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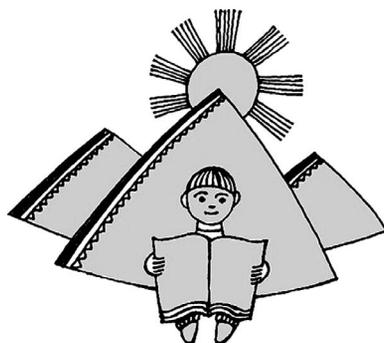
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ПЕРСПЕКТИВИ ТА ПРОБЛЕМИ ЦИФРОВІЗАЦІЇ ОСВІТИ: ДОСВІД ПРОВІДНИХ КРАЇН СВІТУ

Анотація. Метою статті є вивчення досвіду провідних країн світу щодо переваг та проблем цифровізації освіти. Узагальнено, що на сучасному етапі розвитку педагогічної науки в науковців не має єдиного підходу до терміна цифровізації в освіті. Водночас усі дослідники зазначають, що поки альтернативи використанню цифрових технологій

у навчанні немає. Визначено основні напрями цифровізації освітнього процесу: використання імерсивних, хмарних, мобільних та інтернет-технологій навчання, дистанційної освіти, масових відкритих онлайн-курсів, гейміфікацію освітнього процесу, розвиток цифрових бібліотек і кампусів закладів освіти тощо. Узагальнено, що цифровізація освіти має очікувані як переваги, так і проблеми. До переваг віднесено: цифрове навчання стимулює органи зору та слух, тому освітній матеріал сприймається легше для розуміння; інтерактивне навчання підвищує якість освіти; цифрові пристрої стали доступними для широкого кола населення і відповідно цифрові навички є навичками XXI століття; відбувається підвищення ефективності роботи для викладачів та зменшується навантаження; реалізація ідеї «без паперового зошиту чи книги» для збереження екології та зменшення навантаження на учнів під час поїздки до школи; забезпечення надання освітніх послуг за умов локдауну, катаклізмів чи, до прикладу, під час військових конфліктів (як в Україні). До проблем віднесено: відсутність повноцінних екосистем цифрової освіти; матеріально-технічні проблеми в здійсненні навчання, зокрема вільний доступ до інтернету, забезпечення необхідними ґаджетами; незважаючи на високу якість дистанційної освіти в провідних країнах світу, учні все ж втрачають в очікуваному прогресі; через недостатній рівень сформованих цифрових компетентностей збільшене навантаження викладачів; не всім учасникам освітнього процесу навчання, яке відбувається лише дистанційно, є до вподоби; у всій різноманітності цифрової освіти не можна забувати про базовий носій знань – «папір та ручку»; збереження принципу індивідуальності в освітньому процесі; обслуговування мережевого середовища. Проаналізувавши досвід цифровізації в провідних країнах світу, визначено ключові зміни, які простежуються сьогодні в освіті в цьому напрямі.

Ключові слова: цифровізація освіти, дистанційне навчання, провідні країни світу, цифрова трансформація.

PROSPECTS AND PROBLEMS OF DIGITIZATION OF EDUCATION: EXPERIENCE OF THE LEADING COUNTRIES OF THE WORLD

Abstract. The purpose of the article is to study the experience of the leading countries of the world regarding the advantages and problems of digitization of education. It is summarized that at the current stage of the development of pedagogical science, scientists do not have a single approach to the term digitalization in education. At the same time, all researchers note that there is still no alternative to the use of digital technologies in education. The article identifies the main directions of digitalization of the educational process: the use of immersive, cloud, mobile and Internet learning technologies, distance education, mass open online courses, gamification of the educational process, development of digital libraries and campuses of educational institutions, etc. In general, the digitalization of education has both expected advantages and problems. Advantages include: digital learning stimulates the organs of sight and hearing. Therefore, the educational material is easier to understand; interactive learning increases the quality of education; digital devices have become available to a wide range of people and accordingly digital skills are the skills of the 21st century; there is an increase in work efficiency for teachers and a decrease in workload; implementation of the idea "without paper notebook or book" to preserve the environment and reduce the burden on students during the trip to school;ensuring the provision of educational services in conditions of lockdown, cataclysms or, for example, during military conflicts (as in Ukraine). The problems include:lack of full-fledged ecosystems of digital education. Material and technical problems in training, in particular, free access to the Internet, provision of the necessary gadgets; despite the high quality of distance education in the leading countries of the world, students still lose in the expected progress; due to the lack of formed digital competences, the workload of teachers has increased; not all participants of the educational process like the fact that learning takes place only remotely; in all the diversity of digital education, one cannot forget about the basic carrier of knowledge – "paper and pen"; preservation of the principle of individuality in the educational process. Network environment maintenance. Having analyzed the experience of digitalization in the leading countries of the world, the key changes that can be traced today in education in this direction have been determined.

Keywords: digitalization of education, distance learning, leading countries of the world, digital transformation.

INTRODUCTION

The problem formulation. At the current stage of the development of civilization, the modernization of the content of education in the digital sphere takes place in such a way that it corresponds to the dynamics and needs of the 21st century. Digitization in education in the 21st century today is not a luxury or an innovation, but a standard. The COVID-19 pandemic showed modern society that the education industry was not ready for the transition to digital technologies. The issues related to the pandemic and conflicts of recent years have shown the growing importance of the role of digital transformation in the field of education. Lockdown not only forced to talk about digital transformation, but also to develop new educational directions for the preservation and development of education. The topicality of our research is also confirmed by the fact that the events of recent years have demonstrated the importance of digital transformation for every participant in the educational process, educational institutions, society and states.

Analysis of recent research and publications. For comprehensive understanding of the concept of digitization of education in the conditions of the development of modern society, domestic and foreign scientists studied it in their scientific researches. The issue of digitization in educational activity was the subject of research by such scientists, in particular Bykov V., Horáčková Seidelová V., Kravchenko S., Leshchenko M., Smith Ch., (Tolochko S., Tolmakh M. and others (Bykov, V. & Leshchenko, M. (2016); Tolochko, S. V. (2019); Tolmach, M.; Horáčková Seidelová V. (2021).

AIM AND TASKS RESEARCH. The aim of the article is to study the experience of the leading countries of the world regarding the advantages and problems of digitization of education.

RESEARCH METHODS. To realize the aim of the work, a complex of methods was used, in particular, systematic approach and a dialectical method were applied. In the process of conducting scientific research, empirical methods

were used: analysis of the results of international scientific researches to determine the expected benefits and problems in the course of digitalization of education in the leading countries of the world.

