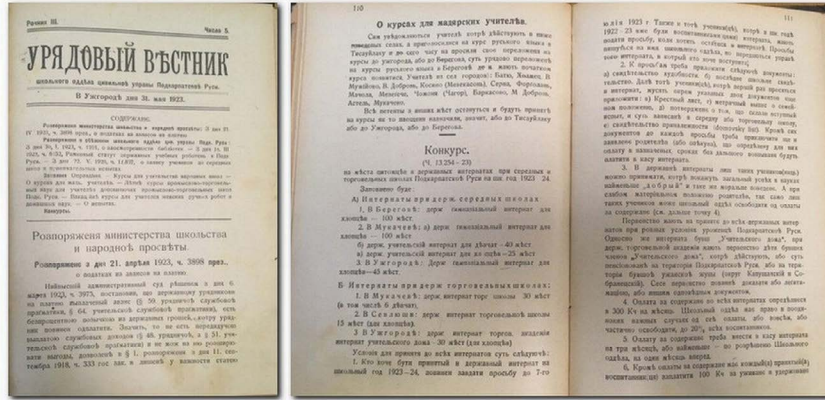
Encyclopedic literature mainly treats "boarding school" as a closed institution (from the Latin Internus - internal) of different direction and profile (boarding house, sanatorium boarding school, boarding school etc.). As for the concept of "boarding school", in the Ukrainian Soviet Encyclopedia it is interpreted as "a dormitory at a secondary school for students in grades 1-10 who live more than 3 km from the school. Students are provided free of charge with all common items, bed linen, hot three meals a day. Educational work is carried out by an educator who has a pedagogical education" (Ukrainska Radianska entsyklopediia, 1961). In the "Ukrainian Pedagogical Dictionary" - "boarding school - in Ukraine and other CIS countries, a dormitory for students at primary (nine-year) and secondary schools. Boarding schools are organized for children who live three or more kilometers from the school; serves as one of the means that ensures the normal completeness of the school, the class size (Honcharenko, 1997, p. 148). In Transcarpathia in the first half of the twentieth century, boarding schools were also created and operated, their appearance is due to the fact that after the adoption in 1868 of the Law "On Education" in the Transcarpathian lands, the part of the Austro-Hungarian Empire, began rapid development from public primary schools to civic ones, as well as gymnasiums, lyceums, and teacher's seminaries. Mostly these institutions were located in the lowlands of modern Transcarpathia in the cities of Uzhhorod, Mukachevo, Beregovo, Nad Sevlyush (modern Vynohradiv - M.Ch.). Also note that during the first half of the twentieth century. Transcarpathian lands were under the state-territorial subordination of such states as Austria-Hungary, Czechoslovakia, Hungary, which also affected the educational processes in the region.

Thus, boarding schools in Transcarpathia within the study period were intended mainly to organize the low-income families' children's staying. The already mentioned law provided the gifted students from poor families an opportunity to continue their education in high school, in seminaries, gymnasiums and trade and craft schools. Therefore, at each urban and craft school, boarding schools were organized at public expense, as well as with the support of individuals and charitable organizations. According to the pedagogical periodicals of the time, the state maintained boarding schools in Uzhhorod at a real gymnasium, trade academy and craft school; in Berehove at the real gymnasium; in Mukachevo at the teacher's seminary and trade school; in Sevlyush at the ironworking and trade school, as well as at the craft school for woodworking in the village of Yasinya. Private boarding schools were opened by the "School Aid" Union in Uzhhorod (for boys) and in Mukachevo (for girls), two boarding schools were opened in Khust at the gymnasium and another in Uzhhorod at the civic school, which acted during 1925-1931 (Uriadovi vistnyk shkolnoho oddila tsyvylnoi upravly Podkarpatskoi Rusy, 1923, p. 110 -112). Every year on the eve of the school year, the above educational institutions together with the School Board of Subcarpathian Russia announced a competition for places of residence in the boarding school (Pic. 1):

As can be seen from Pic. 1, at the beginning of the 1923-1924 school year in Subcarpathian Russia, boarding schools held a competition for accommodation of public high school students (a gymnasium boarding school for boys with 100 seats in Beregovo; a gymnasium boarding school for boys with 100 seats and a teacher's boarding school for 65 seats



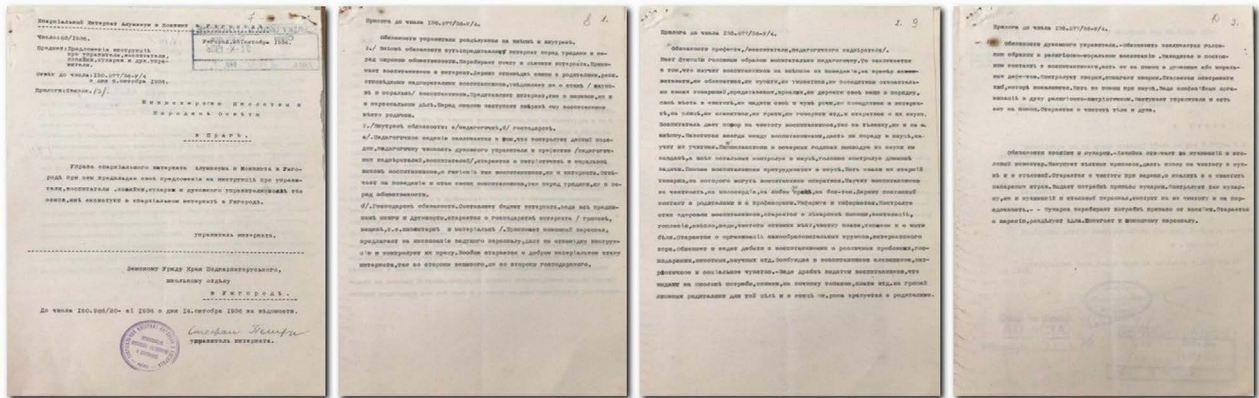
(40 places for boys, 25 places for girls) in Muckachevo; a gymnasium boarding school for boys for 45 places in Uzgorod and state trade schools (in Mukachevo for 24 places for boys and 6 places for girls; in Sevlush for 15 places for boys in Uzhgorod boarding school of the teacher's house at the trade academy for 30 places for boys). The boarding schools specificity was that they could also accommodate students from different educational institutions.



Pic 1. Announcement of enrollment in boarding schools in Subcarpathian Russia

Source: (Uriadovyi vistnyk shkolnoho oddila tsyvylnoi upravly Podkarpatskoi Rusy, 1923, p. 110 -112).

Boarding schools were subordinated to the director of the educational institution to which they belonged. However, with the increasing in the number of pupils, there was a necessity of separating the boarding schools administration from educational institutions. As a result, a new position of the boarding school director or manager has appeared in the staff list. Job descriptions have been developed for all boarding school staff, both administrative and pedagogical and support staff. The corresponding initiative was made by the manager of the diocesan boarding school Alumneum and Konvikt in Uzhhorod Stefan Petrus. The boys who studied at the Uzhhorod Gymnasium, as well as at the Greek Catholic Theological Seminary, lived in this boarding school. Accordingly, in the appendix to the letter of October 26, 1936 for № 83/1936 the Ministry of Education and Public Education (Prague) and the Civil Administration of Subcarpathian Russia (Uzhgorod) provided the distribution of responsibilities of the head, prefect, pedagogical mentor, educator, spiritual manager, hostess and cook (Pic. 2):



Pic 2. Job descriptions for the staff of the diocesan boarding school "Alumneum and Dormitory" in Uzhgorod

Source: (Referat osvity Pidkarpatskoi Rusi, m. Uzhhorod, 1936 r. 1936, p. 7-10).

According to these instructions, the boarding school head's duties are divided into external and internal. External responsibilities are the boarding school presentation to government agencies and the public; responsibility for correspondence with the leading educational bodies, material values of the boarding school; admission and expulsion of pupils, control over their education and moral development; relationship with the parents or the pupils' caretakers, with the educational institution where the pupils study. Internal responsibilities are divided into pedagogical and economic. The pedagogical ones include: control over the spiritual manager's and prefects' (pedagogical mentors, educators) pedagogical activity, responsibility for the pupils before the public and various institutions. Economic responsibilities include: budgeting, the institution material and economic support. The main boarding school prefect's (pedagogical mentor, educator) responsibilities include: ensuring the educational process in the institution; cooperation with teachers and parents/caretakers; monitoring the pupils' health; club work organization in a boarding school; conducting educational classes; accounting of children's small expenses for school needs and the report before parents/caretakers. The spiritual mentor's main duty is to provide religious and moral education for students.



The boarding schools living conditions included: enrollment in an educational institution; for those who are applying for a place in a boarding school for the first time - certificates of "thinness" (here: poverty certificates, printed on special forms, certified by the village headman, notary, school inspector, etc. - M.Ch.); academic performance (both in the previous school and in the current one) at the level of not less than "good"; moral behavior of the pupil; application-consent from parents (caretakers) for staying payment in a boarding school. It is important to note that preference was given to residents of Subcarpathian Russia when settling in boarding schools, and to children of current or former members of the Teachers' House in the boarding school of the Trade Academy in Uzhhorod. Payment for accommodation was 300 crowns per month, but children from low-income families in some cases were exempted from payment or received a discount on 20% of the cost of living. From the above we can state that boarding schools played a major role in supporting gifted students in obtaining opportunities to study in secondary schools. In addition to the social function, boarding schools also had a great educational potential, because living in them required students to be disciplined, contributed to the independence education, in their lives organization of and more.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, among the boarding schools that operated in Transcarpathia in the first half of the twentieth century, an important place is occupied by boarding schools, which were created at gymnasiums, bachelor's seminaries, trade schools and other institutions that provided gymnasium and vocational education. Boarding schools provided round-the-clock pupils' staying and organized their life activities in their free time. To ensure the boarding school activity a manager, prefects (pedagogical mentors, educators), a spiritual manager, as well as support staff were appointed. The boarding schools of that time were prototypes of modern student dormitories, but they performed many more functions, as the pupils were here around the clock, except for the time spent in school, gymnasium or seminary under the mentor's supervision. Today, certain areas of work of boarding schools officials and pedagogical staff are relevant, among them: control over the education and moral development of students living in the boarding school; relationship with the pupils' parents or caretakers, with the educational institution where the pupils study; organization of clubs in the boarding school; conducting educational classes; students' accounting of small expenses for school needs and report to parents/caretakers, etc.

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

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ЕФЕКТИВНІ ЗАСОБИ ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МОЛОДШИХ ШКОЛЯРІВ

Анотація. Соціокультурна компетентність сприяє загальнокультурному розвитку молодших школярів, їх соціалізації та взаємодії з оточуючими. У статті розкрито сутність та структурно компоненти соціокультурної компетентності молодших школярів. Зазначено, що соціокультурна компетентність необхідна для розвитку в дитини світогляду, самосприйняття як представника певної нації, носія культури; самоусвідомлення як члена суспільства і громадянина своєї країни, відповідального за її майбутнє. Проаналізовано засоби формування соціокультурної компетентності молодших школярів на уроках мовно-літературного циклу. Зокрема обґрунтовано ефективність та доцільність використання з цією метою інтегрованих уроків, рольових ігор у початковій школі. Дослідниками підкреслено важливість міжкультурної взаємодії, що реалізується у процесі навчальних ігор, інсценування та драматизації, а також ефективність роботи з автентичними текстами на уроці іноземної мови. Розглянуто репродуктивні, конструктивно-творчі завдання на основі прочитаних текстів соціокультурної тематики. Схарактеризовано специфіку використання цифрових інструментів як засобів формування соціокультурної компетентності учнів у сучасному навчальному просторі (інструменти для створення та перегляду відеороликів, мультимедійних презентацій, слайд-шоу, дидактичного та навчального контенту, пошукові системи, Google-форми, сервіси для запровадження дистанційного та змішаного навчання, тестування тощо).

Ключові слова: соціокультурна компетентність, соціалізація, комунікація, соціокультурна змістова лінія, цифрові інструменти, інноваційне навчання.

EFFECTIVE MEANS OF FORMATION OF SOCIO-CULTURAL COMPETENCE OF JUNIOR SCHOOL CHILDREN

Abstract. The article reveals the essence and structural components of socio-cultural competence of junior schoolchildren. It is noted that socio-cultural competence is necessary in order to develop the child's worldview, self-perception as a representative of a certain nation, the bearer of national culture; self-awareness as a member of society and a citizen of one's country who is responsible for its future. The means of formation of socio-cultural competence of junior schoolchildren at the lessons of the language-literary cycle are analyzed. The efficiency and expediency of using integrated lessons, role-playing games for this purpose in primary school are substantiated. Work with authentic texts in the process of learning a foreign language; intercultural interaction; games, staging and dramatization; reproductive, constructive and creative tasks on the basis of the read texts of sociocultural subjects are stated in the article. The relevance of using digital tools as a



means of forming socio-cultural competence of students in the modern educational process (programs for creating and watching videos, multimedia presentations, slide shows, didactic and educational content, search engines, google-forms, services for distance learning, testing, etc.) are described.

Keywords: sociocultural competence, socialization, communication, sociocultural content line, digital tools, innovative teaching/learning.

INTRODUCTION

The problem formulation. Socio-cultural competence contributes to the general cultural development of junior schoolchildren, their socialization, communication and interaction with others. Every child should know about their state Ukraine, its national culture, customs, traditions, holidays; successfully use language in the process of performing various social roles; practically have a national speech etiquette and follow the etiquette rules of communication with different people. These aspects are components of socio-cultural competence, the foundations of which are laid in preschool and primary school age.

The State standard, curricula of the New Ukrainian school, study of all subjects are aimed at forming socio-cultural competence of junior schoolchildren, because it includes general cultural development of students, their adaptation to life in a certain social environment, civic, patriotic, moral and ethical, aesthetic education.

In order to develop the ability of the individual to perceive, analyze, evaluate what is heard, read, seen, as well as express their thoughts about the homeland, family, history of the native land, customs, culture, art, universal values in various communicative situations, primary school teachers implement socio-cultural content line in the learning process of each subject. However, this work is not always effective and gives the expected outcomes, theoretical knowledge is difficult for students to apply in practice. Another problem is that in the conditions of distance learning teachers care more about the acquisition of knowledge in the subject, while other competencies, comprehensive development and education of students are overlooked. In view of this, the search for new approaches, methods and digital tools for the formation of socio-cultural competence of junior school students is relevant. Since socio-cultural competence is closely related to communicative, we consider it important to analyze the pedagogical conditions for solving the problem in the process of language and literature education of primary school students.

Analysis of recent researches and publications. We consider the analysis of official documents that define and regulate the educational process in the New Ukrainian School to be effective and productive; study and generalization of theoretical and methodological opinion of specialists; empirical understanding of the effectiveness of traditional and new means of solving the problem in the context of the implementation of language and literature education in primary school. The theoretical and methodological basis of intelligence became the works of scientists who covered issues of socio-cultural competence in terms of different fields of knowledge (T. Blyznyuk, M. Byram, E. Vereshchagin, J. van Ek, G. Elizarova, O. Zhornova, I. Zakir ' Yanova, G. Zarate, O. Leontiev, V. Safonova, M. Stepanenko, T. Fomenko, N. Khomenko, etc.). The issue of formation of Ukrainian-language socio-cultural competence of students is a field of research of famous Ukrainian linguists and language teachers A. Bogush, M. Vashulenko, N. Golub, O. Goroshkina, A. Nikitina, M. Pentyliuk, O. Potapenko, O. Semenok and others.

Scholars V. Vityuk, L. Kalinin, G. Lutsenko, N. Maksymenko, A. Plugina, K. Ponomareva and L. Yarova direct their research to language and literature education of primary school students and present the author's vision of the implementation of socio-cultural content line at Ukrainian language lessons (V. Vityuk) and reading (G. Lutsenko), analyze the textual material of socio-cultural issues, consider the possibilities of fairy tales (A. Plugin) and other folklore and literary genres as a means of forming the appropriate competence of students (L. Yarova).

We also take into account the results of research aimed at highlighting the use of digital technologies in the educational process in modern primary school (T. Blyznyuk, O. Budnyk, O. Vlasiy, M. Demyanych, O. Dutka, L. Kartashova, V. Kovalenko, M. Leask, J. Meadows, etc.).

AIM AND TASKS RESEARCH

Within this scientific-methodical study we aim to analyze the means of forming the socio-cultural competence of junior schoolchildren at the lessons of the language and literature cycle, to substantiate their effectiveness and expediency in the modern educational process.

RESEARCH METHODS

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

RESEARCH RESULTS

Socio-cultural competence is a subject of research that is of interest to many scientists in various fields of knowledge: philosophy, psychology, pedagogy. Depending on the area of interest, they consider this phenomenon and concepts from different angles, using different optics and approaches.

O.I. Zhyrnova, M. Stepanenko, N. Khomenko consider the issue of socio-cultural competence as the formation of objective activity of the individual in one's daily activities. Among foreign scholars in this context, the works of M. Bayram and J. Zaraf (2016), P. Suleymanov, Jan van Eck (1998), O. Sadokhin and others are relevant. A separate position on the analysis of the concept of "socio-cultural competence" is presented by scholars (R. Milrud, S. Shekhavtsova), who focus more on the linguistic rather than the social component. N. Almazov, L. Vlasenko, I. Vorobyov, I. Zakiryaynov, O. Kolominov and others position intercultural communication and dialogue of cultures as a defining aspect of socio-cultural competence



in their works. Many studies in this area are related to the study of foreign languages and local folklore, acquaintance with the culture of other peoples.

There is no universal definition of the term “socio-cultural competence”, but generalization of the analyzed works of scientists makes it possible to assert that this is a multifaceted, multicomponent phenomenon. In the Threshold 1990 study, Council of Europe experts presented sociocultural competence as a component of communicative competence and understood it as a person’s ability “to adequately interact in everyday life, to form and maintain social contacts through a foreign language” (Ek van, J., 1998). Ukrainian language didactics O. Goroshkina, O. Kucheruk, A. Yar-molyuk explain the concept of “socio-cultural competence of a native speaker” as an integrative personal education. L. Topchii names the following components: “knowledge related to world, national, regional culture, values that determine the relationship between people, man and the world; respectful attitude to cultural heritage, careful attitude to the native language, responsible attitude to native language responsibilities, respect for other languages; the desire to carry out one’s activities in a social environment, including speech behavior, according to the laws of goodness and beauty; ability to organize one’s own activities, including speech, taking into account social norms of behavior, moral and ethical, aesthetic and other values; experience of emotional and value attitude to the world; ability to create in a certain linguistic society” (Topchii, L. 2014. p. 170 – 171).

The definition of the concept in the research of the problem from the point of view of official documents and the educational process in the modern primary school acquires a different understanding. Thus, V. Vityuk in his study attempts to from the analysis of socio-cultural content line and emphasizes the study of native language by students. “Socio-cultural competence is a set of knowledge, skills and abilities of the individual, which provide an opportunity to communicate in Ukrainian in different situations in accordance with the norms of speech and behavior, as well as cultural traditions” (Vitiuk, V. 2013, p. 476). This competence is necessary in order to develop the child’s worldview, perception of oneself as a representative of a particular nation, the bearer of national culture; self-awareness as a member of society and a citizen of one’s country who is responsible for its future. Socio-cultural competence is also the ability to use their knowledge, skills and abilities in practical situations of communication and interaction, in everyday life.

T. Blyznyuk claims (Blyznyuk, T., 2016, p. 74), “Communicative development of any student in native language as the basis for the formation of socio-cultural competence and communicative competence in a foreign language should be considered in the overall context of socialization of a child”.

It is pretty obvious this competence has two components - social and cultural. The first component involves the activities of the individual and behavior in life situations in accordance with social rules and norms. The second component testifies to the culture of personality (culture of behavior, knowledge of traditions and culture, national achievements of own people and the use of this knowledge in speech practice, moral and ethical qualities). The structure of socio-cultural competence considers the interconnected components. K. Ponomariova names the following components (Ponomariova, K, 2013):

- cognitive-informational, which provides “knowledge about the state of Ukraine, its capital, state symbols, historical past, prominent Ukrainians of the past and present, features of the Ukrainian national culture, life, customs, traditions, rites”;
- comprehensible-axiological, which is interpreted as “a meaningful attitude to information, a valued attitude to culture, reflection on own actions and deeds, motivation of cognitive activity”;
- communicative-activity, interpreted as the ability of an individual with knowledge and observance of etiquette rules of communication to enter verbal interaction with other members of society; this component also implies successful use of language and the ability to use it to solve life, educational and other issues; social mobility, independence and creativity of thinking, speech-making activity” (Ponomariova, K, 2013).

The effectiveness of the development of socio-cultural competence of junior schoolchildren depends on the motivated, purposeful, coordinated activities of teachers, parents and students themselves. Knowledge, skills and abilities, personal qualities of the child, which contribute to socialization, adaptation in society and the realization of opportunities through communication and cultural interaction, are developed and formed throughout the period of the child’s schooling. However, the most important is the stage of primary school, when the basic foundations, socio-cultural values, ideas are laid, the socio-cultural behavior of the child is modeled (Kachak, T., Blyznyuk T., 2018).

Analysis of the works of Ukrainian scientists and teachers-practitioners showed that most of them focus on the formation of socio-cultural competence of primary school students in language lessons, and the main tool in this process is the text, using different methods of working with text in class. Some researchers note that an effective solution to this problem is possible if the priority is interactive and integrated learning. This is particularly emphasized by V. Vityuk (Vitiuk, V. 2013, p. 477).

Dealing with this issue, L. Yarova considers local folklore and linguistic material to be an effective means of forming the socio-cultural competence of a junior schoolchild. By working on works of various folk genres, especially proverbs, sayings, calendar-ritual songs, learning the customs of celebrations, children will better learn the historical past of their homeland, the origin of geographical names, traditions and customs. In her research, the author cites texts of oral folk art, which she uses at language lessons in order to implement the socio-cultural line and form students’ ideas about oral folk art, past, culture and life of Ukrainians. These are mainly riddles, counters, colloquialisms, as well as ballads and legends about Ukrainian rites, symbols, beliefs, and celebrations. Unfortunately, L. Yarova does not notice the powerful potential of folk tales as an effective means of forming socio-cultural competence of junior schoolchildren (Yarova, L. 2013).



Formation of socio-cultural competence of junior schoolchildren by means of fairy tales in the process of teaching and education is the subject of research by A. Plugina, who states: "Reading a fairy tale, getting acquainted with its characters, the child gradually gets used to the story line, immersed in exciting events. As the plot develops, empathy for the characters increases, cause-and-effect relationships are established, thus the child begins to form an emotional assessment of events, emotional experience of living (Plugina, A. 2016. p. 216). Fairy tales is a powerful tool of folk pedagogy, family education. From preschool age, reading and discussing fairy tales in the family circle contributes to the comprehensive development of the child, its socialization and adaptation. It will also be useful to compare traditions and rules of behavior in different families, discuss modern patterns of behavior and relations between family members, compare Ukrainian and foreign experiences.

In addition to taking into account semantic and personal factors, there are factors of the pedagogical plan related to the organization of the educational process, methods of lessons in various subjects, educational practice. All tasks, exercises, games, methods of work the teacher should direct on formation of pupils the following knowledge and abilities: to know language, culture, history, traditions of the people; study languages, learn history and cultures of other people; be able to draw parallels between two different cultures; pay attention to socio-cultural phenomena, realities and be able to give them a description, assessment; express one's own opinion, position, views; interpret socio-cultural information for the development of thinking; solve socio-cultural problems in created communicative and life situations.

We consider plot-role games to be effective means of forming students' socio-cultural competence; work with authentic texts; intercultural interaction; acting, staging and dramatization; reproductive, constructive and creative tasks on the basis of the read texts of sociocultural subjects.

Plot role-playing games are an effective means of forming students' socio-cultural competence at lessons of any type in various subjects. This type of activity in the classroom provides practical skills of behavior and speech etiquette of children in public places. Students are invited to play certain social roles of librarian, hairdresser, salesman, pedestrian, passenger, etc. At the same time learn the rules and regulations of behavior, which should be recorded, formulated in appropriate memos or posters and placed in the classroom, on special stands or boards.

In the process of teaching junior students a foreign language, one can successfully implement tasks that involve the acquisition of knowledge about the culture and traditions of another nation, learning its language. At such lessons, authentic texts (songs, poems, fairy tales) will be an effective means of forming the socio-cultural competence of junior schoolchildren, which should not only be read, but also viewed in video format. Authentic texts are "units of communication that demonstrate examples of modern foreign language, primarily oral, and some types of written speech within the domestic sphere of communication, selected and approved by native speakers of a foreign language" (Basai, N., 2017., p. 22).

The study of topics, for example, in English is always accompanied by material on local folklore, available to children of a certain age. These are not only educational texts contained in textbooks, but also children's newspapers and magazines, posters, labels, brochures on tourism and more. Such didactic materials help model life situations, discuss problems from educational, family and household, sports spheres of communication. The teacher acquaints students with the culture of the people whose language they study, motivates them, demonstrates the rules of conduct, habits, traditions of celebrations in the country. Thus is the formation of knowledge of culture, history, religion; awareness of traditions, norms and rules of communication, interaction, etiquette of the people, the language studied by students - a cognitive component of socio-cultural competence, its regional component. The teacher motivates students with stories, video presentations about the country and its inhabitants, native speakers and thus forms a positive attitude of students to this ethnic group, ensures the implementation of the motivational and value component of socio-cultural competence. Practicing stories, working on grammar exercises based on thematic texts of sociocultural nature, building dialogues and other types of interactive interaction with active speech practice, adequate behavior in situations of intercultural communication is formed activity-behavioral component of sociocultural competence.

Acquisition of new socio-cultural information and ensuring the required quality of skills and abilities can be promoted by: 1) planning lesson - scenarios - imaginary meeting of students with native speakers, especially with their English-speaking peers; 2) a reasoned use of relaxation, aerobics, songs, recitation etc.; 3) hidden forms of control; 4) graphics supports in the form of transcription signs, which promotes accuracy in auditory-speaking pronunciation skills; 5) geographic aids (visual, auditory, audiovisual) (Blyznyuk, T., 2016), P. 75).

Intercultural interaction is important as well, which is often practiced today by students of schools in large cities, where children of different nationalities, representatives of different cultures study in one classroom. In the process of such communication, using its linguistic and cultural experience and its national and cultural customs and traditions, the subject of intercultural communication simultaneously tries to take into account not only another language code (development of speech experience), but also other customs and habits, other norms of social behavior.

The high level of socio-cultural competence of students provides systematic and purposeful communicative interaction of students, active speech activity, reproductive, constructive and creative exercises and tasks, games, staging and dramatization. An important condition is the preservation of socio-cultural orientation of the content of educational material, as well as the focus on the implementation of the activity approach in learning.

Project work is productive in terms of the formation of socio-cultural competence of junior schoolchildren, which involves the ability to use the acquired knowledge, present their thoughts and position, to promote intercultural interaction. In its process, videos and other information from the Internet are actively used. In this way, students see the landscapes and sights of the country, view the course of the holiday, the ceremony, get acquainted with the patterns of behavior of people in everyday life, such as in a cafe and shop, at the train station, at a birthday party, at a doctor's appointment, etc.



Thus, the main means of forming socio-cultural competence of junior students include socio-cultural texts, ethnographic material (small folklore genres, legends, fairy tales), authentic material, role-playing games, dramatization and staging, project work, interactive and intercultural interaction. We group them by a dominant feature: the semantic component of the socio-cultural plan predominates in various texts and materials, and the methodological - in the types and forms of work.

Unfortunately, sometimes teachers do not pay due attention to the use of digital tools in the process of forming socio-cultural competence of primary school children. According to the age of children, computer games and educational programs, video and audio materials, electronic education resources that allow you to create video content (Movavi), interactive posters (Thinglink, Glogster), educational laboratories, generate QR-codes, develop didactic exercises and games are relevant. (LearningApp), create word clouds (Mentimeter), test learning outcomes and conduct surveys (Kahoot), develop interactive projects (Canva) and prepare multimedia presentations (Power Point). Working with digital tools allows the teacher to make lessons engaging, bright, lively, and diverse. Learning to use ready-made computer programs, independent search for information on the Internet, work with online dictionaries and electronic library resources, watch videos, virtual tours, prepare projects and multimedia presentations, test knowledge and find opinions are effective means of forming students' socio-cultural competence.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientific findings allow to conclude socio-cultural competence is a qualitative characteristic of the individual, attested by knowledge of social and cultural spheres of life, value orientations; ability and readiness for intercultural communication with speakers of other languages and cultures. This is one of the factors of personal development, self-realization and cultural self-determination.

The conducted research proves that conducting interactive, integrated lessons; use of traditional and innovative forms of work with read texts; practicing role-playing games, organizing project work, preparation and use of didactic material (ethnographic, folklore, authentic; small folklore genres, fairy tales, literary texts) on socio-cultural topics at lessons on various subjects and extracurricular activities are effective means of forming students' socio-cultural competence.

In the conditions of distance learning for the successful formation of socio-cultural competence of junior schoolchildren, the teacher must purposefully and systematically use digital technologies; combine traditional and innovative forms and methods of teaching/learning. The following digital tools are popular: programs for creating and viewing videos (Mentimeter, Movavi, YouTube), multimedia presentations, slide shows (Power Point), didactic and educational content (Thinglink, Glogster, LearningApp), search engines, Google forms, and also services for distance learning Zoom, Classroom, testing (Kahoot), etc.

We consider promising an empirical study of the effectiveness of these and other digital tools in order to form the socio-cultural competence of junior school students.

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ОРГАНІЗАЦІЯ НАУКОВО-ПІЗНАВАЛЬНИХ ЕКСКУРСІЙНИХ МАРШРУТІВ ЯК ЧИННИК ЕКОЛОГІЧНОГО ВИХОВАННЯ УЧНІВ У ГІРСЬКИХ ШКОЛАХ

Анотація. Експерсії в природу з учнями різного віку сприяють активізації навчального процесу, створюють умови для організації самостійної роботи школярів. Прокладаючи екологічні стежки учні мають змогу на відносно невеликій території ознайомитись з різноманітними біоценозами, та їх видовим складом, побачити зв'язки в рослинних угрупованнях, їх сезонні зміни, вивчити найбільш типові екологічні об'єкти пов'язані з впливом на них діяльності людини. Все що сприяє формуванню в учнів екологічної культури, розкриває світогляд щодо сучасних природоохоронних проблем. Метою нашої роботи було дослідження організації науково-пізнавальних екологічних стежок в природних ландшафтах та комплексах.

В статті подано результати дослідження що проводилися на базі гірських сільських шкіл Закарпатської та Івано-Франківської областей. З членами гуртка ботаніко-натуралістичного напрямку Терезлянського НВК було спроектовано і організовано дві науково-пізнавальні екологічні стежки: «В рідній Терезлянській стороні» та «Широколужанський заповідний масив, як еталон букових пралісів Карпат». Перша з них краєзнавчого характеру, а друга – присвячена вивченню рослинності Карпатського біосферного заповідника. У Перегінському НВК Рожнятівського району була положена екологічна стежка: «Рослинність гірських берегів Лімниці – цінний ботанічний генофонд Карпат».

Ключові слова: експерсія, рідкісні рослини, екологічна стежка, екологічна культура, пробні ділянки, онтогенез.



ORGANIZATION OF SCIENTIFIC-COGNITIVE EXCURSION ROUTES AS A FACTOR OF ECOLOGICAL EDUCATION OF STUDENTS IN MOUNTAIN SCHOOLS

Abstract. Excursions to nature with students of different ages contribute to the intensification of the educational process, create conditions for the organization of independent work of students. By paving ecological trails, students have the opportunity to get acquainted with various biocenoses and their species composition, to see connections in plant groups, their seasonal changes, to study the most typical ecological objects related to the impact of human activities. Everything that contributes to the formation of students' ecological culture, reveals the worldview of modern environmental issues. The aim of our work was to study the organization of scientific and cognitive ecological trails in natural landscapes and complexes.

The article presents the results of a study conducted on the basis of mountain rural schools in Zakarpattia and Ivano-Frankivsk regions. Two scientific and cognitive ecological trails were designed and organized with the members of the botanical and naturalistic circle of Tereblyansky Educational Complex: "In the native Tereblyanska side" and "Shirokoluzhansky nature reserve as a standard of beech virgin Carpathian forests". The first of them is of local lore nature, and the second is devoted to the study of the vegetation of the Carpathian Biosphere Reserve. The students of Perehinskyi Educational Complex developed the ecological trail "Vegetation of the mountain banks of Limnytsia - a valuable botanical gene pool of the Carpathians".

Keywords: excursion, rare plants, ecological trail, ecological culture, test plot, ontogenesis.

INTRODUCTION

The problem formulation. From the first sources of development of pedagogical science, the big role is given to the organization of excursions to the nature with pupils of different age. After all, they contribute to the intensification of the educational process, create conditions for the organization of independent work of students and conducting phenological observations, and on this basis teach to make independent conclusions, geobotanical descriptions. Invaluable and educational role of natural excursions - they bring up students' love for nature through the prism of its study, give rich material for aesthetic education, teach students the right behavior in nature.

Ecological education is the subject of research by domestic and foreign scholars. Such as: M. Fitsula, 2002, I. Lozovska, 2011, N. Grytsai, 2019, M. Grodzinska-Jurczak, 2000.

Anthropogenic activity in the environment has become threatening to the fate of peoples, so one of the important means of protecting nature, careful and rational treatment of its resources, is a general environmental education. In this regard, the development and laying of scientific - cognitive ecological trails for excursions and observations in nature, which are a kind of laboratories in nature, are very important. By paving ecological trails, students have the opportunity to get acquainted with various biocenoses and their species composition, to see connections in plant groups, their seasonal changes, to study the most typical ecological objects related to the impact of human activities. Everything that contributes to the formation of ecological culture in students, reveals the worldview of modern environmental issues.

Educational tasks in the organization of ecological trails is the formation of the following competencies:

Cognitive: provides acquaintance with natural objects in the territory of the locality which have natural, local lore, historical value and need protection;

Practical: helps to master the skills of environmental work;

Creative: provides the formation of creative abilities of pupils in the process of performing the research work.

Social: contributes to the education of a caring attitude to nature, the history of the native land, develops a sense of patriotism, responsibility for the fate of their small homeland (I. Moroz, 2006).

Unfortunately, in the curriculum for the study of environmental topics is given quite a bit of time, therefore, more attention to the data topics can be given in extracurricular activities (N. Grytsai, 2019).

Similar problems are being studied by foreign researchers. At present, according to the subject curricula, the ecological education is taught as a multidisciplinary subject. Its knowledge is dissipated across a variety of courses, mainly biology, geography, physics and chemistry, and taught by specialist teachers (M. Grodzińska-Jurczak, 2000).

An important role in the formation of environmental awareness is played by the involvement of students in environmental activities and work in the corners of wildlife. Tourism and local lore work is connected with nature protection work, aimed at instilling skills of correct behavior in places of rest, in forests, etc. (M. Fitsula, 2002).

The works of N. Grycaj, A. Bąbełewska are devoted to the organization and methods of conducting the school excursions (N. Grycaj, A. Bąbełewska, 2017; N. Grytsaj, 2011).

THE PURPOSE OF THE RESEARCH

Of great importance for the effectiveness of the organization of excursions is a good choice of venue. In our opinion, it is very important to organize scientific and cognitive ecological trails in natural landscapes and complexes. This was the purpose of our research, which we conducted on the basis of the Educational Complex of the village of Perehinsk and Tereblyanskyi Educational Complex.

RESEARCH METHODS

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



RESULTS OF THE RESEARCH

We conducted pedagogical research on the basis of several mountain rural schools in Zakarpattia and Ivano-Frankivsk regions. Namely: in Porohiv Secondary School of I-III grades of Bohorodchany district and Perehynskiy Educational Complex of Rozhnyativ district (Ivano-Frankivsk region); in Tereblyanskyi Educational Complex of Tyachiv district and general secondary education school in the Luga village of Rakhiv district (Zakarpattia region).

Together with the members of the botanical and naturalistic circle of Tereblyanskyi Educational Complex, we designed and organized two scientific and cognitive ecological trails: "In the native Tereblyanska side" and "Shirokoluzhansky nature reserve as a standard of beech virgin Carpathian forests". The first of them is of local lore nature, and the second is devoted to the study of the vegetation of the Carpathian Biosphere Reserve. In the article we give a description of one of them.

Scientific and cognitive trail "In the native Tereblyanska side"

The ecological trail starts from the Shayan ridge of the Carpathians and ends at the waterfalls of the Tereblia River.

Excursion scientific-educational route includes the following stops:

The first stop - "Picturesque slopes of the Shayan ridge", here the group introduces students to the length of the ridge, mountain peaks, forest and meadow phytocenoses, their species composition, with rare plant species: *Arnica montana*, *Centaurea carpatica*, *Platanthera bifolia*, *Lilium martagon*, *Lycopodium clavatum*, *Soldanella hungarica*, *Lunaria rediviva*. By the way, in June 2021, members of the circle "To the secrets of nature" on the meadow slopes of Shayany conducted research. The students set up trial plots and counted the number of individuals of rare species growing here. Thus, laying a plot of 1m x 1m revealed 21 flowering, 12 faded and 6 individuals in the budding phase of *Arnica montana*.

The second stop - "Healing mineral springs of Shayany". This is a stop near the pump rooms with mineral water, where students talk about the chemical composition of Shayan mineral water, its therapeutic value and the history of the opening of resorts. Here the listeners should pay attention to the fact that mineral springs with balneological significance have been preserved in the villages of Drahov, Tereblia, Neresnytsia. And in Neresnytsia there are also salt lakes, about which the memories of monks from the 16th century have been preserved.

The third stop - "Tysa - the guardian of the borders of Ukraine" is located where the river Tereblia flows into one of the largest rivers in Ukraine - the Tysa. Here students say that this flooded river is formed by the waters of two smaller rivers, namely the Black and White Tysa. Black Tysa originates under the Svydovets ridge, and White - at the foot of Hoverla and Breskul, they merge both cities Rakhiv and form the Great Tysa, which flows along the borders of Ukraine with Romania and Hungary. In addition, students are introduced to a number of legends associated with these waterways. Attention is drawn to the fact that in the distant past this territory of Transcarpathia was covered with forests of rare relict *Taxus baccata*. Which was cut down because of the valuable hardwood that does not rot, so these rivers are called the Tysa. *Taxus baccata* is still called a "talisman" of the Carpathians, but tourists ruthlessly break off the branches of this Red Book species, which still grows in some places in the mountains.

The fourth stop is "Silver waterfalls of Tereblia". Here, members of the circle "To the secrets of nature" introduce students to the source, mouth and length of the river Tereblia. Reveal the historical significance of its name, describe the picturesque shores of the river basin. Since this stop is located near the waterfalls on the river Tereblia, students draw the listeners' attention to the beauty of these "silver" waterfalls, asking them to enjoy their noise. The teacher says that the big problem is the pollution of the river with solid household waste, when spontaneous dumps are created along the banks. This is especially dangerous for mountain rivers, because in the spring during the flood regime these wastes fall into the river. High school students help to clean the banks and the riverbed from debris, plant greenery along the banks, install water signs.

Passing pedagogical practice in Perehynskiy Educational Complex of Rozhnyativ district with the permission of the directorate, students organized among pupils of eighth - tenth forms a small scientific-problematic group called "Studying the kingdom of mountains, springs and flowers." Students in the problem research group were selected at will, ie those who really love the nature of their native land, want to study it more deeply, in more detail, are interested in the problems of biology and nature protection work. During the spring - summer period, the members of the group first developed a project, and then made a plan of excursions for the scientific - cognitive ecological trail and at the beginning of the school year in September already conducted excursions. The developed and laid ecological trail was named "Vegetation of the mountain banks of Limnytsia - a valuable botanical gene pool of the Carpathians". It started at the entrance to the village Perehynske and ended high in the mountains, where the river Limnytsia originates from springs 1.5 km northeast of the mountain Velyka Keputa at the altitude of about 1370 m and flows into the Dniester River.

Excursion scientific - cognitive and educational route includes the following stops:

The first stop - "Perehynsk Gate - the entrance to the plant treasury of Gorgany", where students-guides introduce visitors to the history of the village, its changes, gains and losses. And also with ethnic groups, their pedigree, type of economic activity. Reveal the importance of forests for people in the mountains, talk about their lives, folk and religious holidays.

The second stop - "Saffron amulet" - is located on the wet meadow slope of the reserve, where it is advisable to take a tour only in early spring, when rare species bloom - *Crocus heuffelianus* and *Galanthus nivalis* and in autumn, when *Colchicum autumnale* blooms. Here students acquaint visitors with the botanical features of the development and distribution of beautiful ornamental early spring plants. *Crocus heuffelianus* which is popularly called crocus, brandy, commander, orphan, data on it are found in the descriptions of ancient Greek writers. Here it is expedient to tell about botanical features of plants, its decorative value and belonging to endangered plants which need to be protected.