RESULTS OF THE RESEARCH

The global pandemic of COVID-19 and the introduction of a strict lockdown (a decision to close educational institutions of all levels, which was adopted by the governments of individual countries on the basis of morbidity statistics related to the local development of the epidemic) at the beginning of 2020 in education took place in different ways in 200 countries of the world (Policy Brief: Education during COVID-19 and beyond) This made it necessary to very quickly introduce changes in the educational process and develop an innovative approach to learning – distance learning using radio, television or the Internet. As early as March 2020, many countries launched curricula and contingency programs for education systems (OECD. Education responses to covid-19: Embracing digital learning and online collaboration). We consider it expedient to study the experience of the leading countries of the world, which have significant achievements in this direction. For example, China, Italy and Great Britain have developed distance learning programs for teachers and school principals. In China, large-scale online classes have been introduced, and in the US, work and advisory groups have been created to support parents, teachers and students in difficult and new reality for them. Many countries have decided to close boarding schools both at the national level (China, Italy, Korea and Japan) and at the regional level (France, Germany, Portugal, Spain).

The closure of educational institutions and the transition to distance learning has had and will have negative consequences for education systems and learners worldwide. Since the lockdown caused by the outbreak of the COVID-19 pandemic in 2020, according to UNESCO, more than 1.5 billion education seekers have switched to online learning (The digital transformation of education: connecting schools, empowering learners. (2020). To make the learning process high-quality and uninterrupted for every student, national governments and educational institutions are developing digital transformation plans and implementing the necessary changes (Smith, Ch.(2022) What is the digitalization of education, and why do we need it?).

In November 2020, UNESCO, UNICEF and the World Bank published the results of a survey on the actions of the Ministries of Education of individual countries due to the closure of schools caused by COVID-19 (UNESCO. What have we learn?), which collected the responses of the Ministries of Education of 118 countries in May and June and 149 countries in June and October 2020. These results show how much the pandemic has damaged education systems. According to estimates from 108 countries, students missed about 47 days of schooling in the first half of the year. In response to this threat, almost all surveyed respondents noted that all countries introduced distance learning with the help of online platforms, television, and radio for high-income countries. According to the World Bank's classification, which is used in studies by UN agencies, high-income countries are those which national income in 2019 exceeded $12,556 per person. Among them: Australia, Canada, Qatar, the USA, New Zealand, Japan, Chile, Singapore, as well as most European EU member states. (World Bank Country and Lending Groups.). Online learning has become the new norm (at least for most learners), and distance education days are seen as days spent in school. However, the rest of the countries (4/5 respondents) this group includes both low-income countries, for example, Afghanistan, Korea, Madagascar, Syria, Tajikistan, and most African countries: Bolivia, Cameroon, Egypt, India, Kenya, Moldova, Mongolia, Nepal, Pakistan, Tunisia, Ukraine, Vietnam; as well as middle-high income countries, such as: Argentina, Brazil, Venezuela, China, Colombia, Iran, Indonesia, Mexico, Peru, Thailand, Turkey (World Bank Country and Lending Groups) were unable to organize a full-fledged educational process in distance format for those seeking education.

It should be mentioned that the COVID-19 pandemic affected not only the education of the future, but also the labor market. This influence does not mean a change in the direction of the current predictions of changes, but rather acceleration of them. What seemed like a vision of the future has become a reality today or in the coming years due to the pandemic. We are primarily talking about automation and digitalization trends. They are visible in the first post-COVID-19 labor market projections presented by the World Economic Forum in the report The Future of Jobs 2020. The report concerns employers' plans for 2020-2025. The Future of Jobs 2020 is the third edition of the research (the previous ones were published in 2016 and 2018). The report summarizes the results of quantitative (survey) and qualitative (in-depth interviews) researches conducted among business leaders: managing directors and HR directors – people who make decisions in the company regarding employment and personnel development. The data refer to companies from 15 economic sectors in 26 countries (The Future of Jobs Report 2020). This data was collected in the first half of 2020. The results show that the type of technologies that companies plan to develop (cloud services, big databases, e-commerce, cryptography, cryptocurrencies, industrial robots, artificial intelligence) remains unchanged. On the other hand, predictions for job automation are accelerating. It is expected that in 2025 the division of labor between humans and machines will become equal. Employers (43%) also say they are reducing permanent staff and willing to outsource new tasks as a result of technology (34% of companies). Also, the difference between the number of jobs in new professions and the elimination of unnecessary ones is also slowly decreasing. It is estimated that by 2025, 85 million jobs will disappear and 97 million new jobs will be created. In the previous report, this figure was 75 million and 133 million, respectively. We still observe a shortage of digital skills among employees. The companies estimate that nearly half of workers will need at least 6 months of training due to skills shortages. However, the increasing number of employers (94%, compared to 2/3 of companies in the previous report) assume that employees acquire the missing digital skills themselves, and do not plan to provide internal training. The key competencies reported by employers for the next 5 years include: critical thinking, problem solving, self-control, ability to learn, flexibility, resistance to stress, and employees acquire missing skills on their own and do not plan to do internal training.

Most of all, the pandemic has changed the approach to digital tools and remote work. Over the past year, 84% of white-collar workers were forced to perform at least part of their duties outside the office. Employers have also

taken measures to increase the productivity of remote workers, which were not previously required. The pandemic has deepened existing inequality and worsened the situation of people employed in the lowest positions (low-skilled workers, youth and women).

It should be mentioned that the strengthening of digitalization in many areas of our life changes the requirements for the education system and the learning process. On the one hand, competent handling of digital media is the goal of the school educational process, and on the other hand, digital media is the basis for learning academic subjects.

At the current stage of the development of pedagogical science, there is no single approach to the term digitization in education. Just as there is no term for analog education, there is no digital education. Just as we are experiencing social changes that are transforming everything that was previously considered fixed. Therefore, digitalization is only a process of this transformation. However, since digitization is happening not only in education, but also in many areas, we talk about digitization when not only the object is digitized, but also the process itself.

Digitalization is changing our society at breakneck speed. In just a few years, the way we communicate and receive information has changed dramatically. The computer has replaced the book as the leading medium of mass information. This shift in key media poses serious challenges for the school: what skills do students need in the digital, informational world? How important is the knowledge learned in school when mobile devices always have the answers at hand? And why are media and informatics relevant topics for education today? Therefore, the modern school can react: neither with general rejection, nor with naive euphoria, but only with conscious pragmatism. Modern society needs urgent changes (Ein Blogbeitrag der anderen Art).

Today, the term "digitalization in education" is understood as the creation of digital educational content. Synonyms for the concept of "digitalization" are "digital transformation", "digital education" (Kravchenko S. Digitization as a trend in the development of school education in the USA).

Digitization of education is not only the purchase of the interactive whiteboard for the offices of educational institutions and the provision of tablets for use by teachers, but also the replacement of forms and methods of work of teachers and education of students. Modern digital technologies should serve people and save time, money and energy. Also, they can be effectively used where it is really necessary, in particular in the education system (Horáčková Seidelová V. (2021) Digitalizace školství nejsou jen tablet).

The main directions of digitalization of the educational process include: the use of immersive learning technologies (augmented, virtual and mixed reality), cloud technologies, mobile and Internet technologies, distance education, mass open online courses, gamification of the educational process, development of digital libraries and campuses of educational institutions, etc. (Dukhanina, N. M., Lesyk G. V. Digitization of the educational process: problems and prospects p.407).

However, even considering the results of these researches, there is still no alternative to the use of digital technologies in education. And not only because of security issues. Digitization of education is a trend that allows to study according to the individual trajectory, that is, as efficiently and conveniently as possible – at any time and in any place.

It is appropriate, in our opinion, to give an example that by 2020 and the introduction of distance learning, only every third student used a computer or smartphone every day to study or deepen their knowledge, while the vast majority of respondents studied traditionally – taking notes by hand in a notebook, and they used electronic equipment mainly for entertainment (Cyfryzacja edukacji – przyszłość edukacji w hybrydowej rzeczywistości (2021). Modern realities of distance or blended learning have significantly changed this trend and at the same time irrevocably changed our attitude to the use of digital technologies and various devices for learning. Today we have to take into account the realities of technological progress in the field of education, but scientists and educators need to find solutions that maintain the balance between the digital world and the real world.

It should be recognized that distance learning is associated with greater involvement into the process of acquiring knowledge by students, teachers, and often parents.

Digitization of education around the world occurs due to the following advantages:
· Digital learning stimulates the organs of sight and hearing. Therefore, the educational material is easier to understand.
· Interactive learning increases the quality of education.
· Digital devices have become available to a wide range of people and accordingly digital skills are the skills of the 21st century.
· There is an increase in work efficiency for teachers and a decrease in workload.
· Implementation of the idea "without paper notebook or book" to preserve the environment and reduce the burden on students during the trip to school and ensuring the provision of educational services in conditions of lockdown, cataclysms or, for example, during military conflicts (as in Ukraine) (教育のデジタル化とは?導入する5つのメリットと今後の課題).

Let us consider each of these advantages in more detail.

1) Digital learning stimulates the organs of sight and hearing. Therefore, the educational material is easier to understand.

As education goes digital, we will learn with the help of gadgets. Modern gadgets have more vivid symbols and schematic diagrams than blackboards and textbooks, and you can learn by looking at detailed diagrams and photos. You can also move the diagram yourself and watch the video.

The use of technological advantages in the educational process is based on the use of gadgets, such as computers, tablets, smartphones, printers or scanners, which provide for the effective exchange of necessary information in the student-teacher or student-student relationship.

When a person receives information, it is easier to receive visual, auditory and verbal information. Learning that stimulates sight and hearing through the tablet terminal has a sense of realism and it is easy to learn.

In addition, text magnification and read-aloud functions make learning easier for students with learning disabilities or visual impairments.

Gone are the days when students had to sit quietly at their desks. Educational technologies excel in making learning collaborative and interactive. Augmented, virtual and mixed reality are examples of transformative technologies that enhance teachers' lecturing while creating admiring lessons that are interesting for students (Digital transformation trends in education).

2) Interactive learning increases the quality of education.

When talking about usual education, classroom lectures delivered one-sidedly by teachers were common thing. However, in classroom lectures, there is no other way to check understanding than taking tests, and it is not easy to understand the level of knowledge of each student.

Digitization of education allows to conduct interactive classes and use active, student-oriented learning. Since the learners can write and send directly to the electronic terminal, the teacher can understand the level of knowledge of all the students using one terminal.

In addition, in the interactive classroom, both the teacher and the student are senders. There are more opportunities to ask students' opinions so that students can increase their own learning awareness.

3) Digital devices have become available to a wide range of people and accordingly digital skills are the skills of the 21st century.

Nowadays, there are many inconveniences if you cannot use digital devices such as tablets and computers. In society, regardless of the sphere, many companies continue to digitize. Once you get used to digital devices, you will be able to live a stress-free life.

In addition, the benefits that can be expected are not limited to familiarity with the work. If you know how to use digital devices well, you will be able to process information smoothly.

The amount of information that can be obtained from the Internet is always huge. Skills are required to obtain and process the necessary information. Information processing skills do not come suddenly, so it is important to learn them as early as possible.

4) There is an increase in work efficiency for teachers and a decrease in workload.

It is also expected that the digitization of education will affect the reduction of the workload on teachers: it eliminates unnecessary paper routines and the automation of checking students' works. For example, work that was previously done on paper can be done on a gadget, which will save the teacher from problems with checking. The use of gadgets eliminates the need to work on the blackboard during the lesson, as it will be easier for teachers to share educational materials in the electronic format.

Besides, if thanks to automated verification it is possible to reduce the workload on teachers, they will have more time to spend with students. Active communication with students makes it easier to notice their problems and increases the possibility of their early resolution.

Teachers who are overwhelmed with paperwork will find it easier to look around if they find some freedom to act.

5) Implementation of the idea "without paper notebook or book" to preserve the environment and reduce the burden on students.

Thanks to the use of distance learning, the burden on students is reduced during the trip to educational institutions and the provision of educational services in conditions of lockdown or, for example, military conflicts (as in Ukraine).

Textbooks, notebooks and printouts distributed at school are paper media. Even though each one is light, the set is heavy and can be a burden during the trip to school. In fact, many children complain of shoulder problems due to the heavy weight of notebooks, textbooks and stationery.

Abandoning the "paper notebook" thanks to digitalization can reduce the problem of lost or forgotten items and the "burden" during trips to school.

In addition, digitization of education is said to have a positive impact on the environment. Eliminating the need for stationery such as paper and pencils, chalk and pens will help save resources.