At the same time as the crocus is blooming, the first, tender, drooping snow-white snowdrop flowers appear on this damp lawn. These charming beautiful flowers are the first messengers of green-haired spring and due to their beauty are in demand among tourists and locals. So they pluck hundreds of them for sale. The number of populations of the species is catastrophically declining and the plant needs universal protection. That's why we named this ecological stop "Saffron Amulet".

In autumn, when most of the plants have finished their flowering, the flowers of *Colchicum autumnale* bloom on this emptied wet meadow. The whole meadow is covered with pale pink-purple flowers. Only flowers protrude above the ground, because the leaves are already dead, and the bulbs are hidden in the soil. The ovary of the flower is also sunk into the ground on a long tube. After pollination by bees, the fruit develops during the autumn-winter months in the soil and in early spring a capsule of fruit with a rosette of leaves comes to the surface. Meadow Saffron is a rare, endangered plant with a very interesting biology, medicinal and poisonous species. Students and participants of the tour listen with interest to the story.

The third stop - "Looking for the flowers of ferns." Here, at the edge of the beech and alder phytocenosis on the banks of the Limnytsia River, a large area (about 0.25 ha) is occupied by a fern association. It is dominated by several species of ferns, such as: *Dryopteris filix-mas*, *Athyrium filix-femina*, *Phegopteris connectilis*, *Pteridium aquilinum* and two rare species: *Matteuccia struthiopteris*, *Phyllitis scolopendrium*. Individuals of all populations are very well developed and have grown well. Talking about the distribution and peculiarities of reproduction of ferns, the students debunk the legends about the miraculous "flowers of ferns". They demonstrate to the listeners the spores on the leaves of ferns and clearly show the spore-bearing shoots of the *Matteuccia struthiopteris*, which at the beginning of its development are orange-green, are inside between the leaves and seem to "resemble a flower". But over time, these shoots turn yellow-brown, and then, when the spores ripen, darken to yellow-brown, almost black. Students also talk about the decorative value of these plants and the need for protection, because the entire development cycle of some ferns lasts from 4 to 10 years. The *Matteuccia struthiopteris*, which reaches a height of 1.7 - 2.0 m and its thickets resemble a forest from the coal period, attracts the attention of the listeners.

The fourth stop - "Picturesque slopes of the Gorgany ridge", here the group introduces students to the length of the ridge, mountain peaks, forest and meadow phytocenoses, their species composition. And with rare species such as: *Arnica montana*, *Centaurea carpatica*, *Platanthera bifolia*, *Lilium martagon*, *Lycopodium clavatum*, *Soldanella hungarica*, *Lunaria rediviva*. By the way, in June 2020, members of the group "Young Botanists" on the meadow slopes of Gorgany conducted a small research work. The students set up test plots, which counted the number of individuals of rare species growing here. Thus, laying a plot of 1m² x 1m², 28 flowering plants of *Platanthera bifolia*, 12 faded and 8 individuals in the budding phase were found.

The fifth stop is "Crystal springs of the source of the river Limnytsia". Here, students-guides acquaint visitors with the sources and length of the river Limnytsia. They reveal the historical significance of its name, describe the picturesque shores of the river basin. Since this stop is located near the falling waterfall, students draw the listeners' attention to the beauty of these "silver" waterfalls, teach them to listen to their noise. The teacher should tell the children that the big problem of the river is the pollution with solid household waste. High school students can clean the banks and riverbeds of their rivers from landfills, plant greenery along the banks, install water protection signs. After all, protection of rivers is an important matter and each of us can contribute to the preservation of rivers.

The sixth stop - "Healing mineral springs of Gorgany", it is located at the foot of the mountain range, in the vicinity of Pehinsk, near a natural spring and a consecrated chapel. Here, members of the tour group stop when returning from a mountain route. Guides tell about the chemical composition of Pehinsk mineral water, which has a high content of glycerin and hydrogen sulfide, is very soft and useful when consumed, can be stored for a long time and has healing properties. Here is the monastery of Andrii Sheptytskyi, listeners are told about the history of its creation and the moments experienced and the current significance, both for pilgrims and for the local population.

In addition to conducting excursions along the scientific and cognitive routes, on each of the trails the pupils also carry out some research work. As we mentioned above, the students of Tereblyanskyi Educational Complex at the stop "Picturesque slopes of the Shayan ridge" laid a test plot to study the ontogenesis of *Arnica montana*, and students of Pehinska school - on the slopes of Gorgany - a test plot to study a rare Red Book species of *Platanthera bifolia*. They successfully use the results of their own research when conducting excursions. On the ecological trail "Rare species of plants - the golden gene pool of Montenegro", the pupils of the Luga school are conducting research on the development of the "autumn flower" - the rare species - *Colchicum autumnale*. This plant is decorative, valuable medicinal, but poisonous because it contains the alkaloid colchicine, which has medicinal value. The ontogenesis of the Meadow Saffron is very interesting, original and we can say something mysterious, the plant blooms in autumn and bears fruit in spring. This interests and encourages students to observe the plant. Throughout the summer *Colchicum autumnale* is not visible on the wet meadow mountain slopes, as if it is not there at all, because its bulbs are hidden deep in the soil. And in early autumn (August - September), these slopes are covered with leafless very beautiful flowers of pink-purple color, which seem to stick out above the ground on tall flowerstalks. Meadow slopes turn pink from the delicate petals of these miracle flowers, which seem to want to prove that autumn is no worse than spring adorns the earth. The flowers have six petals, with six stamens and a long tube (style), the ovary together with the bulbs are hidden deep in the ground. The fertilization takes place in the soil after pollination by bees and during the winter months there develops a fruit - a capsule with seeds. Only in the spring a rosette of large entire leaves with a capsule, inside which the seeds are formed, appear on the surface of the soil. This biological property of the Meadow Saffron was studied by the members of the circle. In autumn, they counted



the number of flowering individuals, and in spring counted how many plants bore fruits, that is, brought to the soil surface capsules with seeds. They compared the percentage of pollination with fertilization in plants and with fruit development, whether it is affected by snowfall and winter frosts. The results of research are used by the group members in stories during excursions. The mysterious development of the plant is associated with many legends and stories about the late flowering, which students also do not ignore. This plant is also one of the oldest medicinal plants, as evidenced by records in the Hindu books of the Vedas. It was also used in ancient Egypt, so it is shrouded in a number of legends associated with the brave Argonauts, the heroes of Greece and the goddesses Aphrodite and Athena.

It should be noted that the students of all the educational institutions we study are very interested in the history of their region, its nature, customs and quite interestingly weave it into their stories at scientific and educational stops of ecological trails.

To test the knowledge of students of Perehynskiy Educational Complex they were asked to take a quiz using the mobile application Kahoot!. The children had the opportunity to answer the teacher's questions using their mobile phones. Later, everyone could see the correct answer and the rating of students who passed the test. Upon completion of testing, each received a score, depending on their outcome. Students who visited the excursion route "Vegetation of the mountain banks of Limnytsia - a valuable botanical gene pool of the Carpathians" the day before, coped better with the test tasks. 89% of 8th grade students and 94% of 10th grade students received excellent and good grades. We conducted the same testing among students who did not want to visit the tour. The scores were lower. 67% of students answered excellently and well in the 8th grade, and 75% in the 10th grade. Thus, we can conclude that the tour of the ecological trail has significantly deepened the knowledge of children about the nature of their native land.

In our article we want to offer several experiments that can be conducted in the study of the nature of the native land, they can be a kind of factor in environmental education in mountain rural schools.

Experiment 1. The role of herbaceous plants in protecting the soil from erosion.

The purpose of the experiment: to find out which herbaceous plants protect the soil from erosion.

Methods of the experiment:

1. To set the age of the erosion process. Under what culture the site was used earlier? When is plowing stopped? What measures were taken to consolidate the soil?
2. What plants have survived? Compare the species composition of plants with neighboring areas that are not subject to erosion.
3. What new plant species have appeared? To do this, make a herbarium of stems with flowers, without digging up the plants. Get acquainted with the characteristics of plants.

The most promising plants that can grow on eroded soil, after repeated observations can be recommended for protective sowing (it is necessary to collect seeds from them).

Experiment 2. Study of road ecology.

The total length of highways in the world is 18.3 million km, of which 10.9 million km are paved roads. The average road density in Europe is 24.0 km / 100 km². Cars emit sulfur dioxide and lead with exhaust gases, which get into the soil, oxidize it, reduce fertility, cause plant poisoning. Different species of plants have different properties in terms of sulfur dioxide capture. For example, False Acacia during the growing season can absorb 69 g of this gas per 1 kg of dry leaves, elm - 39 g, black poplar - 157 g. In tree leaves, sulfur dioxide is oxidized to sulfates, the toxicity of which is much lower. Woody plants (Horse Chestnut, Small-leaved Lime, Black Poplar) planted along the roads clean the polluted air from lead.

The purpose of the experiment: To study the impact of roads on the environment.

Methods of the experiment:

1. To investigate the types of local forest roads: highways, dirt, trails.
2. To make a map of roads.
3. To identify the types of plant communities along the roads. Compare the species composition of plants near the road and at a distance of 10, 20, 30, 50, 100m from it.
4. To determine the congestion of the road within an hour, making a plan of the area where the road passes, the length and width of the road on which the study is conducted. Record the data in the table: "Road congestion for an hour" (Table 1).

Table 1. Road congestion for an hour

Types of roads	Means of transport					Pedestrians
	Trucks	Cars	Buses	Motorcycles	Agricultural cars	
Highways						
Dirt roads						
Paths						

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

After several excursions on organized scientific and educational ecological trails, we saw that they not only acquaint students with the nature of the native land, its flora and fauna, but also help them understand the relationship between man and the environment, become fighters for ecological cleanliness. A part of such excursions is visiting national



parks, reserves, forestry, mountain complexes. Regardless of the age characteristics of students, excursions broaden their horizons, teach to see nature in all its beauty, develop cognitive interest and observation. Biological excursions acquaint students with the nature of the native land, increase the quality of knowledge, help them understand the relationship between man and the environment, the sexes of fighters for ecological purity of the environment, contribute to the formation of ecological culture.

During our research we developed scientific - cognitive ecological trail as an excursion route: "Vegetation of the mountain shores of Limnytsia - a valuable botanical gene pool of the Carpathians" conducting comprehensive thematic excursions on this ecological trail, for students of all levels of secondary education and age expands students' knowledge and improves their quality.

Carrying out of test control tasks in 8th and 10th classes of Perehynskiy Educational Complex, showed that quality of knowledge of pupils who participated in excursions on studying the nature of native land to put 89-94%, and the quality of knowledge of pupils who did not take part in was 67-75%.

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

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ЕКОЛОГІЯ МОВЛЕННЯ ЗДОБУВАЧІВ ОСВІТИ: ТЕОРЕТИЧНИЙ І ПРАКТИЧНИЙ АСПЕКТИ

Анотація. Стаття присвячена теоретичним та практичним аспектам проблеми екології мовлення здобувачів освіти. Зазначено, що питання формування культури мовлення - предмет особливої уваги українських науковців. У контексті цієї проблеми чимало вітчизняних дослідників (О. Сербенська, М. Мірченко, Г. Білавич, Б. Ажнюк, Л. Ажнюк, Л. Андрієнко, Л. Белей, О. Михальчук, О. Скопненко, О. Тараненко, О. Тищенко-Монастирська та ін.) слідом за зарубіжними вченими (А. Філл, Е. Хауген та ін.) актуалізують проблему екології мови. Термін «екологія мови» виник порівняно недавно (1970 р.), згодом у зарубіжній науці з'явилися нові напрями дослідження, зокрема й еколінгвістика. Під екологією (культурою) української мови автори розуміють досконалий рівень мовнокомунікативної підготовки, яка передбачає дотримання



нормативності української літературної мови, володіння всіма стилями української мови; уміння висловлюватися правильно й виразно, використовувати за призначенням різні стилістичні мовні засоби наукового стилю в письмовій та усній формах.

Проблема екології мовлення здобувачів освіти є сьогодні надзвичайно актуальною: мова – необхідна умова виховання соціально активної і духовно багатой і морально розвиненої особистості. Від мовлення залежить також професійна успішність особистості. Як показали результати досліджень, студентам властивий середній та низький рівні володіння мовленнєвою культурою. Українська мова має велике значення в системі освіти, оскільки саме за допомогою мови в середніх і вищих закладах здобувачі освіти набувають компетентностей. Досконале володіння українською мовою є обов'язком і прерогативою майбутнього вчителя початкової школи. Створення екологічно мовного середовища в закладі освіти – одна з педагогічних умов формування екологічного українського мовлення учнів та студентів. Засобом мовної діяльності, спрямованої на очищення мовленнєвого середовища від суржику, росіянізмів, мовних помилок, тощо, може стати науковий гурток «Мовні екологи». У такий спосіб і студенти, і школярі оволодівають усіма необхідними мовними й мовленнєвими компетенціями, збагачують свій словниковий запас, екологізують довкілля.

Ключові слова: екологія мови, здобувачі освіти, заклади освіти, культура мовлення, гурток «Мовні екологи».

SPEECH ECOLOGY OF EDUCATION SEEKERS: THEORETICAL AND PRACTICAL ASPECTS

Abstract. The article is devoted to theoretical and practical aspects of the problem of speech ecology of education seekers. It is noted that the issue of formation of speech culture is the subject of special attention of Ukrainian scientists.

The problem of speech ecology of education seekers is extremely relevant today: language is a necessary condition for the education of socially active, spiritually rich and morally developed personality. The professional success of an individual also depends on their speechmaking. According to research results, students have a medium and low level of mastery of speech culture. The Ukrainian language is of great importance in the education system, because it is with the help of the language in secondary and high school that education seekers acquire their competencies. Fluency in the Ukrainian language is the duty and prerogative of the future primary school teacher. Creating an ecological language environment in an educational institution is one of the pedagogical conditions for the formation of ecological Ukrainian speech of pupils and students. The scientific circle "Language Ecologists", whose task is to become a means of language activity aimed at purifying the speech environment from language errors, etc. In this way, both students and schoolchildren master all the necessary language and speech competencies, enrich their vocabulary and make the environment healthier.

Keywords: language ecology, education seekers, educational institutions, speech culture, group "Language ecologists".

INTRODUCTION

The problem formulation. The end of the XX – beginning of the XXI century is an epoch of studying various ecological problems. The ecology of the speech environment is a component of global environmental problems. Just as environmental problems can undermine the physical health of people, lead to catastrophes of various living organisms, the problems of language ecology can lead to pollution of the language environment, deterioration of the purity of the language environment, and subsequent extinction of language.

Due to the high pollution of the language environment, one of the new areas of research has emerged – the ecology of language. As the analysis of the results of our study showed, it is time to solve the problem of the ecology of the Ukrainian language, which requires special attention from its speakers – participants in the educational process: pupils and teachers, students and professors.

Analysis of recent research and publications. The issue of formation of speech culture is the subject of special attention of Ukrainian scientists (N. Babych, H. Bilavych, N. Blahun, A. Bohush, M. Vashulenko, O. Horoshkina, A. Koval, S. Yermolenko, I. Vykhovanets, S. Yermolenko, M. Lesyuk, M. Pentyliuk, O. Ponomariv, O. Semenoh, O. Serbenska, O. Trifonova, Ye. Chuck, etc.). In the context of this problem, many domestic researchers (O. Serbenska, M. Mirchenko, H. Bilavich, B. Azhnyuk, L. Azhnyuk, L. Andrienko, L. Belei, O. Mykhalchuk, O. Skopnenko, O. Taranenko, O. Tyshchenko-Monastyrskaya, etc.) following foreign scholars (Fill A., 2001; Haugen E., 2001) actualize the problem of language ecology. But the issue of the speech ecology of education seekers has not been deeply studied by scientists.

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyze the theoretical and practical aspects of the problem of speech ecology of education seekers.

RESEARCH METHODS

To achieve this goal, theoretical research methods were used, including analysis and synthesis research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research. The following empirical methods were used – diagnostic methods (conversation, testing, observation), which contributed to the organization of research on a scientific problem; statistical, which made it possible to carry out statistical processing of the results obtained during the study.

RESEARCH RESULTS

The term "ecology" was proposed by E. Havel in 1866 to denote the science of relationship between the organism and the environment. At the end of the twentieth century, new disciplines emerged – philosophical ecology, anthropological ecology, ecology of history, ecopsychology, ecology of the theory of knowledge, media ecology, ecolinguistics and more. One of the most authoritative international associations in the field of applied linguistics – AILA (Association Internationale de Linguistique Appliquée) – includes in the list of 25 professional commissions and a



specialized commission "Language and Ecology" (Language and Ecology; Ecology of language and language Politics, 2012, p. 6-7), which aims to coordinate and publish research on the relationship between language, ecology and the environment. Currently, the ecological context of language is important both theoretically and practically (Bilavych, 2021). We are talking about the culture of language as a high level of communicative quality and adherence to a certain norm (Language and Ecology; Ecology of language and language Politics, 2012, p. 6-7).

The term "language ecology" appeared relatively recently (1970). It was introduced into scientific usage by the American scientist E. Haugen (Haugen, 1972, p. 325). As a result, new directions of research appeared in foreign science, including ecolinguistics (notable are the works of Alvin Phill, who studied linguistic ecology as a relationship between language and environmental problems (Fill, 2001) Ukrainian researchers are actively working in this field (O. Bodnar, T. Kiyak, L. Masenko, M. Mirchenko, O. Taranenko, H. Bilavych and others).

We define "ecology of the Ukrainian language" as the perfect level of linguistic and communicative training, which involves compliance with the norms of the Ukrainian literary language, mastery of all styles of the Ukrainian language; ability to express oneself correctly and clearly, to use various stylistic linguistic means of scientific style in written and oral forms.

The realities of today testify to a number of current problems caused by the low level of language culture of education seekers (the use of surzhyk, English, Russian, etc.). Another reason, which is a significant obstacle to the development and improvement of the Ukrainian language, is the presence in Ukrainian scientific terminology of a large number of copies of the Russian language, which students perceive as the norm. In view of this, it can be argued that the problem of the Ukrainian scientific language is gaining the status of state importance.

Scholars (Bilavych, 2021; Mirchenko, 2014; Serbenska, 2018 etc.) rightly note that the process of formation of the language personality of a pupil / student is quite long and complex.

Back in 2002, the leading linguist O. Serbenska brought up the issue of language ecology in the article "Modern Ukrainian terminography and problems of language ecology". The author introduced and substantiated the term "language ecology" and its derivatives. Following the scientist, we believe that in this sense, the phrase language ecology has the right to exist as a linguistic term (Serbenska, 2018).

In our opinion, the term "language (speech) culture" is semantically close to the concept of "language ecology". However, the semantics of the concept of "language ecology" is much broader than the concept of "language culture (speech)". This refers not only to the observance of linguistic norms or the skillful use of linguistic means of expression depending on the purpose and circumstances of communication, but also to maintaining a balance between literary and its territorial and social dialects, determining the status of surzhyk and relations with other languages. Thus, one of the definitions of the term "language ecology" - the science of language as an environment that ensures the full life and development of the people, nation, individual, is a consolidating factor in preserving statehood.

More details on the theoretical aspect of the problem of language ecology and typical errors that occur in the speech of pupils and students can be found in our monograph "Ecology of Ukrainian scientific speech" (Bilavych, 2021) and separate publications (Bilavych, Perchyk, Pavlyuk, 2021; Bilavych, Savchuk, Ilnytskyi, Fedchyshyn, 2020).

Here are some results of a study conducted during 2019-2021 at the Faculty of Pedagogy of Vasyl Stefanyk Precarpathian National University "(hereinafter – PNU). Its purpose is to identify the state of command of the Ukrainian language (oral and written) of future primary school teachers. The materials for the study, among other things, were student scientific texts: abstracts, theses, articles, scientific reports, etc. (total number of 120 units). We analyzed these works, as well as the students' oral speech from the point of view of the ecology of the Ukrainian language, and revealed linguistic and stylistic errors.

According to the respondents, the majority of teachers (57%) usually does not pay attention to the language side of scientific work. 43% of students stated that their supervisors pointed out errors in the text of the work and encouraged them to edit the scientific text properly.

We asked the students if they gained enough knowledge during the university classes to write a research paper. The students noted that in the course of studying the subject "Fundamentals of Scientific Research" the linguistic and stylistic editing of a scientific text was usually not accentuated. In this context, we emphasize that it would be appropriate to read an elective course on the basics of scientific text editing, where students would gain knowledge and develop skills in the field of linguistic stylistic editing and translation of scientific texts.

Observations of the language pedagogical environment at Pedagogical Faculty of PNU (2019-2020) provided reasons to conclude that the level of Ukrainian speech (both oral and written) is mostly average or even low.

The analysis of the research results showed that most of the problems in compiling a scientific text for students arise in the field of terminology, selection of the necessary terms, the ability correctly to operate them and translate into Ukrainian a term from Russian or English. Text editing causes significant difficulties for students (this was stated by 87% of respondents). A large percentage of errors (87%) is caused by the interference phenomena which is due to intense influence of the Russian language that is experienced by the Ukrainian scientific language (typical errors are given in our publications: monograph "Ecology of Ukrainian scientific speech") (Bilavych, Perchyk, Pavlyuk, 2021; Bilavych, Savchuk, Ilnytskyi, Fedchyshyn, 2020)).

It should be noted that the majority of students (89%) consider the used scientific sources to be perfect in the linguistic sense, 8% of respondents do not think about it and only 3% of students are able to see errors in scientific texts of printed periodicals. Unfortunately, the interference phenomena are present in many scientific sources of information for students and do not serve as a very high-quality standard of mastery of scientific style.



Observations have shown that most students often have difficulty with the correct use of words, spelling, stress, grammatical forms, lexical and grammatical coherence, and so on. Interestingly, the majority (58.4%) of respondents stated that they speak accordingly to Ukrainian language norms, and the school and higher education institution provide thorough knowledge of phonetic, lexical, syntactic speech norms. 70.8% of students are able to see mistakes in the speech of others. However, only 40.6% of respondents feel uncomfortable if they do not follow the speech rules.

The importance of speech culture is evidenced by the answers to questions about speech as a defining personality trait and a component of professional competence of the future teacher. Speech culture as a component of personality is defined by only 37.2% of respondents. 89.5% of students consider a person who speaks the language to be educated. Only 58.4% of respondents say that they are interested in the person who speaks correctly.

Under such conditions, the work aimed at forming the ecology of the Ukrainian language, creating such a language environment where the cult of the living Ukrainian word would prevail is of great importance. One of the ways is the activity of the group "Language ecologists", which operates at the Department of Pedagogy of Primary Education of the Pedagogical Faculty of PNU under the leadership of prof. H. Bilavych (the head of the circle is student M. Perchyk). The group members publish the wall newspaper "Say it properly", dictionary "Let's emphasize correctly!", dictionary-guide "We speak Ukrainian correctly!", which contribute to the formation of speech culture of education seekers, participate in scientific conferences (within the institution, national and international), actively publish the results of their research in collections of scientific works, etc.

The peculiarity of the group "Language ecologists", among other things, is that students not only improve their speech culture, but also educate generations of young language ecologists at the University of a Gifted Child, which operates at the Science Park "Prekarpathian University" (headed by prof. H. Bilavich). Here students arrange interesting classes with pupils of the city of Ivano-Frankivsk and its suburbs, which are aimed at forming the language personality of the student. Teachers and students care about the speech development of primary school children, adolescents, develop them as a national-linguistic personality, form knowledge in the field of ecology of the Ukrainian language, normative language in its oral and written forms, form skills to recognize speech errors and be able to correct mistakes. In this way, both students and schoolchildren master all the necessary language and speech competencies, enrich their vocabulary and so on.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the problem of speech ecology of education seekers is extremely relevant today: language is a necessary condition for the education of socially active, spiritually rich and morally developed personality. The professional success of an individual also depends on their speechmaking. According to research results, students have a medium and low level of mastery of speech culture.

The Ukrainian language is of great importance in the education system, because it is with the help of the language in secondary and high school that education seekers acquire their competencies. Fluency in the Ukrainian language is the duty and prerogative of the future primary school teacher. Creating an ecological language environment in an educational institution is one of the pedagogical conditions for the formation of ecological Ukrainian speech of pupils and students. The scientific circle "Language Ecologists", whose task is to become a means of language activity aimed at purifying the speech environment from language errors, etc. In this way, both students and schoolchildren master all the necessary language and speech competencies, enrich their vocabulary and make the environment healthier.

The study of the use of innovative methods and forms in the process of forming the national-linguistic personality of the future teacher in a higher education institution needs further research.

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ГЕНЕРУВАННЯ ПЕДАГОГІЧНИХ ОСНОВ ФОРМУВАННЯ ІНКЛЮЗИВНОГО ОСВІТЬОГО СЕРЕДОВИЩА У ВИЩІЙ ШКОЛІ ЗАСОБАМИ ФІЗИЧНОГО ВИХОВАННЯ

Анотація. У статті розглянуто питання інклюзивного освітнього середовища у вищій школі в аспекті сучасних тенденцій розвитку українського суспільства. Установлено, що важливим кроком на шляху подолання проблеми соціальної адаптації та інтеграції осіб з особливими потребами, як одного із ключових пріоритетів сучасної української соціальної й освітньої політики, є забезпечення можливості надання якісних освітніх послуг усім без винятку. В умовах активних пошуків ефективних рішень такої ситуації доцільним видається вивчення можливостей використання фізичного виховання задля інтеграції осіб з особливими освітніми потребами в освітнє середовище системи вищої освіти. Мета дослідження: виявлення та обґрунтування педагогічних основ формування інклюзивного освітнього середовища у вищій школі засобами фізичного виховання. Методи дослідження: теоретичний аналіз, систематизація, порівняння різних поглядів на досліджувану проблему, узагальнення даних науково-методичної та спеціальної літератури. За результатами наукової розвідки, виявлено, що формування інклюзивного освітнього середовища передбачає докорінний перегляд теоретико-методологічних основ фізичного виховання, ліквідацію організаційних й методичних бар'єрів, розроблення і впровадження нових сучасних підходів та технологій, реалізацію інклюзивних практик фізичного виховання для студентів з особливими освітніми потребами. Визначено, що зазначене реалізується відповідно до кількох вимірів: соціального (забезпечення доступності ресурсів фізичного виховання; особистісного (особистісний розвиток, освоєння нових знань, формування і розвиток умінь і навичок з фізичного виховання); когнітивного (формування розуміння специфіки процесу фізичного виховання, пошук та використання різноманітних шляхів і засобів фізичного виховання студентів з особливими освітніми потребами на практиці). Висновки. Підсумки здійсненої наукової розвідки дають підставу констатувати нерозривний взаємозв'язок в організації інклюзивного освітнього середовища процесів навчання та фізичного виховання. Визначено перспективи вдосконалення цього процесу у площині використання усіх потенцій фізичного виховання. Пріоритети педагогічного процесу фізичного



виховання, спрямованого на усунення наявних негативних тенденцій у фізичному розвитку та стану здоров'я студентів з особливими освітніми потребами, скеровані на втілення інклюзивних підходів у формуванні педагогічних технологій фізичного виховання.

Ключові слова: інклюзія, освітнє середовище, студенти з особливими освітніми потребами, фізичне виховання.

GENERATION PEDAGOGICAL FUNDAMENTALS THE FORMATION OF AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN HIGHER EDUCATION BY MEANS OF PHYSICAL EDUCATION

Abstract. The article considers the issue of inclusive educational environment in higher education in terms of current trends in Ukrainian society. It is established that an important step towards overcoming the problem of social adaptation and integration of people with special needs, as one of the key priorities of modern Ukrainian social and educational policy, is to provide such people with the opportunity to provide quality educational services. In the conditions of active search for effective solutions to such a situation, it seems expedient to study the possibilities of using physical education for the integration of persons with special educational needs into the educational environment of the higher education system. The purpose of the study is to identify and substantiate the pedagogical foundations of the formation of an inclusive educational environment in higher education by means of physical education. Research methods: theoretical analysis, systematization, comparison of different views on the researched problem, generalization of data of scientific-methodical and special literature. Results: It was found that the formation of an inclusive educational environment involves a radical revision of the theoretical and methodological foundations of physical education, elimination of organizational and methodological barriers, development and implementation of new modern approaches and technologies, implementation of inclusive physical education practices for students with special educational needs. The pedagogical conditions for ensuring the formation of an inclusive educational environment in higher education in the process of physical education: methodological support; the focus of the content on the implementation of inclusive approaches based on individual approach and differentiated approaches. Conclusions. The results of scientific research give grounds to state the inseparable relationship in the organization of an inclusive educational environment of learning and physical education. Prospects for improving this process in terms of using all the potentials of physical education are identified. The priorities of the pedagogical process of physical education, aimed at eliminating the existing negative trends in physical development and health of students with special educational needs are aimed at implementing inclusive approaches in the formation of pedagogical technologies of physical education.

Keywords: inclusion, educational environment, students with special educational needs, physical education.

INTRODUCTION

The problem formulation. All national documents, including the Constitution of Ukraine, the Law on Education, etc., as well as international documents ratified by Ukraine, in particular the United Nations Convention on the Rights of Persons with Disabilities, define the rights of everyone to provide quality educational services. The draft National Strategy for the Development of Inclusive Education for the period 2020–2030 defines new conceptual approaches to the education of people with disabilities in an inclusive educational environment (Mukan, N., & Kozibroda, L., 2021). Equality and accessibility of educational services should guarantee equality, accessibility and unrestricted social, educational and other perspectives for everyone, by providing equal conditions for people with different levels of opportunities. Therefore, ensuring the realization of the right of persons with disabilities to education is considered as one of the most important tasks of the state policy of Ukraine.

The processes of globalization, which in recent decades have become widespread in the world, have contributed to the active development of the educational space. Nowadays, when Ukraine is in the minds of European integration and trying to implement the best European experience of educational practices, the problem of providing quality higher education and its accessibility for all segments of the population is becoming relevant. In the search for solutions to the important tasks of realizing the right of persons with disabilities to education in the national and state dimensions, the creation of an inclusive educational environment in higher education institutions becomes a priority.

Analysis of recent research and publications. In the literary work today scientists are actively exploring various aspects of the organization and functioning of an inclusive educational environment (Baglieri, S., Bejoian, L. M., Broderick, A., Connor, D. J. & Valle, J. W. 2011; Heroux, J. R., 2017). The prospects of this path in solving the problems of people with special needs are confirmed by the research achievements of Ukrainian and foreign scientists (Bondar, K. M., 2019; Baglieri, S., & Bacon, J., 2020; Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019).

It is determined that inclusive education of people with special educational needs is closely connected with the democratization of society, the transition of education to the humanistic model (Baglieri, S., & Bacon, J., 2020). Peculiarities of inclusive education are substantiated in a certain list of scientific works (Baglieri, S., Bejoian, L. M., Broderick, A., Connor, D. J. & Valle, J. W. 2011; Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019). Issues of improving existing and developing new scientific models of educational practices for people with special educational needs are raised (Sönmezöğlü, U., Tosun, A., & Yıldız, K., 2021; Page, A., Anderson, J. & Charteris, J., 2021). We are actively searching for and developing approaches to teaching students with special educational needs (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019; Page, A., Anderson, J. & Charteris, J., 2021). New conceptual approaches to the education of people with disabilities are identified, the creation of various conceptual and structural models is analyzed (Cassese, F.P., & Raiola, G. 2017; Page, A., Anderson, J. & Charteris, J., 2021).



A number of works are devoted to the analysis of European-oriented educational policy and the possibilities of integrating such experience (Bondar, K. M., 2019; Udych, Yu. Z., 2018). It is determined that the state educational policy, Ukraine's course for European integration, regulatory and legal changes - all this should be aimed at forming a new philosophy in the Ukrainian educational environment for people with disabilities (Mukan, N., & Kozibroda, L., 2021).

In the context of the development of inclusive educational and pedagogical processes, the introduction of health components of the oriented educational paradigm is considered (Wouters, M., Evenhuis, H. M., & Hilgenkamp, T. I. M. 2020). Significant are the scientific achievements that highlight the leading place of physical development in the general development of students with special educational needs, a high level of which is a factor in stimulating the development of other opportunities, qualities, functions (Özkan, Z., & Kale, R., 2021). In addition, physical development determines the state of health and determines the functionality of the body's systems (Cavanaugh, L. K., 2017). In the formation of physical development a decisive place is given to the means of physical education (Cassese, F. P., & Raiola, G., 2017).

However, despite the availability of such studies, it should be noted that the integration of physical education in the educational process of people with disabilities is often only declarative. It is determined that for the most part physical education in higher education institutions of students with special educational needs is now discrete and does not meet the needs of practice. It has also been established that achieving the leading component of the global goal of physical education - strengthening mental and physical health, is at best partial.

Thus, in terms of active search for effective solutions for the formation of a quality educational environment in higher education, it seems appropriate to study the possibilities and ways of widespread use of physical education in this process. First of all, it involves revision of theoretical and methodological foundations, elimination of organizational and methodological barriers, development and implementation of new concepts, modern approaches, innovative technologies, implementation of integrative and inclusive educational practices, etc. in the process of physical education.

THE PURPOSE OF THE RESEARCH is to identify and substantiate the pedagogical foundations of the formation of an inclusive educational environment in higher education by means of physical education.

RESEARCH METHODS: theoretical analysis, systematization, comparison of different views on the researched problem, generalization of data of scientific-methodical and special literature.

RESULTS OF THE RESEARCH

First of all, for the implementation of scientific intelligence in a certain direction, we note that the basis of inclusive education is an ideology that excludes any discrimination against higher education. An inclusive educational environment provides equal treatment for all, while creating special conditions for the education of students with special needs (Bondar, K. M., 2019). Such inclusive education involves the creation of an educational environment that would meet the needs and capabilities of each student, regardless of the peculiarities of their psychophysical development (Heroux, J. R., 2017).

Today, a modern educational paradigm is being introduced in higher education institutions, which includes, as a mandatory inclusive component, the development and formation of an inclusive educational environment. UNESCO views inclusion as an "dynamically evolving approach that consists in a positive attitude towards the diversity of learners and in the perception of individual characteristics not as a problem but as an opportunity to enrich the learning process" (Baglieri, S., Bejoian, L. M., Broderick, A., Connor, D. J. & Valle, J. W. 2011; Heroux, J. R., 2017). Thus, the idea of inclusive education provides for the provision of education and participation in the educational process of all, without exception, applicants for higher education (Bondar, K. M., 2019).

Analyzing the special literature in the direction of highlighting the characteristics that characterize an inclusive educational environment, we find that in such an environment, all students, regardless of their educational needs, are able to learn more effectively, improve their social competence, improve communication skills and feel part of the student community.

If we transfer the concept of inclusion in the field of physical education, then inclusive education can be interpreted as providing additional support to students who for one reason or another can not take an active and meaningful part in the educational process. At the same time, we believe that it is important for modern pedagogical theory and practice of physical education to rationally build this process for students with special needs, taking into account a complex of a large number of individual characteristics. Therefore, physical education for students with special educational needs should be formed in the form of a flexible, individualized system of physical improvement in higher education.

In general, physical education is seen as an effective means of ensuring the continuity of education, the path to its democratization, humanization and variability (Cavanaugh, L. K., 2017). Theoretical analysis of psychological and pedagogical literature and legal documents led to the conclusion that physical education for students with special educational needs is a new universal humanistic form of organization of this process, which creates conditions for active use of scientific and educational potential of higher education institutions for students with special needs. .

In pedagogical science, the formation of an inclusive educational environment is studied in the close relationship of the process of learning and education, individual psychophysical development, the influence of external factors on its formation (Udych, Yu. Z., 2018). Physical education helps to solve this problem effectively.

Based on the available information, in the most general form of the formation of an inclusive educational environment in higher education by means of physical education is considered as a pedagogical process aimed at eliminating existing negative trends in physical development and health of students with special educational needs, influence of means and methods of physical education. cultures on body systems. The latter is realized through the stimulation of physical activity, taking into account the peculiarities of the formation of motor function, psychophysiological characteristics and levels of development of functional capabilities and motor qualities.



We believe that the development of physical activity of students with special educational needs in the process of physical education is due to the special organization of this process aimed at preventing existing negative trends in physical development, health targeted impact on physical activity taking into account the age of its components, movements, functional capabilities of body systems, motor qualities, relevant knowledge and skills to implement them in practice) to achieve the highest individual level, which provides a full, productive life and activities of students with special educational needs in higher education. The latter is carried out on the basis of modern pedagogical technologies and in this case serves as those external factors that can affect the individual psychophysical development of the individual in the learning environment.

Pedagogical technologies of inclusive physical education are a set of techniques used in the organization of physical education of students with special educational needs, which reproduce the following components: goals, principles of implementation, meaningful and methodological, organizational forms, means of physical education and more (Cavanaugh, L. K., 2017). The integration of technologies of inclusive physical education into the educational process is a promising model of organizing this process to achieve certain goals.

Collected and analyzed factual material that illustrates a number of benefits of physical education, among which provides assistance to students in understanding optimal physical development; formation of their skills and abilities of self-regulation in accordance with their physical condition, responsibility for their own character and professional development; awareness of the potential of physical education; formation of motor experience in the university environment; awareness of the prospects of personal development. In general, all of the above has a positive effect on academic performance.

In addition (Sönmezoğlu, U., Tosun, A., & Yıldız, K., 2021), there are opinions that in an inclusive educational environment of physical education can cause more problems compared to other program disciplines inherent in higher education. Regulation and counteraction of physical activity of students with special educational problems by physiological mechanisms, morphological and functional systems, its interrelation with an emotional state, intellectual development remains rather difficult problem. Discovery, in connection with certain - to the extent of my mediation, but it is extremely necessary for the task of physical education, through which knowledge is formed and implemented in practice, related to the implementation of central physical activity.

In order to implement this, we consider it legitimate to separate as components of physical education of students with special educational problems: the formation of the mind in the basic movements; development of functional capabilities; development of motor skills; formation of knowledge related to physical exercises; formation of skills implementation of such knowledge in practice. This is expressed in the scientific, theoretical and practical areas.

We support scientific approaches that physical education as a powerful means of influencing the body, expands the range of opportunities, especially the motor area, affected by a persistent defect (Cavanaugh, L. K., 2017). Therefore, in the process of physical education is the formation and improvement of motor functions that are impaired as a result of the pathological process, there is compensation for the main defect and correction of secondary disorders that have arisen in connection with the underlying disease (Mukan, N., & Kozibroda, L., 2021). This involves taking into account the maximum possible number of individual characteristics of students in the process of influencing their motor and mental spheres by means of physical education to prevent the formation of inadequate adaptation in higher education institutions. The latter causes a decrease in the level of functioning of individual systems, the stress of regulatory mechanisms, the loss of functional resources. Accordingly, the result can be deterioration in health, and therefore a general development different from the optimal one.

Given the information of literature sources, taking into account the data of scientific research, we consider it necessary to develop and substantiate the concept of forming an inclusive educational environment in higher education by means of physical education using physical education technologies at theoretical, methodological and practical levels. This presupposes a proper substantiation of the principles of this process, determination of effective conditions for its implementation on the basis of comprehension and objective assessment of the achievements of domestic science and practice and world experience in this field. We believe that the implementation of physical education of students with special educational needs in the higher education system creates appropriate preconditions for the realization of their rights and opportunities, active participation in public and university life on an equal footing with other members of society in meeting their specific educational needs.

The methodological level reflects the relationship and mutual influence of fundamental scientific approaches to the study of the problem, which are the basis for combination of content, features, concepts, principles of physical education for students with special educational needs.

The theoretical level defines a complex system of initial concepts, definitions, theoretical bases, without which it is impossible to form a qualitative inclusive educational environment with the use of physical education technologies. These are primarily components of the structure of physical education; theoretically substantiated system of physical education for students with special educational problems with the use of technologies of inclusive educational environment.

We are impressed by the opinion (Baglieri, S., & Bacon, J., 2020), that in higher education institutions an inclusive educational environment should first of all provide a high level of interactivity of learning, which necessitates an individual approach to students with special educational needs in the process of their physical education.

The practical level involves the implementation of all components of the system of inclusive educational environment using the technologies of physical education. At the same time, it is especially important and necessary to solve problems related to the formation of an inclusive educational environment using physical education technologies is the introduction



of an effective internal quality assurance system that meets the requirements and expectations of students. international educational standards.

Researchers' research on inclusive issues is conducted in line with progressive world trends and is characterized by an innovative strategy: from institutionalization to inclusion. Innovative methodology is based on the principles of identifying the talents of each individual with developmental problems, creating conditions for their successful development and self-realization in life for their adaptation to learning in the academic environment of the university.