Now, when environmental problems are becoming serious, it can be said that it is necessary to promote digitization of education for the sake of the environment more quickly (教育のデジタル化とは?導入する5つのメリットと今後の課).

Education of the future and the challenges of digitalization mean that we have a number of new opportunities, and with them the development of innovative educational services that have, in addition to positive, in a certain way a negative impact on the quality of life. Therefore, in our opinion, it is appropriate to cite such examples.

However, the lack of full-fledged ecosystems of digital education somewhat reduces the potential of digital technologies. For example, the Mc Kinsey company conducted a research in 2021: more than 2,500 teachers from different 8 leading countries in the world (Australia, Germany, Canada, China, Great Britain, France, USA, Japan). During which teachers were asked to rate the effectiveness of distance learning on a scale from 1 to 10. The average score was 5. Australian teachers rated the effectiveness of distance learning the highest — 6.6 points, it is interesting that Japanese teachers, on the contrary, gave distance education 3.3 points (Online learning gets failing grades from teachers across the globe (2021).

Interesting are the results of a research conducted in the Netherlands by the Center for Demographic Sciences at the University of Oxford, which showed that despite the high quality of distance education in the Netherlands, primary school students lost 20% of their expected progress.

Requirements and expectations regarding the forms of conducting classes are still growing, at the same time there is a need for teachers to adapt to the use of new digital tools, so teachers feel more and more pressure and burden. In the course of our research, we considered the results of a Clickmeeting survey conducted in the Republic of Poland, according to which slightly more than 50% of respondents said that they do not like remote learning. However, in all the variety of immersive educational technologies (virtual, mixed or augmented reality technologies), video formats, games and online interaction between the teacher and the student, one cannot forget about the basic carrier of knowledge – "paper and pen". Using them allows us to develop basic skills that we cannot improve only in virtual reality.

In today's digital world, the adoption of digitization has both advantages and some problems, in particular, for example, today 3.6 billion people still do not have access to the Internet. Those without access tend to be the most vulnerable: people with disabilities, marginalized groups, also women, children and young people from socioeconomically disadvantaged backgrounds or living in areas or countries experiencing conflict or war. The lack of access to the Internet reduces opportunities for learning and development, which affects the digital lag and the gap in the quality of education. This problem is actualized in the Strategy of the United Nations Organization for the period until 2030, where it is stated that safe access to the Internet should be provided to everyone, especially children and young people, and the formation of digital skills is associated with the improvement in the quality of life. Therefore, the Strategy emphasizes the need to develop digital competencies and reduce inequality in education (The digital transformation of education: connecting schools, empowering learners. (2020), p.5).

As it was mentioned above, the digitalization of education has both expected advantages and problems. In particular, we can include the following problems:
- *Lack of full-fledged ecosystems of digital education. Material and technical problems in training, in particular, free access to the Internet, provision of the necessary gadgets.*
- *Despite the high quality of distance education in the leading countries of the world, students still lose in the expected progress.*
- *Due to the lack of formed digital competences, the workload of teachers has increased.*
- *Not all participants of the educational process like the fact that learning takes place only remotely.*
- *In all the diversity of digital education, one cannot forget about the basic carrier of knowledge – "paper and pen".*
- *Preservation of the principle of individuality in the educational process. Network environment maintenance.*

So, after analyzing the experience of digitalization in the leading countries of the world, we can identify the following key changes that can be traced today in education in this direction:
- educational institutions, especially institutions of higher education, should not only ensure the educational process, but also become a platform for creating innovations, which is impossible without merging with science and practice;
- unification of resources of educational institutions, state and public organizations and business for implementation of joint projects, creation of scientific and educational online platforms;
- it became possible to build personalized educational trajectories;
- in connection with the pandemic, society began to use non-traditional education on a level with traditional education, which can be explained by the growth of competencies for innovation.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Today, in the leading countries of the world, digitalization is considered to be one of the leading factors of improving the education system. In addition to influencing the effectiveness of the educational process, digitalization provides a number of advantages, in particular, educational material is easier to understand; the quality of education increases; work efficiency for teachers increases and their workload reduces; implementation of the idea "without paper notebooks, books" to preserve ecology.

Our research confirmed the topicality of the problem of future education and the problem of digitalization and proved the need for further development of issues, in particular, the study of the peculiarities of digitalization of professional training of teachers in the leading countries of the world for the possibility of improving the quality of education.

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ВИКОРИСТАННЯ ІКТ ДЛЯ ЗАБЕЗПЕЧЕННЯ КОМПОНЕНТІВ МЕТОДИЧНОЇ СИСТЕМИ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Анотація. Стаття присвячена дослідженню потенціалу інформаційно-комунікаційних технологій під час навчання української мови за професійним спрямуванням майбутніх фахівців педагогічної галузі. Проблема застосування інформаційно-комунікаційних технологій у процесі дистанційної освіти загострилася у 2020 році у зв'язку з пандемією COVID-19 та набуває все більшої актуальності в умовах воєнного стану в Україні. У процесі дослідження застосовано комплекс теоретичних, емпіричних і візуально-графічних методів: вивчення наукових джерел – для встановлення ступеня розкриття проблеми; абстрагування, зіставлення, узагальнення – для обґрунтування понятійного апарату дослідження; спостереження, самоспостереження, експериментальне навчання – для упровадження і перевірки системи дистанційного навчання УМзаПС; методи структуризації та моделювання об'єктів – для візуалізації і узагальнення результатів дослідження.

У межах статті вивчено можливості інформаційно-комунікаційних технологій щодо забезпечення усіх компонентів методичної системи навчання української мови за професійним спрямуванням: методологічно-цільового, змістового, процесуального, результативно-оцінного. З цією метою проаналізовано дидактичний і технічний потенціал платформи дистанційного навчання D-Learn Прикарпатського національного університету імені Василя Стефаника, реалізовано структурування і покроковий опис експериментального дистанційного курсу, упорядковано сервіси інформаційно-комунікаційних технологій відносно компонентів методичної системи навчання української мови за професійним спрямуванням, а також здійснено їх візуалізацію. Наголошено на зростанні ваги самостійної роботи студентів під час виконання інформаційних і дослідницьких проєктів, запропоновано зразки завдань для науково-дослідницької роботи у мережі інтернет. Розкрито потенціал мережевих програм щодо контролю, оцінювання та фіксації результатів навчання, завдяки чому нівелюється можливість суб'єктивних неточностей.

Ключові слова: інформаційно-комунікаційні технології, методична система, українська мова за професійним спрямуванням, дистанційне навчання, мобільне навчання, комунікація, гейміфікація.

THE USE OF ICT TO PROVIDE THE COMPONENTS OF THE METHODICAL SYSTEM OF TEACHING UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES

Abstract. The article studies the potential of information and communications technology in teaching Ukrainian Language for Professional Purposes to future experts in pedagogy. The matter of applying information and communications technology in the process of distance education became relevant in 2020 due to the COVID-19 pandemic and is gaining more and more importance during the martial law in Ukraine. In the research process, a set of theoretical, empirical, and graphical methods has been used: studying the scientific sources in order to establish the degree of resolution of the problem; abstraction, comparison, and generalization to substantiate the conceptual apparatus of the research; observation, self-observation, and experimental teaching to implement and verify the distance learning system of Ukrainian Language for Professional Purposes; the methods of structuring and modeling objects for visualization and generalization of the research results.

Within the article, the ability of information and communications technology to provide every component of the methodical system of teaching Ukrainian Language for Professional Purposes is examined: methodological and target-oriented, content-based, procedural, and evaluative. For this purpose, the didactic and technical potential of the D-Learn distance education platform of Vasyl Stefanyk Precarpathian National University has been analyzed, the structuring and step-by-step description of the experimental distance course have been conducted, and the services of information and communications technology have been organized according to the components of the methodical system of teaching Ukrainian Language for Professional Purposes and visualized. The increasing importance of students' independent work during informational and research projects is emphasized, and sample tasks for their research work on the Internet are provided. The potential of online programs for monitoring, evaluating and recording learning results has been revealed, due to which the possibility of subjective inaccuracies is eliminated.

Keywords: information and communications technology, methodical system, Ukrainian Language for Professional Purposes, distance learning, mobile learning, communication, gamification.

INTRODUCTION

The problem formulation. The global economic and social changes of the 21st century necessitated fundamental educational transformations and modernization of both the entire education system and specific methods, forms, and means of presenting information and learning. Naturally, in the conditions of informatization of society, the leading place among such means and the related forms and methods belongs to information and communications technology (ICT), which exhibits high efficiency in the educational process. On the basis of analysis of scientific works in this direction, ICT is understood as network technology used to ensure synchronous and asynchronous interaction between the teacher and the student. Moreover, it concerns not only the use of personal computers with appropriate system and applied software, but also other means of video and audio communication, information reproduction, multimedia systems (whiteboards, projectors), tablets, e-books, etc.

Analysis of recent research and publications. Distance learning of Ukrainian Language for Professional Purposes had not been a subject of scientific research before 2013, when the study of L. Lysenko and N. Doroshyna on the specificity of the work of a philologist tutor in the process of implementing the distance education technology in the Ukrainian Language for Professional Purposes course was published. Since then, the types of information technology support for the educational discipline have been studied by I. Babii, T. Hromko, O. Dovhopol, I. Zalipska, L. Lysak, T. Makarova, I. Nahrybelna, L. Sviatetska, L. Suheiko, Yu. Melnychuk, S. Shyika. In particular, I. Zhytar and T. Matviichuk have studied the capabilities of the Classtime platform in the context of Ukrainian Language for Professional Purposes (Zhytar & Matviichuk, 2021); O. Dovhopol, Yu. Melnychuk, I. Nahrybelna, and L. Suheiko have examined the use of the LMS MOODLE platform (Dovhopol, 2019; Nahrybelna, Suheiko, & Melnychuk, 2020); L. Sviatetska has investigated the use of MyTestX and Testing computer testing systems in the process of teaching the Ukrainian Language for Professional Purposes course (Sviatetska, 2020). The issue of applying ICT during distance education became relevant in 2020 due to the COVID-19 pandemic, and therefore requires a thorough search for its solution in the context of teaching the analyzed discipline.

AIM AND TASKS RESEARCH

The aim of the article is to examine the potential of information and communications technology in order to provide every component of the methodical system of teaching Ukrainian Language for Professional Purposes.

Resolution of the following specific tasks will facilitate achieving the goal:

1) detailed analysis of didactic and technical capabilities of the D-Learn distance education platform of Vasyl Stefanyk Precarpathian National University;

2) structuring and step-by-step description of the experimental distance course of Ukrainian Language for Professional Purposes;

3) organization of the ICT services according to the components of the methodical system of teaching Ukrainian Language for Professional Purposes and their visualization.

RESEARCH METHODS

During the research process, a set of theoretical, empirical, and graphical methods has been used: studying the scientific sources in order to establish the degree of resolution of the problem; abstraction, comparison, and generalization to substantiate the conceptual apparatus of the research; observation, self-observation, and experimental teaching to implement and verify the distance learning system of Ukrainian Language for Professional Purposes; the methods of structuring and modeling objects for visualization and generalization of the research results.

RESULTS OF THE RESEARCH

The wide opportunities of using the modern ICT have been reflected during the implementation of the distance course of the Ukrainian Language for Professional Purposes academic discipline on the D-Learn platform of Vasyl Stefanyk Precarpathian National University (Humeniuk). The distance learning system is protected from third-party interference: students log in based on the received password and the permission of the course leader (attached group). Teachers have access only to their courses, forming their step-by-step structure.

Taking into account the methodical segmentation of the educational discourse of Ukrainian Language for Professional Purposes (Humeniuk & Oliiar, 2019), the experimental distance course has been divided into 8 steps. The first 3 steps are modular distribution according to the content of the discipline; each one consists of concise lecture notes, tasks for independent work on each topic, and educational thematic testing. In addition, step 1 includes introductory testing to determine the initial level of the students' knowledge and skills with the aim of further correction of practical work in the necessary direction.

Control tests from Ukrainian Language for Professional Purposes and thematic tests in the MS Word editor have been introduced as a separate step to ensure access to them by students from remote mountain settlements with low-quality Internet connection. The "Resources" step allows you to download attached documents and contains topics for information projects, scientific articles for bibliographic description, annotation, abstracting, and making plans, tasks for control work, methodical recommendations for conducting practical classes, methodical recommendations for independent work of students, Terminological Dictionary of the Ukrainian Language for Professional Purposes Discipline, Ukrainian Orthography (2019 edition), and direct links to useful resources and other necessary methodical materials, which are regularly updated.