Based on the study of the source base of the study, it was found that the formation of an inclusive educational environment by means of physical education in modern higher education is implemented in accordance with several dimensions:

social: ensuring the availability of resources for physical education;

personal: personal development, development of new knowledge, formation and development of skills and abilities in physical education of students;

cognitive: formation of understanding of the specifics of the process of physical education, search and use of various ways and means of physical education in practice, definition of goals and adjustments to the process of physical education.

At the same time, the main priority of physical education with students with special educational needs is the implementation of differentiated physical education in order to individualize the process of physical education. This implies the following:

introduction of special sections in the work program;

systematization of exercises and tasks by type of diseases (if any); visually impaired, hard of hearing, students with musculoskeletal disorders, etc.;

application of the method of individual load differentiation: it reflects the basis of a personality-oriented approach in pedagogy: working with everyone, working with everyone.

We highlight the following pedagogical conditions for ensuring the formation of an inclusive educational environment in the process of physical education: methodological support; the focus of their content on the implementation of inclusive approaches, taking into account the state of mastery of basic movements, the development of functionality, motor skills, the formation of knowledge in matters of physical culture; interaction in the organization of physical education.

Finally, we note that the rational construction of the process of physical education for the development of inclusive educational environment requires systematic pedagogical and medical control over the physical development of students with special educational needs, as well as the development of unified programs of in-depth medical and biological examination in the process of individual training. use of effective methods to identify indicators of physical capabilities and comprehensive assessment in accordance with the individual and gender characteristics of the body of students with special educational needs.

However, in the process of forming an inclusive educational environment there are also many obstacles: physical, informational, institutional, mental. It is important to be able to identify them and look for physical education technologies to overcome these obstacles. It should be borne in mind that this process has an integral, interdisciplinary nature, which reflects the current complex trends of scientific knowledge, to better understand the chosen issues. In the conditions of active search for effective solutions to such a situation, it seems expedient to study the possibilities through the prism of international educational policy on the basis of using all the potentials of physical education in this process.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The results of scientific research give grounds to state the inseparable relationship in the organization of an inclusive educational environment of learning and physical education. Based on the analysis of a number of normative-legal and research materials, the key priorities of the national educational policy on the integration of persons with special educational needs into a single general inclusive educational environment by means of physical education are revealed.

Priorities of the pedagogical process of physical education, aimed at eliminating the existing negative trends in physical development and health of students with special educational needs and aimed at implementing inclusive approaches in the formation of pedagogical technologies of physical education. The latter is manifested in the development of programs based on the use of differentiated physical education in order to individualize this process; selection of appropriate strategies, methods, technologies and techniques of physical education for students with special educational problems; creating conditions conducive to an effective process of physical education.

We see prospects for further research in the development of a model of physical education in higher education in order to form an inclusive educational environment.

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ПІДГОТОВКА ВЧИТЕЛЯ ДО ВИКОРИСТАННЯ ТЕАТРАЛІЗОВАНИХ ЗАСОБІВ НАВЧАННЯ В МОЛОДШІЙ ШКОЛІ

Анотація. В статті досліджено, що сучасні навчальні заняття школярів базуються на використанні раціонального логічного способу отримання знань. Якщо не задіяна емоційна сфера особистості, то почуттєві здібності поступово атрофуються. Доведено, що у сучасних умовах, «вільний час» повинен бути раціонально організований для стимулювання процесу формування мотивованої творчої ініціативи людини. Визначено театралізовану діяльність як джерело розвитку почуттів, переживань і нових відкриттів молодшого школяра, яка залучає його до розвитку духовних цінностей і є конкретним, видимим результатом. Проаналізовано, що реальна театралізована діяльність - це синтез фізичної, емоційної й інтелектуальної складової учасників дійства, побудований на його ігровому характері. Поступово зростаюча активність використовуваних ігор призводить до зростання активності молодших школярів та досягає свого піку під час кульмінації. Розглянуто праці відомих педагогів сучасності, які дозволяють дійти висновку, що для модерної педагогіки якісно новим стає технологічний підхід у проектуванні педагогічних процесів. Основу технологій театралізованої діяльності становить їхній інтерактивний характер і художньо-педагогічна спрямованість. Змодельовано процес створення педагогічного дійства. Доведено, що, якщо не передбачається присутність глядача, тобто дія побудована у формі сценарної гри, то творча активність самих учасників досить обмежена та губиться непередбачуваність, неочевидність її результату, які є одним зі стимулів ініціативності дітей. Якщо в театралізованій дії бере участь глядач, то йому надається та частка активності, яка властива глядачеві театрального спектаклю, тобто він тільки споглядає, співпереживає, та відчуває себе співпричетним до подій на сцені. У цьому варіанті глядач не є повноправним учасником дії, а виступає більше в якості об'єкта впливу виконавців та акторів.

Ключові слова: вчитель, драматизація, ігрова діяльність, молодший школяр, особистість, початкова школа, театралізація.

PREPARING THE TEACHER FOR THE USE OF THEATRICALIZED TEACHING MATERIALS IN PRIMARY SCHOOL

Abstract. In the article investigated that modern educational classes of schoolchildren are based mostly on a rationally logical way of acquiring knowledge. If the emotional sphere of the personality is not involved, then the sensory abilities gradually atrophy. It is highlighted that in the modern sense, "free time" should be rationally organized to stimulate the formation of motivated creative initiative. It is determined that theatrical activity is a source of feelings development, experiences, and discoveries of the preschooler, which attracts him to spiritual values and is a concrete, visible result. It is analyzed that the real theatrical activity is a synthesis of physical, emotional, and intellectual activities of the participants of the action, built on its playful nature. It is proved that the game activity in the theatrical action is expressed in the physical, emotional, and intellectual game activity of the participants. Gradually increasing the activity of the games used leads to increased activity of participants, reaching its peak in the climax. The works of well-known modern teachers are considered, which allows us to conclude that the technological approach in the design of pedagogical processes is becoming qualitatively new for modern pedagogy. The basis of theatrical technologies is their interactive nature and artistic and pedagogical orientation. The process of creating a pedagogical action is modeled. It is proved that if the presence of the spectator is not expected, i.e. the action is built in the form of a scripted game, all children are involved in the game, i.e. the creative activity of the participants is limited by the script, the unpredictability is lost. If the spectator takes part in a theatrical action, then he gets the share of activity that is inherent in the spectator of a theatrical performance, that is, he only contemplates, empathizes, and feels involved in activities on stage. In this version, the spectator is not a full participant in the action but acts more as an object of influence of performers and actors. Audience activity is not programmed in such a play.

Keywords: teacher, dramatization, play, primary school student, personality, primary school, theatricalization.

INTRODUCTION

The problem formulation. Modern pedagogy aims to find new methods of forming the personality of primary school children through extracurricular activities.



Forms of pedagogical work with primary school children are becoming more and more popular, in which the role of an independent subject of mastering cultural experience is offered not as a passive object of pedagogical influence. Thus, one of the most effective socio-artistic forms of pedagogical practice is theatrical activities. Theatrical activities as a bright, spectacular, active form of work with children are widely used in pedagogical practice. Its popularity is caused by the closeness game activity to the child. Theatrical activity is a complex entertainment in which the performer enjoys the process, thereby satisfying their not entertaining but educational interests and needs.

Aim and tasks research. Modern school activities are based mostly on a rationally logical way of acquiring knowledge. If the emotional sphere of the personality is not involved, then the sensory abilities gradually atrophy. The game harmoniously develops a person's versatility, and together with theatrical performance, the active reaction of each participant is amplified in the emotional resonance, which arises due to a significant event for children, the influence of art, and avalanche-like growing collective emotions. Game activity is able to cause a positive educational effect, and each time the game activity of its participants will only increase. Based on this, the aim of the article is to investigate the impact of theatrical activity as an element of the communicative-game system on the development of personality.

RESEARCH METHODS

To achieve this goal and solve tasks in the article was used theoretical methods of research: analysis, synthesis, interpretation, generalization, and systematization.

RESULTS OF THE RESEARCH

In the modern sense, "free time" must be rationally organized to stimulate the formation of a motivated creative initiative of people.

Throughout our lives, we are faced with theatrical activities. In kindergarten - in role-playing games for children, shows which are dedicated to various holidays. In primary school, students willingly participate in theatrical performance programs, learn vital skills, form their own values. Pupils gladly take part in traditional festive and ceremonial events.

For children of primary school age, the main activity is to play, which is rightly considered a companion of childhood. The connection between theatrical and children's play activity can be traced in many scientific studies, where a child's play is considered as "facial art of an actor", "dramatic or theatrical instinct", "child's art", "a form of primitive dramatic art" (Havryliuk, 2004).

Theatrical activity is a source of feelings development, experiences, and new discoveries of a preschooler, which attracts him to cultivate spiritual values. This is a concrete, visible result. But we should not forget that theatrical activities affect the development of the emotional sphere of the child, forcing him to sympathize with the characters, support them, empathize with the stories that take place (Volkova & Chesniak, 2015).

Real theatrical activity is a synthesis of physical, emotional, and intellectual activities of the participants in the action, built on its playful nature. The forms of such game activity include not only the game in its explicit form but also ceremony, carnival actions, etc. (Malooka, 2017; Korolenko, 2017).

As practice shows and confirms the postulates of age psychology, in the children's team, all activities are playful, which is largely due to the dominance of syncretism in children's worldview. Play activities, in our view, are crucial for children's theatrical action. All its other components are not a goal, but a means of intensifying the game activities of team members. Excessive fascination with the plot, the complexity of the artistic characters, the attempt to surprise the audience with an unusual transformation of the play space, the desire not to play with children, but to teach them something new, lead to a lack of playing in action. Such a game program turns boring and becomes uninteresting (Panfilov, 2007).

Game activity in theatrical action is expressed in the physical, emotional, and intellectual action of participants. Gradually increasing activity of the used games leads to an uptick in activity of participants, reaching the peak in culmination. Especially important in pedagogical terms is the ability of the game to form the emotional sphere of the child. The modern world is becoming more pragmatic, rational, and selfish. The famous German psychologist Erich Fromm remarked that the feelings of modern people are rude, fade, turn into unbridled passions (Fromm, 2010).

The technological approach in designing pedagogical processes becomes qualitatively new for modern pedagogy. The concept of "technology" has been used for a long time (Malooka, 2018; Kutsak, 2018), but everyday life began to enter the last decades of the last century, due to the development of entrepreneurs that develop know-how. They began to sell licenses to manufacturers, giving them the right to manufacture their products. All accompanying documentation was added to the license, including a detailed description of the methods and means of production. The modern understanding of pedagogical technologies is not unambiguous. According to the preconditions of using the term "technology", pedagogical technology is a system of conditions, forms, methods, tools, and criteria necessary to achieve the pedagogical goal (Sysoieva & Batechko, 2011).

The basis of theatrical technologies is their interactive nature, artistic and pedagogical orientation. In this case, the artistic side of theatrical activities can not be considered as a mechanical introduction into the decoration of the space by ornamental elements or isolated from each other mixed types and genres of art. Theatrical activity is a complex system, an independent artistic value as an element of art, as well as a socio-pedagogical phenomenon that synthesizes a unique artistic whole. It has its own unique drama, ethical and aesthetic principles.

In the semiotic aspect - if theatrical activity acts as a sign, then its meaning is the artistic image. The artistic image represents the "whole organism". There is nothing official, mechanical, accidental in it. Its unity is perfect, and the components are meaningful (Hipters, 2008; Nadolnyi, 2010).



There are three hypostases of the theatrical activity image: conditional-symbolic, figurative-game, musical (noise). They must be in unity and complement each other (Ostrom, et al., 2002). And the image of this system must be expressed in all components of the triune artistic image.

The idea of creating a pedagogical theatrical action begins with the author's opinion, which seeks to convey to the participants of the event, for which he creates it, what artistic and pedagogical goals were set. The idea lies in the range of life problems that concern future program participants. The idea should also correspond to the pedagogical objectives of the event and be close to the worldview of the author. The idea is the basis of the plan, the main idea of the author, and his author's assessment of the event that formed the basis of such an action. What will be told in the theatrical program, which will be the basis of it, is reflected in the topic, which highlights important issues for the author of the event. It should also be close not only to the author of the program but also determined by the range of issues concerned to the audience, i.e. be socially and personally oriented. Defining the ideological and thematic basis, the author formulates why he undertook the production, what opinion he seeks to convey to the viewer (idea) and what he is going to tell to the potential viewer.

Considering theatrical action as a pedagogical phenomenon, you need to pay special attention to the game as a practical game material of the program. This is, first of all, a set of entertainment: games, competitions, lotteries, songs, dances that fill its game content, the choice of actors (including real characters), writing game dialogues. All these components must correspond, first of all, to the purpose, tasks, ideological and thematic basis, features of the game audience, characteristics of the venue of the event. The dynamics of the program's games are chosen on the principle of increasing the degree of emotional and physical activity of its participants. It is important that the game activity is characterized by genre diversity: shouting, moving games, songs, dances, tricks, riddles.

If in this consideration of theatrical action to divide the participants into performers and spectators, we can draw two conclusions.

First, if the presence of the spectator is not provided, i.e. the action is built in the form of a scripted game, all children are involved in the game, i.e. the creative activity of the participants is very limited by the game scenario, unpredictability is lost.

Secondly, if the spectator takes part in a theatrical action, then he gets the share of activity that is inherent in the spectator of a theatrical performance, he only contemplates, empathizes, and feels involved in the activities on stage. In this version, the spectator is not a full participant in the action but acts more as an object of influence of performers and actors. Audience activity is clearly not programmed in such a play. The spectator does not fully become a "co-author" of the events taking place on the stage.

However, teachers-practitioners who organize extracurricular educational activities, insert in the term of theatrical activities a different meaning. They consider it as a set of different games and competitions connected by a single plot. This understanding of dramatization does not reflect the fullness of this phenomenon, because, in this definition, many key points are missed.

In the pedagogical literature and practice, the concept of "theatrical game" is widely used, which is consonant with the category of "theatrical game" ("theatrical game program"). Such syntactic closeness of these phrases can also lead to an ambiguous understanding of dramatization.

The play-dramatization is based on a plot performed by children. The peculiarity of the games is the presence of theatrical attributes: stage, curtain, make-up, costumes, scenery. Theatrical games are played especially for the public or in the form of mass action (Havryliuk, 2004; Kutsak, 2018). But, unlike the play, the plot they have a canvas for improvisation. Improvisation is the game itself. If there is no improvisation, there is no game. As we can see, the game of theatrical play involves children playing as actors. To be quite precise - children's play in the theater and/or actors. Accordingly, all those who remained in the hall, namely children or adults, according to the rules of the game, must play the role of spectators. The game of spectators is active only to a certain extent. Viewers should applaud, laugh at the right time or express other emotions, that is, react in a certain way to what is happening. Since in a theatrical stage performance the leading form of communication of actors is dialogue, and communication of actors with spectators is practically absent, game - theatrical performance, as a rule, is not a collective game, and game activity of spectators is minimum. The plot of the game-dramatization is also peculiar. Deviations from it or loss of the plotline, on the contrary, can lead to creative improvisation of the child. The plot is just the basis for the game, its scenery, the proposed circumstance. The child does not play a plot or even staged poetry, song, or fairy tale, but a theater, an actor, with all its inherent manners and attributes.

The principle of building a theatrical game program is different. It is such only when the team for which this game program is designed, is fully involved in gaming activities. Actors play not only with each other but also with other participants in an action. The plot of the game program is usually mandatory. Prolonged gaming activity causes the game to be interrupted or even stopped, i.e. the participants lose interest in it. Neglecting the plot can create misunderstandings on the part of game participants, that is, a drop in-game activity.

Game-dramatization can be used in the game program as one of its elements. The game program can be built as a game of theatrical play (by analogy with the theatrical form "theater in the theater"). For example, as a staging game, you can create a game program based on a particular well-known plot with the casting of actors, their rehearsal, disguise, makeup.

Activation of the audience is called by the nature of theatrical action, which provides a figurative and semantic course, compositional construction, the laws of origin and development of the game conflict, the presence of vivid images. With the help of figurative-semantic acting of the script, a concrete expressive-plastic line of the idea of action is formed.



The driving force of any action is conflict. However, the festive situation is in principle the opposite of the conflict. The themes of some scenarios generally reject the basis of conflict, or such a conflict is quite conditional, built on the level of the struggle of ideas. For example, humorous, imaginary conflicts are added to folk holiday customs. They parody disagreements in everyday life, creating a humorous conflict situation (Korolenko, 2017; Panfilov, 2007). In a theatrical action, the driving force of the action is a game conflict: the main and one or a group of players, a conflict of the equal number of parties, traps, disputes, game dialogues, humorous arguments of personalized presenters. Conflict resolution in the program can be overcoming obstacles, confrontation of forces, skills, dexterity, erudition. According to the scientist, most scenarios of theatrical events are based not on dramatic conflict, but on certain directing and staging techniques: theatrical conference of presenters acting on behalf of selected characters or on their own behalf, end-to-end elements of decoration, external symbolism of the holiday.

The selection of game material must take into account the specific characteristics of the venue, such as size, natural and artificial constraints, the way the public is accommodated, the degree of enclosure, the presence or absence of a stage, the construction of one or more venues, the time of year and time of day, natural interior or relief, possibility to design, etc. Also important are the technical characteristics: the possibility of using sound and lighting equipment, the presence or possibility of using spectacular technical tools.

It should be noted that despite the popularity of theatrical forms of pedagogical activity in the literature no single definition of this phenomenon. "Theatralization" is interpreted as a method of teaching children by the theater tools (a complex system of using all expressive means of the theater) or education in the process of theatrical activities, the educational influence of theatrical team on the individual.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

A systematic analysis of theatrical performance as a pedagogical, socio-psychological, and artistic-aesthetic phenomenon allowed us to determine the playful essence of the theatrical action of a children's group. Children's theatrical action is a complexly organized, artistically expressed, and pedagogically directed role-playing game interaction of children (children's collective game), built on the laws of drama, which is based on a real or fictional event. The importance of the event is obvious to the participants. It artificially formed to stimulate the desire for game communication in its participants. The purpose of such interaction is the satisfaction and formation of new play interests and needs of children, which by their nature belong to a higher level, and develop the play culture of everyone.

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ЛІНГВОПЕДАГОГІЧНІ ЗАСАДИ ІНШОМОВНОЇ ОСВІТИ МАЙБУТНІХ ФАХІВЦІВ: ДОСВІД КРАЇН ЄВРОПИ ТА УКРАЇНИ

Анотація. У статті на основі аналізу наукових студій сучасних дослідників та діяльності закладів вищої освіти в країнах Європейського Союзу й України обґрунтовано актуальність і доцільність підготовки майбутніх учителів/викладачів іноземних мов на засадах лінгвопедагогіки. Розкрито їх роль у створенні сприятливого іншомовного освітнього простору для безпосереднього спілкування суб'єктів процесу навчання (викладач і студенти, викладач і студент, студент – студенти, студент – студент) та залучення до нього носіїв мови і сучасних педагогічних технологій з метою формування навичок міжкультурної комунікації та набуття професійних компетентностей здобувачами освіти. Проаналізовано зміст загальнопедагогічних і лінгводидактичних дисциплін як основи теоретичної, практичної та дослідницької підготовки майбутніх фахівців іншомовної освіти в університетах Польщі, Чехії й України та вдосконалення їх навичок усного і писемного спілкування в полікультурному середовищі. Констатовано, що в цьому багатоаспектному процесі, заснованому на положеннях Загальноєвропейських Рекомендацій з мовної освіти, кожна держава-учасниця Європейського Союзу враховує національні традиції і досвід навчання іноземних мов, досягнення світової лінгвопедагогіки, індивідуальні запити і потреби своїх громадян, наявність досвідченого науково-педагогічного потенціалу. З'ясовано, що вивчення дисциплін педагогічного та лінгводидактичного циклів сприяє формуванню в майбутніх фахівців ґрунтовних теоретичних знань, розуміння процесів розвитку, соціалізації, виховання та навчання зростаючих громадян Європи, набуттю професійних компетенцій для успішної діяльності в європейському освітньому й науковому просторі.

Ключові слова: іншомовна освіта, лінгвопедагогіка, майбутні фахівці іноземних мов, Європейський Союз, Україна, система вищої освіти, дисципліни педагогічного і лінгводидактичного циклів, освітній процес, професійні компетентності.

LINGUOPEDAGOGICAL PRINCIPLES OF FOREIGN LANGUAGE EDUCATION OF FUTURE SPECIALISTS: EXPERIENCE OF EUROPE AND UKRAINE

Abstract. Based on the analysis of scientific studies of modern researchers and the activities of higher education institutions in the countries of the European Union and Ukraine, the article substantiates the relevance and expediency of training future teachers of foreign languages on the basis of linguopedagogy. Their role in creating a favorable foreign-language educational space for direct communication of subjects of the learning process (teacher and students, teacher and student, student - student, student - students) and involvement of native speakers and modern pedagogical technologies in order to form skills of intercultural communication and acquisition of professional competences by applicants of education. The content of general pedagogical and linguodidactic disciplines as the basis of theoretical, practical and research training of future specialists in foreign language education at universities of Poland, the Czech Republic and Ukraine and improvement of their skills of oral and written communication in a multicultural environment is analyzed.

It is stated that in this multidimensional process, based on the provisions of the European Recommendations on Language Education, each member state of the European Union takes into account national traditions and experience of teaching foreign languages, achievements in world linguopedagogy, individual requests and needs of its citizens, the presence of



experienced scientific and pedagogical potential. It has been found that the study of pedagogical and linguodidactic cycles contributes to the formation of profound theoretical knowledge among future specialists, understanding the processes of development, socialization, education and training of growing European citizens, acquiring professional competencies for successful activity in the European educational and scientific space.

Keywords: foreign language education, language pedagogy, future specialists in foreign languages, European Union, Ukraine, higher education system, disciplines of pedagogical and linguodidactic cycles, educational process, professional competencies.

INTRODUCTION

The problem formulation. Globalization and integration processes on a global scale have caused the expansion of international relations at the interstate and interpersonal levels, and, consequently, increased the role and importance of foreign language skills. In the modern dynamic world, foreign languages perform a dual function: on the one hand, they used to be an effective means of communication, on the other - an important factor in the implementation of a dialogue of cultures, the development of mutual understanding and tolerance between representatives of different states and nations. As Ukraine takes active steps towards full membership in the European Union, training of specialists capable of ensuring an proper level of foreign language proficiency for all its citizens and, especially, growing generations is of paramount importance in its educational space. In addition, the Council of Europe has classified the competencies of oral and written communication as essential.

At the same time, professional foreign language competencies requires the formation of the personality of a future specialist in foreign philology, which is characterized by a set of knowledge, skills, values, qualities and attitudes that ensure its functional level and ability to perform professional work. The disciplines of pedagogical cycle play a leading role in its formation, since communication in pedagogy is the primary basis of professionalism, due to which the educational process takes place, formation of special competencies, training of specialists, formation of social personality.

In the context of above-mentioned it becomes relevant a careful study, thorough analysis and comprehension of the experience of training foreign language education specialists in European countries in order to implement effective organizational measures, forms, methods and technologies in the domestic system of higher education to ensure harmonious entry of its graduates into Europe's multicultural space and other continents of our planet.

Analysis of recent research and publications. The study of scientific literature on the outlined problem is evidenced the growing interest of scientists in the study of various aspects of foreign language education (V. Gamaniuk – analysis of foreign language education in Germany, R. Gryshkova – foreign language education in Ukraine, L. Gulpa – development of foreign language education in secondary schools of Hungary, O. Kuchmii – foreign language education in universities of Ukraine and Poland, O. Maksymenko – organization of teaching foreign languages in higher education of Western Europe, M. Parkhomchuk – multilingualism as a prospect for the development of foreign language education in elementary schools in Germany, M. Tadeeva – development of modern foreign language education in Council member countries).

Pedagogical and methodological aspects of training specialists in foreign language teaching are highlighted in the works of T. Alekseeva, V. Bazurina, N. Borysko, T. Desiatova, T. Zubenko, G. Kolodko, O. Kuznetsova, N. Lavrychenko, M. Netreba, S. Nikolaeva, T. Polonska, V. Redko, M. Solovei, M. Tadeeva and others. At the same time, the linguistic and pedagogical aspects of this process, despite their relevance, have not yet attracted the attention of modern scholars.

AIM AND TASKS RESEARCH of the article is a comparative analysis of the experience of implementing linguodidactical principles of foreign language training of future specialists in higher education institutions in Europe and Ukraine.

RESULTS OF THE RESEARCH

Modern linguopedagogy as an integrative branch of science focuses on searching factors and conditions for learning a foreign language in order to improve the quality of educational services as well as to identify their impact on the development of individual, since in this process the student acquires intercultural experience, his intercultural communication takes place. That is, it refers to the creation of a foreign language educational space, to which, except the direct participants in learning process (teacher and students, teacher and student, student and student), native speakers are involved, which creates favorable conditions for communication with foreign peers with the help of modern technical means and direct dialogue / interaction with their peers, acquisition of professional competencies of the future speciality, corresponding to the Common European Framework of Reference for Languages (Guidance document, 2003).

The experience of European countries in the field of foreign language education is interesting and valuable because they unanimously took into account the need to comply with standards and criteria developed by the Council of Europe, the main ideas and provisions of which are set out in the documents regulating pedagogical activity – «European Language Portfolio», «Common European Recommendations on Language Education and Exam Requirements» etc. Nevertheless, each of the member states of the European Union, complying with the requirements of these documents, takes into account national traditions in this field, achievements of world linguodidactics, requests of all citizens and the availability of experienced staff.

It is also important that «in Europe, global integration has become the norm, European countries have a positive experience in acquiring such a tool of communication as a common language, which is necessary for growing part of



the population in an increasing number of domestic and professional situations, so we consider studying the European experience in this issue to be the most useful» (Netreba & Bondarenko, 2020).

Researchers from various European countries, including Ukraine, are unanimous in the fact that one of the most important factors affecting the success of language learning is the availability of qualified teachers. The confirmation of this is the great attention of the scientific and pedagogical community to the training of teachers, increasing their social status, in particular, the level of language and pedagogical training of foreign language teachers.

Note that the process of training foreign language specialists takes place in a system consisting of three subsystems - theoretical, practical and research. The implementation of this system occurs primarily during the assimilation of the content of the pedagogical cycle disciplines, which includes such compulsory disciplines as «General Pedagogy», «History of Pedagogy», «Fundamentals of Pedagogy», «Pedagogy», «General Didactics», «Pedagogy and school psychology». However, from this list of educational components, universities / institutes usually choose two or three different in content and number of credits allocated for their mastering. «Pedagogical training, according to V. A. Gamanyuk, can be provided during the undergraduate cycle and postgraduate cycle. A number of countries use both forms, sometimes the organization of education depends on the type of teaching in which the student is preparing (at upper or lower secondary level)» (Gamaniuk, 2013).

Studying didactics enables undergraduates to share knowledge of both native and foreign languages to pupils / students, to form the ability to speak and read competently, to translate and interpret texts in different languages. The module on pedagogical specialization must also include in each semester the disciplines «Didactics of subject I (II)» to deepen the knowledge of language teaching being proficient in this specialty, combining them with methodology.

Thus, at the Marie Curie University (Poland) the module «Training in psychological and pedagogical field» is included in the educational program of Master's Degree in English and German, which involves studying in the second - fourth semesters of such disciplines as «Fundamentals of Psychology», «Fundamentals pedagogy», «Psychology», «Pedagogy», «Voice emission», as well as pedagogical practices. Linguopedagogical training educational components of the module «Training in the field of didactics», studied in the same semesters («Fundamentals of didactics», «Didactics of the subject»).

Researchers believe that the study of these disciplines and passing practices contribute to the formation of the graduate's deep psychological and pedagogical knowledge, understanding of the processes of development, socialization, education and training; obtaining knowledge in the field of didactics and methods of teaching the subject, using the methodology of pedagogical activities, practical use of experience. The graduate must have the formed necessary skills and competencies of integrated implementation of didactics; ability to perform educational and upbringing tasks of the school, independently prepare and create a program of teaching to the needs and abilities of students; the ability to learn and improve the use of their own pedagogical skills, modern tools and teaching methods; skills to organize and process information and materials; skillfully communicate with through various techniques with persons who are the subjects of pedagogical interaction, as well as cooperate with other people in the didactic and managerial process and specialists who support this process. Graduates must be ethically sensitive, empathetic, open, reflective and have an interpersonal attitude and a sense of responsibility; practically ready to perform professional tasks (didactic, educational and upbringing) related to the role of a teacher (Education program, 2018).

Interesting experience of foreign language education has been accumulated at Charles University (Czech Republic). The following compulsory disciplines are included in the «Master's Training Program of English Philologists»: «Fundamentals of Pedagogical and Social Psychology» (2 credits), «General Pedagogy and History of Pedagogy» (5), «General Didactics» (3), «Fundamentals of Social Pedagogy» (2), «School Pedagogy and Psychology» (4), «Pedagogical and psychological practice» (5). From professional disciplines masters learn: «Didactics of English I», «Didactics II», «Didactics of Literature», the cost of which is one credit; «Didactics of English», «Teaching components of the language system» (3), «Didactics of English, teaching language skills» (2), «Didactics of English, teaching methodology I» (1), «Didactics of teaching II» (1), «Didactics of English, current issues» (3), «Constant teaching practice in primary school» (4), «Constant teaching practice in secondary schools» (4) (Courses of subjects, 2020).

In the process of mastering them, students acquire the skills to effectively manage the educational process in educational institutions, apply the necessary forms and methods of teaching English, develop a training unit for applying basic theoretical principles, evaluate the success and learning outcomes of students.

Taking into account modern requirements for the training of specialists in foreign language education, the educational program «English Philology» was formed at the Pedagogical University of Krakow named after the Commission on National Education (Poland). It includes the following disciplines, in particular: «Language and Society», «Modern trends in teaching foreign language», «Special educational needs in foreign language classes» (5 credits) in the first semester; «Intercultural communication» (5 credits), «Psychology of language learning» (6), «Research methods in linguistics» (6) – 30 hours – in the second semester; «Planning and assessment of the language course» (3) – 15 hours, «Educational Law» – 6 hours (credits are not allocated) – in the third semester.

In the third semester they also read «Assessment in language teaching» - 30 hours of lectures, 10 hours practical classes (5). The teacher training also includes practical classes on courses: «New technologies in teaching English» – 30 hours. (5 credits, first semester), «Digital tools in educational research» – 30 hours (3 credits, third semester), «Professional Development of a teacher» – 14 hours (3 credits, third semester) (Education program, 2018).

In the process of mastering their content, students master the functional model of the learning process: connections, didactic principles; objectives of training: types, specificity, operationalization, taxonomy; content, methods, means, forms of learning as consequences of the effectiveness of the didactic process; didactic initiatives in the context of optimizing the educational process (original educational concepts, author's programs, pedagogical innovations);



teaching methods: methods of knowledge assimilation, methods of independent knowledge. The student's work in practical classes is evaluated, taking into account participation in the discussion on the basis of selected works from the proposed works (colloquium); practical presentation of the selected method from the group of activation methods; project preparation. The teacher in classes and exams on the discipline must take into account the formation of competencies in students: assessment of knowledge obtained from the assumptions of the functional process of the learning model; assessment of the ability to analyze and interpret the most important elements of the didactic process, namely: principles, content, goals, methods, activities, forms, structure of educational activities; ability to form and explain their own ideas about selected aspects of the teaching and learning process, expressing doubts and formulating proposals in the context of individual theoretical views and opinions of different authors; ability to independently design and represent selected elements of the didactic process.

Along lectures and practical classes, monographic lectures and seminars are also held. At the Marie Curie University, at the Faculty of Philology in accordance with English and German language programs, forms of educational activity, which are marked in curriculums, are monographs, lectures, seminars, practical classes. The results of masters training in these classes are checked by activity assessing during discussions, problem solving, written work, both homework and tests in workshops, essays, presentations, prepared texts for language learning exercises, lesson plans, etc. These grades are added to the exam grade, credit or intermediate grade after the tests on the course topics.

Comparative analysis of the content of methodological and pedagogical training of masters of philological specialties allows us to assert about the individual approach to the training of teachers in universities of the European Union countries.

Disciplines of teacher training are focused on:

- teaching didactics taking into account new requirements in secondary schools;
- acquaintance with the modern concept of teaching native / foreign language;
- introduction of a framework program in secondary schools.

In the disciplines of teacher training the emphasis is on:

- acquainting undergraduates with new approaches in teaching language/literature;
- introduction of didactic disciplines in the socio-cultural context;
- development and implementation of digital specialties for philological field.

Analysis of foreign language training of future specialists in higher education institutions of Ukraine gives grounds to claim that the disciplines of pedagogical cycle are included in both compulsory and selective ones, which allows students to form an individual educational trajectory taking into account personal requests and interests and professional competencies necessary for future pedagogical activity in general secondary education institutions or in higher education institutions. Educational components such as «Pedagogy», «Higher School Pedagogy», «Theory of Pedagogical Activity», «Pedagogy with the Fundamentals of Scientific Research», «Pedagogical Skills», «Actual Problems of Pedagogy» are compulsory. The cycle of selective disciplines is formed in accordance with the professional orientation of students, regional characteristics and includes mostly the following disciplines: «Pedagogical acmeology», «Comparative Pedagogy», «History of Pedagogy», «Innovative educational technologies», «Pedagogical conflict management», «Pedagogical creativity of modern teacher» etc.

Assimilation of the content of educational components of pedagogical direction provides professional formation of future specialists in the field of foreign language teaching, the essence of which is absolute self-realization, revealing of individual abilities, knowledge, skills, moral and professional values, which determine the opportunities in the spiritual and moral enrichment of the personality of their future pupils. Scientific and pedagogical knowledge stimulates students using them for solving pedagogical problems and forming of readiness to become a tool for practical action of pedagogical categories, concepts, pedagogical ideas, effective management of pedagogical processes and phenomena.

Consider, to confirm above-mentioned, the possibility of the discipline «Theory of pedagogical activity», which is taught to applicants for higher education master's degree in specialty 013 Secondary education (language and literature (English)) in the amount of three credits. In the process of mastering its content, students continue to form integral and general competencies, improve professional competencies, expand knowledge, skills and educational experience acquired during mastering bachelor's degree programs, as well as master the skills necessary for scientific and pedagogical activity in higher education institutions.

To improve the quality of teaching this course, the achievements of modern pedagogy and especially pedagogics of a foreign language are taken into account, in particular the works of T. Alekseeva, N. Borysko, V. Kalinina, S. Nikolaeva, T. Polonska, V. Redko, M. Solovei, Y. Trofimova and etc., because they make it possible to integrate the provisions of pedagogical theory and methods of teaching a foreign language in the educational process. This approach, according to our observations and feedback from students, helps them to better master the professional competencies of the future profession, which meet the requirements of the European Guidelines for Language Education, societal needs and their personal needs.

That is why lessons (various types of lectures and seminars) and independent work of future masters are aimed at improving students' knowledge in the theory of pedagogical activity in institutions of general secondary education and providing knowledge of such activities in higher education institutions in the conditions of reforming education and to promote the acquisition of experience in their practical application; to reveal the valuable foundations of



the pedagogical profession in modern society and to form an adequate personal attitude of future specialists to professional and practical activities; to reveal the essential characteristics of pedagogical skills and its components, to find out ways to form professionalism and pedagogical skills; to acquaint students with the leading innovative technologies of teaching and upbringing and peculiarities of their use in a modern educational institution; to ensure that undergraduates understand the general patterns of the educational process; to develop pedagogical thinking, motivation to master knowledge, skills and abilities of psychological and pedagogical analysis of the educational process, to develop understanding of the essence of pedagogical activity as an organization of interaction between a teacher/teacher and students on the basis of subject-subject relations and principles of partnership pedagogy; to form the ability to carry out self-educational and research activities in the conditions of modern educational process.

For this purpose, in the process of studying the discipline, the following methods are used: verbal: interactive lecture, conversation, explanation, discussion, dialogue, brainstorming, analysis of pedagogical situations, case studies; visual: illustration, multimedia presentation, demonstration; practical: simulation-role play, solving pedagogical problems, performing practical tasks, method of projects.

Since the main form of educational process in higher education is a lecture, which is usually monologue, the conduct of it is diversified. For example, students get acquainted in advance with the electronic version of the text of the next lecture, make a syllabus or thesis highlighting a particular item / issue of its plan and participate in the lesson. Due to this, the traditional lecture turns into a lecture-dialogue, and future masters improve their communicative competence.

This technique is also effective. Having pre-read the content of the upcoming lecture, and this is done constantly, students independently, in addition to those offered in the manual, make questions to the theoretical material and during classes ask them to the lecturer / lecturers. This technique activates the cognitive activity of students, and the lesson takes the form of a lecture-press conference.

Actively used during classes and this kind of lectures as problematic. We conduct it on the material from professional educational components. Students develop the text of the lecture on the example of a particular topic in their professional discipline, anticipating the presence of a problem situation or problem task, and during the lecture engage their colleagues in their solution. We continue this process in a seminar-practical lesson on «Forms of organization of the learning process in higher education», because for independent work students receive appropriate tasks.

Proven forms of lectures based on on the material of professional disciplines are lectures with pre-planned mistakes, visualization lectures, lecture-discussions, which encourage students to search work, develop creative thinking, form an atmosphere of cooperation, that is, contribute to the development of professional competencies of future teachers. In the lectures we also offer their content to compile test tasks of three levels, which are read at the end of the lecture, and the best are used in practical classes to test the knowledge of future professionals.

During the course students prepare and conduct training sessions on «Innovative technologies of English language teaching at the first (bachelor's) level of higher education», develop projects «Formation of foreign language educational space in educational institutions», «Ways to improve foreign language learning in secondary schools and higher education», organize discussions and round tables on the topic «Improvement of the legal framework of higher education in Ukraine», «New Ukrainian school and challenges of the information society», «Academic group curator: who is he?», «The team educates the Individual or Inhibits its development?»

Communicative competence is recognized as the leading one in the preparation of future masters of foreign philology. Its formation is facilitated by the use of interactive forms and methods of work in the educational process, as well as involving students in the management of educational activities of their colleagues in seminars and practical lessons, when they fully perform all functions of a teacher, including control and evaluation, taking into account the criteria developed for educational activity.

Due to their implementation in the study of the course «Theory of Pedagogical Activity» future masters of foreign philology develop such professional competencies as the ability to organize the educational process in institutions of general secondary education / institution of higher education with the use modern approaches, means, innovative methods, techniques, forms, technologies of teaching and education based on advanced pedagogical domestic and foreign experience in accordance with the compulsory learning outcomes (in particular the basic ideas of integrated learning, competently oriented approach, inclusive education, etc.); critically evaluate the achievements and latest achievements in the subject area; generate new ideas for the development and improvement of their own professional activities, independently acquire the necessary knowledge, skills and abilities; to ensure personal self-development.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, in higher education institutions of European countries in foreign language training of specialists who have chosen pedagogical specialization / speciality, the main purpose of teaching disciplines of psychological, pedagogical and methodological cycles is to prepare for school assistantship practice, pedagogical practice in secondary and higher education. In classes in these disciplines, they acquire the ability to choose a system of methods, techniques, means for conducting classes on new educational technologies, which contributes to professional training in general.

Didactic training of philologists takes place during the study of theoretical material at lectures, practical and seminar classes on psychological, pedagogical and methodological cycles, during pedagogical practices, as well as research activities in the process of performing abstracts, portfolios, writing a dissertation. During their implementation, special competencies are formed, which is the basis of success in future professional activities. Common trends in the development and implementation in university education of new approaches to training foreign language specialists,



mastering modern computer and online techniques that allow to form digital competencies of a graduate of the XXI century have been identified.

Further comparative analysis is worth studying the experience of foreign language training of students of higher education institutions of the European Union and Ukraine, who work on the programs «Double Diploma» and academic mobility, which contributes to the development of the European Higher Education and Science Area.

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ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ЗАСОБАМИ СУЧАСНИХ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ

Анотація. Сьогодні Україна реформує систему освіти, щоб наблизити її до сучасних соціальних та економічних реалій. Мультимедійні технології є одним із найбільш перспективних напрямів розвитку інформаційних технологій. Із використанням таких технологій з'являються нові можливості реалізації принципово нових форм і методів навчання, які спрямовані на підвищення якості й ефективності навчальної та самостійно-пізнавальної діяльності студентів та учнів. Одним із ключових напрямів є підготовка майбутніх учителів до знання мультимедійних технологій, оскільки вони повинні закласти основу комп'ютерної підготовки учнів та сформувати основні ідеї та навички в галузі мультимедіа. У статті показано можливості ефективного використання мультимедіа для реалізації освітніх та розвивальних функцій навчання у загальноосвітній школі за умов цифровізації освіти. Проаналізовано сучасний стан використання мультимедійних технологій у професійній діяльності вчителя; особливості вивчення теми "Мультимедійні технології" у старших класах профільної школи; наведено приклади використання мультимедійних сервісів для створення інтерактивних вправ та завдань; розроблено сайт із методичними рекомендаціями щодо використання мультимедійних технологій у професійній діяльності для вчителів-предметників; наведено результати апробації, які показують, що мультимедійні технології відкривають нові методичні підходи в системі загальної освіти, дають можливість економити час на уроці, наповнити його інформацією, поєднуючи різноманітні засоби, які будуть сприяти глибшому й усвідомленому засвоєнню навчального матеріалу. Мультимедіа уможливають поєднувати вербальну та наочно-чуттєву інформацію, розвивають алгоритмічний стиль мислення, формують уміння ухвалювати оптимальні рішення, діяти варіативно.