The practical step is filled with summaries of practical classes that reflect their structure, exercises to be performed, and additional tasks, which give the students an idea about the course of the class and the order of preparation for it. The examination step covers test tasks uploaded to the system for full-time and part-time students, as well as testing for the 2nd and 3rd attempts.

In addition, students have free access to the register of academic texts in the repository (electronic archive) of Vasyl Stefanyk Precarpathian National University, which currently contains more than 60 authorial scientific and methodical materials on Ukrainian Language for Professional Purposes (Repozytarii Prykarpatskoho). Working with the repository is a part of students' independent work during informational and research projects and contributes to the formation of their general scientific competence. The content of the Ukrainian Language for Professional Purposes course regarding mastering the rules of compiling a bibliographic description of sources, the structure of a scientific article and the requirements for it, familiarization with specialized periodical publications of the university, scientific works of teachers, and educational publications receives methodical support from the repository. Including students' scientific works in the repository acts as a motivational factor in the process of self-development and readiness for self-education throughout the life of future specialists in pedagogy.

Ukrainian Language for Professional Purposes lectures and practical classes in the conditions of distance education took place synchronously on the Zoom and D-Learn platforms via elements of mobile learning, Microsoft PowerPoint software environment, and partial use of Google Classroom, Google Sheets, and Google Forms services. Direct video communication during classes permits avoiding one of the main disadvantages of distance learning, which is the lack of direct communicative interaction between the teacher and the students. Thanks to the use of the modern ICT (technologized testing, video fragments, presentations, shared access to the screen, the possibility of commenting), the gamification component in the educational process diversifies the classes, increasing the interest and motivation for studying.

Examples of tasks that involve scientific research work of students on the Internet:

I. With the help of Internet resources, compile a list of scientific publications on a topic (of your choice):

1. Formation of dialogical speech of primary school students.

2. The use of linguistic fairy tales in the process of teaching the Ukrainian language to primary school students.

3. Development of figurative speech of primary school students during Ukrainian language lessons.

4. Formation of orthographic literacy of primary school students (for students of specialty 013 Primary Education).

1. Enrichment of the speech of older preschoolers with phraseology.

2. Development of coherent speech of older preschoolers by means of game activities.

3. Development of dialogic speech of older preschoolers by means of role-playing games.

4. Formation of speech etiquette of older preschoolers (for students of specialty 012 Preschool Education).

Submit the information in the form of a table:

Author	Article title	Journal title	Publication year	Number / issue	Pages	Subject and research aim

II. With the help of the Internet, using the keywords "professional speech", "business language", "business communication", and "professional communication", compile a list of websites dedicated to the formation of professional speech according to the example:

Website	Addressed problems	Keywords	Concise plan of basic information

III. Write out the available educational and methodical works on the Ukrainian Language for Professional Purposes course from the electronic repository of Vasyl Stefanyk Precarpathian National University and organize them in tabular form.

IV. Compose 10 original test tasks on each topic of the discipline and submit them on Google Forms.

Textual support for completing Ukrainian Language for Professional Purposes tasks can be obtained from the General Regionally Annotated Corpus of Ukrainian (GRAC) (Heneralnyi rehionalno, 2017–2021), which represents a large collection of Ukrainian texts and an accompanying program for finding grammatical forms and word combinations, as well as sorting and statistical processing of results. The website is supported by Friedrich Schiller University Jena, the Ukrainian Catholic University, Lviv Polytechnic National University, Kyiv National Linguistic University, and Borys Grinchenko Kyiv University. It should be noted that the specified corpus does not guarantee the normativity of the submitted text samples, but this is what makes it interesting from the point of view of editing and determining the most frequent errors. For the same purpose, the Ukrainian Web Corpus of Leipzig University (1 billion word usages) (Ukrainskyi vebkorpus), Ukrainian Brown Corpus (600 million word usages) (Braunskyi korpus) and others are useful.

Control, evaluation, and recording of the results of educational activities of students of specialties 012 Preschool Education and 013 Primary Education of the Ukrainian Language for Professional Purposes course have been carried out with partial use of ICT. In particular, the introductory, educational, and control testing, as well as examination papers, have been evaluated automatically in the D-Learn distance education system and via the Google Forms service. The recording of educational results in the discipline has taken place in the electronic journal of the DIS[WEB]-portal system intended for corporate use by scientific and pedagogical workers and students of Vasyl Stefanyk Precarpathian National University. The

electronic journal has the functions of automatic calculation of points by types of work and the final grade as well as output of the semester result, which eliminates the possibility of subjective inaccuracies.

On the basis of the above-mentioned, the opportunities of using ICT in the process of teaching Ukrainian Language for Professional Purposes are schematically visualized in Figure 1:
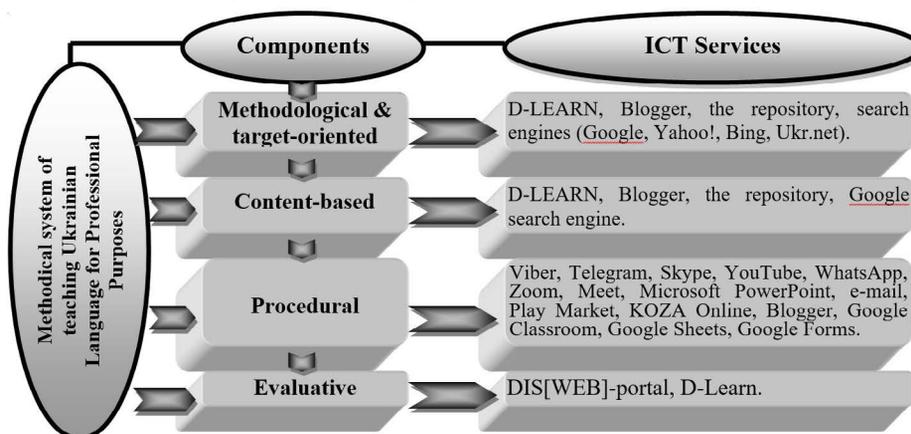

Figure 1. The use of ICT in the process of teaching Ukrainian Language for Professional Purposes

Source: Author's work.