Ключові слова: мультимедійні технології навчання, автоматизована система навчання, мультимедійна та відеопрезентація, педагогічна діяльність учителя.

IMPROVING THE EFFICIENCY OF PROFESSIONAL ACTIVITY BY MEANS OF MODERN MULTIMEDIA TECHNOLOGIES

Abstract. Ukraine is currently reforming its education system to bring it closer to modern social and economic realities. One of the key areas is to prepare future teachers for the knowledge of multimedia technologies, as they should lay the foundation for computer training of students and form the basic ideas and skills in the field of multimedia. The article shows the possibilities of effective use of multimedia for the implementation of educational and developmental functions of education in secondary school in the context of digitalization of education. The current state of use of multimedia technologies in the professional activity of a teacher is analyzed; features of studying the topic "Multimedia technologies" in the senior classes of the profile school; examples of using multimedia services to create interactive exercises and tasks are given; developed a site with guidelines for the use of multimedia technologies in professional activities for subject teachers; The results of approbation are given, which show that multimedia technologies open new methodological approaches in the system of general education, allow to save lesson time, fill it with information, combining various tools that will promote deeper and more conscious assimilation of educational material. Thus, interactivity, structuring and visualization of information increases the motivation of students, activates their cognitive activity. Summarizing the results of the survey, it can be argued that multimedia technologies open up new methodological approaches in the general education system, save time, fill the lesson with information, and combine various tools that will promote deeper and more conscious learning. Thus, interactivity, structuring and visualization of information increases the motivation of students, activates their cognitive activity.

Keywords: multimedia learning technologies, automated learning system, multimedia and video presentations, pedagogical activities of teachers.

INTRODUCTION

The problem formulation. Multimedia technologies are one of the most promising areas of information technology development. With the use of such technologies there are new opportunities for the implementation of fundamentally new forms and methods of teaching, which are aimed at improving the quality and efficiency of educational and self-cognitive activities of students and pupils. The use of multimedia technologies in lectures and practical (laboratory) classes provides an opportunity to diversify the presentation of information, combinations of text, sound, graphics, modeling effects. Therefore, there is a need to develop theoretical foundations for the use of multimedia technologies in the training of future teachers. Also relevant is the search for psychological and pedagogical foundations of the educational process of professional development of teachers, integrating computer and pedagogical technologies that ensure the formation of information competence of teachers, stimulate their interest in learning the didactic properties of ICT. disciplines, but also the development and education of students (Abhaya Asthana, 2021).

Analysis of recent research and publications. The problem of using information technology in the teaching of general education disciplines is one of the most pressing problems of modern general education. Recently, a number of domestic and foreign researchers have considered in their work the use of computers and information technology in education (S.A. Beshenkov, B.S. Gershunsky, Yu.S. Ivanov, A.A. Kuznetsov, V.V. Monakhov, I.V. Robert, N.V. Sofronova and others). V.I. Andreev, V.B. Bondarevsky, V.K. Dyachenko, V.L. Kan-Kalik, P.L. Kapitsa, and others point to the formation of students' creative activity as a primary necessity in the learning process. (Volkova, 2018, Harkushevs'ky, 2005). Possibilities of multimedia in the educational process of secondary and higher school have been the subject of research in the works of O.O. Bondareiko, Y.P. Egorova, N.V. Klemeshova, N.P. Petrova, O.G. Smolyapipova, V.A. Starodubtseva, where it is the contradiction between the high educational potential of multimedia tools and insufficient theoretical consideration of the phenomenon of multimedia from the standpoint of pedagogy (Buha, 2005). The results of research by domestic and foreign scholars (including in the international programs DELTA and TEMPUS) lead to the general conclusion that for the introduction of multimedia in most cases hinders the poor organization (didactic and technical aspects) of the educational process. There is no comprehensive approach and systematization of software and teaching aids. Educational software products are usually developed on individual topics of the discipline without providing software support for the entire course (Gladun, Sablina, 2018).

THE PURPOSE OF THE RESEARCH

Therefore, the purpose of this study was the theoretical justification and identification of psychological and pedagogical conditions for the effective use of multimedia in the implementation of educational and developmental functions of learning in secondary school. As well as the creation and possibility of using multimedia tools to effectively support the educational process in order to organize an interactive learning environment.

RESEARCH METHODS

Research methods: analysis and synthesis of theoretical sources on the research problem, systematization and generalization of multimedia technology tools; observation, pedagogical experiment, analysis of performance, methods of mathematical processing of experimental data to identify conditions for the effective use of multimedia in the implementation of educational and developmental functions of teaching and learning in secondary school. The



results of the research were tested and implemented in computer science lessons in the 9th and 10th profile classes of the Yakiv gymnasium of the Obertyn village council of the Ivano-Frankivsk district of the Ivano-Frankivsk region.

RESULTS OF THE RESEARCH

Scientists-educators define the preparation of future teachers for the application of new multimedia technologies in professional activities as a comprehensive quality of the future teachers' personality, which is initially manifested in increasing productivity, thinking, skills, expanding and deepening knowledge through multimedia. In the process of informatization of the educational process provide opportunities to choose methods of action, self-control of their actions and forecasting ways to increase productivity. It is necessary to understand the criteria for the appropriateness of the use of multimedia technologies in a particular class - is to increase the effectiveness of learning through the use of multimedia, the possibility of implementing certain learning tools in the form of material objects (originals in natural or artificial conditions), logical and mathematical models (Didactic conditions for the use of multimedia technologies in the educational process of universities, 2012).

Experience has shown that there is no ideal model of learning, but in the process of planning lessons in different classes, teachers should try to find a reasonable relationship between reproductive and creative activities of students. At the same time, the educational process is always more effective, in which visual aids of educational materials are actively used. Today, special attention is paid to interactive teaching methods, which are carried out with the help of educational computer programs that implement activity-based learning methods. The means of implementing this method are software and hardware complexes (computers, multimedia projectors and touch panels), which provide opportunities for organizing educational and cognitive activities through interactive learning (Kademiya, 2010).

Multimedia teaching aids attract students, stimulate their interest, enthusiasm and teach them to think and act independently. The effectiveness and intensity of the impact on the emotions and consciousness of students depends on the skills and style of work of a particular teacher. They need to develop and implement learning tools that combine different types of information environments (text, music, graphics, sounds and realistic images) with activity (interactive) forms of learning to introduce computer visualization and multimedia research. It should be remembered that interactivity can be seen as an interaction between participants in the educational process, indirectly through teaching aids (Lambert, & Cuper, 2008). Recently, "interactive multimedia systems" have become widespread, which are software and methodological complexes that include: texts, sound, static images, animated images, video clips, appropriate means of reproduction; they enable the user (teacher, student) have an actual dialogue with the program using a computer and multimedia hardware - a multimedia projector and a touch (interactive) board. Information and multimedia technologies allow individualizing learning and managing the process of learning. You can choose an individual pace, taking into account the training, the specifics of perception, the needs of each student. The student has the opportunity to return to any part of the text, retake the situation, review test results and analyze them, ie ensure the implementation of the main content of the innovative approach in the educational process - creating a situation of success, that is favorable conditions for learning each child (Sablina, 2017).

At now, with the use of multimedia technologies, the role of the teacher is changing, the main task is to support and guide the process of personal development of students, their creative search and organization of joint work. Under these conditions, it is necessary to review the organizational forms of educational activities developed today - to increase independence, individual and group work, move away from traditional learning, increase the number of research and experimental practices and laboratory work. There are also a number of different technologies that should be used and implemented in lessons, not only when studying the topic of multimedia in high school, but also when studying other topics in computer science or other subjects (Semenova, Lebedeva, & Polezhaeva, 2020).

Among the educational multimedia systems, we will identify the most effective ones that can be used as a visual component of the lesson: computer simulator (reality modeling, can be used for the initial practical development of behavioral skills); automated training system (combined use of computer graphics, animation, live video, sound, other media components, especially in those cases when you need to learn a lot of information); educational films; multimedia presentation; video presentation (visual interactive tools that combine images, video and audio, and thus cover visual and auditory memory, which leads to increased productivity of the lesson), etc. (Molyaninova, 2002).

Of particular importance is the problem of professionalization of teachers in the informatization of modern society, improving their skills in the use of multimedia technologies, as it will allow him to positively influence the organization of the educational process, increase interest and motivation of students, improve learning outcomes. To this end, a pedagogical experiment was conducted, which consisted in the development of guidelines, a site of support for the use of multimedia technologies in professional activities for subject teachers and the development of interactive multimedia tasks and exercises at different stages of the lesson in the profile school. Experimental research was conducted in the Yakiv gymnasium of the Obertyn village council of the Ivano-Frankivsk district of the Ivano-Frankivsk region among students of 9th and 10th profile classes. At the beginning of the experiment, a questionnaire was conducted to assess (Fig. 1) the application of effectiveness multimedia technologies: for students - the perception of new material and the use of acquired knowledge and skills in practice through multimedia; for teachers - to visualize static and dynamic information, to prepare tasks, educational material of any basic discipline.

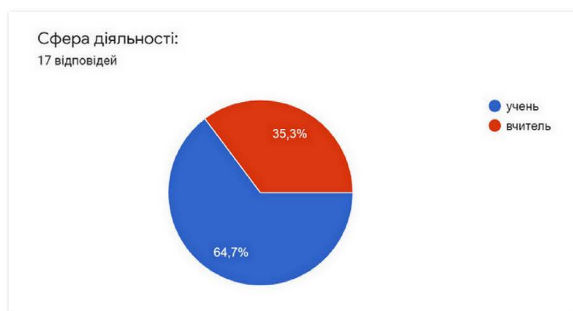


Fig. 1. Survey of respondents

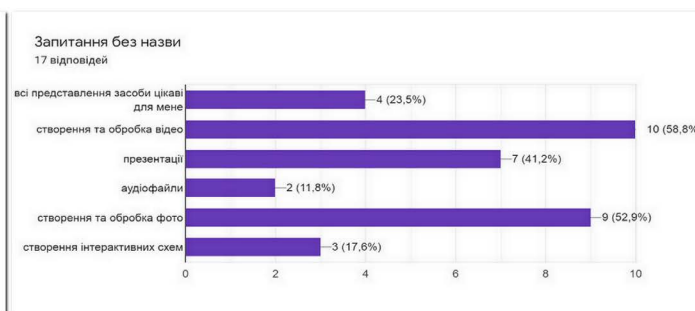


Fig. 2. List of multimedia technologies

The analysis of the survey results showed that the topic of multimedia technologies is relevant and interesting to study among students, and subject teachers expressed a desire to improve their level of information literacy by researching digital multimedia tools (Fig. 2). Therefore, we need to pay more attention to the development of a methodological site for the use of multimedia technologies for teachers, which will help to effectively prepare for lessons in various subjects, because the teacher's example motivates students to study a topic, enhances their cognitive activity. There are many advantages to using multimedia elements in learning: multimedia allows students to present information through several different multimedia, helps students develop creative thinking skills, improves their understanding of the learning material. That is why, during the research with the help of certain multimedia services, different types of tasks and exercises were created and tested, which can be used at all stages of the lesson and can facilitate the study of computer science topics in specialized schools, including while studying the topic "Multimedia Technologies".

The online service Learningapps was used to create interactive tasks. With the help of the service, exercises were created that help students test and consolidate their knowledge on the topic of "Multimedia" in the form of games, which contributes to the formation of their cognitive interest, creative development and creative thinking. To generalize and systematize knowledge on the topic, the following interactive exercises were developed: Tasks for the classification of multimedia devices (<https://cutt.ly/6YhLLmd>), Tasks for the classification of programs (<https://cutt.ly/TYhLV9X>), Tasks for finding terms (<https://cutt.ly/AYhL19G>). This approach makes it possible to differentiate tasks, it is convenient to use for the organization of "inverted" learning, project activities and more. Also, an effective tool in learning new material is the use of interactive videos. With the help of bright videos, you can concisely and at the same time interestingly and meaningfully convey the key content of the program material. Interactive videos are a great tool for quality learning, especially in distance learning. On the basis of such technology, the game project "Quiz" (<https://cutt.ly/9YhL8CU>), was developed and implemented, because today such as this form of learning is gaining popularity, which is relevant and interesting for children of all ages. There are many online services for creating a quiz. We have chosen the program "Movavi Video Editor" to develop the tasks of the educational quiz (<https://cutt.ly/rYhL6oP>). These tasks are convenient to use to summarize knowledge, skills and abilities in the form of a team game. It is interesting for students to answer the questions, because before the presentation of the answer in the team there is an active discussion and debate, and healthy competition develops between the teams. After counting the points in the created letter-task (<https://cutt.ly/1YhZe5n>) for participants, each team receives a certificate of winner or participant. Educational quizzes are a kind of intellectual team building that helps to unite the team, teaches teamwork and have to fun together, is used as a way to refresh basic knowledge or consolidate a new topic.

Modern students cannot imagine their lives without a smartphone. Therefore, the involvement of technologies with using a mobile phone in lessons further motivates them to study relevant topics. Within the framework of the research, a QR-quest (<https://cutt.ly/pYhZirz>) was developed with the aim of studying the concepts of "multimedia", "animation"; practice skills of working with multimedia data; practice skills to work with the online service "Canva"; to develop creative activity of students, computer skills; to cultivate interest in the subject, accuracy, attentiveness, discipline, formation of information culture of students. It consists (<https://cutt.ly/zYhZd5M>) of 5 stages. On each of them you will need to scan a QR code, which encrypts certain information, links to the site or a separate page, where you need to answer questions or do tasks. The use of QR-quests in lessons not only increases the motivation of students, but also provides excellent memory training, develops logic and intelligence.

As the pace of social change begins to exceed the rate of change between generations, society increasingly needs people who strive for self-development and self-learning skills. All this requires constant education of teachers, which means a way of life characterized by flexible thinking, the ability to quickly change position, to abandon the usual ideas, to accept new and unconventional. To generalize the systematization of experience in multimedia, a website (<https://cutt.ly/EYhZzV4>) of methodological assistance was created. The site contains useful sections to support subject teachers. On the site there is an opportunity to get acquainted with methodical manuals for work with multimedia services, development of summaries of lessons on multimedia, didactic exercises and useful links. There are also clear instructions for using the services and the results of students' work in multimedia editors. After approbation of tasks, interactive exercises and creation of own tasks, students passed a survey-reflection. 19 children took part in the survey, from the results of the survey it can be concluded that the use of multimedia technologies helped increase students' interest in learning



the subject, their willingness to be creative, the need for new knowledge and a sense of independence. Summarizing the results of the survey, it can be argued that multimedia technologies open up new methodological approaches in the general education system, save time, fill the lesson with information, combining various tools that will promote deeper and more conscious learning. Thus, interactivity, structuring and visualization of information increases the motivation of students, activates their cognitive activity.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Experience in the use of multimedia technologies in the classroom has shown that they can increase the effectiveness of learning. These technologies reduce the time of preparation of tasks of the appropriate level, take into account the individual characteristics of students, maintain the required pace of learning and more. They open new ways for the development of thinking, provide an opportunity for active learning. Information and multimedia technologies allow individualizing learning and managing the learning process. Multimedia allows you to combine verbal and visual-sensory information, develop an algorithmic style of thinking, form the ability to make optimal decisions, to act variably.

It is also planned to develop a course on the study of multimedia technologies for subject teachers in the future. Because, the teacher first needs resources to help students better understand the topic they are studying. Giving the teacher access to multimedia learning resources will allow him to focus more on teaching the subject, help students understand the topic, discuss and solve learning problems.

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ПРОЄКТНА ТЕХНОЛОГІЯ В МЕТОДИЦІ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Анотація. Стаття присвячена дослідженню потенціалу застосування проєктної технології у процесі навчання української мови за професійним спрямуванням майбутніх фахівців педагогічної галузі. Для досягнення мети дослідження використано комплекс методів: аналіз та систематизація наукових джерел – для з'ясування ступеня розкриття проблеми, методи візуалізації та узагальнення – для розкриття етапів реалізації дослідницького підходу та визначення тематики проєктної діяльності студентів у курсі української мови за професійним спрямуванням.

Акцентовано на методиці використання інформаційних, прикладних і дослідницьких проєктів у межах аналізованої технології навчання. На основі аналізу наукового інформаційного простору проблеми визначено основні різновиди проєктної діяльності, що можуть застосовуватися під час навчання української мови за професійним спрямуванням, з'ясовано їх завдання, узгодженість з етапами реалізації дослідницького підходу в контексті аналізованої навчальної дисципліни. Авторське бачення поетапної реалізації дослідницького підходу в контексті навчання української мови за професійним спрямуванням взято за основу формування тематики проєктної діяльності в курсі української мови за професійним спрямуванням. акцентовано на основних умовах ефективності реалізації проєктної технології навчання у межах курсу: перспективна форма постановки завдання, фахове спрямування тематики проєктів з окресленням їх прикладного застосування, чіткий алгоритм виконання, критерії оцінювання, обов'язковість прилюдної презентації результатів. Відзначено, що зміст і алгоритм проєктування відображає основні аспекти навчання через дослідження, а тому виступає базовим методом реалізації дослідницького підходу в контексті української мови за професійним спрямуванням.

Ключові слова: проєктна технологія навчання, дослідницький підхід, українська мова за професійним спрямуванням, компетентність, інформаційний проєкт, прикладний проєкт, дослідницький проєкт.

THE PROJECT-BASED LEARNING TECHNOLOGY IN THE METHODOLOGY OF TEACHING UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES

Abstract. The article focuses on studying the potential of application of the project-based technology in the process of teaching Ukrainian Language for Professional Purposes to future specialists in the pedagogical sphere. In order to achieve the aim of the research, a set of methods has been used: analysis and systematization of scientific sources to elucidate the stage of solving the issue; visualization and generalization to clarify the stages of implementation of the research approach and define the theme of the project-based activity of students within the Ukrainian Language for Professional Purposes course.

The methodology of using informational, applied and research projects within the analyzed teaching technology is emphasized. On the basis of analysis of the scientific information space of the issue, the main types of project-based activity that can be used in the process of teaching Ukrainian Language for Professional Purposes have been determined, their aim and consistency with the stages of implementation of the research approach in the context of the analyzed academic discipline have been established. The author's view of the gradual implementation of the research approach in the context of teaching Ukrainian Language for Professional Purposes has been taken as the basis for creation of the theme of the project-based activity within the discipline, and the main conditions for efficiency of implementation of the project-based learning technology within the course are emphasized: the prospective form of task statement, professional direction of the themes of projects with outlines of their applied use, a clear algorithm of implementation, assessment criteria, and compulsory public presentation of results. It is pointed out that the content and the algorithm of projecting depict the main aspects of teaching through research and therefore are the fundamental method of implementation of the research approach in the context of Ukrainian Language for Professional Purposes.

Keywords: project-based learning technology, research approach, Ukrainian Language for Professional Purposes, competence, information project, applied project, research project.



INTRODUCTION

The problem formulation. The necessity of improving the quality of education has always been prioritized in the methodology of teaching Ukrainian Language for Professional Purposes since the establishment of this academic course. Modern pedagogues consider the project-based technology to be the most efficient, as the main function of an educational project is the communicative one. Formation of the professional speech of specialists in any sphere is based primarily on improving the communicative competence.

The methodology of application of the informational, applied and research projects within the analyzed technology of teaching Ukrainian Language for Professional Purposes requires specific attention in this context. Formation of a project envisages research into a certain topic, collection of material, its creative transformation, arrangement and presentation of the end product. The content and the algorithm of projecting depict the key aspects of teaching through research and therefore are the core method of implementation of the research approach in the context of Ukrainian Language for Professional Purposes.

Analysis of recent research and publications. Despite the relevance of the issue and its broad examination in different spheres of pedagogical science, the methodology of Ukrainian Language for Professional Purposes includes only three scientific publications focused on the project-based activity of students within the course. Characterizing the method of projects as the main element of the pedagogical project-based technology, O. Tieliezhkina (2014, p. 142) defines its aim as creation of special conditions for independent work of students regarding acquisition of knowledge, communicative and research skills and development of systems thinking. The author proposes applying the educational project to the "Lexical Norms of Professional Communication" topic, in particular to studying the phenomenon of synonymy of terms. The end product is defined as a thesaurus and a graphical depiction of the essence of terminological synonymy.

Formation of rhetorical skills of students through project-based activity at Ukrainian Language for Professional Purposes classes is emphasized in the work of N. Kukhar & L. Prokopchuk (2018). The researchers consider the ease and naturalness of the communicative environment that arises in the process of addressing the challenges of a project to be an advantage of this method. O. Prykhodko (2020) believes the method of projects to be one of the effective ways of professional development of future specialists. Emphasizing the materiality of the results of a project-based work, the author outlines the methodology of preparation of the project "The Language of Advertisement on the Streets of Kyiv City". As can be seen, the project-based activity of students at pedagogical institutions of higher education during the study of Ukrainian Language for Professional Purposes is fragmentarily elucidated in the scientific information space and requires systemic processing.

RESEARCH AIM AND TASKS

The aim of the article is examination of the opportunities for using the project-based learning technology in the process of teaching the Ukrainian Language for Professional Purposes course to future specialists in the pedagogical sphere.

Achievement of the goal envisages addressing the following challenges:

- 1) determination of the main types of project-based activity that can be used in the process of teaching Ukrainian Language for Professional Purposes;
- 2) coordination of the types of project-based work with the stages of implementation of the research approach in the context of the analyzed academic discipline;
- 3) formation of the theme of project-based activity in the course of Ukrainian Language for Professional Purposes;
- 4) determination of the main conditions for efficiency of the project-based activity of students at pedagogical institutions of higher education.

RESEARCH METHODS:

In order to achieve the aim of the research, a set of methods has been used: analysis and systematization of scientific sources to elucidate the stage of solving the issue; visualization and generalization to clarify the stages of implementation of the research approach and define the theme of the project-based activity of students within the Ukrainian Language for Professional Purposes course.

RESULTS OF THE RESEARCH

Based on the core interpretation of the method of projects as "a way to achieve a didactic aim through a detailed study of the issue, which has to end with a real, tangible result" (Fedorchuk, 2006, p. 57), the most accessible and efficient types of project-based activity within the Ukrainian Language for Professional Purposes course have been defined as the informational, applied, and research ones.

The author's view of gradual implementation of the research approach in the context of teaching Ukrainian Language for Professional Purposes is elaborated in the published article "The Research Approach in the Context of Teaching Ukrainian Language for Professional Purposes", as well as visualized schematically in Figure 1.

In view of the objective factors (the academic semester, the number of hours, the level of formation of required competences) that have an impact on implementation of the research approach to teaching the discipline, an informational project is considered to be the introductory type of project-based work. Its objective is collection, analysis and generalization of material on a certain topic in the course and presentation of the results. An informational project is based on the primary stage of research activity (orientation in the information space, formation of a terminological basis) and is aimed at developing the skills of information processing and critical thinking (the 2nd stage). The method permits studying both the programmatic topics of the course and additional ones during independent working. A PowerPoint presentation is a product of an informational project.

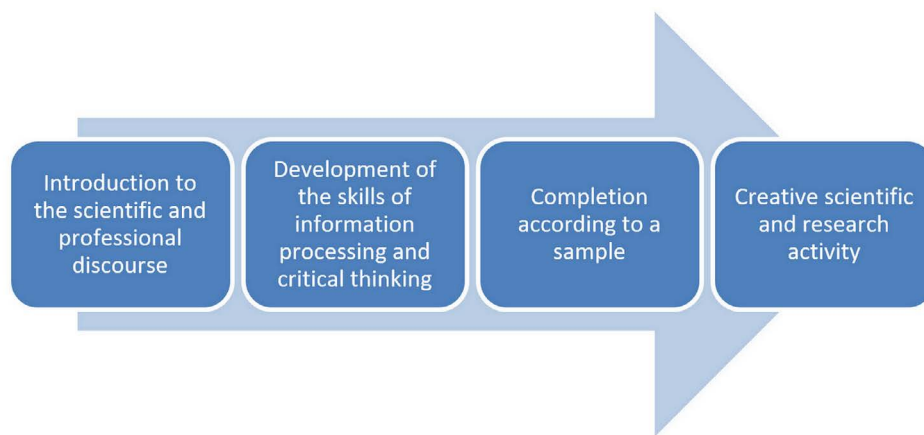


Figure 1. Stages of implementation of the research approach in the context of Ukrainian Language for Professional Purposes (Humeniuk, 2021)

Source: the author's work.

Applied project-based activity envisages receiving a product (result) that has been defined beforehand and is aimed at the interests of its participants. In the context of Ukrainian Language for Professional Purposes, such products are a collection of texts of different styles (content module 1), an individual folder with business documentation samples (content module 2), and a terminological dictionary of the discipline (content module 3). An applied project is implemented at the 3rd stage of research activity, since it is done according to a sample (template) and has a clearly defined algorithm of completion.

A research project is a result of creative activity of students at the 4th stage of implementation of the research approach to teaching Ukrainian Language for Professional Purposes. It is done in the process of studying the third content module of the discipline, after mastering the peculiarities of the scientific style, forms of organization of scientific activity results and requirements for writing a scientific article. Selection of the topic of a project is conducted individually, taking into account the professional interests of students. The product of a research project in the context of Ukrainian Language for Professional Purposes includes theses presented at a scientific student conference and article publication. Table 1 depicts the recommended project themes, which facilitate achieving the programmatic results of teaching the course.

Table 1

The Themes of Project-Based Activity in the Ukrainian Language for Professional Purposes Course

№ з/п	Project type	Project name	Project content	Result
1.	Informational	The syntax of a teacher's professional speech	Selection and systematization of syntactic peculiarities of the spoken pedagogical language	A Microsoft PowerPoint presentation
		Profession in the mirror of language	The impact of the level of a pedagogue's communicative competence on relations in the community, professional growth, etc.	A Microsoft PowerPoint presentation
		The letter "Г" in the Ukrainian language	Elucidation of the origin and peculiarities of the letter "Г" usage	A Microsoft PowerPoint presentation
		Cases of names, surnames and patronymics	Systematization of the main norms and usage in documents	A Microsoft PowerPoint presentation
2.	Applied	Stylistic arrangement of texts	Elucidation of the essence of a concept in different styles	A collection of texts (group work)
		Nonverbal means of communication	Creation of a bank of photo illustrations with interpretation of nonverbal means	A manual
		An individual folder with samples of business documentation	Arrangement of documents that are defined by the program according to the DSTU 4163-2020.	A document folder
		A terminological dictionary of the discipline	Compilation of a glossary on the course topics	A dictionary (team-work)



3.	Research	Linguistic mistakes in scientific works of students	Writing a scientific article on the basis of research into scientific works of students	Theses / an article
		Amusing notices	Selection of real notices (photographs) with violations of the literary norms of the Ukrainian language	A photo collage
		The preposition "По" in the Ukrainian language	Comparative analysis of preposition constructions in the Ukrainian and Russian languages	A memento for the teacher
		Literary editing of professional text	Editing texts of the professional direction, classification of common mistakes	A handbook of the correct word usage

Source: the author's work.

On the basis of analysis of scientific sources and practice in organization of project-based activity of students of the pedagogical faculty within the Ukrainian Language for Professional Purposes course, the main conditions for its efficiency have been outlined:

- 1) the prospective form of task statement: announcement of the themes of projects, their content, reporting forms, terms and peculiarities of completion during the first practical class;
- 2) professional direction of the themes of projects with outlines of their applied use;
- 3) a clear algorithm of implementation;
- 4) assessment criteria;
- 5) compulsory public presentation of results.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, although the use of the project-based learning technology in the methodology of teaching Ukrainian Language for Professional Purposes is a scarcely studied sector of linguodidactics, it demonstrates a significant potential not only in the direction of formation of the communicative competence but also other components of the competence paradigm, in particular the general scientific, discourse, informational and technologic, terminological, documentation ones, etc. The prospects for further scientific investigations are in elucidation of the ways of using the information and communications technology in the context of implementation of the research approach to teaching.

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ІННОВАЦІЙНІСТЬ У ВИЩІЙ ПЕДАГОГІЧНІЙ ОСВІТІ: РЕАЛЬНОСТЬ ТА ПЕРСПЕКТИВИ

Анотація. У статті здійснено аналіз стратегічних аспектів розвитку вищої педагогічної освіти України за сучасних умов. Зазначено, що процес прогресивних суспільних змін в Україні передбачає демократизацію системи освіти, в тому числі й вищої педагогічної, її інноваційний розвиток. У публікаціях українських і зарубіжних учених спостерігаються спроби розробки стратегічних напрямів утілення ідей демократизації та інноваційності розвитку вищої освіти. За цих умов перед університетською освітою постає низка викликів, що вимагають негайного реагування. Сучасні наукові дослідження свідчать, що сьогодні тиск конкуренції на університети сильніший, ніж будь-коли раніше. Визначено, що причинами цього є збільшення кількості закладів вищої освіти та масифікація вищої професійної освіти серед населення європейських країн, у тому числі України, доступний для української молоді студентського віку ринок вищої освіти зарубіжних країн, а також демографічна криза. Усе це зумовило жорстку конкуренцію між закладами вищої освіти, бурхливий розвиток рекламних і піар технологій, спрямованих на боротьбу за абітурієнта, активізацію процесу рейтингування університетів. Акцентовано на ключових ідеях, які об'єднують сучасний університетський освітній простір. По-перше, головною фігурою в нових умовах є студент як споживач освітніх послуг, отже, необхідне максимальне врахування потреб та інтересів студентської молоді. По-друге, потрібно орієнтуватися на нову модель класичного університету. Зокрема, найважливішим трендом сучасної освіти є поєднання інноваційності і традиційності, розроблення теоретичних засад та пошук ефективних практик запровадження освітніх інновацій. Третій виклик полягає в тому, що фундаментальні питання про зміст навчання і способи його передачі знову загострюються внаслідок поширення нових комунікаційних технологій і соціальних мереж. У цих умовах прогрес розвитку окремо взятого університету безпосередньо залежить від того, наскільки він здатний забезпечити організаційно-методичний супровід програм віртуальної мобільності та сприяти формуванню цифрової компетентності студентів і викладачів. Розкрито суть державної інноваційної політики у сфері вищої освіти, яка повинна базуватися на системі принципів, що включають: задоволення особистісних потреб у навчанні і задоволення суспільних потреб в освічених особистостях, підготовлених до інноваційної діяльності; інтеграцію науки, освіти та виробництва; оптимізацію механізмів державного регулювання сфери освіти та самоуправління на демократичних засадах; державну політику генезису інноваційних процесів у сфері освіти; запровадження на практиці парадигми неперервної освіти впродовж усього життя людини.

Ключові слова: вища педагогічна освіта, стратегія розвитку вищої освіти, освітні інновації, здобувач вищої освіти, викладач-інноватор, результат університетської освіти, віртуальна мобільність, цифрова компетентність, державна політика у сфері вищої освіти.

INNOVATION IN HIGHER PEDAGOGICAL EDUCATION: REALITY AND PROSPECTS

Abstract. The article analyzes the strategic aspects of the development of higher pedagogical education in Ukraine under modern conditions. It is determined that the process of progressive social change in Ukraine involves the democratization of the education system, including higher pedagogical and innovative development. In the publications of Ukrainian and foreign scholars there are attempts to develop strategic directions for the implementation of ideas of democratization and innovation in higher education. Under these conditions, university education faces a number of challenges that require immediate response. Modern research shows that today the pressure of competition on universities is stronger than ever. It is argued that the reasons for this are the increase in the number of higher education institutions and the massification of higher vocational education among the European population, including Ukraine, the market of foreign higher education available to Ukrainian students and the demographic crisis. All these factors caused fierce competition between higher education institutions, the rapid development of advertising and PR technologies aimed at fighting for the applicant, intensifying the process of ranking universities. The emphasis is placed on key ideas that unite the modern university educational space.



First, the main figure in the new environment is the student as a consumer of educational services, therefore, it is necessary to take into account the needs and interests of the student's youth. Secondly, we need to focus on the new model of the classical university. In particular, the most important trend in modern education is the combination of innovation and tradition, the development of theoretical foundations and the search for effective practices for the introduction of educational innovations. The third challenge is that fundamental questions about the content of learning and ways to transfer it are again exacerbated by the spread of new communication technologies and social networks. In these conditions, the progress of development of a particular university directly depends on the extent to which it is able to provide organizational and methodological support for virtual mobility programs and contribute to the formation of digital competence of students and teachers. The essence of the state innovation policy in the field of higher education is revealed, which should be based on a system of principles, which include: meeting personal needs in education and meeting public demands for educated individuals prepared for innovation; integration of science, education and production; optimization of mechanisms of state regulation of education and self-government on democratic principles; state policy of genesis of innovative processes in the field of education; application the paradigm of lifelong learning in practice.

Keywords: higher pedagogical education, strategy of higher education development, educational innovations, a higher education student, a teacher-innovator, result of university education, virtual mobility, digital competence, state policy in the field of higher education.

INTRODUCTION

The problem formulation. The process of progressive social change in Ukraine involves the democratization of the education system, including higher education, its innovative development. Higher education all around the world needs a profound and urgent transformation. The Law of Ukraine "On Higher Education" determines the main priority of training "competitive human capital for high-tech and innovative development of the country, self-realization of the individual, meeting the needs of society, the labor market and the state "(Law of Ukraine" On Higher Education", 2014). Under these conditions, university education faces a number of challenges that require immediate response. We are talking about the establishment of democratic principles in the field of education, the focus on ensuring the conditions under which Ukraine as an economically and technologically developed state in a short historical time will belong to the developed countries.

Analysis of recent research and publications. Problems related to transformation processes, development of theory and practice of innovation in the system of national and global university education are actively considered by modern Ukrainian and foreign scientists (A. Alekseyuk, G. Becker, E. Brooking, M. Volynska, P. Volovik, L. Zagoruyko, I. Zyazyun, J. Coleman, S. Kravchenko, S. Kurbatov, V. Nechaev, B. Martirosyan, V. Slastyonin, V. Khiminets, etc.). Scientists are developing classifications of innovative technologies, various ways to implement them in the educational process. There are active attempts to develop strategic directions for the implementation of the ideas of democratization and innovation in higher education.

PURPOSE AND OBJECTIVES OF THE RESEARCH

The purpose of the publication is to analyze the strategic aspects of the development of higher pedagogical education in Ukraine in modern conditions.

RESEARCH METHODS: theoretical analysis of psychological and pedagogical literature, regulations on the development of education in Ukraine; analysis of practical experience in the aspect of development of modern university education.

RESULTS OF THE RESEARCH

Achieving the competitiveness of the Ukrainian system of higher professional education, its European level, quality and accessibility - the main strategic direction of increasing the educational potential of the nation in line with the implementation of Bologna process standards, integration into the European educational space. However, modern research shows that today the competitive pressure on universities is stronger than ever, not only because the competition has become global, but also because new players in the education market are becoming an alternative to certain functions of a traditional university. Therefore, the most important trend in modern education has been the combination of innovation and tradition, the development of theoretical foundations and the search for effective practices for educational innovations that would transform the current model of education to international standards.

"Innovation in education is a process that has a life cycle from the origin of the idea and the creation of innovations to its wide dissemination in the field of education (Nicholls A., 1983, p. 24). The concept of "innovation" became relevant in pedagogy in the middle of the XXth century and eventually led to the emergence of such a field of knowledge as pedagogical innovation. The criteria for classifying innovations in the system of domestic higher education are: the scale of change; the degree of depth of the transformation; degree of novelty in the context of the time factor (Sova M., 2019). Scientists distinguish the following components of the teacher-innovator's activity: meaningful, organizational and effective (Adolf V., 2009, pp. 110-112). According to G. Klymova, the development of society "is aimed at producing new knowledge in higher education, its transfer to the spheres of production and services, as well as the formation of the human factor as a driving force of innovation processes. This priority area of activity in the field of higher education due to its socio-economic significance for society and the state should be defined as the mission of the higher education system in Ukraine "(Klymova G., 2015), we will add - as a part of the national idea.

Let's analyze the most important components of transformational educational trends in the modern world. During the last few decades, the process of increasing the number of higher education institutions and the massification of higher vocational education among the population has spread to most countries around the world and gained global scale, due to



the demand of modern labor markets for highly educated workers, in particular, specialists in a certain field. This factor has led to the development of a significant number of new educational programs, which provide training for higher education, and their diversification. The market of higher education of foreign countries has become accessible to young students on transparent, clear and financially accessible bases and gained popularity in our country. All these reasons, as well as the demographic crisis in European countries, including Ukraine, caused fierce competition between higher education institutions, widespread use of advertising and PR technologies aimed at fighting for applicants, intensifying the process of ranking universities. According to S. Kurbatov "it is the university ratings that provide applicants and their parents, potential employers, as well as managers and analysts in the field of higher education with the necessary information to assess and compare the university activity and quality of specific educational programs" (Kurbatov S., 2021, pp. 14).

There is a struggle for talented students from all over the world, and students can also choose any university. Therefore, two key ideas today unite the university educational space: first, the main figure in the new environment is the student. Students around the world have gained the status of consumers of educational services as they pay for their education and influence university policy increasingly. Students become more and more purposeful, active, ready to take responsibility for their own training and development.

The second key idea is that you can't stop making progress. Every year the need for well-educated, confident, creative people, teamworkers, creative innovators increases. The next 50 years could be golden decades for higher education: more people will learn from different fields at a higher level and develop the complex social skills needed to sustain cultural diversity and leadership. However, this potential cannot be realized if we continue to focus on the old or even modern model of the classical university.

Thus, the first challenge facing universities today is to take into account the needs and interests of student youth. It is clear that modern students are different, their lifestyles are arranged differently, interests are broader, they seek for quick results. At the same time, the modern student is characterized by "Google" thinking. A philosophical question arises: is it good or evil? Maybe sooner or later all mankind will think with the help of social networks? But now we observe that student works written with the help of the network, superficial, insufficiently structured, are the product of clip, visual thinking. But most importantly - the Internet, paradoxically, does not develop critical thinking. Unlike the book, a simple channel of information deprives a person of the ability to think critically. This is a new cognitive situation of digital postmodernism, in which university teachers suddenly found themselves.

The second challenge is the result of university education. Modern students require applied knowledge. But the importance of scientific theory, moral values, etc. is well known, and therefore universities must develop academic skills, i.e. skills of meaningful or critical thinking, effective and at the same time correct communication, ability to identify important problems, solve them, overcome difficulties, i.e. prepare for lifelong learning, which is aimed at modern state documents on education (Law of Ukraine "On Higher Education", 2014; Law of Ukraine "On Education", 2017).

The third challenge is that fundamental questions about the content of knowledge and ways of transferring it are significantly exacerbated by the spread of new communication technologies and social networks. Now that a lecture can be easily and cheaply recorded on video or downloaded from the Internet, the very status of an academic lecture is challenged. Previously, students had to be in the same place as teachers, otherwise it was impossible to ensure the transfer of knowledge and organize discussions. With the development of modern technology, this factor has lost its importance. Teachers can conduct online classes or video conferences from anywhere. In these circumstances, the nature of teaching and learning in higher education is significantly reconsidered. Research in many countries around the world shows that online learning has become a regular part of university education, and students who are educated online often get better results than those who receive traditional classroom education. Therefore, innovative startups are increasingly used to meet the requirements of students and through which they see the "price / quality / time" ratio satisfying them.

What is the value of university education now and in the future? First of all, what distinguishes the university from others is appreciated. A feature may relate to a particular subject or topic, style or approach to learning, the organization of student life, the importance of a university in a city or region, and global partnerships and learning opportunities abroad. Experience proves that today it is necessary to reduce the gap between theory and practice. Modern students aged 18-20 are increasingly guided by the principle of "We work while studying, and learn at work." At the same time, students' desire to study and work at the same time often encounters barriers in legislation, but there is no doubt that creating conditions for combining work and study is one of the areas of development of a traditional university. All traditional universities today should also focus on strengthening ties with the city, on cooperation with secondary education and public authorities, on joint research and development.

The value of university education today is largely determined not by the content of educational material, not by information that is publicly available. It is important how teachers organize the transfer of knowledge, how student interaction is organized or how the system of knowledge assessment is built, what positions graduates occupy in the labor market. Here is a wide field for innovation. Every innovation is a certain risk, but even more risky is the lack of innovation in modern education.