As can be seen from Figure 1, the use of ICT in the methodological and target-oriented as well as content-based components of the methodical system of teaching Ukrainian Language for Professional Purposes is focused on platforms and services that provide the opportunity for storing information and free access to it by students and scientific and pedagogical workers. Work programs and syllabi with verified electronic resources, which are recommended for students and provide access to objective and reliable information, are posted on the Faculty of Pedagogy website, the blog, the D-Learn course page, and in the repository. These are, first of all, the State Standard of Primary Education, Ukrainian linguistic portal "Dictionaries of Ukraine" online, The Academic Explanatory Dictionary (1970−1980), General Regionally Annotated Corpus of Ukrainian (GRAC), DSTU 4163-2020, the educational blog of Ukrainian Language for Professional Purposes, Ukrainian Orthography (2019), Ukrainian Language Stack Exchange (a question and answer website), current educational and regulatory documents, etc. The procedural component is provided by ICT for instant communication, audio and video communication, group communication, visualization and structuring of material, and individualization of distance learning. In order to ensure the evaluative component, network programs are used, which provide the opportunity to record and automatically evaluate the results of studying Ukrainian Language for Professional Purposes.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, on the basis of the conducted research, the potential of mobile learning and the implementation of the Ukrainian Language for Professional Purposes distance course via the available platforms and services that provide all the components of the methodical system are attributed to the features of the use of ICT during teaching the discipline. Applying ICT tools in the process of teaching Ukrainian Language for Professional Purposes necessitates the intensification of students' independent work and causes the increase of its importance in the total volume of activities that ensure the achievement of the predicted results. The outlined aspects determine promising directions for further scientific research.

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ПАЛІТРА ПІЗНАВАЛЬНИХ ПРАКТИК В ОСВІТНЬОМУ ПРОСТОРІ СУЧАСНОГО УКРАЇНСЬКОГО СУСПІЛЬСТВА

Анотація. У статті дається спроба аналізу прояву постмодерністських ідей пізнавального оптимізму в освітянських практиках сучасного українського суспільства. Звертається увага на те, що гносеологічна парадигма продукування соціальної дифузії в людських взаєминах веде до руйнації стереотипів повсякденності буття пересічного громадянина, світогляд якого сформований історичними традиціями національних відносин.

Новизна сучасної ситуації повсякденного життя українського суспільства в тому, що дезорганізується його соціальна структура, виникають нові соціальні суб'єкти, неоднорідність поглядів яких формує складну мозаїку буденності освіти. Повсякденна свідомість індивіда, стиснута реальними фактами життя, змушена шукати практичний вихід із суперечливих ситуацій, проживаючи і переживаючи їх у свій, обраний ним спосіб. Тому пізнавальна функція його волі отримала поштовх подальшого розгортання варіацій свого втілення в освітніх практиках. Плюралізм думок призвів до суттєвих змін у можливостях інформаційної поведінки особи. У такому багатогранному і багатому змістом освітянському середовищі інформації (не завжди соціально якісному в ціннісному вимірі) свобода волі виявляє себе односторонньо, однолінійно, цілеспрямовано на максималізацію численності не завжди достатньо змістовних повідомлень, монологів, діалогів навіть у навчально-виховному процесі ЗВО.

Ключові слова: постмодернізм, освітянський оптимізм, соціальна дифузія, ірраціональне, повсякденність, свобода волі, деконструкція, пізнавальна практика, психолого-педагогічна ситуація.

VARIETY OF COGNITIVE PRACTICES IN THE EDUCATIONAL SPACE OF MODERN UKRAINIAN SOCIETY

Abstract. An attempt to analyze the manifestation of some postmodern ideas of cognitive optimism in educational practices of modern Ukrainian society has been made in the article under discussion. The focus has been made on the fact, that the gnoseological paradigm of social diffusion producing in human relations can cause the destruction of everyday life stereotypes of an ordinary citizen whose outlook was influenced by the historic traditions of national relationships.

The novelty of the present state of Ukrainian society's everyday life is that its social structure has been disorganized, and new social subjects have appeared whose heterogeneous outlooks form complex mosaics of the education routine. The everyday consciousness of an individuum pressed by real-life facts has to find a practical way out of the conflicting situations, experiencing them in their own way chosen by them. Thus, the cognitive function of his will has been promoted to introduce other variations in educational practices. Pluralism of thoughts has caused some essential changes in the possibilities of the information behavior of a person. In such a versatile and content-rich information pedagogical environment (not always socially high-quality as for values), the will freedom has been recognized as a unilateral and purposeful tool to maximize the amount of not always enough meaningful messages, monologues, and dialogues even in the teaching-educational process of higher educational establishments.

Keywords: postmodernism, educational optimism, social diffusion, irrational, routine, freedom of will, deconstruction, cognitive practice, psychological-pedagogical experience.

INTRODUCTION

Formulation of the problem. Postmodernism, demonstrating itself as a denial of modern philosophy thought, due to the development of various cognitive practices in educational projects of world transformation, has provided the establishment of a new gnoseological paradigm in the XXI century on the basis of searching for humans some irrational elements sense of being realization by an ordinary citizen of the world.

Postmodernism is based on the opposition to the modern era dominating principle of scientific rationality of social life organization that is nowadays endeavored and has always been aspired by the majority of people irrespective of their belonging to a certain nation, people, nationality, or state. The above-mentioned paradigm of social diffusion production in human relations results in the deconstruction of everyday life stereotypes of an ordinary citizen whose outlook is formed by historical traditions of national relationships. Nevertheless, society can't exist in the state of its stable constant deconstruction due to the production of the principle of social diffusion. Society strives to support itself in a dynamic balance of a need to be constantly updated and the necessity of its own constant stability in the forms, ways, technologies, and types of public life organization. So, the methodological completeness of postmodern practices organization of human cognitive activity has been partially compensated by the turn to the basic principles of rationality and irrationality interaction in cognitive educational practice of human life transformation. At present, the problem of subordination of these sources (rationality and irrationality) is very important for society in the practice of ordinary educational everyday life of a certain person (student), a social group, a civil society, or a state.

Postmodern orientations of social development were considered by H. Marcuse, K. Hirz, J. Ortega y Gasset, A. Toynbee, Miguel de Unamuno, F. Fukuyama, and others.

THE PURPOSE OF THE RESEARCH. 1. Reveal the peculiarities of implementation in Ukraine the conception of European educational space regarding the Bologna paradigm of relationships «student-lecturer» organization in higher educational establishments.

2. Prove the role of a student's and a lecturer's personal will in the implementation of efficient methods of educational process carrying out aimed at the development of necessary competencies in a future professional worker of the society.