The COVID-19 pandemic has also had a significant impact on strategic and tactical approaches to the development of university education around the world. The progress of the development of a single university in these conditions directly depends on the ability to provide organizational and methodological support for virtual mobility programs and contribute to the formation of students' digital competence (Haywood, J., Haywood, D., Joyce, A. et al., 2006).

The pandemic accelerated the digitalization of educational processes, the development of distance and blended learning technologies, "forced to strengthen the organizational and technical foundations of ICT to support and ensure



the basic educational, scientific and administrative functions of educational institutions" (Zagoruyko L., Krasulya A., 2021, p. 7). As an example of this, scientists name the organizational mechanisms needed to create and maintain a virtual learning environment for students, namely: electronic libraries (electronic journals, books, online bibliographic databases, online help); integration of digital database systems containing records of employees, students, courses, etc.; structural portals as the main channels of access to digital resources; e-mail, Viber as one of the main ways of internal and external communications; simple login to authentication systems (e-mail, library, etc.); virtual private network or other secure off-campus access to digital resources; websites as the dominant channel for providing internal and external information about learning, etc. (Zagoruyko L., Krasulya A., 2021, p. 7).

The strategy of accelerated technologicalization is observed today in the educational systems of all countries. If we talk about Ukraine, the problem of proper information and technical support of the educational process becomes the most important, equal access to e-learning resources for all students, the formation of digital competence not only of higher education, but also teachers, especially the older generation. Of course, the successful solution of these problems is possible only under conditions of the development and implementation of a national educational IT strategy, coordination of national approaches to the organization of school education on the basis of the Concept of the new Ukrainian school and appropriate training of teachers in free economic education. According to G. Klymova, the state innovation policy in the field of higher education should be based on a system of principles, which includes: meeting personal needs for education and meeting social demands for educated individuals, trained for innovations; integration of science, education and production; optimization of mechanisms of state regulation of education and self-government on democratic principles; state policy of genesis of innovative processes in the field of education; introduction of the paradigm of lifelong education in practice (Klymova G., 2015).

Innovative approaches in higher professional education, in addition to intensive informatization of society, are due to the rapid growth of new knowledge and, accordingly, their rapid aging, accelerating the dynamics of development of civilization in general and education in particular (Shmalei S., 2019). This approach involves the creation of an innovative educational environment aimed at training future teachers as self-sufficient individuals capable of working in a globalized world, constantly updating their knowledge and effectively implementing the bases of the Concept of the New Ukrainian school.

Thus, a modern educator-innovator in the process of training future teachers of a new type must search for innovative ways of educational and scientific cooperation with students, non-traditional means, widely used today. The value of these tools lies primarily in the fact that they help ensure equal educational opportunities for all applicants. In the XXIst century, the emphasis has shifted to the individualization of learning, but the victim of individualization is equality of opportunity. The answer to this challenge may be to involve students in group work. In our opinion, this form of learning creates equal opportunities for students with different levels of knowledge and abilities, because it is in group work that they can cooperate actively and help each other.

It is also necessary to provide new requirements for assessment in terms of what knowledge and skills are important for students. Sometimes the criteria for assessing students' learning activities are incorrect in their view. One of the answers to this challenge is to involve students in the process of defining evaluation criteria, including important results of education, strengthening their personal responsibility for positive changes in vocational education. An important role is also played by modern learning analytics, which allows to collect valuable data on the course and results of the educational process and on this basis to implement new ways of designing, improving the quality of educational programs, as well as the content and structure of training courses, and introducing new technologies, forms and methods of teaching, to predict the students success, etc. (Burns A., 2014).

Finally, the educator-innovator organizes educational activities in a new way. This challenge, in particular, can be met with the help of "flipped learning" technology. With such an organization of educational work, all active creative activity takes place in the classroom, and the assimilation, reading or interpretation of the material - in extracurricular time. It is also a technology of advanced learning that prepares graduates to solve various professional tasks and unexpected problems, Mobile Learning, increasing the number of educational mobile applications, Microlearning, Interactive Video, Augmented Reality and other modern innovations that significantly expand the possibilities of technologicalization of educational space.

So, based on the concept of innovation and the objectives of innovative projects in education, we can describe a modern educator-innovator: a scientist, an educator and an actor who generates and promotes his/her own ideas or adopts innovations, open to new experiences, willing to take risks, initiative, characterized by imagination and creativity. The activities of the innovator in education are aimed at improving learning outcomes and effectiveness, equalizing access to quality education, and improving the management of the education system in accordance with the current needs of modern society.

In addition to these steps, the Ministry of Education and Science of Ukraine has identified the implementation of the Strategy for the Development of Higher Education for 2021-2031 with clear goals and indicators of achievement, such as further expansion of the autonomy of higher educational establishments, development and adoption of a number of draft laws, in particular the Laws of Ukraine "On the basic principles of formation and implementation of priority areas of scientific, scientific-technical and innovation activities in Ukraine", "On support and development of innovation activities", "On Ratification of the Agreement between Ukraine and the European Community on Scientific and Technological Cooperation", etc., promoting the development of academic mobility by increasing the level of competitiveness of higher education institutions, revision of the list of priority areas of development of science and technology and innovation, as well as the mechanism of their implementation, launch of an electronic system for monitoring the employment of graduates of



higher education institutions; development and launch of the Unified interdepartmental electronic platform for enrollment of foreign students; launch of the Science for Business Communication Platform, Ukraine's accession to the European Union's Horizon Europe Framework Program for Research and Innovation (2021-2027) and the Euratom Research and Training Program (2021-2025), etc. . (Plans of the Ministry of Education and Science in the field of higher education..., 2021).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the main strategic directions of development of higher pedagogical education in Ukraine are to ensure the innovative orientation of higher education institutions for the training of future professionals at the level of world standards. The priority areas of innovation of the modern university are the democratization of the education system, ensuring the European level of quality and accessibility of education; focus on the needs of the student as a consumer of educational services, formation of a corps of educators-innovators, able to implement the main directions of state policy in the field of higher education.

The problem of ensuring the innovativeness of higher pedagogical education in Ukraine cannot be considered solved, on the contrary, interest in it today, both from scientists and public education authorities is only growing. Both theoretical and methodological aspects of the implementation of this process and their practical implementation in the course of professional training of future professionals need in-depth research.

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ДИДАКТИЧНІ ОСОБЛИВОСТІ ПЕДАГОГІЧНИХ ТЕХНОЛОГІЙ У ПІДГОТОВЦІ ВЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ

Анотація. У статті визначено теоретичні аспекти щодо освітніх технологій, їх значення в організації освітнього процесу загальної середньої освіти та вищої освіти. Окреслено потенціал та завдання освітніх технологій у підготовці майбутній учителів початкової школи в умовах інноваційної діяльності та реформи Нової української школи. Обґрунтовано ефективність взаємодії учасників освітнього процесу в позиціях «викладач-студент», «студент-студент». Розкрито особливості застосування інтерактивних педагогічних технологій, що передбачають створенню атмосфери співпраці, взаємодії, співнавчання, взаємонавчання. Окреслено вимоги до професіоналізму вчителя в інтерактивному навчанні (наявність особистісних якостей, гуманістичної позиції, готовність до співпраці з учнем, оточенням, батьками та інше). Виокремлено основні показники професіоналізму вчителя як прояву його готовності до співпраці. Описано організацію інтерактивного навчання, яка передбачає використання рольових ігор, опрацювання дискусійних питань, моделювання життєвих ситуацій, спільне розв'язання проблеми на основі аналізу обставин та відповідної ситуації. Визначено роль та значення, завдання технології розвивального навчання. Зокрема, з-поміж завдань, важливих у професійній підготовці вчителів початкової школи, виокремлено завдання розвивального навчання, до яких віднесено вміння самостійно міркувати, сперечатися, відстоювати свої думки, ставити запитання, бути ініціативним у набутті нових знань, критично мислити. У процесі підготовки до уроку вчителем цілеспрямовано здійснюється добір таких засобів, які будуть сприяти інтенсивному формуванню особистості учнів. Розкрито особливості проектної технології: специфіка, класифікації та особливості організації. Педагогічні технології можуть бути мобільними, що робить їх надзвичайно ефективними в процесі професійно-педагогічної підготовки майбутнього вчителя початкової школи.

Ключові слова: сучасні педагогічні технології, освітні технології, інтерактивні технології, розвивальне навчання, технології проектного навчання, фахова підготовка майбутніх учителів початкової школи.

DIDACTIC FEATURES OF PEDAGOGICAL TECHNOLOGIES IN THE TRAINING OF PRIMARY SCHOOL TEACHERS

Abstract. The article identifies theoretical aspects of educational technologies and their significance in the organization of the educational process in general secondary education and higher education. The potential and objectives of applying educational technologies in the training of future primary school teachers in the environment of innovation and reform of the New Ukrainian School are outlined. The efficiency of the interaction between the educational process participants in "teacher-student" and "student-student" positions is substantiated. Specific aspects of the application of interactive pedagogical technologies that facilitate an atmosphere of cooperation, interaction, co-learning, mutual learning, are identified. The requirements for the teacher's professionalism in interactive learning (vivid personal qualities, humanistic approach, willingness to cooperate with students and their parents, as well as within the educational environment, etc.) are outlined. The willingness to cooperate is highlighted as the main indicator of a teacher's professional level. The organization of interactive learning is described, which involves the use of role-playing games, discussion-based learning, situational modeling, collaborative problem solving, according to the relevant circumstances and situation. The role and significance, tasks of developmental learning technology are set out. In particular, among the tasks important in the professional training of primary school teachers, the tasks of developmental learning include the ability to think independently, argue, defend one's opinions, ask questions, be proactive in acquiring new knowledge, think critically. In preparation for the lesson, the teacher purposefully selects such tools that will contribute to the intensive formation of students' personalities. Features of design technology are revealed: specifics, classifications and features of the organization. Pedagogical technologies can be mobile, which makes them extremely effective in the process of pedagogical and specialized training of future primary school teachers.

Keywords: modern pedagogical technologies, educational technologies, interactive technologies, developmental learning, project-based learning technologies, professional training of future primary school teachers.

INTRODUCTION

The problem formulation. Today's primary education is undergoing structural changes in conceptual approaches to its functioning, goals, content, means and results. Until recently, lesson was perceived by a primary school teacher from the viewpoint of teaching students. Instead, the Concept of the New Ukrainian School (Hryshchenko, 2016)



focuses on the organization of primary school students' activities in the classroom with the aim to achieve personal results, development of talents and abilities, competencies and cross-cutting skills according to children's age and individual psychophysiological traits and needs.

This new paradigm of education requires that future primary school teachers not only be prepared to manage typical pedagogical situations, but also possess the ability to build their educational interaction with students on the principles of partnership pedagogy and creative approach – which emphasizes the need for focused development of creative and communicative competencies for students of pedagogy. These tasks can be implemented efficiently through the use of educational technologies in the pedagogical training process.

The conceptual basis for the improvement and further development of higher pedagogical education is embedded into the recent legislation and regulations, including the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), the National Strategy for Education in Ukraine until 2021 (2013), The Pedagogical Constitution of Europe (2013), the Concept of the Development of Pedagogical Education (2018), the Concept of the New Ukrainian School (2017), the Fostering Education Project implemented by the LEGO Foundation (Kingdom of Denmark, 2010) in Ukraine, etc. The Concept of the New Ukrainian School states that today we should talk about the new role of a teacher – not as the only mentor and source of knowledge, but as a coach, facilitator, tutor, moderator in the individual educational trajectory of a child (Hryshchenko, 2016). This transformation of the teaching profession calls for the pedagogical training system to become more flexible and sensitive than it has traditionally been.

Theoretical background. Research on various aspects of pedagogical technologies is ongoing on both in Ukraine and internationally. A retrospective analysis of pedagogical technologies that can improve the efficiency of the learning process for students was performed by D. Alfimov, A. Andrzejewska, J. Bednarek, O. Yankovych and others. I. Dychkivska, N. Navolokova, A. Nisimchuk, O. Padalka, O. Piekhota, O. Shpak, I. Smoliuk and others are actively engaged in research of modern pedagogical technologies. The studies by S. Dubiaha, T. Sazonenko, S. Sysoieva contribute to the discussion on different approaches to the definition of pedagogical technologies. Specific features of this phenomenon have been the subject of studies by S. Bondar, V. Bykov, S. Dubiaha, O. Piekhota and others. I. Chernokozov, O. Gluzman, L. Khomich, N. Machinskaya, N. Nechaeva, G. Vasyanovich, V. Yakunin are modeling the process of professional training of future teachers as well as studying other aspects of pedagogical professional training. The essence of educator's creativity was considered in the works of A. Aleinikov, D. Bogoyavlenskaya, M. Fitsula, I. Hrynenko, Z. Kalmykova, V. Kan-Kalyk, Z. Kurliand, O. Morozov, V. Shakhov, S. Sysoieva, I. Ziaziun, and others.

THE PURPOSE OF THE RESEARCH is to outline the didactic aspects and conditions of the application of pedagogical technologies in the training of future primary school teachers.

The "technology" concept emerged in the international academic discourse in the 1940s in contrast to the generally accepted concept of "method". The use of this term in education and pedagogical science was initially associated with the development of engineering technologies and the use of new audiovisual teaching aids. In the 1960s, the concept of "technology" has evolved and the term was primarily used in conjunction with the introduction of programmed learning, the use of computing machines in education and the general school reform in America and Europe.

Until the present day, the term has undergone further transitions, from "technology in education" through "education technology" to "pedagogical technology".

The "Glossary of Terms on Education Technologies" (Glossary of terms on education technology, p. 43), as well as the Modern Psychological and Pedagogical Dictionary, ed. by O. Shapran (Shapran, 2016, p. 292), define the concept of "pedagogical technology" as a systemic method of planning, formation, implementation and evaluation of the entire process of teaching and learning based on the availability and interaction of human and technical resources, aiming to achieve a more efficient format of education.

According to the Reference Dictionary of Professional Pedagogy, pedagogical technology is a combination of psychological and pedagogical attitudes that make up a special selection and layout of forms, methods, tools, techniques, educational tools, which provide an opportunity to achieve effective results in mastering professional competencies, development of personal and moral qualities (according to B. T. Likhachev). "Pedagogical technology" is defined as the art of using the results of academic research in the field of education; a project of pedagogical system, which is implemented in practice; a set of tools and methods of the educational process that will undoubtedly lead to the planned result; the process of goal-setting and objective control over the results obtained; a systemic method of formation, implementation and evaluation of the entire process of teaching and learning based on the interaction of human and technical resources available (Semenova, 2006, p. 132).

Thus, the foundations of this concept are formed by the processes of design, modeling, forecasting, and programming, which are aimed at streamlining the pedagogical environment.

RESULTS OF THE RESEARCH

The importance of innovative processes in training and professional development of teachers for schools of various types is growing with the integration of Ukrainian educational system into the Pan-European educational space. As a teacher's role in teaching and education is growing consistently, their personality is increasingly gaining impact in the process. Therefore, mastering the pedagogical technologies is an indispensable element of the organization of the educational process today. Every pedagogical technology requires a conceptual substantiation. A pedagogical technology must be based on conceptual ideas that will determine the content, the ways of interaction between participants of the educational process, and the necessary activities.



The structure of "pedagogical technology" category may be detailed as follows:

1. Conceptual part (brief description of ideas, hypotheses, principles that help to understand it).
2. Content part (learning objectives, scope and nature of educational content).
3. Procedural part – technological process (organization of the educational process, methods of cognitive activity of students, methods and forms of work of the teacher, diagnostics of the educational process).
4. Program and methodological framework (curricula and programs, teaching and methodological manuals, teaching and diagnostic aids).
5. Professional component (reflection of the dependence of the successful implementation and reproduction of the designed pedagogical technology on the level of pedagogical skills of the teacher) (Prokopenko, 2018, p. 86).

A pedagogical technology designs and implements a learning process that must guarantee the achievement of goals, therefore, timely feedback is cross-cutting for the entire learning process. The organization of the educational process in the present-day higher education is seeing a considerable shift of the responsibility for learning outcomes to students. Such requirements may seem new or unusual to many, but the organization of educational activities in this format brings about a considerably higher level of efficiency.

With wide-ranging changes in educational priorities, the positions of both the teacher and the student are also changing. Teachers are no longer 'broadcasting' knowledge; instead, they specifically facilitate the process of multilateral communication between students, creating such conditions, in which every student would be able to work in different ways based on their own experience. The position of students also changes as they become creators of their own knowledge. Multifaceted communication in learning enables the construction of knowledge through the activity of all participants in the educational process: by engaging in real processes that produce thoughts and actions, they acquire experience and knowledge. Such multifaceted communication is a distinctive feature of interactive learning, which involves interaction between all participants in the educational process, both in "teacher-student" and "student-student" positions. Dialogue is always an integral feature of interactive learning.

Interactive learning facilitates the formation of skills and abilities, evaluation activities, the development of values, creating an atmosphere of cooperation and interaction. The teacher becomes a true leader in the interactive environment, projecting such values as professionalism, personal qualities, humanistic attitude, onto the audience. The professionalism of the teacher is most prominently manifested through their readiness to cooperate with students, their parents, and the learning environment. We have identified the main indicators of teacher professionalism as a manifestation of their willingness to cooperate: mastery of interactive learning technologies; awareness of acquired theoretical knowledge and their application; ability to study, analyze and critically evaluate their own professional activities; ability to combine theory and practice; ability to operate with the results of research activities at the professional level; ability to improve their activities, identify errors and find ways to eliminate or correct them; professional mobility (Komar, 2008, p. 48).

Interactive learning is a process of co-learning, or mutual learning (also referred to as collective, group, or collaborative learning), in which the teacher and the student are equal participants; they understand what they do, reflect on what they know, can and do. Some of the formats of interactive learning include role-playing games, discussion questions, situational modeling, collaborative problem solving, based on the analysis of the relevant situation and circumstances.

The education and training in today's society is aimed at holistic development of the individual, and academics and practical educators are working to theoretically substantiate and practically implement such training methods and processes, which would ensure the formation of a personality with elevated spiritual needs and well-developed cognitive abilities. Developmental learning is focused on building communication and cooperation skills. In contrast to the traditional approach, a teacher is not expected to instruct, explain and demonstrate things to students, but to organize a collaborative search for a solution to any specific educational problem.

With this approach, the correct answer will not always be obtained quickly, as learning the logic of dialogue and discussion and solving a task together takes more time; situations may arise in which students will not be able to find the correct answer over the course of one lesson. Still, this logic of the learning process is justified by the experiments of N. Podiakov, who wrote that a properly constructed thinking process is characterized by the emergence of vague, unclear knowledge and questions, which precedes the formation of clear knowledge (Problems of developmental education of junior schoolchildren in Ukrainian). Consequently, the sooner students obtain the correct answer, the shorter is their thought process, and the less opportunity they have for development. Developmental learning relies on continuous communication: when a student realizes what they do not know or cannot do, they need to act to find the solution, and the teacher is involved in the process as a more experienced partner. The teacher's opinion in this process is not the source of truth but simply one of the possible points of view, which needs to be correlated with the student's own opinion and opinion of their peers. Such communication stems from the very nature of research learning activities: one cannot find the truth alone, participants must work together as a group and actively communicate their ideas and opinions.

When defining the concept of "developmental learning", experts identify two main features. The first is the presence of a consciously realized goal. According to psychological studies (V. Davydov, O. Dusavytskyi), the goal of developmental learning is for children to develop the basics of theoretical thinking, and its main task is not only to ensure the child's acquisition of scientific knowledge necessary, but also to ensure that in each lesson, students master this knowledge consciously, and then use new ways of acquiring knowledge with an ever-increasing degree of independence. Other tasks of developmental learning include teaching children to think independently, argue, defend their opinions, ask questions, and be proactive in acquiring new knowledge. A characteristic feature of developmental learning is that beside the didactic goal, before each lesson, the teacher also consciously establishes developmental and educational goals, based on the



learning materials and intellectual, emotional, and psychological capabilities of students. Thus every student is always aware of the purpose of a subject, a system of lessons, and a particular lesson. The second feature of developmental learning is intensive development of personality traits of the student. The teacher planning a developmental learning process will purposefully select such tools that will contribute to this objective. Thus, developmental learning not only ensures that students fully master the required knowledge, skills and abilities, but also directly stimulates the overall development of a student's personality.

When applied in a learning process, this technology encourages students to engage in their own cognitive, research, or design activities in order to successfully complete a project on a specific assigned subject. The concept of project is commonly applied in the context of this technology, defined as the task for students, presented in the form of a problem; a form of collaborative educational, creative or playing activity of students, in which they pursue a common goal and agree upon the necessary individual actions aimed at solving this problem; the result of this activity. Various classifications of project types are offered in contemporary academic and methodological works. The following types of projects are distinguished based on the dominant method or type of educational activity: research (related to research activities, including the formulation of a hypothesis with its subsequent testing, as well as discussion and analysis of results); creative (requires the implementation of the most free and unconventional approach to project activities and presentation of its results); role-playing (involves the choice of participants in the roles of literary or historical characters, fictional characters with the subsequent reproduction of various social or business relationships through game situations, where the outcome of this game is not predetermined); informational (focused on collecting information about a particular object or phenomenon in order to analyze, summarize and present information to a wide audience); practice-oriented (aimed at obtaining a real result of an applied nature, reflecting the interests of project participants or an external requestor), etc. (Yevisiukov, 2020, p. 126).

The scientific literature also offers a classification of projects by duration: 1) short-term; medium duration; long-lasting; 2) mini-projects (covering one lesson or even part of it; short-term projects (usually covering 4 to 6 lessons); 3) weekly projects (conducted during a certain project week); 4) long-term (lasting for several months or even years).

Implementation of project-based technologies in a modern school requires compliance with the following requirements: Identification of a topical problem for the project, the solution of which involves research based on the use of integrated knowledge; Clear formulation of the purpose of the project; High theoretical, practical, cognitive significance of the expected results of project activities; Establishing the structure and stages of project work; Setting time limits for project implementation; Creating a situation of success for each project participant; Use of academic research methods (Prokopenko, 2018, p. 206).

Students' work on the project is implemented in the following stages:

- Preparation (definition of the research problem, topic, goals and objectives of the project activity; hypothesis of their solution; discussion of research methods).
- Planning (analysis of the selected problem, development of an action plan, clarification of criteria for evaluating the process and results of project activities, distribution of tasks (responsibilities) among project participants).
- Research (collection of the necessary information, processing the information and finding solutions to sub-problems).
- Formulation of results and (or) conclusions (analysis of the received data; formulation of conclusions).
- Evaluation of the process and results of work on the project (preparation of final results; summarizing, if necessary, making the necessary adjustments, formulating final conclusions) (Dubiaha, p. 38).

Educators should be aware of the following typical problems that may arise in course of the introduction of project technology in the educational process:

- 1) The use of this technology requires deep theoretical and practical knowledge, as well as creative thinking, on the part of teachers, which not each of them may be prepared for.
- 2) Misalignment between a teacher's choice of the type of educational project and the set goals and objectives, which may significantly reduce the motivation of project developers and negatively affect the level of their academic success.
- 3) Unclear structuring of the subject and definition of the range of problems for the development of an educational project.
- 4) Participants in project activities may not fully understand the purpose, goals and objectives of the educational project, and as a consequence, may not achieve the goal.
- 5) Participants may be unprepared for the educational project for various reasons, such as lack of theoretical knowledge, complexity of the project, unwillingness to work in a team, etc.
- 6) Insufficient material and technical means of an institution may complicate the work on the project for its participants.
- 7) Lack of interaction between teachers to develop interdisciplinary projects.
- 8) Impossibility of using necessary computer technology, etc. (Prokopenko, 2018, p. 209).

Obviously, in order to ensure the success of the educational process, the above problems need to be mitigated in a timely manner.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Pedagogical technologies may be perceived in three different dimensions, ranging from academic theory that explores the most rational ways of learning, to system of tools, principles and regulations used in teaching, and finally to actual learning process. Pedagogical technologies can be mobile, which makes them extremely effective in the process of professional and pedagogical training of future primary school teachers. Significant importance



of all participants in the educational process is a distinctive feature of these technologies, which equally includes the personalities of teachers and students. For their successful functioning within a pedagogical system, all of the system components need to be well-regulated and aligned. Modern pedagogical technologies arise of a synthesis of pedagogical theory and practice. They blend together elements of traditional experience and innovations created by the social progress and overall humanization and democratization of the society.

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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ ДО ФОРМУВАННЯ В УЧНІВ ПРЕДМЕТНИХ КОМПЕТЕНТНОСТЕЙ

Анотація. Стаття присвячена проблемі підготовки майбутніх учителів зарубіжної літератури до формування в учнів предметних компетентностей. Стверджується, що сучасні умови суспільно-політичного життя змінили формулювання «освіта на все життя» на «освіта впродовж життя». Недостатньо отримати «багаж знань» і задовольнитися ним назавжди. Майбутній учитель повинен постійно займатися саморозвитком, вивчати іноземні мови, інформаційні технології, використовувати художню літературу в новому ракурсі: переосмислюючи необхідність розвитку компетентностей. У статті актуалізовано знаннявий, діяльнісний, ціннісний компоненти, які сукупно становлять предметні компетентності майбутнього фахівця. Авторка підкреслює, що сьогодні змінюються методологічні підходи до аналізу художнього твору, увиразнює зміну методів і прийомів роботи над художнім твором (читання твору, його аналіз, використання порівняльних характеристик, хронологічних таблиць, логічних схем-конспектів, упровадження компаративного аналізу твору на уроках зарубіжної літератури, використання аудіокниги, презентації тощо). Сьогодні телекомунікації відчиняють вікна в широкий світ читання. Завдання педагога полягає в тому, щоб за роки навчання сформувати ключові компетентності – навчити учнів добирати необхідні відомості, оцінювати їх якість, проявляти вибірковість у процесі їх споживання, формувати вміння знаходити необхідні дані.

Мета статті полягає в тому, щоб обґрунтувати дослідницький аспект формування навичок розвитку усного мовлення, уміння аналізувати предметні компетентності в процесі вивчення зарубіжної літератури.

Для того, щоб навчити майбутніх учителів зарубіжної літератури орієнтуватися в особливостях художніх творів, історичному періоді їх написання, біографічними відомостями про митців, передовсім необхідно добре ознайомитися із чинною програмою із зарубіжної літератури, сконцентрувати свою увагу на поетапному освоєнні всіх її складників. Особливу увагу сконцентрувати на усвідомленні принципів складання програми із зарубіжної літератури в старших класах. У 10-11 класах розпочинається новий етап літературної освіти – творчо-критичне читання, яке буде логічним продовженням попередніх етапів вивчення художніх творів.

Ключові слова: предметна компетентність, зарубіжна література, старші класи, майбутні вчителі зарубіжної літератури.

PREPARATION OF FUTURE TEACHERS OF FOREIGN LITERATURE FOR THE FORMATION OF STUDENTS OF SUBJECT COMPETENCIES

Abstract. Extremely popular and important was the expression that we get knowledge for life. Modern conditions of socio-political life have changed the wording "education for life" to "education as long as life". It is not enough to get a "baggage of knowledge" and be content with it. The pace of development of our life is so rapid that it is necessary to constantly engage in self-development, study foreign languages, information technologies, use the experience and advice of works of art in a new perspective: rethinking the need to develop competencies that we did not think about when reading literary works at school or higher educational institution. Now we are paying attention to the knowledge component, the active component and the value component. We read the work, identified the topic, idea, system of images, used comparative characteristics, chronological tables. Then logical schemes began to appear-notes, comparative analysis, audiobooks, presentations.

Life shows that the requirements of the modern system and new approaches to the development of education are due to the fact that in a modern integrated community, both schoolchildren and students can no longer study in isolation, limiting themselves to a traditional rather closed society: teachers, friends, family.

Telecommunications open windows to the wider world. Students get access to the richest information resources of networks, the opportunity to choose the necessary material in addition to what is available in the textbook.

The task of the teacher is to form key competencies over the years of training-to teach students to select the necessary information, evaluate their quality, show selectivity in their consumption, form the ability to find the required data.

As a rule, in the process of learning, students form, first of all, empirical thinking, concepts are presented in a ready-to-memorize form, the process of their formation is not conscious, students do not master a method of action that would allow them to independently apply knowledge in practice.

The purpose of the article is to consider the communicative aspect of the formation of oral speech development skills, the ability to analyze the artistic component of literature, the active component and the value component of learning.



In order to train future teachers of foreign literature in subject competencies, first of all it is necessary to get well acquainted with the Program on Foreign literature, focus on the gradual development of all components. It is necessary to understand the principle of drawing up a Program on foreign literature for grades 10-11. In grades 10-11, a new stage of literary education begins – creative and critical reading, which will be a logical continuation of the previous stages.

Keywords: subject competence, foreign literature, senior classes, future teachers of foreign literature.

INTRODUCTION

The problem formulation. According to the concept of the new Ukrainian school, students of general education institutions should not only master the content of disciplines, but first of all acquire the necessary skills and abilities for life in society, which are important for the comprehensive development of the individual, its further formation, moral and professional growth. Competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully carry out professional and further educational activities and is the result of training at a certain level of Education (National Educational glossary, 2014). Competence is the acquired realization abilities of an individual to work effectively.

The competence approach, which is the basis of the concept of the new Ukrainian school, consists in preparing students for modern life and future activities, in purposefully forming their key and subject competencies (Foreign literature. Program for grades, 2017, p. 3).

The methodology of teaching foreign literature as a pedagogical science is a subject that directs the social process of educational training of schoolchildren in the classroom. The social significance of methods of teaching literature is due to the fact that they are considered an integral part of the educational process in the school as a whole, so the method is closely related to didactics, which develops a general theory and general principles of teaching.

The competence approach, which is the basis of the concept of the new Ukrainian school, is to prepare students for modern life and future activities, in the purposeful formation of key and subject competencies in them (Miroshnychenko, 2000, p. 124).

The methodology of teaching literature is closely related to literary studies, methodology, theory and history of literature. This connection is manifested in determining the purpose, content, and structure of the literature course.

The methodology of literature also influences teaching methods. The technique is also related to aesthetics. In the process of studying literature, philosophical, ethical, historical, and linguistic issues are also raised. In solving a number of problems, the method of teaching literature also faces psychology. This connection is manifested in two ways: it is the psychology of moral development of students, their upbringing.

Analysis of recent research and publications. Scientists-methodologists, literary critics M. Zhulinsky, G. Gukovsky, E. Ilyin, N. Voloshina, L. Miroshnychenko, O. Pronkevich, B. Stepanishin, E. Shapovalova devoted their research to topical problems of methods of teaching literature, the issue of improving the professional competence of a word teacher. According to G. Gukovsky, a real literature teacher should have the following qualities and properties: a developed aesthetic sensitivity, a high level of associative thinking, a sense of the beauty of poetic reflection: "he should feel the artistic word, the material and image of literature with all his being – thought and hearing, imagination and physical, motor (articulatory) sense, he should see through it, and then from the bowels of the word, from the depth of the verbal structure, the whole completeness of the idea will arise for him" (Hukovs'ky, H. A., 1966, P. 24). Famous scientists V. Stoyunin, V. Vodovozov, V. Ostrogorsky, F. Buslaev, H. Alchevskaya, T. Lubenets were ardent propagandists of the art of speech as a means of public, civil and aesthetic education.

AIM AND TASKS OF THE RESEARCH WORK. The purpose of the article is to substantiate the research aspect of the formation of oral speech development skills, the ability to analyze the subject competencies of foreign literature and prepare future teachers of foreign literature for the effective formation of students' subject competencies.

RESEARCH METHODS

The methodological basis of the research consists of scientific and theoretical aspects, analysis of psychological and pedagogical, professional literature on the research topic; empirical: generalization of pedagogical experience; observation and analysis of lessons taking into account the problem under study.

RESULTS OF THE RESEARCH

The lesson is the primary basis of the entire educational process at school, an inexhaustible source that helps students comprehend knowledge. The person of Tomorrow is formed in the lesson, so being a teacher is not only a high honor and duty, but also a great responsibility. Today, much is said about the innovations of school education, often forgetting that this is not an abstract concept, but an ordinary, concrete work. The school day is a creative search, solving questions: how to make lessons and extracurricular activities truly educational. What should be a modern lesson? What helps you improve your work, make it better and more efficient? (Miroshnychenko, 2000, p. 98).

Unusual, creative lessons are of great importance in modern lessons of Foreign Literature: lessons-debates, lessons-seminars, lessons-compositions, lessons-excursions, game-type lessons, press conferences and much more. Any lesson that has something original or outstanding is classified as non-standard. Identifying such originality becomes the most important thing for many teachers.

In the course of solving the problems of the course of foreign literature, logical schemes and lesson notes are studied, there is a focus on emotional forms of assimilation of program material, traditional and innovative teaching methods and technologies are used. For students in grades 10-11, a more in-depth analysis of literary texts is used, where the main focus is on creative and analytical reading of texts, which is a purposeful continuation of the work that was offered in



secondary classes. It should also be noted that special attention is paid to the study of literary theory, which contributes to the development of the literary direction of Foreign Literature lessons (Voloshyna, 2002, p. 34).

For example, when studying the work of Dante Alighieri in the 10th grade, the teacher focuses on the features of the structure of the "Divine Comedy", comparing its model with the Bible. The world concept is presented to students through philosophical perception. Using the reproductive method, the teacher has an excellent opportunity to conduct intersubject communication, emphasizing historicism, psychologism and highlighting the socio-economic state of Italy in the XIII century.

Psychology and methodology are not related sciences in the plane of study: pedagogical psychology studies the mental life of children; methodology is the pedagogical process of learning as a social phenomenon, students' assimilation of the range of knowledge, general and literary development, formation of skills and abilities (Shapovalova, 1982, p. 36).

The pedagogical process at school is a very complex phenomenon, in which the educational work of teachers and the educational work of students in different subjects are interconnected. Therefore, the methodology of each subject should study the relationships of different, especially close subjects: language, literature, history, music, and Fine Arts. The structure of each science reflects the structure of the subject of its study. The structure of the literature methodology reflects the process of teaching literature at school. The main elements of this process are: learning goals, learning process, teacher, student. Learning goals influence the selection of material and the system of its organization in the educational process; the subject dictates the system and methods of its teaching by the teacher; the teacher's activity forms the knowledge, skills and abilities of students.

Purpose of studying foreign literature in high school – the development of key and subject competencies of students in the process of reading, encouraging students to expand the circle of reading, comprehending the spiritual value and understanding of the poetics of literary works of different eras and countries, deepening the cultural and cognitive interests of students, their awareness of the exclusive role of fiction in the modern world, educating students to respect the cultural achievements of their and other peoples, the formation of a creative personality of a citizen of Ukraine with a high level of general culture, humanistic worldview, active life position, national consciousness (Miroshnychenko, 2000, p. 146).

The methodology of teaching foreign literature develops problems, goals and objectives of the literature course that should meet the educational and educational tasks of the school, the requirements of scientific knowledge and the age characteristics of students. The methodology guides the creation of standard programs, which indicate the works to be studied; defines the range of classroom and extracurricular reading at different stages of training; developed a system of knowledge and skills in the theory and history of literature and a system for the development of oral and written coherent speech, outlined intersubject connections.

The program for grades 10-11 is based on a combination of the following approaches: chronological (historical and literary); concentric (expansion and deepening of previously known material); genre-thematic (relevant topics for young people, genres); multicultural (presentation of the most striking literary phenomena of different times and peoples in the context of culture, dialogue of cultures in time).

The methodology also develops the problem of textbooks and manuals, the problem of visibility and the use of technical teaching tools. The methodology, like didactics, distinguishes the following forms of Organization of the educational process: lesson, elective classes, extracurricular and extracurricular activities (clubs, excursions, literary evenings, exhibitions, etc.).

The issue of professional training of a literature teacher, his creative laboratory, and his profile as a specialist is also of crucial importance.

It is necessary to distinguish between practical study of the learning process by the teacher to improve personal skills, study in order to develop the theory of methodology, and improve the practice of teaching in general. Facts are evidentiary if they can be reproduced under certain or similar conditions, if with sufficient persuasiveness the researcher can prove the real connections of these facts with these conditions, if causal relationships are established.

The most common are the following research methods: the cross-section method, or the method of mass simultaneous survey; the method of purposeful observation contributes to a detailed study of the course of the pedagogical process, in accordance with the problem and hypothesis set by researchers, the method of natural experiment (close to the method of observations); laboratory experiment.

Methods of observation and experiment require preliminary and further theoretical work (Rozman, & Tonkoshkurova, 2020, p.4).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Focusing on the formation of information competence: proficiency in working with various sources of information – books, textbooks, reference books, encyclopedias, catalogs, dictionaries, CD-ROMs, the Internet; the ability to independently search, extract, systematize, analyze and select information necessary for solving educational problems, organize, transform, store and transmit it; apply modern information technologies to solve educational problems – the teacher gives students the opportunity to use the research method of teaching and deeper mastering of literary works (Voloshyna, 2002, p. 35).

Using the introduction of flexible skills, high school students develop communicative competence: work in a group, team; the ability to make independent decisions and act clearly and correctly in communication situations. This form of work helps to master different types of speech activity (monologue, dialogue, reading, writing, oral communication, be able to ask questions, and conduct a dialogue correctly).

To assert one's individuality, personal competence is formed: assimilation of ways of spiritual and intellectual self-development; formation of psychological literacy, culture of thinking and behavior. Today, society needs a creative person who is able to raise new problems, find high-quality solutions in conditions of multiple choices, and



have independence in judgment. Reforms in the modern education system are closely linked to deep educational training, the formation of a fully developed and highly moral personality capable of self-realization and self-expression, psychological and social adaptation. It is clear that the educational process today needs to be built from the perspective of developing learning, taking into account the creative nature of various abilities of young people and their personal development. Scientists and teachers are looking for ways to improve the effectiveness of the educational process. The result of teaching students in educational institutions is directly proportional to the level of assimilation of theoretical and practical aspects of studying at the University.

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ФОРМУВАННЯ КОГНІТИВНОЇ ГНУЧКОСТІ ЯК БАЗОВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ПЕДАГОГА: НАУКОВО-ТЕОРЕТИЧНЕ ОБГРУНТУВАННЯ ПРОБЛЕМИ

Анотація. У статті в руслі дискурсу зарубіжних і українських вчених здійснено науково-теоретичне обґрунтування проблеми формування когнітивної гнучкості як професійної компетентності майбутніх педагогів.

Показано, що когнітивна гнучкість предметно вивчається в психології, філософії, клінічній медицині, менеджменті, педагогіці, кібернетичі, інших галузях знань. Визначено сутність «опозиційного» до неї когнітивної регідності. Розкрито зміст сформованої на початку XXI ст. теорії когнітивної гнучкості. Її представники критикують «традиційну» модель освіти як «лінійну», бо інформація в ній подається в логічному, послідовному структурованому вигляді. Тому вона не відповідає суспільним викликам та потребам підготовки сучасного фахівця, який має швидко адаптуватися до нових соціальних умов та вимог педагогічної діяльності.

З'ясовано сутність професійної компетентності майбутнього вчителя, її основних структурних компонентів та педагогічних умов реалізації.

Визначено і схарактеризовано чотири основні компоненти когнітивної гнучкості як професійної компетентності майбутніх педагогів: 1) когнітивні здібності (володіння психофізіологічними і рецептивними здатностями і здібностями щодо адекватного розуміння сучасних суспільних й освітніх викликів); 2) адаптативні здібності (швидка адаптація до різних життєвих обставин, адекватна поведінка за різних ситуацій); 3) гнучкість мислення (адекватне сприйняття і реагування на зміни в професійному і соціальному середовищі); 4) емоційна гнучкість у «вузькому» сенсі означає ціннісно-емоційне сприйняття реалій професійного та соціального життя; спокійне, толерантне реагування на специфічні вияви поведінки здобувачів освіти, колег по роботі тощо.

Ключові слова: когнітивна гнучкість, професійна компетентність майбутнього вчителя, когнітивні здібності, адаптативні здібності, гнучкість мислення.

FORMATION COGNITIVE FLEXIBILITY AS A BASIC COMPETENCE OF A FUTURE TEACHER: SCIENTIFIC AND THEORETICAL SUBSTANTIATION THIS PROBLEM

Abstract. In the article, in line with the discourse of foreign and Ukrainian scientists, a scientific and theoretical substantiation the problem of forming cognitive flexibility as a professional competence future teachers is made.

It is shown that cognitive flexibility is studied in psychology, philosophy, clinical medicine, management, pedagogy, cybernetics and other fields of knowledge. The content of the formed beginning of the XXI century is revealed. theory of cognitive flexibility. Its representatives criticize the "traditional" model of education as "linear", because the information in it is presented in a logical, consistent structured form. Therefore, it does not meet modern social challenges and the needs of training a modern specialist who must quickly adapt to new requirements of pedagogical activity.

The essence of professional competence of the future teacher, its main structural components and pedagogical conditions of realization are found out. Four main components of cognitive flexibility as a professional competence future teachers are identified and characterized: 1) cognitive abilities (possession of psychophysiological and receptive abilities and abilities for adequate understanding of modern social and educational challenges); 2) adaptive abilities (quick adaptation to different life circumstances); 3) flexibility of thinking (adequate response to changes in the professional and social environment); 4) emotional flexibility in the "narrow" sense (value-emotional perception of the realities of professional and social life; tolerant response to specific behaviors of students, colleagues).

Keywords: cognitive flexibility, professional competence of the future teacher, cognitive abilities, adaptive abilities, flexibility of thinking.

INTRODUCTION

The problem formulation. In 2016 the World Economic Forum in Davos presented the results of a study which aimed to determine the 35 most requested basic skills among the competencies of the XXI century. The results were based on a survey of about 13 million people who worked in 2,500 campaigns in 9 leading industries, including education, in 13 countries: China, India, the United States, Brazil, Japan, Mexico, Germany, France and others. Here are the TOP-10 competencies: complex problem solving, critical thinking, creativity, people management, coordinating with others, judgment and decision-making, service orientation, negotiation, cognitive flexibility (Global Challenge Insight Report, 2016). The Davos Forum in 2020 stated that the formation of these skills should become a compass for the development of educational policy and learning in all countries of the world (World Economic Forum, 2020).

Among these competencies, cognitive flexibility (CF) acquires special significance for the personal and professional formation of the future teacher. On the one hand, it largely integrates the knowledge, skills, experience, personal qualities of all the above TOP-10 competencies. On the other hand, it was found that CF organically meets the requirements of professional competence of a teacher in today's complex, changing, filled with numerous challenges and threats world.

This formulation of the problem highlights the need for substantive scientific and theoretical justification of SF as a basic competence of future teachers, because in modern educational documents of Ukraine, which define the basic norms and requirements of their training, this competence is not yet given due importance.



Analysis of recent research and publications. This problem should be studied in parallel in two areas related to the formation of cognitive flexibility and professional competence future teachers.

In foreign and Ukrainian discourse, cognitive flexibility is seen as an interdisciplinary phenomenon. This was due to various vectors of her research. The fundamental foundations of the study of SF were laid by the Swiss psychologist and philosopher J. Piaget, who showed man as an active, dynamic and creative person, in his development he goes through a series of complex stages that shape and change his intellectual potential and mental attitudes. Foreign scientists study SF at the intersection of philosophy, psychology, physiology and other fields of knowledge in the projection of elucidating the role and place of man in the modern world and its adaptation to new challenges of modern civilization (RL Coulson, PJ Feltovich, MJ Jacobson, W. Keller, RJ Spiro and others). In the post-Soviet, in particular Ukrainian scientific space, this phenomenon is studied mainly in terms of age psychology, which reflects the understanding of the peculiarities of thinking, human behavior at certain stages of its formation (L. Baletska, M. Vartytsky, E. Galazhynsky, N. Guz, Y. Kulyutkina, N. Menchynska, J. Ponomareva, G. Sukhobaska, V. Sheiko, etc.).

The problem of professional competence is studied comprehensively in the areas of finding effective approaches to determining the goals of education and ways to achieve them (V. Andrushchenko, G. Ball, V. Bibler, E. Bondarevskaya, O. Gazman, B. Gershunsky, N. Nychkalo, S. Sysoeva, L. Khomych and others); substantiation mechanisms of preparation the future teacher as the subjectpedagogical activity (G. Aksonova, R. Asadullin, E. Volkova, N. Grigorieva, V. Zhornova, N. Nikitina, N. Solovyova); formation of general and professional competence of a teacher (M. Vilensky, V. Hrynyova, E. Hryshyn, etc.); development of his personal, creative, professional potential (I. Bogdanova, N. Kichuk, L. Kondrashova, Z. Kurland, A. Linenko, N. Postalyuk, T. Rudenko, etc.). However, in the scientific literature the problem of formation cognitive flexibility as a basic professional competence future teachers is insufficiently substantiated.

THE PURPOSE OF THE RESEARCH – проаналізувати загальні методи дослідження стратегій позиціонування провідних університетів Західної Європи.

THE AIM AND RESEARCH TASKS

Scientific and theoretical substantiation the phenomenon of cognitive flexibility as a basic competence of professional training future teachers.

RESULTS OF THE RESEARCH

Cognitive flexibility is a complex, multilevel social phenomenon. This phenomenon is studied at the interdisciplinary level in terms of psychology, philosophy, clinical medicine, management, pedagogy and other fields of knowledge.

As a theoretical construct, CF originated in the psychology, which made a major contribution to its development. From the standpoint of this science, it is interpreted as the mental ability to switch from one thought to another and reflect on several things at once; as the ability to adapt thinking or attention in response to changing circumstances, goals, and / or external stimuli (Martin & Rubin, 1995; Scott, 1962). The first psychological experimental studies were aimed at finding out how the flexibility of cognitive abilities provides the solution of multiple "cognitively complex" problems (Scott, 1962).

Cognitive neurobiology considers CF as a manifestation of human brain activity. From the standpoint of this science CF is a crucial human ability allowing efficient adaptation to changing task challenges. Based on fMRI (functional magnetic resonance imaging), the researchers identified parts of the brain that respond to and regulate cognitive flexibility. Extrapolating this data to the realm of social life, they argue that "juggling multiple tasks simultaneously" is a commonplace and amplified by a wireless network. Although the potential of CF has natural physiological limitations, it can be significantly improved through targeted exercise and training (Leber et al, 2008).

Age physiology shows that the formation of CF begins in childhood, moreover it is regularly practiced under different circumstances and ends at about 20 years of age. From the standpoint of this science, CF is seen as the ability to switch attention from one subject to another, to make choices, to make alternative decisions. These abilities can be improved in the process of performing special exercises and tasks (Miyake et al, 2000).

In philosophy, the flexibility of thinking is considered through the prism of the categories "intelligence", "mind", "cognition". Its genesis is linked to the teachings of Plato and Aristotle on the "intelligent individual principle" and Democritus on a human being as a creature with mental flexibility. The study of the flexibility of thinking is traced through the evolution of philosophical ideas about the structure of knowledge of the world. It is associated with epoch-making discoveries in the development of natural sciences and humanities of the XVIII - XX centuries (Chenyshev, 1981).

From the standpoint of cybernetics, CF is seen as a part with a "small range of capabilities" that allows you to control the entire system. An example is a boat. Its steering wheel, which rotates in a limited range, allows you to control all directions (Flemming, 1996).

The emergence of CR is associated with the nature of the human brain, which tries to reduce uncertainty and therefore seeks stability. It is manifested in the individual's desire to avoid change, novelty, to maintain the usual way of thinking, old patterns of behavior. However, this method of adaptation to the environment is ineffective. A typical manifestation of CR is perseveration, which is expressed in the repetition of actions, duplication of operations that were effective before or in similar situations, but do not work under current conditions, inhibit the achievement of new goals (Kholodnaya, 2004; Scott, 1962; Shapiro, 1981).

At the beginning of the XXI century it was formed the Cognitive Flexibility Theory (CFTh), which is considered as a multilevel system that encompasses a body of knowledge about the phenomenon of CF. Education as its important component has been actively studied since the 1990s, so we will find out its essential aspects from the perspective of our study.



CFTth adherents criticize the "traditional" model of education as "linear" because the information is presented in a logical, consistent structured form. The design of such training is reflected in school textbooks. However, as the amount of material increases, both its complexity and unstructuredness increase. Therefore, traditional linear learning loses its effectiveness because it cannot reflect different alternative views, does not allow to choose information, does not develop creative thinking (Boger-Mehall, 1996).

At the beginning of the XXI century CFTth's educational paradigm has evolved in line with the new challenges of a globalized society. Its cornerstones of "openness" and "flexibility" are defined as the basis for organizing the learning process. It is claimed that learning according to the system of "ready knowledge presented in closed structures" limits the process of cognition, leads to "reductive prejudices", simplifies understanding of the world and does not allow to comprehend its diversity, projects uniformity of thinking and rigidity of action. Meanwhile life and work in the modern world are becoming increasingly complex, so the application of knowledge in it requires CF. This involves creating a learning environment based on hypertext, which allows you to form "complex, open, flexible habits of mind", creates opportunities for selection of knowledge and facts, their creative interpretation and free human development (Spiro et al, 1991; Spiro, & Collins, 2006).

At the beginning of the XXI century in pedagogical science and the system higher education the problem of formation and increase the level professional competence of the future teacher became actual. It has received a proper legal justification, a comprehensive scientific and theoretical understanding. The Law of Ukraine "On Higher Education" interprets competence as a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines a person's ability to successfully carry out professional and further educational activities and is the result of learning at a certain level of higher education (Law of Ukraine, 2014).

The content of the professional competence of a teacher, scientists include such components as knowledge of the subject, teaching methods, pedagogy and psychology; professional self-awareness; individual-typical features; professionally significant qualities (Zyazyun, 2008). The structure of professional teacher competence distinguishes the following elements: special competence in the field of education; methodical competence in the field of formation of knowledge, skills, abilities; psychological and pedagogical competence in the field of motives, abilities, orientation (Professional pedagogical education, 2011, p. 76).

Successful training of future teachers to master professional competence can be carried out by creating the necessary pedagogical conditions: motivation for future pedagogical activities; implementation of the activity approach in the organization the basic forms of training; organization formation process of professional skills future teachers at the creative level (Professional pedagogical education, 2011).

It is important for our study to understand the problem of professional competence in line with the main aspects of the formation cognitive flexibility. In particular, it is a question of preparation the future expert who is capable: to model educational process according to the next public challenges; think creatively and quickly generate and implement new ideas and technologies in the learning process; constantly study and implement the needs and requests of students. This provides the acquisition holistic experience in the effective solution of professional and life problems, the performance of functions related to various social roles. Based on the essence and content of the theory of cognitive flexibility and the tasks and requirements of training future teachers, we can identify four main components of the formation of SF as their professional competence. Let's characterize their essence.

The first component is cognitive abilities, which include memory, psychophysiological and receptive abilities and the ability to adequately perceive and understand modern social and educational challenges posed by globalization, the dynamic development of innovative technologies, the threats posed by the pandemic, interests and aspirations of students, etc.

The second component is adaptive abilities, closely related to the first. Their formation also involves rapid adaptation to various life circumstances; adequate behavior in various situations that occur in the educational process and professional and interpersonal relationships; rapid psycho-emotional adaptability due to the nature of interpersonal relationships; the ability to easily change behavior, the nature of relationships, activities in accordance with changes in the socio-cultural situation; the ability to quickly and painlessly tolerate mistakes and changes in plans, to put yourself in the place of another person, to reach understanding and joint agreements, to avoid conflicts.

The third component is flexibility of thinking. It involves a conscious perception of socio-cultural diversity, an adequate response to changes in the professional and social environment; the perception that all ideas, views, beliefs are equally important as variants of human experience; understanding of various dimensions of the realities of professional relations, views, including assessments of learning outcomes; understanding of causal changes in the social environment and professional relations; Possession of general systemic frameworks of thinking and ways processing and analysis of information, which allow to adequately communicate in certain situations of social and professional interaction and effectively solve related tasks and problems.

The fourth component is emotional flexibility in its "narrow" sense. It is about the value-emotional perception the realities of professional and social life; calm, tolerant response to specific manifestations students behavior, colleagues, parents representatives of various institutions, etc.; empathy for people in need of social support and assistance; adequate behavior in various conflict situations; maintaining balance and tolerance in disputes of a personal and professional nature.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The issue of formation of cognitive flexibility and professional competence of the future teacher has received a comprehensive justification in various fields of knowledge. Scientific evidence shows that these phenomena have a common substantive basis and suggests that CF is an important component of the professional competence of the



future teacher. Understanding should stimulate appropriate adjustments to the regulations that determine the content and nature of teacher training in higher education institutions of Ukraine.

The subject of further research should be the conduct of experimental work on the formation of CF as an important component of the professional competence of the future teacher.

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ВИКОРИСТАННЯ ІНТЕРНЕТ-РЕСУРСІВ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ПЕДАГОГІВ ЗА УМОВ ДИСТАНЦІЙНОГО НАВЧАННЯ

Анотація. У статті обґрунтовано актуальність проблеми професійної підготовки майбутніх педагогів в умовах дистанційного навчання, а також необхідність цифрової трансформації освіти, організації освітнього процесу з упровадженням інноваційних та цифрових технологій.

З'ясовано, що інформатизація сучасного суспільства сприяє популяризації інтернет-ресурсів, які використовують у освітньому процесі закладів вищої освіти. Обґрунтовано, що сучасний педагог повинен орієнтуватися в інформаційному просторі, одержувати інформацію, яка є основним ресурсом цифрової освіти, та оперувати нею відповідно до власних потреб і вимог професійної діяльності; використовувати Інтернет-технології, локальні мережі; розробляти власні електронні продукти; має оволодіти новими знаннями і вміннями, що допоможуть комфортно працювати та бути конкурентоспроможним в освітньому просторі інформаційного суспільства. Варто зазначити, що використовуючи персональні освітні веб-ресурси можна суттєво підвищити ефективність освітнього процесу, активізувати навчально-пізнавальну та самостійну діяльність здобувачів вищої освіти, організувати якісну професійну підготовку в умовах дистанційного навчання.

Зроблено висновки, що використання інтернет-ресурсів сприяє гнучкості освітнього процесу у закладах вищої освіти, відображає сучасну парадигму розвитку суспільства, посилює мотивацію у майбутніх педагогів до самоосвіти і саморозвитку, сприяє досягненню нових освітніх результатів, адекватних вимогам цифрового суспільства.

Ключові слова: професійна підготовка, здобувачі вищої освіти, дистанційне навчання, інтернет-ресурси.

USE OF INTERNET RESOURCES IN FUTURE TEACHERS' PROFESSIONAL TRAINING IN THE DISTANCE LEARNING CONDITIONS

Abstract. The article substantiates the urgency of future teachers professional training problem in distance learning conditions, as well as the need for education digital transformation, educational process organization the with the introduction of innovative and digital technologies.



It was found that the informatization of modern society contributes to the popularization of Internet resources used in the educational process of higher education institutions. It is substantiated that the modern teacher should navigate in the information space, receive information, which is the main resource of digital education, and operate it in accordance with their own needs and requirements of professional activity; use Internet technologies, local networks; develop their own electronic products; must acquire new knowledge and skills that will help to work comfortably and be competitive in the educational space of the information society. It should be noted that usage of personal educational web resources can significantly increase the efficiency of the educational process, intensify educational-cognitive and independent activities the applicants for higher education and organize quality training in distance learning conditions.

It should be noted that usage of personal educational web resources can significantly increase the efficiency of the educational process, intensify educational-cognitive and independent activities the applicants for higher education and organize quality training in distance learning conditions.

Keywords: professional training, applicants for higher education, distance learning, Internet resources.

INTRODUCTION

The problem formulation. Society digitalization has become one of the main trends in the labor market. The Concept of Digital Economy Development and Society of Ukraine for 2018-2020 (Concept of Digital Economy Development and Society of Ukraine for 2018-2020) states that digitalization is the saturation of the physical world with electronic-digital devices, tools, systems and setting the electronic-communication exchange between them, which makes possible integrated interaction of virtual and physical, i.e. creates cyber physical space.

More attention to the problem of higher education digitalization began to be paid during the pandemic caused by the spread of coronavirus infection and the transition of higher education institutions to distance and blended learning. In view of this, an important component of HEI educational process should be the provision of appropriate organizational and pedagogical conditions that contribute to the training of a competent specialist focused on innovative professional activities in the digital transformation of education. After all, in the process of professional training higher education applicants there must be formed basic life and professional competencies in accordance with the needs of the labor market, the ability to study in distance and blended learning, the ability to operate with information available on the Internet.

Analysis of recent research and publications. Many modern foreign and domestic scientists pay attention to the problems of using Internet resources in the educational process. Some aspects of future teachers training problem for professional activity in the context of society digitalization are revealed in the works of domestic and foreign scientists. Informatization of education, as well as the integration of information and communication technologies in the educational process is presented in studies: V. Bykov, K. Vlasenko, I. Gerasymenko, A. Gurzhii, M. Zhaldak, Y. Zaporozhchenko, S. Semeriakov, O. Spivakovskii, O Spirin, etc. P. Bepalov, V. Bykov, V. Vember, A. Gurzhii, O. Elizarov, M. Zhaldak, A. Kocharian and others studied the issues of IT specialists general competencies formation. The problem of of teachers digital competence formation is actualized by V. Bykov, D. Galkin, B. Hirsh, G. Kryber, R. Martin, L. Manovych, O. Ovcharuk, O. Spirin and others.

THE PURPOSE OF THE RESEARCH is to analyze and identify the educational opportunities of Internet resources that expediently should be used in future teachers training in conditions of distance learning.

RESULTS OF THE RESEARCH

The modern educational process is difficult to imagine without access to the Internet. Transformation processes in the higher education system, the social order of the labor market encourage the revision of certain established views on the goals and objectives of future teachers training during distance learning.

Note that distance education means well-organized and controlled self-education using computer technology and communication networks. Distance learning can occur synchronously or asynchronously. Synchronous format involves collaboration between a teacher and students in real time through video, audio or chat communication. With the help of the asynchronous mode of study, applicants for higher education work at their own pace and at a time convenient for them. The main task of the teacher is to provide students with clear instructions and deadlines. For example, at the Vasyl Stefanyk Precarpathian National University, teachers provide an effective distance learning process during the COVID-19 pandemic. It is worth noting that the university has been operating a distance learning system for several years on the platform d-learn.pnu.edu.ua, which was previously used to organize independent work of full-time and part-time students. Training materials are available at any time on this platform. There is a constant relationship between students and teachers.

The need for digital transformations in higher education is defined in legal documents, namely: Laws "On Higher Education"; decrees of the President of Ukraine "On measures to improve the system of higher education in Ukraine", "On measures to develop the national component of the global information network Internet and ensure wide access to this network in Ukraine", "On the National Strategy for the Development of Education in Ukraine for the period up to 2021"; Concepts of development of digital economy and society of Ukraine for 2018–2020; regulations on electronic educational resources, the National Strategy for the Development of Education in Ukraine for 2012-2021 (2014); Concepts of pedagogical education development (2018). By the way, in 2020, under conditions of quarantine, higher education institutions were forced to enter the digital education environment.

Experience shows that modern specialists must navigate in the information space, obtain information that is the main resource of digital education, and operate it in accordance with their own needs and requirements of professional activity (create text documents, tables, figures, diagrams, presentations; use Internet technologies, local networks; develop their



own electronic products (electronic textbooks, training programs, demonstration material); must acquire new knowledge and skills that will help to work comfortably and be competitive in the educational space of the information society. After all, learning on the principle of "know everything" is replaced by the principle of "know how to learn throughout life and become self-fulfilling and competitive", and work with information on the principles of "memorization" is gradually losing meaning due to the development of the Internet as a global source of information. Thus, not only knowledge but also digital skills of the 21st century, including media literacy and information skills, are becoming important.

Today, the Internet is a center of potential educational resources, which provides all participants in the educational process with unlimited opportunities to access any information. It is well known that Internet resources are educational resources that are located in the web space of the Internet (web pages, websites, web portals, etc.). Using personal educational web resources can significantly increase the efficiency of the educational process, enhance the educational-cognitive and independent activities of applicants for higher education and organize distance learning without the use of specialized systems such as Google Classroom and Moodle.

Researchers of Internet resources are divided into the following groups:

1. Mobile applications.
2. Free online courses.
3. Internet platforms.
4. Sites.
5. You Tube channels.
6. Pages in social networks.
7. Internet forums

In our opinion, the most expedient for effective future teachers' training is the use of various sites. Websites offer a variety of learning materials and help applicants for higher education quickly and independently to find the information they need. Distance and time is no longer an obstacle: a student has access to information around the clock, can choose what and when to study. Personal interest contributes to the common goal of a student and a teacher. Thanks to the use of sites, the basic principles of didactics are realized: accessibility, individualization, clarity, consciousness and activity.

Let's analyze the sites that can be used in practical classes while students carry out independent work.

Since future teachers need to be aware of the field and news of education, so the priority is the official portal of the Ministry of Education and Science of Ukraine (<https://mon.gov.ua/ua>) and the site "Osvita.UA" (<https://osvita.ua/>). These sites are used by students to obtain regulatory documents; acquaintance with new textbooks, books, scientific and methodical literature.

In addition, a variety of information that is of future teachers interest is posted on the sites "New Ukrainian School" (<https://nus.org.ua/>), "Institute for Modernization of the education content MES" (<https://imzo.gov.ua/>), "Educational portal" (<https://op.ua/>), portal "Vseosvita" (<https://vseosvita.ua/>), etc.

Sites that can be useful for teachers of higher education institutions can be divided into informational and educational. Information sites are used to select interesting text documents, creative tasks for students. Educational sites contain types of work and are designed taking into account the level of students' knowledge. The organization of effective learning with the help of educational sites depends on a clear formulation of tasks, specific instructions for their implementation, skillful use of time and Internet space.

There are also various pages and groups on the Facebook network that fill with scientific content. Among them stand out "Graduate students UA", "Young scientists for young scientists", "Informal communication on scientific topics", "Education and Science", "Everything for teachers", "Teacher info", "Teacher-innovator" and more.

It should be noted that the online education studio "EdEra" on its Facebook page offers educators a variety of online courses. By the way, third-year students majoring in 013 Primary Education of Vasyl Stefanyk Precarpathian National University within the study of the discipline "Pedagogical Innovation" (course developer Tsiuniak O.P.) successfully passed the "Online course for primary school teachers", "Work of primary school teachers " with special educational needs children", " Parental participation in the organization of inclusive education "and received certificates. In addition, on Facebook pages, future teachers have the opportunity to follow the latest educational news (Tsiuniak, 2020).

The Prometheus learning platform with courses on various topics creates conditions for users to exchange opinions and interesting ideas.

In distance learning conditions, teachers and applicants for higher education have the opportunity to use the materials of the virtual library. Typically, a virtual library has a directory (search engine). The user must enter keywords (by author or book title) and search the electronic catalog, after which the search result is displayed on the screen. You also need to be able to distinguish between virtual libraries and library reference sites. After all, reference sites of libraries do not contain educational products; they only reflect reference information about the work of the library, its structure, basic services, contacts and the repository of the university, as well as participation in virtual exhibitions of scientific products.

We propose to determine the benefits of using Internet resources in future teachers' training, namely:

- comfortable virtual environment, interface, organization and forms of educational content presentation are clear;
- information and communication support of training courses, use of innovative forms of interaction and communication;



- opportunities to get acquainted with information, conduct surveys, discussions at any time, which allows to realize the potential possibility of the educational process continuity;
- availability of a mobile network application that provides access at any time and from any device (personal computer, laptop, mobile phone, tablet, smartphone, etc.);
- ability to receive feedback;
- ensuring the transparency of the educational process, in particular in such aspects as the assessment of future teachers educational achievements, the formation of their professional competencies;
- open access to virtual libraries, audio and video materials.

In operating with Internet resources, the role of the teacher as a tutor and coordinator of the learning process is growing, who can manage the educational process taking into account the individual capabilities of each student with the help of electronic textbooks.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, from the above, we can conclude that in the education system, digitalization is aimed at ensuring the continuity of the learning process, i.e. life-long-learning - lifelong learning. In our opinion, the use of Internet resources contributes to the flexibility of the educational process in higher education institutions, reflects the modern paradigm of society, provides the formation of competitive professionals who learn quickly adapt to conditions which unpredictably and rapidly change. In addition, the digital transformation of Ukrainian education increases the motivation of future teachers to self-education and self-development, contributes to the achievement of new educational results that are adequate to the requirements of the digital society.

The prospects for the future researches are: to determine the readiness of higher education institutions teachers to use Internet resources in their own professional activities.

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Chapter V. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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ФОРМУВАННЯ ЕЛЕМЕНТАРНИХ МІКОЛОГІЧНИХ УЯВЛЕНЬ ТА ПОНЯТЬ У МОЛОДШИХ ШКОЛЯРІВ НА УРОКАХ «Я ДОСЛІДЖУЮ СВІТ»

Анотація. Стаття присвячена формуванню елементарних мікологічних уявлень та понять в учнів початкової школи на уроках «Я досліджую світ». Наголошено, що природничі уявлення та поняття в учнів формуються під час вивчення природничої освітньої галузі, в контексті інтегрованого курсу «Я досліджую світ». Початкова школа – важливий етап становлення особистості, формування природничих уявлень та понять, багатогранних взаємин школяра з природничим і суспільним середовищами. Тому вчителю початкових класів важливо сформувати в молодших школярів уявлення про гриби за їх особливі характеристики, виокремлюючи й узагальнюючи разом з дітьми основні ознаки, спільні для всієї групи цих організмів. Проаналізовано педагогічні умови добору методів та прийомів навчання під час формування елементарних мікологічних уявлень та понять в учнів початкової школи на уроках «Я досліджую світ». Зроблено висновок, що система наочних методів навчання безпосередньо пов'язана з системою засобів навчання, зокрема засобів наочності, комплексний підхід до використання яких у поєднанні зі словом учителя дає необхідний навчально-виховний ефект. Особливе значення відведено практичним методам, які являють собою складну взаємодію слова, наочності й практичної роботи. В її основі лежить практична діяльність учнів, яка здійснюється за участю керівного слова вчителя і засобів наочності. Практичні методи навчання відіграють важливу роль у формуванні навичок і вмінь як застосовувати здобуті знання про гриби. Під час формування мікологічних уявлень і понять, основна практична діяльність учнів полягає у виконанні різноманітних практичних завдань, вправ, дидактичних ігор. На основі аналізу психолого-педагогічної та методичної літератури, урахування вікових особливостей молодших школярів, змісту природничого матеріалу, загальнонавчальних умов формування знань встановлено, що ефективність процесу формування у молодших школярів знань про гриби залежить від сукупності таких дидактичних умов: здійснення системно-структурного аналізу змісту природничого матеріалу; дотримання поетапності формування природничих уявлень і понять; добір та поєднання різних методів та засобів навчання під час формування знань про гриби; використання пізнавальних завдань для застосування сформованих знань.

Ключові слова: мікологічні уявлення і поняття, учні початкових класів, природознавство, предмет «Я досліджую світ», гриби, методи навчання.

FORMATION OF JUNIOR SCHOOLCHILDREN'S ELEMENTAL MYCOLOGICAL REPRESENTATIONS AND CONCEPTS IN AT THE LESSONS "I EXPLORE THE WORLD"

Abstract. The article is devoted to the formation of elementary mycological ideas and concepts in primary schoolchildren at the lessons "I explore the world". It is emphasized that natural ideas and concepts in schoolchildren are formed during the study of natural education, in the context of the integrated course "I explore the world". There are analyzed the pedagogical conditions for the selection of teaching methods and techniques during the formation of elementary mycological ideas and concepts in primary schoolchildren at the lessons "I explore the world". It is concluded that the system of visual teaching methods is directly related to the system of teaching aids, in particular visual aids, a comprehensive approach to the use of which in combination with the teacher's word gives the necessary educational effect. The particular importance is given to practical methods, which are a complex interaction of word, clarity and practical work. Practical teaching methods play an important role in the formation of skills and abilities how to apply the acquired knowledge about mushrooms. During the formation of mycological ideas and concepts, the main practical activity of students is to perform a variety of practical tasks, exercises, didactic games. Based on the analysis of psychological, pedagogical and methodological literature, taking into



account the age characteristics of primary schoolchildren, the content of natural material, generally accepted conditions of knowledge formation, it is established that the effectiveness of the process of knowledge formation of primary schoolchildren depends on material; observance of step-by-step formation of natural ideas and concepts; selection and combination of different methods and means of teaching during the formation of knowledge.

Keywords: mycological ideas and concepts, elementary school students, science, subject "I explore the world", mushrooms, teaching methods.

INTRODUCTION

Formulation of the problem. In the system of general secondary education, primary school occupies an important place: it is the basis on which all other parts of this system are built. Primary education is the first, and therefore especially responsible period: it is the time of formation of the child's educational activity, the period in which the basis of the scientific worldview are formed. Natural ideas and concepts are formed during the study of the natural education field, in the context of the integrated course "I explore the world". Primary school is an important stage in the formation of personality, the formation of natural ideas and concepts, the multifaceted relationship of the pupil with the natural and social environments. The formation of natural knowledge in younger schoolchildren is extremely important, because they are necessary for everyone to ensure its harmony with nature.

Analysis of recent research and publications. The problem of formation and development of knowledge in the theory and practice of teaching is one of the most relevant and complex. That is why during the long history of primary science education this problem has been the focus of many scientists. In particular, the researches of teachers T. Baibara, O. Bida, O. Varakuta, T. Hilberg, I. Hrushchynska, L. Narochna, O. Savchenko, M. Skatkin, K. Yagodovsky and others are devoted to it.

AIM AND TASKS RESEARCH

The purpose of the article is to analyze the process of formation of elementary mycological ideas and concepts in primary schoolchildren at the lessons "I explore the world".

RESEARCH METHODS

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

RESEARCH RESULTS

The knowledge of fungi is important in the development of young pupils' perceptions of the integrity and relationship of animate and inanimate nature. After all, mushrooms are an integral component of nature, without which life on Earth is impossible, and is an accessible object for learning and research by younger pupils. In the process of mastering the basic mycological ideas and concepts of the younger schoolchildren there is formed the need to learn about the world around us, communicate with nature, the skills of environmentally sound behavior.

Elementary mycological ideas are formed by observation in the children at the preschool age. Therefore, it is important for primary school teachers to form in younger schoolchildren an idea of mushrooms by their special characteristics, highlighting and summarizing with the children the main features common to the whole group of these organisms. At the same time, the schoolchildren observe, describe, research, analyze, generalize and draw conclusions about natural objects.

According to the scientist O. Bida, "through the senses a person is connected with the environment. The effect of objects and phenomena of the environment on the human senses is reflected in the sensations. They seem to photograph, copy the phenomena in our consciousness. Thus, based on sensations, a sensory perception of the object as a whole is formed (Bida, 2000).

One of the most important tasks in the formation of mycological concepts in junior schoolchildren is to work on understanding the meaning of such concepts: "mushrooms", "mycelium", "edible mushrooms", "poisonous mushrooms" and others. Each concept at a certain stage of the learning process (mastering the content of the topic, section, course of primary school) has its initial and final level of formation, defined in the curriculum and textbooks.

After analyzing the current standard educational programs (Typical educational programs, 2019) and textbooks from the course "I explore the world", it is determined what knowledge about mushrooms is expected to form in primary schoolchildren in primary school: mushrooms are part of wildlife, organisms; fungi are a separate group of living organisms that have common features with flora and fauna; knowledge of the signs of wildlife inherent in fungi; knowledge of natural groups; knowledge of edible and poisonous mushrooms; knowledge of the structure of the mushroom, knowledge of the rules of mushroom picking; recognition of poisonous and edible mushrooms of the locality; understanding how to reserve mushrooms in nature; knowledge of the diversity of fungi in nature; knowledge of the signs of wildlife inherent in fungi.

Textbooks of the integrated course "I explore the world" provide scientific content, accuracy, simplicity and accessibility of its presentation, clarity of definitions, rules, laws, ideas, accurate and accessible language of the text, the correct distribution of educational material by sections and paragraphs. The most important material is illustrated with diagrams, drawings, structured and decorated with fonts.

First-formers first get acquainted with the concept of "mushrooms" while studying the topic "Inanimate and animate nature". Younger schoolchildren realize that fungi are bodies of living nature and they have all the properties of living



organisms, that is, they feed, breathe, grow, reproduce, die. Schoolchildren also get acquainted with different types of mushrooms. Particular attention is paid to edible and poisonous mushrooms in the study of natural communities of their region. The teacher reports that, in addition to plants, forests are rich in mushrooms. Schoolchildren look at the illustration, get acquainted with different types of mushrooms, think about the questions in the textbook.

In the second form, mycological ideas and concepts of primary schoolchildren are expanded and deepened and combined into the following topics: "Are all mushrooms edible?" (Hilberh, 2019), "Distinguish mushrooms", "Edible and poisonous mushrooms" (Vashulenko, 2019), "Is it safe for health to pick up mushrooms?" (Hrushchynska, 2019), "Autumn is a mushroom season" (Budna, 2019). The main texts of the textbooks contain information about the structure of the mushroom, the rules of mushroom picking, types of poisonous and edible mushrooms, their descriptions. In addition to the main textbook, it contains additional texts (riddles, poems, proverbs), the purpose of which is to expand and deepen pupils' knowledge about mushrooms. The illustrative apparatus of textbooks, which helps younger schoolchildren to form the correct mycological ideas and concepts, to reveal the main content of certain elements of the curriculum, is bright and interesting.

Taking into account the principles of selection of educational material, accessibility, systematicity and consistency of knowledge about mushrooms in third form students expand and deepen. In the main texts of the textbook the information is repeated, generalized: properties of mushrooms as organisms, structure of a mushroom, and also contains new in subjects "I define variety of mushrooms" (Vashulenko, 2020), "What is the value of mushrooms for the nature" (Hilberh, 2020), "What is the mystery of the world of mushrooms?" (Hrushchynska, 2019). Illustrative material successfully complements the textual component of the textbook, and questions and tasks increase schoolchildren's thinking.

The organization of the study of science in primary school depends on the volume and content of educational material, as well as on the correct choice of methods of its teaching. It is known that only properly selected methods and techniques of teaching that correspond to the content of educational material and age of schoolchildren, ensure the effective acquisition of knowledge, improve their quality, strengthen its educational function.

Among teachers and methodologists the simplest and most widely known is the classification of methods by sources of knowledge. Given the source of knowledge, the actions of teachers and schoolchildren in the study of science, all teaching methods are divided into three groups: verbal, visual and practical. In the first group of methods the source of knowledge is the word, in the second - demonstration, and in the third - practical work.

During the formation of mycological ideas and concepts, verbal methods are most often used at the stage of perception and awareness of new material by schoolchildren during its presentation in order to develop cognitive activity, logical thinking of schoolchildren and their assimilation of information taught by the teacher. By nature, the presentation of the material can be descriptive, explanatory, problematic. In practice, it is realized in the form of conversation, story, description, explanation within the general methods of teaching - explanatory-illustrative or partial-search.

Visual teaching methods involve the use of various visual aids in the educational process in combination with the teacher's word, they involve the use of illustrations and demonstrations in order to achieve clarity and provability of the verbal explanations given by the teacher. While studying the topic "Mushrooms", schoolchildren are visually acquainted with different types of mushrooms, their use in life etc. A specific feature of visual teaching methods is the development of schoolchildren's observation.

Visual teaching methods are used for various didactic purposes: as a means of learning and as methodological techniques that enhance the cognitive capabilities of verbal methods. In the application of visual methods the main role in the transfer of knowledge is played by the teacher's demonstration of the objects and phenomena, and the teacher's word acquires a different meaning. In verbal methods, clarity is often only an illustration of the teacher's words. So, talking about mushrooms, the teacher demonstrates models, pictures, tables, photos. But the source of information is the teacher's word - his/her story, explanation. When using visual teaching methods, the source of information is living objects, movies, tables. Thus, the main source of knowledge that schoolchildren acquire through the application of visual methods is observation, not the teacher's word, although he/she controls the entire cognitive process. The purpose of the application of visual methods is to stimulate and develop the activity of perception and thinking of schoolchildren. The clarity used at the lesson can be natural and pictorial. These visual aids can be used at different stages of the lesson and for any didactic purpose to explain new material, consolidate, improve and test knowledge. At the same time, schoolchildren have an effective visual perception, which in combination with the teacher's word gives a high educational effect.

Tables, handouts give an idea of the structure, shape, color of mushrooms. At the same time, it is more difficult to give schoolchildren a correct idea of their size, because the table is usually depicted in an enlarged form or, conversely, in a reduced form. It is recommended to use the teacher's pictures on the board together with the tables at the lessons "I explore the world". The drawing on the board allows the teacher to present the material more consistently and completely, and it is easier for the schoolchildren to follow the teacher's opinion, focusing at the right moment on the perception of only the detail in question. This method can be used to introduce schoolchildren to the structure of the mushroom and compare it with the structure of the herb. In this case, schoolchildren can conclude that the structure of these organisms is different. So mushrooms are not plants.



The schematic drawing in combination with other visual aids keeps schoolchildren's attention on the studied object longer. As a result, conditions are created not only for a better understanding of the program material, but also for the development of schoolchildren's observation, arbitrary attention, which they still lack.

These visual aids contribute to the formation of younger schoolchildren's mycological ideas and concepts. However, they do not give images of their dynamic picture. It is better to use educational films for this purpose. An educational film is of great importance for the formation of ideas at the initial stage of studying educational material. However, the film can be used not only at the initial stage of studying the material. How do mushrooms reproduce? How to distinguish poisonous mushrooms from edible ones? How to pick up mushrooms properly? Here are some examples of questions that an educational film can answer. Demonstration of films helps to establish logical connections in the educational material, helps schoolchildren to systematize the facts, to highlight the essentials.

Thus, the system of visual teaching methods is directly related to the system of teaching aids, in particular visual aids, a comprehensive approach to the use of which in combination with the teacher's word gives the necessary educational effect. In this case, the demonstration of visual aids acts as a source of knowledge, and the teacher uses the word to control the schoolchildren's observation and accompanies the demonstration of visual aids with explanations.

Practical methods are a complex interaction of words, visuals and practical work, which is organized by the teacher in order to develop schoolchildren's thoughts. It is based on the schoolchildren's practical activities, which is carried out with the participation of the teacher's guidance and visual aids. Schoolchildren should be taught to observe natural phenomena and objects, to determine their essential features. Practical teaching methods play an important role in the formation of skills and abilities how to apply the acquired knowledge about mushrooms.

Depending on the nature of schoolchildren's cognitive activity, the practical method of teaching can be carried out within the general pedagogical method - explanatory-illustrative, partial-search or research. To organize junior schoolchildren's independent work in the classroom, it is necessary to have didactic cards, notebooks with a printed base, collections, handouts etc. The observations give an idea of the subject. They are used at lessons during the teacher's story when demonstrating various manuals. The teacher must organize observations and conduct them, directing students' attention to certain aspects of subjects etc. In autumn, students should be offered observation tasks. For example: "What mushrooms did you pick in autumn? Observe where chanterelles, buttercups, boletuses, grasshoppers, boletus, honeysuckle are more common? Where and when can you see honeysuckle?" (Hrushchynska, 2009).

Picking up mushrooms in the forest, observing their development, conducting phenological observations and a calendar of fungi, schoolchildren will not only enjoy the knowledge of nature, but also discover interesting touches from the life of this fascinating group of organisms. Methods of studying fungi in nature are diverse and are determined by the goal set by the teacher. One of the most common lessons in nature is an excursion. During the excursion lessons, the teacher acquaints the younger schoolchildren in detail with the peculiarities of the life of mushrooms, their importance in nature and human life. The teacher pays attention to the connection of fungi with different tree species, with the peculiarities of their development in different plant groups and ecological conditions. Many interesting things about the life of mushrooms can be observed in autumn: to learn how to find mushroom places in the forest; to get acquainted with the diversity of mushroom species in pine, birch, spruce forests; to try to trace what natural phenomenon is associated with the appearance of different species of fungi in different areas, to learn to pick up mushrooms properly and process them before eating; to determine the mushrooms. Interesting experiments are conducted with mushrooms as natural means of visualization, which the teacher and students choose during the lesson-excursion. For example, a creative, long-term experiment proposed by scientist I. Hrushchynska, aims to determine which animals inhabit wormy mushrooms: put in a small container (such as a half-liter or liter jar), pre-poured on the bottom of the sand, an old worm mushroom. Close the jar tightly with a cloth to allow air access. After a while, the mushrooms will begin to decompose. Therefore, the larvae of insects that were in it, will begin to pupate in the sand. Carefully monitor their development. It is likely that after a while adult insects will fly out of the pupae. Try to draw all the stages of insects that you have observed, and establish the name of the inhabitants of the mushrooms. It turns out that most of them are various species of flies, including flower flies, and fungal mosquitoes, which make long moves in the flesh of the mushrooms. In one mushroom, despite its small size, several species of insects are able to develop simultaneously (Hilberh, 2020). Thus, during the formation of mycological ideas and concepts, the main schoolchildren's practical activity is to perform a variety of practical tasks, exercises, didactic games.

None of the methods mentioned above can be considered universal and suitable for solving all the problems facing the teaching of science. Therefore, in the process of preparation for science classes, the teacher must remember that the choice and optimal combination of methods, techniques and tools should solve the problem: learning, development and formation schoolchildren's personal qualities.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on the analysis of psychological, pedagogical and methodological literature, taking into account the primary schoolchildren's age characteristics, the content of natural material, generally accepted conditions of knowledge formation, we found that the effectiveness of the process of primary schoolchildren's knowledge formation depends on a set of natural material; observance of step-by-step formation of natural ideas and concepts; selection and



combination of different methods and teaching aids during the formation of knowledge about mushrooms; the use of cognitive tasks for application of the formed knowledge.

Further research requires the formation of elementary junior schoolchildren's mycological ideas and concepts in the process of integrated learning.

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УДК 37.018.2**СТИМУЛЮВАННЯ ПРОЦЕСУ УЧІННЯ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ**

Анотація. У статті розглянуто особливості стимулювання учнів початкових класів до навчання. Проаналізовано й узагальнено поняття «мотив», «мотивація», «стимул», «стимулювання». Визначено етапи формування інтересу учіння в учнів початкових класів і його залежність від організації освітнього процесу. Досліджено рівень сформованості пізнавальних інтересів школярів. Систематизовано й розроблено класифікацію стимулів навчальної діяльності, яка включає стимули, джерелом виникнення яких є процес діяльності, стимули, джерелом виникнення яких є зміст діяльності, стимули, джерелом виникнення яких є стосунки між учителем і учнем, стимули, як результат оцінювання учнів і стимули, які виникають внаслідок використання різних засобів навчання. Показано залежність використання стимулів навчання від використання методів навчання і форм організації навчального процесу. Зокрема, конкретизовано вимоги до використання таких методів навчання: спеціально організовані ситуації успіху, метод створення ситуації інтересу до певного предмета, метод створення ситуації новизни навчального матеріалу, метод опори на життєвий досвід учнів. Зазначено доцільність використання методу стимулювання навчального процесу в початковій школі різноманітних ігор та ігрових форм організації пізнавальної діяльності, з-поміж яких виокремлено такі групи ігор: короткі ігри та ігрові оболонки. Зауважено особливості організації освітнього процесу в початковій школі з метою стимулювання учіння дітей через поєднання їх у групи.

Визначено роль шкільних підручників як засобів організації освітнього процесу та особливості їх використання в стимулюванні учіння учнів молодшого шкільного віку. У статті окреслено педагогічні умови успішного стимулювання дітей до навчання, основними з яких є забезпечення відповідності змісту програмного матеріалу розумовому розвитку учнів, застосування різноманітних видів, форм і методів навчальної діяльності, використання на уроках колективної діяльності, творчості учителя в процесі роботи з підручниками, створення сприятливого морально-психологічного мікроклімату.

Ключові слова: учень початкової школи, навчальний процес, учіння, стимул, мотив, стимулювання.

STIMULATION OF THE PRIMARY SCHOOL STUDENTS' LEARNING PROCESS

Abstract. The article considers the peculiarities of stimulating primary school students to study. The concepts of "motive", "motivation", "stimulus", "stimulation" are analyzed and generalized. The stages of formation of learning interest in primary school children and its dependence on the organization of the educational process are determined. The level of formation of cognitive interests of students of a class is investigated. Systematized and developed classification of learning stimuli, which includes stimuli, the source of which is the process of activity, stimuli, the source of which is the content of activities, stimuli, the source of which is the relationship between teacher and student, stimuli as a result of student assessment and stimuli arise from the use of different learning tools. The dependence of the use of learning stimuli on the use of teaching methods and forms of organization of the educational process is shown. In particular, the requirements for the use of such teaching methods are specified: specially organized situations of success, the method of creating a situation of interest in a particular subject, the method of creating a situation of novelty of educational material, the method of relying on life experience of students. The expediency of using the method of stimulating the educational process in primary school of various games and



game forms of organization of cognitive activity is indicated. Among them are the following groups of games: short games and game shells. The peculiarities of the organization of the educational process in primary school in order to stimulate children's learning through the combination of children in groups are noted. The role of school textbooks as a means of organizing the educational process and the peculiarities of their use in stimulating the learning of primary school students are determined. The article outlines the pedagogical conditions for successful stimulation of children to study. The main ones are to ensure the content of the program material to the mental development of students, the use of various types, forms and methods of learning, use in lessons of collective activities, creativity of teachers in working with textbooks, creating a favorable moral and psychological microclimate.

Keywords: primary school student, educational process, teaching, stimulus, motive, stimulation.

INTRODUCTION

The problem formulation. Before modern education, the priority is to create conditions conducive to the development and self-realization of each person, finding ways to guide students to develop positive motivation to learn and stimulate cognitive interest.

Therefore, it is important to increase the efficiency of the educational process, aimed not so much at equipping children with a system of industry knowledge, but to ensure their diverse personal development in accordance with individual inclinations and abilities, to learn to independently obtain the necessary information, develop skills in practice, make responsible decisions. To implement these goals and provisions of the New Ukrainian School, it is necessary to form in primary school students cognitive interests and positive motivation to learn, to develop a desire to learn. "Encouraging children to succeed in educational activities, taking into account individual characteristics and creating appropriate educational situations, will promote the development of their potential and desire to gain new experiences in the learning process and will form a positive motivation to learn" (Parfilova, Lysenko, 2014). The main thing in a teacher's pedagogical skill is the ability to motivate, stimulate learning, not force.

Analysis of recent research and publications. In scientific and pedagogical research of teachers (Sh. Amonashvili, Y. Babansky, N. Bibik, G. Voloshina, V. Zhelanova, A. Kanishchenko, O. Kirichuk, G. Kobernik, O. Kobernik, O. Savchenko, V. Sukhomlinsky, V. Teplynska, T. Shamova, G. Shchukina, etc.) identified ways to stimulate students' learning activities and justified the feasibility of using various forms of methods and tools as stimuli in the formation of knowledge, skills and abilities. However, the analysis of the pedagogical scientific literature shows that there is no single point of view on the study of this issue.

The purpose of the article: to determine the pedagogical conditions for effective stimulation of the learning process of primary school students.

RESEARCH METHODS

To achieve this goal, methods of analysis and synthesis, abstraction, generalization, questionnaires were used, which made it possible to analyze the pedagogical conditions of using the stimulation of the learning process of primary school students and determine the main directions of this process.

RESULTS OF THE RESEARCH

Modern pedagogical science and school practice are faced with the dilemma of how to teach children to learn so that they do not lose interest in learning, how to form motives, how to implement stimuli.

To analyze this problem, it is necessary to specify such concepts as "needs", "motives", "stimuli". Note that stimuli are based on needs, and motives are closely related to them.

Analyzing the concept of "stimulus" in the general sense, we note that it means a set of factors that motivate a person or group of people to carry out certain activities. Therefore, the concept of stimulus organically combines both personal and social needs of people and all the objects to which they are directed and includes the means to achieve them. Thus, a person is motivated to a certain activity through a system of stimuli. As a result, the process of formation of motivating forces of activity is determined through quantitative and qualitative changes in the systems of various stimuli.

Under the concept of "stimulus" to learn we understand the factors that motivate individuals to act creatively in the learning process. Therefore, we stimulate the learning process of primary school students as a complex, multifaceted system of techniques, methods, tools, which are due to certain social goals, psychological and pedagogical features of educational and cognitive activities of students, their age and individual characteristics.

In primary school, the leading activity, instead of play, gradually becomes educational activities, which not only contributes to the development of intellectual, cognitive characteristics of the child, but also strengthens its mental processes, motives and needs that significantly affect the entire life path.

Primary school children first develop an interest in the learning process itself, then there is an interest in the results of educational activities. And only after some time the interest in the content of education is formed and there is a need for new information, knowledge.

There is a need to clarify the terms "motive", "motivation", "stimulus". "Stimulation" of educational and cognitive activities, which is essential for the disclosure of their content and identify real ways to enhance the educational activities of students.

The activity of the teacher in the educational process of primary school is determined by its organization, which would provide high results of educational and cognitive activities of students, stimulating their activity. After all, it is through the stimulation of educational and cognitive activities that students are encouraged to be active. It should be noted that external



factors are a real motivating cause of activity only if the special stimulating efforts of the teacher, which are aimed at the perception, understanding of students of the objective values of external factors, the acquisition of personal meanings.

According to Yu. Babansky (1985), the activity will not achieve the desired effect if it is not provided with proper motivation and a positive attitude to it.

The concepts of "motive" and "motivation" are semantically similar words, but not identical psychological concepts. They have different meanings and they perform different functions.

The term "motive" comes from the French word "motif", which literally means "motivation". Therefore, it is often understood as a person's motivation to act. Among the motivations are: external influences (external stimuli) and the impact on the internal organs of the body (internal stimuli) (Savchenko, 2013). For example, the physiological process in the body: fatigue.

Therefore, depending on the factors that affect human activity, the concept of "motive" in different authors has acquired different meanings. However, in psychological science there is a common opinion that the motive is a specific phenomenon and therefore it should be considered as arousal, need, purpose, intentions, personality traits, states.

Note that the motives are relatively stable traits, manifestations of personality. If we consider the cognitive motive of the student, we mean that in most situations he shows cognitive motivation, interest in the content and process of activity.

However, motivation is characterized not only by motives, but also by situational factors: the influence of different people, the specifics of activities and situations. They can be dynamic and changeable.

Among the educational and cognitive motives are: focus on mastering generalized ways of learning (A. Markova, D. Elkonin); motivation of content and processes (M. Matyukhina), motivation of well-being and avoidance of troubles (M. Matyukhina); motivation to achieve (R. Nemov).

Among the main types of motivations are: motivation to succeed, motivation to prestige, motivation to avoid failure.

The term "stimulus" of learning means the factors that may be certain circumstances, external conditions, certain regulations that encourage the child to act creatively during learning.

We consider the process of stimulating learning as a complex, multifaceted system of methods, techniques and tools that are determined by social goals, psychological and pedagogical essence of students' learning, individual and age characteristics in their personal qualities.

To classify the stimuli for educational activities, we take as a basis the classification of G. Schukina (1986), which, depending on the source, identifies: stimuli, the source of which is the process of activity (problems, practical work, various forms of independent work); stimuli, the source of which is the content of the activity (novelty of the material, the degree of complexity of the content, its practical significance); stimuli, the source of which is the relationship between teacher and student. We also supplement this classification with: stimuli that arise in the process of student assessment and stimuli that arise in the process of using different learning tools.

To implement these learning stimuli in the educational process of primary school should use teaching methods that are aimed at the formation and development of students' learning motives, stimulate their cognitive activity and promote better learning.

Traditionally, there are two large subgroups in this group.

The first of them presents methods of forming cognitive interests in students.

In the second - methods, mainly aimed at forming a sense of duty and responsibility in learning.

It should be noted that with the implementation of the New Ukrainian School (2016), the list of methods has increased significantly.

To determine the features of the organization of the educational process using the stimulation of students' learning, it is necessary to investigate the level of formation of cognitive interests of students in the class. To this end, students of 3-A and 3-B classes of Chornotysyanska school of 1-3 grades of Zakarpattia region were asked to answer the following questions of the questionnaire: Why do you go to school ?, What prevents you from studying well ?, What lessons do you like the most and why ?, What do you remember the most from the last lessons ?, What feelings do you feel when you receive an initial level of assessment or your work is not evaluated at all ?, What feelings do you feel when you receive a "high level" ?, Do you do your homework yourself?

The analysis of the questionnaires of 3rd grade students of the Chornotysyanska school of the 1st-3rd grades of the Zakarpattia region allows us to draw the following conclusions.

To the first question: "Why do I go to school?" the majority of students (81%) answered as follows: "Because I want to learn and know a lot."

Analyzing the answers to the question: "What lessons do I like and why?", we can conclude that most children remember those lessons that were interesting to them.

To the question: "What prevents me from studying well sometimes?" students responded differently. Some gave the answer - laziness (7%), the second - friends on the street (27%), the third - the phone (81%). The answers were varied.

To the question "How do you feel when you receive the initial level of evaluation or your work is not evaluated at all?" and "How do you feel when you get a 'high level'?" almost all children gave the same answers: "When I get a bad grade - I feel resentment, and when I get high grades - I feel joy."

Considering the question: "Do I sit down to do my homework?" 95% answered that they do it on their own, and only 5% answered that they help them.

We also offered a questionnaire to the students of the experimental class in order to identify their type of attitude to educational and cognitive activities. The questionnaire included the following questions: "Do you enjoy going to class?",



"Do you mostly understand the teaching material?", "Are you satisfied with the teacher's attitude to you?", "Do you always understand the explanation of new material", "Do you always do your homework?", "How often do you visit the library?", "Do you plan your future activities, find out the reasons for failures, take into account mistakes in further work?"

The results of the survey showed that 32% of children in the class have an active-positive type of attitude to learning, 54% - positive, 12% of children have a functioning type of attitude and 2% - negative.

When organizing the educational process in primary school in order to stimulate students' learning, it is necessary to use methods to stimulate students to learn. As our research shows, the following methods are effective in primary school:

- situational modeling using simulation, role-playing and business games;
- collective learning using interactive methods "Microphone", "Brainstorming", "Press Method", "Carousel", "Teaching-learning", "Two, four - all together", etc .;
- cooperative learning: work in pairs, groups;
- project activity.

The form of the organization of training also promotes stimulation of training of younger schoolboys. As G. Kobernyk, O. Kobernyk, G. Voloshyna (2020, p. 64) note, the work of children in small groups is effective. They define such ways of combining children into groups as a combination of "students with different levels of educational and cognitive activity, but according to their preferences" and a combination of students with creative educational and cognitive activity with the definition of original tasks.

Specially organized situations of success play a special role and, first of all, for students who have learning difficulties. For the effectiveness of their use it is necessary:

- in the lesson to create a favorable moral and psychological climate in the process of performing tasks;
- in order to maintain the child's self-confidence; respect for it at certain stages of the lesson to give accessible tasks;
- mandatory use of differentiation in the lesson;
- use of heuristic and creative approaches;
- creating in the educational process as many episodes, cases, situations where the child can participate;
- children were called only by name;
- do not be afraid to give good grades, even for minimal student success.

In the process of stimulating students' learning using the "success situation", the following techniques should be introduced: "I give a chance"; "Horizon line"; "General joy"; "Emotional surge"; "Emotional encouragement"; "Exchange of roles".

A special role in stimulating the learning of primary school students, as our research shows, is played by the method of creating a situation of interest in the teaching of disciplines. Imaginary interesting adventures, humorous passages, etc. were used for its realization. For example, traveling with a team of Fixies, or with the Puppy Patrol.

It is also appropriate to use the following methods in lessons: the method of creating a situation of novelty of educational material, the method of relying on the life experience of students. That is, at each lesson they tried to create such a moral and psychological atmosphere, in the process of which children received moral satisfaction from intellectual growth. For example, when a student feels the enrichment of his vocabulary, the baggage of knowledge, he will appreciate every hour of school, will try to work more effectively on himself.

In particular, when studying topics from the integrated course "I explore the world" in the textbook by I.V. Andrusenko (2020) "Diversity of plants in nature", "Mushroom grew in thick grass", "Diversity of animals in nature", it is worth asking children to remember which animals plants, mushrooms they know. What exactly can they tell?.

An expedient method of stimulating learning is the method of using various games and game forms of organization of cognitive activity. Among which we distinguish the following groups of games:

1. Short games. These are subject, plot-role and other games that are used to develop interest in educational activities and solve certain specific problems. So, for example, to practice the skills of verbal arithmetic in math lessons, you can use games - chains, built on the principle of transferring the right of reply along the chain.

2. Game shells, which are not limited to the lesson, but can continue. For example, in elementary school, a lesson is in the form of a game, when there is a plot that combines the whole lesson or coming to the lesson "to visit the children" of the characters of the cartoon "Puppy Patrol". After a short greeting and explanation of the reasons for the arrival, each of the puppies chooses a number of students and completes the task.

Most teachers use short-term games that can be used effectively at any stage of the lesson.

Textbooks also help to stimulate the learning process in primary school. So the analysis of the textbook O.Ya. Savchenko "Ukrainian language and reading" (2020) allows to determine the main directions of stimulation. At the beginning there are symbols, the implementation of which is already aimed at learning. Example. "We fantasize and create", "We play a skit, a play". The guidelines "Listening to teachers' advice, cooperating with each other e" are appropriate. An interesting and stimulating example is the following types of work: Media window: Mini-project - creating the cover of the book "My favorite poem" (p. 130). The textbook contains many interesting problem questions and tasks, as well as suggestions for staging.

Analyzing the textbook Logachevska S., Logachevska T., Komar O. "Mathematics" (2020), we note that it is characterized by a selection of tasks of a differentiated nature, which stimulate the desire of children to work according to the possibilities of their development. Also, in accordance with the advice of New Ukrainian school, the system "Daily 3" was introduced.



Analysis of the textbook Kornienko M., Kramarovska S., Zaretska I. "I explore the world" (2020) part 2 also provides opportunities to stimulate children to learn. In particular, the use of research laboratories, the creation of projects (For example, p. 106 Creating a project in the environment of Scratch), solving logical problems, etc.

During the COVID 19 pandemic, distance and online learning should use multimedia resources (Padlet and EDpuzzle), tools for interacting with students (<https://www.classdojo.com>), resources for interactive travel and performances (<https://www.classdojo.com>, <https://ukrainewow.com> (Ukraine Wow), <https://museums.authenticukraine.com.ua/ua/> (travel through Ukrainian open-air museums)).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on our research, we concluded that for the organization of education that would stimulate students to learn, cause satisfaction from overcoming difficulties, develop independence and initiative in acquiring new knowledge, promote self-affirmation of the child's personality, the following conditions must be met:

- a) ensuring the conformity of the content of the program material to the mental development of students;
- b) the use of various types, forms and methods of educational activities, organizing in the classroom work of a creative nature, which contribute to the creation of favorable conditions for the activity, initiative and independence of students;
- c) use in lessons of collective activity (mutual learning);
- d) creativity of the teacher when working with textbooks;
- e) the use of a system of methods of stimulating educational activities and methods of emotional stimulation;
- e) creating a favorable moral and psychological microclimate.

Therefore, in order to organize an effective educational process in primary school, it is necessary to continue research to determine the requirements and conditions for the use of online resources with primary school students.

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ПЕДАГОГІКА ПАРТНЕРСТВА У ДУХОВНОМУ ВИХОВАННІ УЧНІВ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ ГІРСЬКОГО РЕГІОНУ

Анотація. У статті актуалізовано проблему реалізації ідей педагогіки партнерства в духовному вихованні учнів нової української школи гірського регіону. Розкрито сутність понять «педагогіка партнерства», «духовне виховання», «морально-духовні цінності». Зазначено, що Концепція «Нова українська школа» є першим документом реформи, який визначив основні засади нової освіти. Представлено принципи, на яких базується педагогіка партнерства, згідно з Концепцією «Нова українська школа». З'ясовано, що на сучасному етапі творення України як демократичної, правової держави та її інтеграції до загальноєвропейського співтовариства все більшої важливості набуває проблема педагогіки партнерства в духовному вихованні учнів початкових класів. Здобувачі освіти, батьки та педагоги, об'єднані спільними цілями та прагненнями, є добровільними й зацікавленими співниками, рівноправними учасниками освітнього процесу, відповідальними за результат. Педагог є другом дитини, а родина – залучена до побудови її освітньої траєкторії. Це спонукає до використання в освітньому процесі НУШ культурної і педагогічної спадщини українського народу, пошуку оптимальних засобів морального-духовного виховання школярів на основі відродження народних звичаїв і традицій.

Доведено, що багатовічний досвід українського народу, його ідеали, уявлення про добро і зло мають значний вплив на формування морально-духовних цінностей школярів.

Зроблено висновки, що педагогіка партнерства визначає істинно демократичний спосіб співпраці педагога, учнів і їхніх батьків, передбачає безумовну рівність у праві на повагу, довіру, доброзичливе ставлення і взаємну вимогливість у духовному вихованні.

Ключові слова: педагогіка партнерства, духовність, духовно-моральні цінності, педагог, учні початкових класів, нова українська школа, духовний потенціал особистості, гірський регіон.



PEDAGOGY OF PARTNERSHIP IN THE SPIRITUAL EDUCATION OF STUDENTS OF NEW UKRAINIAN SCHOOL IN MOUNTAINOUS REGIONS

Abstract. The article actualizes the problem of realization of ideas of pedagogy of partnerships in the spiritual education of students of the New Ukrainian School of mountainous region. The essence of the concepts "pedagogy of partnership", "spiritual education", "moral and spiritual values" are revealed. It is noted that the concept of the New Ukrainian School is the first document of reform, which identified the main principles of new education. The principles pedagogy of partnership is based on are presented, according to the Concept of "New Ukrainian School".

It was found that at the present stage of creation of Ukraine as a democratic constitutional state and its integration into the European community the problem of pedagogy of partnership of primary school students becomes more important. Students, parents and teachers, united by common goals and aspirations are voluntary and interested accomplices, equal participants in the educational process, responsible for the result. The teacher is a child's friend, and the family is involved in building it educational trajectory. This encourages the use of New Ukrainian School in the educational process, cultural and pedagogical heritage of the Ukrainian people, finding the best ways of moral and spiritual education of schoolchildren on the basis of revival of folk customs and traditions.

It is proved that the centuries-old experience of the Ukrainian people, its ideals, notions of good and evil have a significant impact on the formation of moral spiritual values of schoolchildren.

It is concluded that the pedagogy of partnership is a true democratic way of cooperation between teachers, students and their parents, provides unconditional equality in the right to respect, trust and mutual demanding in spiritual education.

Keywords: pedagogy of partnership, spirituality, spiritual and moral values, teacher, primary school students, New Ukrainian School, spiritual personality potential, mountainous region.

INTRODUCTION

The problem formulation. At the present stage of creation of Ukraine as democratic, constitutional country and its integration into the European community the problem of partnership pedagogy is becoming more acute in the spiritual education of primary school students. The effects of political and moral crises, globalization of society and isolation of the rising generation from the people's traditions, the substitution of universal moral and spiritual values of the youth subculture are becoming more and more obvious.

This encourages the use of cultural and pedagogical heritage of the Ukrainian people, the search of optimal ways of moral and spiritual education of schoolchildren on the basis revival of folk customs and traditions. Centuries-old experience of life of the Ukrainian people, its ideals, the idea of good and evil, sublime and ugly are concentrated in moral and spiritual values. Educational meaning of moral and spiritual values is that they are the result of the practice of educating the younger generation and effective means of education at the same time

Analysis of recent research and publications. Questions of spirituality were raised many years ago. The works of teachers of the past are the evidence of this: J. A. Comenius, J. H. Pestalozzi, A. Disterverga, V. O. Sukhomlinsky. They unanimously identified the main factors that affect the spiritual education of students: work, family, school, teacher. At the present stage, the problem of spirituality is dealt with by many scholars, among them: O. Maikina, G. Sagach, T. Zazyun, S. Soloveychik, I. Zelichenko. Partnership pedagogy is one of the areas of pedagogy that includes a certain system of methods and techniques of education and training on the basis of humanism and creative approach to personality development. Among the authors: V. Sukhomlinsky, Sh. Amonashvili, I. Volkov, I. Ivanov, A. Makarenko, V. Karakovsky, S. Lysenkova, V. Shatalov and others. Working according to pedagogy of partnership a student of the New Ukrainian School of the mountain region is a voluntary and interested colleague, like-minded, equal participant of educational process, caring and responsible for his or her results. Communication, partnership between a teacher, a student and parents are in the center of partnership pedagogy. Students, parents and teachers are united by common goals and aspirations, are voluntary and interested accomplices, equal participants in the educational process, responsible for the result. The teacher must be a friend, and the family must be involved in the construction educational trajectory of a child.

THE PURPOSE OF THE RESEARCH.

The pedagogy of partnership determines a democratic way of cooperation between a teacher and a child, which does not reject the difference of their life experience, knowledge, but implies unconditional equality in the right for respect, trust, friendly attitude and mutual demands (Podlasy, 2010). Essence of pedagogy of partnership is a democratic and humane attitude to a child, ensuring him or her the right to choose, the right to his or her own dignity, to respect, the right to be what he or she is, not what the teacher wants him or her to be. Relationships partnerships are formed where children and adults share common views and aspirations. The pedagogy of partnership sees voluntary and interested colleague in a student, like-minded, equal participant in the teaching process, caring and responsible for his or her results.

Modern learning and education of primary school students in the mountainous region requires new pedagogical ethics, the defining feature of which is mutual understanding, mutual respect and creative collaboration between a teacher and a student. This ethic affirms not the role, but personal communication (support, empathy, affirmation of human dignity, trust); determines the use of personal dialogue as a dominant form of educational communication, encouragement to exchange ideas, impressions, modeling of life situations; includes specially designed situations of choice, advancement of success, self-analysis, self-assessment, self-knowledge.

The purpose of this article is to reveal the concept of spirituality and to touch on the problems of parental interaction in moral and spiritual education of children and ways to overcome it in terms of cooperation with teachers of primary school of the New Ukrainian School in the mountainous region. The concept of "spirituality" has always



been important in philosophy, and plays a significant role in key issues: a person, his or her place and purpose in the world, the meaning of its existence, culture and social life.

And so the following philosophers: Plato, Aristotle, Yurkevich, Gregory Skovoroda believed that the concept of the word "spirituality" is derived from the word "spirit" (Latin "spirit" and Greek "pneuma"), which means mobile air, breath, life carrier. The first ideas about spirituality were already formed in the primitive era. However, this concept has not yet been distinguished from bodily essence. For the first time Plato separated the physical and the spiritual, determined that spirituality is a specific human quality, and corporeal is a lower thing inherent in human nature. Aristotle also separated these concepts, but he considered the physical and the spiritual as equally necessary.

RESULTS OF THE RESEARCH

We observe a new approach in the Christian tradition. Here spirituality is endowed with a new face, and it is believed that spirituality is inherent in an intelligent person, that separates him or her from the animal world and likens it to God. The problem of spirituality became a leader in the Russian religious philosophy of the late XIX - early XX th century. Its development is connected with the names of Fyodor Dostoevsky, Vladimir Solovyov, Ivan Ilyin, Pavel Florensky, Nikolai Fedorov. Spirituality was understood in two ways.

On the one hand, spirituality is spiritualization of animals, the essential characteristics of a person, which distinguishes it from the world of animals, and on the other hand, it is the ideal to which a person aspired in his own development, focus on higher, absolute values (Vyshnevsky, 2006).

In modern non-classical and postclassical philosophy the problem of spirituality is becoming increasingly relevant. This is due to the general anthropological reversal that has taken place in modern philosophy, and the desire to overcome rationalism and irrationalism in the understanding of a person, with a reflection on the foundations of the global spiritual crisis that struck humanity in the XX century, finding ways to overcome it.

A significant contribution to the development of the problem of spirituality has been made in philosophy, inherent in such philosophers as Martin Buber, Max Scheler, Pierre Teilhard de Chardin, Albert Schweizer, Erich Fromm, Victor Frankie. The main idea of these scientists is an intelligent person at the turn of the ages unable to overcome all sorts of life crises, in particular global, so it must be replaced by a spiritual person. And according to the definition of these scholars, spirituality is seen as general cultural phenomenon, which includes not only abstract theoretical values and ideals, but also acts of conscience, truth and beauty.

The problem of spirituality is one of the main problems of pedagogy of partnerships. This issue is covered in the works of the following scientists: I. Bekha, O. Dokukina, S. Soloveychik, I. Zyazyun, G. Sagach, V. Sagonovsky. So, S. Soloveychik claims that an integral part of "spirituality" is "spirit", noting that the spirit is the basis of all the best that is in a person; human in a personality; the essence of a person, the desire for truth, goodness and beauty. Spirituality is one of the characteristics of a personality, and most importantly, it determines all his or her material qualities, his or her value (Podlasy, 2010). As a modern teacher S. Soloveychik necessarily connects the concept "Spirituality" with the concept of "spirit", such scientists as I. Zyazyun, G. Salach connect a spiritual person with an intelligent one. In their opinion, the "smart person" on the modern stage was unable to overcome all crises of life, and therefore the interest in the spiritual personality increased, a personality, who treats these problems in a new way; realizing the need for absolute values and ideals in order to avoid a global catastrophe.

In modern pedagogy, there is such a thing as spiritual potential of a personality. This concept should be understood as the ability to integrate actions, aimed at bringing harmonious order to the world through the harmony of spirit, soul and body. For the definition of spirituality, let's take individual expression in the system of motives of a personality of two fundamental needs; the ideal need for knowledge and social need to live, to act for others (Kopchuk-Kashetska, 2017). In other words, to be spiritual means to love God and a neighbor.

The family is an important social unit that provides stability and development of society, preservation and transfer of life experience of the people, moral and ethical values, education of the younger generation. Family acts as a social unit that preserves and protects, continues the ethical or the determining function of the family (Kopchuk-Kashetska, 2017). Pedagogical culture of modern parents is determined both as the achievements of psychological and pedagogical science and experience of education embodied in ethnopedagogy, which embodies effective forms and methods of educational impact on children. The need to turn to educational experience of people and its moral and ethical values emphasizes the concept of "Family and family upbringing", etc.

In modern conditions, democratic changes on the one hand contribute revival of traditional moral and ethical values of Ukrainians, and on the other - there is a separation of parents from the national culture, lack of pedagogical knowledge, which affects negatively the quality of children's education.

The results of experiments showed that parents need help from teachers. Based on the identified shortcomings and miscalculations in the upbringing of children, a special method was developed, aimed at preparing parents for the formation of children's moral and ethical values by means of ethnography and their involvement in the upbringing of their own children.

The pedagogy of partnership with parents was aimed at:

- creating an atmosphere of trust mutual understanding, spiritual rapprochement of all participants in the educational process, the establishment of moral and psychological comfort in the family and school;
- raising the level of pedagogical culture of parents and their pedagogical self-education;
- participation of parents in the educational activities of the new Ukrainian school in the mountainous region, various events and charitable activities.



In the organization of pedagogy of partnership of the New Ukrainian School in mountainous region and family on the formation of moral and ethical values of students in grades 1-4 by means of ethnography, we focused on developing a common position and common approaches in raising children, joint activities that involved definition of educational tasks and selection of adequate forms and methods of work.

At the first stage, the task of teachers was to create an atmosphere of trust and harmony and partnering with parents to ensure auspicious pedagogical conditions for the assimilation of moral and ethical values by younger people students in the family and at school. For this purpose, after individual interviews, family visits, testing in experimental classes, plans for individual work with parents were drawn up, which took into account the level of education and pedagogical culture of parents, moral qualities, worldview, traditions, interests of family members, which allowed not only to guide but also to adjust educational influence of the family.

If at the beginning of work with parents a preparatory and corrective activity was needed that would allow parents to understand the moral and ethical education of children by means ethnography, because they mostly took a passive role in raising their own children, relying entirely on school, then in the process of work teachers managed to change the passive attitude to raising children to an active and creative attitude through the awakening of parental interest in the study of pedagogical and ethnographic sources, active participation in the upbringing of children in the family and the common educational work at school.

Classes to prepare parents for the formation of younger students' moral and ethical values by means of ethnography were conducted in the form informal meetings and had the following meaningful direction: moral and ethical values of the Ukrainian people; unity of national and universal in Ukrainian folk pedagogy; educational potential of the modern family; folk family traditions; self-education and self-education; mistakes in education and their consequences; involvement of children in folk art and creativity (Family pedagogy, 2002). 7 meetings were held in each of the experimental class, which addressed the problems of certain areas. Conducted classes acquainted parents with the moral and ethical views of Ukrainians, with the traditional forms, methods of raising children. Theoretical and practical classes were conducted for parents.

Theoretical classes included lectures, talks, debates, "round tables", "brainstorming", discussion of pedagogical literature, parent conferences, presentations of books. Practical classes were conducted in the form of trainings, seminars, workshops, educational activities, etc. Combined classes, lectures with elements of training, conversations - workshops, seminars – trainings proved its effectiveness in working with parents. Meetings on theoretical issues, conducted for parents provided the necessary amount of knowledge for raising children, acquainted with the specifics of primary school age, the peculiarities of education in the family, the role of parents in raising children, opportunities for public education, traditional and modern methods. Meetings that were held as practical classes, gave the opportunity to consolidate the pedagogical knowledge of parents and to form necessary skills and abilities. In the process of work, parents were involved in pedagogical observations and analysis of the results. Indicative topics for classes with parents are stated below.

Topics of classes with parents

Introduction

1. Folk ethics and folk morality - the basis of folk pedagogy.
2. Taking into account the people's experience in modern family education.
3. Features of acquaintance of children of primary school age with Ukrainian ethnography in the family.

1st grade

1. The practice of educating children in moral and ethical values in the family.
2. The role of parents in raising children.
3. Folk tales in the formation of moral and ethical values of younger children of school age.
4. Customs of the Ukrainian people in the practice of family education.
5. Educating children to respect their elders.
6. The task of parents in acquainting children with the basics of ethnography.
7. Joint activities of parents and children as a way of forming moral and ethical values.

2nd grade

1. Factors of formation of moral and ethical values in younger children of school age.
2. Taking into account the age and individual characteristics of children in the family education.
3. The authority and personal example of parents in the formation of children's moral ethical values.
4. Acquaintance of children with family and genealogy.
5. Ukrainian folk traditions in family education.
6. The atmosphere of harmony and trust in the family, as a necessary condition for the upbringing of children moral and ethical values.
7. Folk games in the formation of moral and ethical values in younger children of school age.

3rd grade

1. Using the experience of Ukrainian folk pedagogy in the formation of moral and ethical values in children of primary school age.
2. Love for the child as a pedagogical condition for the formation of moral and ethical values.
3. Pedagogical contact of parents in communication with children.
4. Proverbs and sayings in the formation of moral and ethical values of children of primary school age.
5. The importance of the national calendar in involving children in moral and ethical values of the Ukrainian people.
6. The role of parents in educating children to love their homeland.
7. Organization of leisure and national holidays in the family.

**4th grade**

1. The role of folk traditions in the moral and ethical education of children of primary school age.
2. Pedagogical tact in communication with children.
3. The use of educational potential of Ukrainian folklore in the formation of children's ideas about moral and ethical values.
4. Acquaintance of children with a national life.
5. Formation of moral and ethical values in children of primary school age through involvement in folk crafts and arts.
6. Formation of ethnographic knowledge and skills in the family.
7. The main problems and omissions of parents in the formation of moral and ethical values in children of primary school age by means of ethnography.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The article defines the concept of spirituality of personality and features of organization of partnership of primary school teachers and students of the new Ukrainian school in the mountainous region and the family in the context of spiritual education of students. Communication, partnership between a teacher, a student and parents are in the center of partnership pedagogy. Students, parents and teachers are united by common goals and aspirations, are voluntary and interested accomplices, equal participants in the educational process, responsible for the result. The teacher must be a friend, and the family must be involved in the construction educational trajectory of a child.

The pedagogy of partnership determines a democratic way of cooperation between a teacher and a child, which does not reject the difference of their life experience, knowledge, but implies unconditional equality in the right for respect, trust, friendly attitude and mutual demands. Examples of parent training classes are given for this issue to the formation of moral and ethical values in younger students by means of ethnography.

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ДІЯЛЬНІСТЬ ІНКЛЮЗИВНО-РЕСУРСНИХ ЦЕНТРІВ У ГІРСЬКИХ РАЙОНАХ

Анотація. Актуальність проблеми полягає в постійно зростаючій кількості дітей з порушеннями розвитку в Україні, потребі надання їм відповідної допомоги з боку фахівців та наявних перешкодах у розвитку інклюзивної інфраструктури в гірських селах нашої країни. Віддаленість, погане транспортне сполучення, відсутність кваліфікованих фахівців, неповна поінформованість населення гальмують розвиток інклюзивної освіти, перешкоджають її здобуття особами з особливими потребами. Мета статті – проаналізувати специфіку діяльності інклюзивно-ресурсних центрів, що надають допомогу педагогам, батькам та дітям з порушеннями розвитку, які проживають у гірських районах України. Авторка використала теоретичні (аналіз, узагальнення психолого-педагогічної літератури) та емпіричні методи (опитування, бесіди, спостереження, методи статистичної обробки даних). У статті порушено питання розвитку інклюзивної освіти в сільській (гірській) місцевості України. Розглянуто основні чинники впливу на цей процес, проаналізовано особливості надання якісних корекційно-розвиткових, психолого-педагогічних послуг дітям з особливими освітніми потребами, що мешкають у гірських районах. Результати дослідження показали, що діяльність фахівців інклюзивно-ресурсних центрів з надання допомоги педагогам, батькам і, зокрема, дітям з порушеннями розвитку, які проживають у віддалених районах, має велике значення як для особистого розвитку учнів, так і для здійснення професійної діяльності педагогів, обізнаності батьків. Питання порушується не лише на місцях, а й сягає державних масштабів, про що свідчить активність у розширенні нормативної бази, державні асигнування на розвиток інклюзії. Проте проблема не є повністю дослідженою на сьогодні й потребує подальшого глибокого вивчення.

Ключові слова: особливі потреби, бар'єри, командна робота, співпраця, мобільність, інклюзивно-ресурсні центри, адаптація.

ACTIVITIES OF INCLUSIVE RESOURCE CENTERS IN MOUNTAIN AREAS

Abstract. The urgency of the problem lies in the ever-growing number of children with disabilities in Ukraine, the need to provide them with appropriate assistance from specialists and the existing obstacles to the development of inclusive infrastructure in the mountain villages of our country. Remoteness, poor transport links, lack of qualified specialists, incomplete awareness of the population hinder the development of inclusive education, prevent its receipt by people with special needs. The purpose of the article is to analyze the specifics of the activities of inclusive resource centers that provide assistance to teachers, parents and children with disabilities living in mountainous areas of Ukraine. We used theoretical (analysis and generalization of psychological and pedagogical literature) and empirical methods (surveys, interviews, observations, methods of statistical data processing). The article raises the issue of development of inclusive education in rural (mountainous) areas of Ukraine. The main factors influencing this process are considered, the peculiarities of providing high-quality correctional and developmental, psychological and pedagogical services to children with special educational needs living in mountainous areas are analyzed. The results of the study showed that the activities of specialists of inclusive resource centers to provide assistance to teachers, parents and, in particular, children with disabilities living in remote areas, is of great importance for personal development of students and professional activities of teachers, parental awareness. The issue reaches the national scale, as evidenced by the activity in expanding the regulatory framework, government allocations for the development of inclusion. However, the problem is not fully explored today and needs further in-depth study.

Keywords: special needs, barriers, teamwork, cooperation, mobility, inclusive resource centers, adaptation.

INTRODUCTION

The problem formulation. At the present stage of development of mountain infrastructure a special place is occupied by the organization of an integrated system of providing quality services to the population, which will ensure its proper economic, cultural and educational growth. Education and awareness of the people of the mountainous regions of Ukraine, creating opportunities for free access to all services (medical, educational, social) are designed to raise to a new level this unique community of our state. We give an important place to the educational sector, which can bring up a new generation of people, which will differ not only in cultural or family traditions, life, customs, but also the appropriate intellectual level, good health, rich internal potential. To this end, the educational sector should be developed in remote mountainous areas, building a new Ukrainian school and its characteristic inclusive component.



AIM AND TASKS RESEARCH

The content, forms and methods of work on the development of inclusive infrastructure of the region are determined by its geographical and regional features. The problems of people with special needs living in the difficult social and economic conditions of the modern mountain village are relevant in the context of general social development, scientific and technological progress. It should be noted that mountain regions have always been characterized by a low level of social life, difficult working and living conditions, a unique culture and customs. At this stage, the population of mountainous areas of Ukraine needs a different approach, based on the recognition of national identity and uniqueness of ethnic groups. At the same time, opportunities should be created to address other pressing issues, namely: active self-education and professional development; participation in the creative activity of young people and the organization of their leisure; provision of quality social, educational, medical services; rehabilitation and promotion of a healthy lifestyle. They are indicative in defining the socio-economic, demographic, moral and psychological, educational problems of mountain dwellers, and, therefore, deserve attention from the state.

RESEARCH METHODS

We used theoretical (analysis and generalization of psychological and pedagogical literature on the research problem) and empirical methods (surveys, interviews, observations, methods of statistical data processing). Our research has shown that the problems of professional development of teachers have been the subject of research by many scholars in various aspects: professional development of a teacher (O. Bondarchuk, N. Volyanyuk, I. Zyazyun, L. Karamushka, E. Klimov, N. Kolominsky, V. Russol); training of future teachers to work in schools of rural and mountainous areas (I. Bekh, L. Drobit, K. Zhurba, L. Kobylanska, S. Kalaur, K. Ostrovskaya, I. Ostrovsky); development of inclusive education (A. Kolupaeva, Z. Leniv, N. Sak, A. Shevtsov).

RESULTS OF THE RESEARCH

The issue of accessibility and barrier-freeness today is raised both at the state level and at the local level. Thus, First Lady O. Zelenskaya has compiled a "Handbook of Barrier-free", which emphasizes that we should turn to the philosophy of barrier-free: "Barriers are those barriers that prevent different people from accessing opportunities, and through it does not allow them to fully realize their potential" (Directory of barrier-free). Such obstacles include the geographical location of mountain villages, poor transport links, inadequate information provision of the population and more.

According to the Ministry of Education, in 2010 there were 160,000 children with special needs in Ukraine. According to official data, as of March 2010, 103,000 children with special educational needs were enrolled in secondary schools, including 45,000 children with disabilities (Resolution "On approval of the Regulations on the inclusive resource center"). The number of people with different types of disabilities indicates the need to develop inclusion as a model of education and society. All governing bodies, educational institutions, out-of-school and social institutions and organizations are called upon to perform this task. This is stated in the legal documents on education, namely the Laws of Ukraine "On Education", "On General Secondary Education", "On Higher Education", "On Amendments to Certain Laws of Ukraine on the Rights of Persons with Disabilities", "On Approval of the Regulations on the Inclusive Resource Center", the Concept of Development of Inclusive Education, "On approval of the action plan to create a barrier-free living environment for people with disabilities and other low mobility groups for 2009-2015 ("Barrier-free Ukraine)", "On approval State standard of primary general education for children with special educational needs". Unfortunately, mountainous terrain is no exception when it comes to possible diseases, both acquired and genetically inherited.

In 2017, the Cabinet of Ministers of Ukraine adopted a decision on the organization of inclusive resource centers, which should become the main in providing assistance and providing psychological and pedagogical support to people with special educational needs. It was envisaged that such inclusive centers would ensure the rights of children (aged 2 to 18) with special educational needs to receive pre-school and secondary education. The main task of the latter was to conduct a comprehensive psychological and pedagogical assessment of the development of a child with special educational needs, providing them with psychological and pedagogical assistance and providing support. According to this document, the main principles on which the activities of the centers were to be based were: respect for the child's personality; taking into account the individual capabilities, abilities, interests of the child; non-discrimination and violation of children's rights; confidentiality; availability of educational services; cooperation with other institutions, schools, and families.

Inclusive resource centers have to solve many tasks, namely:

- 1) conduct a comprehensive assessment of the child's development in order to determine its special needs, develop recommendations for the curriculum, provide psychological and pedagogical assistance;
- 2) provide psychological and pedagogical assistance to children with special educational needs of preschool and school age;
- 3) keep a register of children who have passed a comprehensive assessment; educational institutions, rehabilitation institutions of the healthcare system, social protection and public associations, as well as specialists;
- 5) organize and conduct consultations, cooperate with teachers of preschool institutions, schools;
- 6) consult with parents or guardians of children with special educational needs;
- 7) to carry out informational and educational activities by holding conferences, seminars, training sessions on the organization of psychological and pedagogical assistance to children with special educational needs, etc. (Resolution "On approval of the Regulations on the inclusive resource center").

In general, psychological and pedagogical assistance involves the organization of psychological and pedagogical services for children with developmental disabilities, aimed at their socialization, education of independence; preparation for study in educational institutions; development of self-regulation skills. At the same time, the centers must have



premises adapted for children with special educational needs in accordance with the requirements of the legislation, state sanitary and construction norms. In such premises rooms for rendering of individual psychological and pedagogical help, the organization of group psychological and pedagogical employment, works of the teacher-speech therapist, the defectologist, occupational physical training classes and others are arranged.

Today, there are community development programs from the Ministry of Regional Development, Construction and Housing of Ukraine to open the IRC. As of 2018, there were no direct targeted subventions for the opening of the RDI, but the Ministry of Education and Science of Ukraine allocated 502 million for the development of inclusive education. Such a subvention was calculated according to the number of children registered in inclusive school classes. The total distribution of the allocated money per child (UAH 16,000 in 2017, about UAH 30,000 in 2018) included: 65% - to pay for additional classes with specialists, in accordance with the child's correctional program, and 35% - to purchase equipment.

In order to create a barrier-free space in Ukraine by 2030, work is underway to improve the activities of the centers. At the state level, clear steps have been taken today, namely amendments to the Regulations; the staffing of these centers was reviewed and the needs for increasing the duration of vacations, working week, and remuneration of specialists were established. According to the new version of the Regulation on Inclusive Resource Centers, adopted by the Government of Ukraine, its work should be closer to European standards of accessibility, which should improve services for people with disabilities. For example, it is an opportunity for parents to apply to the centers much earlier, from the birth of a child; provision of special services to persons over 18 years of age. The innovation is the creation of branches and mobile inclusive resource centers; use of new diagnostic tools to support children with learning difficulties and international approaches to identifying categories of educational difficulties in people with special educational needs. In order to encourage the improvement of the quality of professional activity, specialists will be offered a different salary (allowance of at least 25%); the duration of the working week of teachers was reduced to 36 hours / week. These and other innovations in this area are provided by the project "School education for all", which is part of the Action Plan for the implementation of the National Strategy for the creation of barrier-free space in Ukraine.

The urgent task is to organize such a space in difficult conditions in mountainous and rural areas of Ukraine. Another issue is to ensure the effective operation of all components of the education system; adaptation of the activity of schools and social organizations, institutions of special education and inclusive resource centers to the specifics of the region, its traditions, the special nature of educational and labor activity of the population, attitude to the disease and ways of life.

Importantly, inclusive resource centers in mountain areas should become one of the main institutions of inclusive education and development, promotion of high culture, spirituality, and humanism. The difficulties that arise are primarily related to the socio-economic situation, slow development and insufficient technical equipment of schools, kindergartens and other educational institutions. This requires from the specialists of the inclusive resource center of the mountain area the following qualities:

- high professionalism and available personal traits and qualities;
- ability to adapt to the society of the village;
- ability to generate promising ideas for the development of inclusive education;
- sociability in different social groups (in communication with children, parents, the public);
- purposeful use of theoretical and practical potential for providing psychological and pedagogical assistance to the population, carrying out educational activities and cooperation with colleagues, teachers, families of children with special needs.

But practice shows that the activities of inclusive resource centers in mountain areas do not always meet these requirements, which can be explained by the specifics and opportunities created for their quality work in the area. The main problems and difficulties in the development of inclusive education in mountainous areas and, in particular, the work of inclusive centers are:

- some issues of providing psychological and pedagogical assistance and correctional services to children with disabilities.

Thus, in accordance with the legislation of Ukraine on the rights of persons with disabilities (Laws of Ukraine "On Fundamentals of Social Protection of Persons with Disabilities in Ukraine", "On Rehabilitation of Persons with Disabilities in Ukraine"), education of persons with disabilities is considered in special institutions

- funding: the operation of regular general secondary education institutions is provided from district budgets, which is not beneficial to local authorities.
- establishing teamwork and cooperation of the center's specialists and teachers, educators.

On the one hand, this is due to limited transport accessibility, and on the other - an underdeveloped system of social, educational, information services. Working with school teachers, who are mostly poorly informed about the rules, regulations, features of the development of children with disabilities, is a matter of paramount importance. Our study showed that the main sources of information about inclusive education for teachers of educational institutions in mountainous regions of Ukraine are colleagues and administration (58%), as well as Ukrainian media (33%) (Inclusive education in Ukraine). Insufficient awareness in this area leads to the fact that when working with students with disabilities, teachers often adapt programs to their own discretion, on the principle of reduction, rather than taking into account the individual needs and learning opportunities of the child; not always guided by scientific and methodological developments.

One of the problems of cooperation between specialists of inclusive resource centers and teachers of educational institutions is to equip the latter with basic knowledge in the field of inclusion, medical indicators and features of



development of children with different types of disorders. This is necessary because often teachers and educators do not have the proper training, theoretical and practical skills to work with this category of people, which leads to erroneous decisions during practical work. That is why the specialists of inclusive centers involve teachers and educators in cooperation, participation in a comprehensive assessment of the level of child development, joint seminars, webinars, and meetings. For example, the latter allow the specialists of inclusive resource centers to expand the knowledge of teachers of schools and kindergartens about the development of inclusive education; to raise their professional level by learning new forms, methods and techniques that should be used in working with children with special needs. The cooperation of the specialists of the inclusive resource center and teachers allows to intensify the creative activity of teachers, develops their creative thinking, and stimulates initiative in working with children. Joint conferences, trainings, lectures acquaint teachers with methods, techniques, games and exercises for children with developmental disabilities, which are aimed at developing emotional intelligence, communication skills and self-care, facilitation of adaptation and socialization. At the same time, teachers and educators, parents of children with developmental disabilities have the opportunity to discuss important issues of inclusive education, stages of monitoring the child's development, and drawing up an individual program. Practice shows that teachers of schools in the mountainous region show low motivation to work with students with special needs, not showing a desire to "obey" the instructions of other professionals or, conversely, seek to transfer their responsibilities to them. This state of affairs can be prevented by the educational work of the specialists of the inclusive resource center, which takes place through the organization of lectures on various topics: "Child with special needs: understand and help", "Disability is not a sentence", "On love and tolerance", "Features work with children with developmental disabilities", "Teacher's assistant - the child's mentor" and others. The main issues raised by the specialists of inclusive resource centers in mountainous regions are:

- 1) compliance with European standards of accessibility in inclusive education;
- 2) ways to improve inclusive education in educational institutions in mountainous regions;
- 3) levels of support in the educational process of children with special needs;
- 4) functions of educational institutions and inclusive resource centers.

The current problems we are considering today are the result of the fact that in mountainous areas there is no consistent work to support inclusion by various NGOs, the education department, which is reflected in the imperfect provision of necessary information, incomplete provision of medical and counseling support to children with special needs and their parents. Also imperfect is the activity of exchanging experiences of specialists, teachers, parents on inclusive education.

The solution of the personnel issue remains significant - providing educational institutions and regional inclusive resource centers with qualified specialists (social pedagogues, psychologists, speech pathologists, speech therapists, rehabilitation specialists and others).

To date, the issue of providing inclusive resource centers in the mountainous regions of Ukraine with the required number of premises and their arrangement in accordance with the specifics of the activity has not been resolved; filling with auxiliary equipment, devices; didactic materials that should be used in correctional and developmental work, providing psychological or pedagogical assistance.

These and other difficulties in the work of inclusive resource centers are solved on the ground, with the support of the authorities and management, or with the help of sponsors. For example, in order to provide the necessary services to the mountain population by the specialists of the inclusive resource center in the Lviv region, a mobile inclusive resource center was purchased (for Skole district). Such a car, equipped with everything necessary, can provide psychological and pedagogical assistance to children with special needs who are unable to get to the regional center due to the severity of the violation or poor transport links. According to the head of the Department of Education and Science of the Lviv Regional Administration Ihor Haiduk, the mobile inclusive resource center was made to order and is the first and so far the only one in our country (A mobile inclusive resource center will operate in the Lviv region). In addition to the equipment available in the traditional center, relevant didactic, technical, methodological materials, the mobile inclusive resource center has a special platform for children in wheelchairs, which allows for a comprehensive assessment of children with musculoskeletal disorders, plan correctional and developmental work, to conduct classes, consultations, examinations.

But there are also positive moments. Today in Ukraine, according to the draft State Budget-2021, a separate program is provided to support children with special educational needs, an estimate of UAH 505 million has been set, 30% of which is planned for the purchase of aid. For ease of use and to help parents of children with special needs living in remote areas, there is a mobile application of the IRC, hosted on PlayMarket and AppStore (A mobile application has been developed to help parents of children with special educational needs and IRC specialist). It was developed in 2018 in accordance with the Resolution of the Cabinet of Ministers of Ukraine dated 22.08.2018 № 615 LLC "New Knowledge" with the assistance of the "Institute of Educational Analytics". Thus, the system automates the conclusion of the application for a comprehensive assessment of the child, the formation of expert opinions. This approach facilitates the work of professionals and is useful for parents of children in remote areas who do not have the opportunity to come in person to the center to write an application. Practice has shown that its use has halved the number of required personal visits of parents to inclusive resource centers, and helps to raise awareness.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the issue of supporting teachers, parents and children with special educational needs in the mountainous regions of Ukraine by specialists of inclusive resource centers remains relevant, and requires further study and development of new approaches to solving difficulties that arise in practice.

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ГЕНДЕРНЕ ВИХОВАННЯ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ В УМОВАХ ІНТЕРНАТНИХ УСТАНОВ

Анотація. У статті розкрито проблему гендерного виховання дітей з особливими освітніми потребами, які перебувають на державному утриманні в інтернатних закладах освіти та потребують більш уважного ставлення до формування соціальної зрілості, життєвої компетентності та необхідної в сучасних умовах гендерної культури. Авторами висвітлено результати аналізу стану й особливостей гендерного виховання дітей з особливими освітніми потребами за умов інтернатних установ. Розкрито розуміння сутності гендерного виховання з позиції соціально-педагогічної науки як цілеспрямованого, організованого й керованого процесу засвоєння дітьми гендерних уявлень, морально-етичних норм у взаєминах обох статей та формуванні ролевих позицій. Актуалізовано мету гендерного виховання учнів з особливими освітніми потребами, яка полягає в індивідуально-диференційному підході до них з урахуванням ступеню обмеження, виду дизонтогенезу, а також позицій статевих відмінностей, у конструюванні моделі морально-етичних норм у взаєминах обох статей, у формуванні ролевих позицій обох статей. Зосереджено увагу на ключових його завданнях в інтернатних установах, зокрема вихованні особистості, здатної до засвоєння своєї гендерної ролі та егалітарних цінностей сучасного суспільства. У статті представлено авторську програму гендерного виховання для занять із дітьми з інвалідністю старшого підліткового віку (від 14 до 16 років) та молодшого юнацького віку (від 16 до 18 років), які мають збережений інтелект, з метою усвідомлення ними соціально-побутових ролей, соціального статусу та розвинення здатності до самостійної суспільної і родинно-побутової діяльності. Увиразнено роль системи позакласної роботи в цьому процесі. Автори підкреслюють важливість створення відповідних організаційно-педагогічних умов гендерного виховання учнів з особливими потребами за умов перебування в інтернатних закладах освіти, які сприятимуть вихованню різнобічно розвиненої особистості, самостійної, рівноправної незалежно від статі. Результатом їх упровадження має стати сформованість гендерної вихованості та культури, чуйності та толерантності



учнів у міжстатевому спілкуванні, готовності хлопців та дівчат до дорослого життя в суспільстві, шлюбних стосунків та сімейних і професійних ролей, не обтяжених стереотипними поглядами.

Ключові слова: заклад інтернатної освіти, гендерне виховання, гендерні ролі, діти з особливими освітніми потребами, соціальний педагог, позакласна діяльність.

GENDER EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE CONDITIONS OF BOARDING SCHOOLS

Abstract. The article highlights the results of the analysis of the state and features of gender education of children with special educational needs in the conditions of boarding schools. The understanding of the essence of gender education from the standpoint of socio-pedagogical science as a purposeful, organized and controlled process of children's assimilation of gender ideas, moral and ethical norms in the relationship of both sexes and the formation of role positions is revealed. The purpose of gender education is actualized and attention is focused on its key tasks in boarding schools, in particular the education of a person capable of mastering his gender role and egalitarian values of modern society. Gender education of students with special needs in the conditions of stay in boarding schools involves the creation of appropriate organizational and pedagogical conditions that will promote the education of a diverse personality, independent, equal regardless of gender. The result of socio-pedagogical activities of boarding schools should be the formation of gender education and culture, sensitivity and tolerance of students in intersex communication, which is manifested in the readiness of boys and girls for adult life in society, marriage and family and professional roles, not burdened with stereotypes.

Keywords: boarding school, gender education, gender roles, children with special educational needs, social pedagogue, extracurricular activities.

INTRODUCTION

The problem formulation. Socio-economic and political transformations that had taken place in recent years in Ukraine have made significant changes in gender and role relations in all spheres of social life, led to changes in the status of women and men in society and the transformation of previously established gender stereotypes. In such a dynamically rapid socio-cultural environment, the modern young generation must quickly adapt to new conditions, constantly replenish their knowledge and build their relationships with other people on the basis of tolerance, understanding, respect, complicity and cooperation, which is the key to gender equality. At the same time, traditional stereotypical approaches to gender education of students with special needs in the boarding school system, views on the roles, norms and values that society continues to offer men and women in the process of socialization cannot and should not affect existing transformations. Under such conditions, cardinal changes in the content of boarding education naturally take place: the goals of educating boys and girls with special needs and their gender-role socialization are outlined in a new way. In this article we will try to reveal the problem of gender education of children with special educational needs who are dependent on the state in boarding schools and need a more meticulous attitude to the formation of social maturity, life competence and gender culture necessary in modern conditions.

Analysis of recent research and publications. The scientific basis for solving the problem of gender education of students in educational institutions were works and studies of gender psychology, gender equality and socialization (S. Vikhor, T. Govorun, N. Kaminska, O. Kiz, O. Kikineji, I. Kovalchuk, V. Kravets, T. Martsenyuk, M. Savchenko, O. Tsokur, etc.), gender-role socialization (A. Ablitarova, V. Avramenko, V. Asyutinsky, D. Isayev, I. Kovalchuk, D. Kolesov, I. Kolomytsky, M. Radzivilova, V. Romanova, T. Shklyarova, etc.) and its features in pupils of boarding schools (G. Korinna, A. Polyanychko).

THE PURPOSE OF THE RESEARCH is to reveal the problem of gender education of children with special educational needs who are state-supported in boarding schools.

In the process of achieving this goal, a problem-solving method of studying library collections and conceptual-comparative analysis of literature in the field of national education and legal documents, covering facts and theoretical ideas from the experience of gender education of children with special educational needs in boarding schools.

RESULTS OF THE RESEARCH

Recently, the concept of «education» in humanistic pedagogy acquires special significance, according to which it embodies the patterns and norms of cultural life. However, one of the current problems of the traditional educational process of boarding schools is the lack of attention of teachers, educators and social educators to take into account students gender. Therefore, there is an urgent need to find new strategies and perspectives, that would contribute to the implementation of a differentiated approach to raising children with special needs of different genders, the introduction of the concept of gender education of children with special needs in boarding schools based on the potential of extracurricular activities is training future social educators.

The introduction of a system of gender education of children with special needs due to the limitations of life and the presence of special needs is an urgent problem today. Socio-pedagogical influence, based on gender mainstreaming, will contribute to the implementation of the principle of equal rights and opportunities, a proper understanding of social roles and responsibilities; it is aimed at personal development, assimilation of knowledge, skills and abilities of successful adaptation in society, professional self-determination and normalization of future family relations, etc. (Shepel, & Sultanova, 2016, p. 3).

It should be noted that the upbringing and education of a child in accordance with its gender has been practiced by mankind for quite some time. One of the decisive influences on the upbringing of the younger generation of males and



females in all historical periods was exerted by the prevailing sexual morality in society, changes in which led to changes in the nature of upbringing of boys and girls (Kovalchuk, 2004, p. 9-10).

I. Bekh defines education as a transformative activity of a teacher-educator aimed at changing the consciousness, worldview, psychology of values, knowledge and ways of personality that contribute to its qualitative growth and improvement (Bekh, 2003, p. 6). Thus, the result of such activities, according to the Ukrainian scientist, is a socially responsible person. The main purpose of the educational process should be the formation of each pupil's idea of himself not just as a citizen who supports the current system, but as an independent individual who can take moral responsibility to society for himself, for others, for the cause (Bekh, 2003, p. 21-29). The Concept of Reforming Secondary Education in Accordance with the New Ukrainian School (New Ukrainian School) is also emphasized as a responsibility not only for oneself, but also for the development and well-being of the country and all mankind.

However, whether a graduate of a boarding school will want and be able to take moral responsibility to society and all mankind, and whether he will be able to socialize in adult life according to gender-role stereotypes, depends on how the content of gender education meets modern expectations and civil society.

The interpretation of the concept of «gender» (gender) includes socio-biological characteristics, through which the concepts of «man» and «woman» are defined, social relations between people of different sexes or socially fixed roles and corresponding behavior, activities and characteristics characteristic of both sexes are revealed. This concept is characteristic of various fields of knowledge (culturology, sociology, psychology, history, etc.), but it is the socio-pedagogical influence allows to form in the younger generation a stable social perception of gender, understanding and overcoming stereotypes of the previous generation. This task is key in the gender education of children and youth.

The organization of gender education of boarding school students during extracurricular activities is an extremely important component of personality formation, as such work provides an opportunity to optimally reveal the potential of each student, to form tolerance, mutual respect between boys and girls.

The purpose of gender education of students with special educational needs is an individual-differential approach to them, taking into account the degree of limitation, type of dysontogenesis, as well as positions of gender differences, in constructing a model of moral and ethical norms in both sexes, in forming role positions of both sexes.

In other words, the main goal of this multifaceted process is to teach boys and girls gender roles - models of male and female behavior, free from gender stereotypes and responsible for their interpersonal and gender-role relationships in society.

To this end, in 2016, specialists of the State Complex of Social Rehabilitation of Disabled Children (Shepel O.G. and Sultanova N.V.) developed a program for classes with children with special needs of older adolescents (from 14 to 16 years) and junior youth. age (from 16 to 18 years), who have preserved intelligence, in order to understand their social roles, social status and development of the ability to independent social and family activities (Shepel, & Sultanova, 2016, p. 3).

The program is designed so that students with special needs in a boarding school or rehabilitation institution can understand the theoretical information, gain the necessary skills and develop skills for their practical implementation. The content of educational material is systematized according to the spheres of human life: management; family relations; marital relations; participation of a person in the life of society and the state; attention is paid to personal and intimate spheres of life, etc. V. Kravets outlined the view on the tasks of gender education and emphasized, that they consist in the formation of social responsibility in the relations between the sexes; the ability to understand other people and respect them not only as people in general, but also as male or female; ability to take into account and respect their specific sexual characteristics in the process of joint activities; ability and desire to evaluate their actions in relation to other people based on gender; self-awareness of one's gender; necessary communication skills and mutual understanding, as well as the ability to make informed decisions in the field of intersex relations, etc. (Kravets, Govorun, Kikineji, 2011, p. 175).

Among the main tasks of gender education should also be identified such as: «implementation of a gender approach in all parts of the educational process; awareness of gender parity issues; mastering a certain amount of knowledge about prejudice against each sex and their awareness; easing stereotypes about family, professional and social roles and correcting perceptions of masculinity / femininity; enrichment of the emotional world, creation of conditions for development of individual abilities for the purpose of self-realization of the person; accumulation and formation of experience of egalitarian behavior» (Vyhor, 2006, p. 9).

Thus, the key to boarding schools in the process of gender education of their students, taking into account the peculiarities of their mental development, the complexity of gender-role socialization and communication barriers, we consider the education of a person capable of learning their gender role and egalitarian values of modern society. However, if we are talking about students with special needs due to disability and disability, the main objectives of their gender education in a boarding school are:

- to promote the formation of a person who is able to consciously approach the choice and implementation of its inherent social roles in all spheres of life, taking into account their own gender characteristics and individual problems due to the state of physical development;
- to provide adolescents with the necessary information on their basic rights, opportunities for their realization and social guarantees in force in our country;
- to promote the formation of an active life position of the individual in the realization of their gender rights and freedoms.



The solution of these tasks is provided primarily during extracurricular activities with children. As you know, education, even if it is provided in a boarding school, plays a leading role in the system of factors that ensure the optimal nature of the process of gender education and the formation of gender culture of the individual. However, the extracurricular work of the boarding school in the direction of gender education remains poorly studied. This presupposes the need for scientific substantiation of the process of gender education of students with special educational needs in the conditions of boarding schools, which is impossible without the application of a gender approach in education.

It should be noted, that extracurricular activities are an integral and mandatory part of the educational process of a boarding school. All areas of educational work and, above all, gender education, are quite successfully carried out in extracurricular activities. This activity provides great opportunities for educational impact on boys and girls, to apply an individual approach to them, taking into account psychophysiological gender differences.

The system of extracurricular activities, which is focused on meeting various needs and interests of the individual, plays a significant role in solving the problems of gender education of students with special educational needs in the conditions of a boarding school. It is in extracurricular activities that an educator, social educator or teacher is free to direct the educational process to the diverse development of students, taking into account their special needs, to individualization, as well as to emphasize the gender of students.

The center of extracurricular educational work on gender education of boarding school students should be a child with its individual characteristics due to disability and degree of disability, regardless of gender, but taking into account its inclinations, interests, talents, purpose in life – social role. After all, the development of the individuality of boys and girls is a dynamic formation and development of a whole system of social gender roles in all spheres of society – society, work, family, friends, world «I-sphere» under the influence of socially controlled external and internal natural factors.

It should be noted that extracurricular activities, their meaningful and purposeful organization – is one of the factors of socialization of the individual, and therefore its success and effectiveness depend, inter alia, on the application of a gender approach in education in relevant areas.

Employees of boarding schools, in particular: class teachers, educators, social pedagogues, etc., are traditionally involved in the organization and conduct of extracurricular activities. The participation of each of them in the organization and implementation of extracurricular activities of students with special needs of all ages is extremely important, but it is social educators who play in it perhaps the greatest role. The educator of a boarding school has no less difficult tasks: to organize the life, health, work and rest of their pupils so that they study and work well, are healthy, cheerful, neat and thrifty, disciplined and polite, gain experience of moral behavior. The educator, in particular, of a boarding school for orphans and children deprived of parental care, in his group should largely perform the functions that were to be performed at home, in the family, by parents (Sultanova, 2017). Thus, his professional role in the gender education of students during extracurricular activities is also extremely important.

The main areas of gender education of children with special needs in a boarding school or rehabilitation institution Shepel O.G. and N.V. consider:

- informational, educational and educational work aimed at clarifying issues related to the peculiarities of the process of gender education of this category of children;
- correctional and developmental work, which provides timely specialized assistance in mastering the content of the program and the necessary correction of individual defects of children in a rehabilitation institution or boarding school; promotes the acquisition of knowledge and the formation of skills of rational professional self-determination, taking into account the gender and other characteristics of children;
- consultative work that provides continuity of special support for of children with special needs in the direction of their gender identification, as well as work with parents on the implementation of differentiated socio-pedagogical conditions for learning the content of gender education (Shepel, & Sultanova, 2016, p. 4).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, gender education of students with special needs in the conditions of stay in boarding schools involves the creation of appropriate organizational and pedagogical conditions that will promote the education of a diverse personality, independent, equal regardless of gender. The result of socio-pedagogical activities of boarding schools should be the formation of gender education and culture, sensitivity and tolerance of students in intersex communication, which is manifested in the readiness of boys and girls for adult life in society, marriage and family and professional roles, not burdened with stereotypes.

Given the importance of the issue of gender education of students with special needs in boarding schools raised in this article, we see it appropriate to continue scientific research to solve the problem of socio-pedagogical support of gender education of children with special needs in state care institutions as close as possible to family forms of content.

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Запрошуємо до співпраці!

Вельмишановні вчителі і вихователі, організатори і керівники освіти, вчені-педагогі і дослідники з України та інших країн, що вивчають людину, її життя і розвиток.

Гори, в якій країні вони б не були, справляють приблизно однаковий вплив на їх мешканців. Гірські ландшафти і особливі кліматичні умови визначають специфіку життєдіяльності і життєзабезпечення, традиції і звичаї, спосіб господарювання і виховання дітей.

Впливи природного середовища (гір, лісу, степу, клімату того чи іншого регіону тощо) майже не враховуються в організації навчально-виховного процесу. Дуже часто ті, хто цей процес здійснює, і самі не знають особливостей формуючого впливу сил природи на становлення і розвиток людської особистості.

Групою вчених Прикарпатського національного університету імені Василя Стефаника (Україна) розробляється регіональний проект «Гірська школа. Стан. Проблеми. Перспективи розвитку».

Метою проекту є:

- вивчення впливу гірського середовища на розвиток, навчання і виховання учнів;
- дослідження змісту, форм і методів використання вчителями і вихователями особливостей гірського довкілля з метою підвищення ефективності навчально-виховного процесу;
- узагальнення результатів вивчення впливу гірського середовища на розвиток учнів, отримання наукових знань, встановлення закономірностей формування особистості в специфічних умовах гір;
- підготовка пропозицій та рекомендацій щодо врахування особливостей гірського середовища для вчителів, вихователів, організаторів і управлінців освітою різних рівнів.

Просимо ознайомитися з нашим «Проектом», «Орієнтовною тематикою наукових досліджень», які вміщені в попередніх виданнях, врахувати соціально-економічні та культурно-історичні умови і особливості своєї країни і спільно досліджувати цю маловивчену проблему.

Порівняльний аналіз різних напрямів наукового вивчення означених питань дасть змогу не лише поділитись досвідом урахування впливів сил природи на виховання і розвиток дітей, але й встановити певні закономірності навчально-виховної роботи в умовах гірського регіону.

Результатами напрацювань учених України та інших країн можна буде обмінятися не лише шляхом наукових публікацій, але й у процесі їх обговорення на міжнародних семінарах, симпозиумах, конференціях.

Природознавці гірських країн Європи вже об'єдналися в дослідженнях проблеми збереження і сталого розвитку гір (Альпійська, Карпатська конвенції тощо). В 78 країнах світу створено Національні Комітети Гір.

Учені – педагоги, психологи, медики, соціологи, народознавці – мають також об'єднатись у вивченні проблем взаємодії природи і людини, впливу природи на розвиток особистості як найвищої цінності держави і суспільства.

Запрошуємо до наукової співпраці.

Розробники проекту

Welcome to cooperation!

Dear teachers and tutors, organizers and heads of educational institutions, scientists-teachers and researchers in Ukraine and other countries, studying the person, her life and development. Mountains, no matter in what country they are, make approximately identical influence on their inhabitants. Mountain landscapes and special climatic conditions determine specificity of ability to live and life-support, traditions and customs, ways of managing and children's education.

Influence of the environment (mountains, woods, steppes of a region) almost is not taken into consideration at the organization of educational process. Very often those who carries out this process, do not know themselves all features of forming influence of the natural conditions on the making and development of the human person.

The regional project «Mountain school. Condition. Problems. Prospects of development» is developed by the group of scientists of the Precarpathian National University named after Vasyl Stefanyk (Ukraine).

The purposes of the project are as follows:

- Studying influence of the mountain environment on development, training and education of pupils;
- Research of the contents, forms and methods of use by teachers and tutors of features of the mountain environment aimed at increasing of the efficiency of educational process;
- Summarizing of the results of studying influence of the mountain environment on development of pupils, acquiring scientific knowledge, determining the laws of the person's formation in specific conditions of the mountains;
- Preparation of offers and recommendations about taking into account features of the mountain environment for teachers, tutors, organizers and heads of educational institutions of different levels.

Will you acquaint yourself with our «Project», «Approximate subjects of scientific researches», which contains this edition, consider social – economic and cultural-historical conditions and features of your country and make common exploration of this insufficiently studied problem?

The comparative analysis of different directions of scientific studying of the defined problems will enable not only to share experience of taking into account influences of the natural conditions on education and development of children, but also will define certain laws of teaching and educational work in conditions of the mountain region.

It will be possible to exchange the results of the researches of scientists in Ukraine and other countries not only by means of scientific publications, but also during their discussion at the international seminars, symposiums and conferences.

Naturalists of the European highland countries have already united in researches of the problem of preservation and constant development of mountains (the Alpine and Carpathian conventions, etc.). The National Committees of Mountains are founded in 78 countries of the world.

Scientists – teachers, psychologists, physicians, sociologists, and ethnologists should also unite for studying problems of interaction of the nature and the person, influence of the nature on development of the person as the most value of the state and society.

We invite you to scientific cooperation.



ПОЛІТИКА ВІДКРИТОГО ДОСТУПУ

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» практикує політику відкритого доступу до опублікованого змісту, підтримуючи принципи вільного поширення наукової інформації та глобального обміну знаннями задля загального суспільного прогресу. Часопис видається ДВНЗ «Прикарпатський національний університет імені Василя Стефаника» з 2006 року.

Періодичність видання – виходить 2 рази у рік.

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» містить статті теоретичного й експериментально-прикладного спрямування з актуальних проблем теорії та історії педагогіки, філософії освіти, освітнього менеджменту, методик і технологій організації навчання, виховання та профорієнтації учнів у закладах освіти і позашкільних установах, освітніх інновацій, психолого-педагогічних проблем розвитку особистості школярів, фахової підготовки та професійного становлення майбутніх педагогів, неперервної педагогічної освіти, педагогічної практики, порівняльної педагогіки, соціальної педагогіки тощо. Велику увагу часопис приділяє проблематиці гірських шкіл.

Видання з педагогічних наук «Гірська школа Українських Карпат» адресоване науковцям, педагогам, докторантам, аспірантам, педагогічним працівникам гірських шкіл України та зарубіжжя, батьківській громадськості, усім тим, хто цікавиться сучасним станом розвитку педагогічної науки.

За достовірність фактів, назв, дат, покликань та літературних джерел, політики антиплагіату тощо відповідальність несуть автори. Редакційна колегія не завжди поділяє їхні погляди. Статті рецензують члени редакційної колегії.

Науковому фаховому виданню з педагогічних наук «Гірська школа Українських Карпат» присвоєно Міжнародний стандартний серійний номер ISSN 1994-4845 (Print), ISSN 2415-7147 (Online).

Журнал «Гірська школа Українських Карпат» зареєстрований, реферується та індексується у таких наукометричних базах даних, пошукових системах та репозитаріях:

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- **Українські наукові журнали (Україна)** usj.org.ua
- **Index Copernicus International (Республіка Польща)**
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- **Google Scholar** <https://cutt.ly/CeCKM0u>
- **Scilit (Швейцарія)** <https://www.scilit.net/journal/1908455>
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OPEN ACCESS POLICY

The journal practices a policy of open access to published content, supporting the principles of the free flow of scientific information and global knowledge sharing for the general social progress.

Scientific professional publication in pedagogical sciences «Mountain School of Ukrainian Carpaty» has been published by public higher education institution «Vasyl Stefanyk Precarpathian National University» since 2006.

Publication frequency – twice a year.

The journal contains theoretical and experimental articles highlighting current problems of the theory and history of education, philosophy of education, educational management methods and technologies of training, education and vocational guidance of students in educational institutions and extracurricular institutions, educational innovations, psycho-pedagogical problems of student personality development, professional training and professional development of future teachers, continuous pedagogical education, pedagogical practice, comparative pedagogy, social pedagogy and more. Much attention is paid to the problems of mountain schools. Scientific specialized edition of pedagogical sciences is intended at researchers, teachers, doctoral students, graduate students, academic staff, the parent community, and all those interested in the current status of pedagogical education development.

Authors are responsible for the reliability of facts, names, dates, references and literature, plagiarism etc. The editorial board does not always share their views.

The International Standard Serial Number has been assigned to the scientific specialized edition of pedagogical sciences «Mountain School of Ukrainian Carpaty» - ISSN 1994-4845 (Print), ISSN 2415-7147 (Online)

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- **ERIH PLUS** <https://dbh.nsd.uib.no/publiseringsskanaler/erihplus/periodical/info.action?id=498179>



ВИМОГИ

ДО СТАТЕЙ У НАУКОВОМУ ФАХОВОМУ ВИДАННІ «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

Статті, подані до збірника, повинні мати необхідні елементи:

1. Ім'я, прізвище, інформація про автора (вчене звання, науковий ступінь, назва організації, в якій працює автор).
2. ПІБ автора, інформація про автора **українською чи англійською мовою (відмінною від мови статті)** (вчене звання, науковий ступінь, назва та адреса організації, у якій працює автор).
3. Електронна пошта автора статті.
4. Номер **ORCID** (<http://orcid.org/>) і / або номер **ResearcherID** (<http://www.researcherid.com/>).
5. Номер **УДК**.
6. Назва статті, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
7. Резюме і ключові слова (курсив) мовою статті з такими обов'язковими елементами: актуальність проблеми, мета, методи та результати дослідження (від 200 до 300 слів та 5-10 ключових слів).
8. Назва статті **українською чи англійською мовою (відмінною від мови статті)**, вирівнювання по середині, текст напівжирним шрифтом, усі великі літери.
9. Авторське резюме **українською чи англійською мовою (відмінною від мови статті)**: (актуальність, мета, методи, результати дослідження та висновки) обсягом 300 слів (не менше 1800 знаків) і ключові слова.
10. Текст статті, де містяться такі необхідні елементи:

1. ВСТУП / INTRODUCTION

Постановка проблеми.

Analysis of recent research and publications.

2. МЕТА ДОСЛІДЖЕННЯ / THE PURPOSE OF THE RESEARCH

Визначаються, виходячи з невирішених чи проблемних аспектів порушеної теми. Завдання мають бути спрямовані на узагальнення даних, формулювання концепції, певної моделі, методики, розробку та виділення методів, умов проведення дослідження тощо.

3. МЕТОДИ ДОСЛІДЖЕННЯ / RESEARCH METHODS

Методи дослідження передбачають опис їх основного змісту, характеристик і показників, які вони фіксують, та одиниць вимірювання.

4. РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ / RESEARCH RESULTS

Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів повинен містити стисле узагальнення отриманих автором даних із виділенням напрямів, тенденцій, підходів до розв'язання проблеми. Опис емпіричних результатів має містити конкретні дані, що підтверджують статистичну достовірність отриманих результатів, у вигляді таблиць, графіків, діаграм з подальшою інтерпретацією. Теоретичний аналіз не повинен обмежуватися посиланнями на авторів, які вивчали порушене питання. У статті бажано подавати посилання на іншомовні джерела.

5. ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ / CONCUSSION AND PROSPECTS FOR FURTHER RESEARCH

Висновки з дослідження, які стисло висвітлюють сутність отриманих результатів згідно з поставленими в роботі завданнями.

6. СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ подається в міжнародному стилі оформлення наукових публікацій APA

7. REFERENCES

Подається англomовний переклад списку використаних джерел.

Переклад засобами онлайн-сервісів Інтернет не допускається.

Окремими файлами подається:

- довідка про автора (співавторів).

Редакційна колегія залишає за собою право відхиляти доповіді та статті, які не відповідають вищезгаданим вимогам і тематиці видання.

Статті надсилати на електронну пошту відповідального секретаря наукового фахового видання з педагогічних наук «Гірська школа Українських Карпат»: E-mail chervinska.inna@gmail.com



REQUIREMENTS

FOR THE PAPERS OF SCIENTIFIC PROFESSIONAL PUBLICATION «MOUNTAIN SCHOOL OF UKRAINIAN CARPATY»

Articles submitted to the scientific edition must contain the following information:

1. First and last name, information about the author (academic title, academic degree, name of the organization for which the author works).
 2. Author's first name, information about the author in Ukrainian or English (different from the language of the article) (academic title, scientific degree, name and address of the organization for which the author works).
 3. The author's email .
 4. ORCID number (<http://orcid.org/>) and / or Researcher ID number (<http://www.researcherid.com/>).
 5. Number UDC.
 6. Article title, aligned to the middle of the text, bold all capital letters.
 7. Summary and keywords (italics) in the language of the article with the following mandatory elements: relevance of the problem, purpose, methods and results of the study (200 to 300 words and 5-10 keywords).
 8. Title of the article in Ukrainian or English (different from the language of the article), center alignment, bold text, all capital letters.
 9. Author's summary in Ukrainian or English (different from the language of the article): (actuality, purpose, methods, results of research and conclusions) within 300 words (not less than 1800 symbols) and keywords.
 10. The text of the article containing the following necessary elements:
 1. INTRODUCTION The problem formulation.
Analysis of recent research and publications.
 2. AIM AND TASKS OF THE RESEARCH
Determined on the basis of unresolved or problematic aspects of the topic raised. The tasks should be aimed at generalizing data, formulating a concept, a specific model, methodology, developing and highlighting methods, research conditions, and more.
 3. RESEARCH METHODS
Research methods provide a description of their main content, characteristics and indicators that they capture, and units of measurement.
 4. RESEARCH RESULTS
A summary of the main research material with a full justification of the scientific results should contain a concise summary of the data obtained by the author with the identification of directions, trends, approaches to solving the problem. The description of the empirical results should include specific data that confirm the statistical reliability of the results obtained, in the form of tables, graphs, and diagrams with further interpretation. Theoretical analysis should not be limited to references to authors who have studied the problem raised. In the article, it is advisable to provide references to foreign language sources.
 5. CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH
The conclusions of the study, which briefly highlight the nature of the results obtained in accordance with the tasks set in the work.
 6. LIST OF REFERENCES submitted internationally according to APA
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Transliteration of the list of all sources used (References) (<http://translit.kh.ua/?passport>), after transliteration in parentheses the English translation of the title of the publication is submitted.
Translation by means of online services is not allowed.
Separate files with the following information must be submitted:
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Гірська школа Українських Карпат

Наукове фахове видання з педагогічних наук

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