3. Draw the attention of the scientists to the manifestations of voluntarism of cognitive freedom of will of the participants of the psychological-pedagogical situation in higher educational establishments.

RESEARCH METHODS: The theoretical-methodological basis of the study under discussion is the papers of Ukrainian representatives of philosophical thought in the field of education (Andrushchenko V., Kremen V., Lyakh V., Petrushenko V., and others).

The author of the study has used a personalistic method as a basic one within the process of research procedures carried out to make the understanding content of the concept of "a variety of cognitive practices" deeper in the modern educational process. Application of the hermeneutic method of psychological-pedagogical situation cognition has facilitated the content load of scientific texts of monologue and dialogue polemic presentation of philosophers' considerations on the Ukrainian educational environment transformation into the European socio-cultural space.

The author of the paper under discussion has followed the methodological law to minimize the use of interpretation literature to preserve his own thoughts on the investigated problem as much as possible. The methodological basis of the study under discussion is also the principles of objectivity, critical analysis development, the union of history and logic, and others.

RESULTS OF THE RESEARCH

Some philosophy theories have appeared within the postmodern orientation of human being understanding which demonstrates the very rationalism of world attitude as a dominating principle of the human world existence. It will be enough to refer to the paper of H. Marcuse «One-dimensional man», where the idea of globalism with its rationalized worldview-philosophy paradigm of world reconstruction has been certified. And here a collision occurs - on the one hand, postmodernism denies any rationality in human life, and, on the other hand, it applies constantly and with acceleration the abilities of the intellectual mind (as simply humans have no other mind) to show the realities of everyday life, to improve this life and to deny the mind itself. In this way, postmodernism has positioned itself on the history podium as the only true worldview-cognitive, and practically transformative paradigm of human existence.

Such a model of societal transformation has been successfully implemented nowadays in different geopolitical projects of educational transformation of the world. Putting forward the concept of civil freedom by the postmodern philosopher even in its irrational forms from the philosophical interest periphery into the main purpose of the education space contributes to the further development of those forces which demonstrate the absence of any tradition of worldview. Here, a famous American anthropologist K. Hirz was right when he emphasized: «If the word "mind" is removed, then the words «belief», « hope», and «mercy», as well as «reason», «force» and «leaning», «motive», «role» and «culture» will disappear together with it (Kremen, p.71, 2009). The above-mentioned J. Ortega y Gasset, in whose philosophy we do not notice any sympathy for the ideas of rational thinking dominance, emphasized, that skepticism, reduced to the denial of any other gnoseological theory, is a self-killing theory (Geertz Clifford, p.326, 2001). In everyday life as a being, one can be very active externally, but this activity is always specified outside, but not inside, so, in the end, this absurd activity of everyday life existence can't produce anything unique and new − in this way, a famous Ukrainian philosopher N. Khamitov describes our everyday life (Feyerabend, p.124, p.145, 1997). In our opinion, similar considerations demonstrate only one of the versions of human existence sense in general, and the process of social updating regarding its content democratization. The routine

subjective flow of cognitive events is filled with dichotomy "optimism-pessimism" as the forms of subjective relationship of the system "a human-world". Life cycles of everyday life cognitive optimism in different social-educational systems acquire some historical divergence in their manifestation.

The novelty of the present state of Ukrainian society's everyday life lies in the fact that its social structure is disorganized, and new social subjects appear whose heterogeneous points of view create a complex variety of routine life. Everyday life routine consciousness of an individuum, pressed by real-life facts, has to seek a practical way out of the conflicting situations, experiencing them in his own way, chosen by him. Thus, everyday life cognitive optimism is, first of all, anything that can be clearly seen by an ordinary individuum but can't be in most cases explained by him. Everyday cognitive optimism, as well as pessimism, of such a historical subject, is not presented as enormous civilization projects, programs, or doctrines of social change of the existing generally accepted order. In this case, educational optimism manifests itself every day in different educational-cognitive situations in students' and lecturers' life. "The essence of any educational psychological-pedagogical situation in the study process of a higher educational establishment is in the available conflicts, their development, and solution" (Dovgan and Turevich, p.3, 2018). To continue the topic we are discussing, we will consider only "cognitive practices" of an educational psychological-pedagogical situation manifestation, and their modern modifications in the educational space of human will freedom manifestation (a student and a lecturer-pedagogue).

As subjective thinking is a characteristic feature of human cognitive activity, and the objective understanding of things is its essence (Hegel), we can't leave the boundaries of this activity and exist without it because it manifests itself as a relationship. To comprehend or understand any relationship between things or living beings, especially between people, it is necessary, first of all, to focus on a certain object, and separate it (relationship) mentally from the correspondent set of available variety of relationships. This human thought concentration is an act of will. Though, the act of will is unable to exceed its necessity in cognition development due to its accidental manifestation. The role of the will of a student in cognition is not in the random choice of a subject of knowledge, but in the fact that his will proves the subjective desire to know these or those important aspects of educational reality. Any human's strong-willed decision is characterized by not only his personal ideas but "universal", i.e. general concepts. Thanks to his strong will, a man can subordinate to the higher moral idea not only his sensitive inclinations, but all his desires, select from the list of possible actions the specified one that corresponds to the accepted principle of cognitive activity oriented at the comprehension of the truth. The ability of such choice is immediately connected with the freedom of the subject will manifestation to any cognitive activity. Aristotle argued, that for reasonable cognition one should have a strong and persistent will. It acts easily by means of the choice of subjects of cognitive attention and ways of acting. As a human has not only his mind but heart passions as well, he can be satisfied by both his mind commands and soul passions too, he prefers the last ones but not his mind, i.e. smaller or lower benefit, than greater or higher one, and this is the essence of his freedom and responsibility. Thus, according to Aristotle, caused by the mind and heart passion, the freedom of will is only a manifestation of imperfect human nature.

Strong will pushes the mind's power to an unknown truth and further, and further. Although, will can never be satisfied with the achievements, i.e. the completed act of cognition. As the will of cognition, in J. Bruno's opinion, has its own purpose, specified by the source of human life and the world's integrity – God. According to R. Descartes, cognition activity is manifested not only through the dialectics of doubt-confidence, but by the freedom of choice as well. A man is free not only when his unawareness of truth and kindness makes him indifferent. A man can show his freedom in cognition mostly in cases when clear and definite cognition of a subject encourages him to a new search. For R. Descartes, the biggest and the most important human perfectness is not his ability to express cognitive doubtfulness but the ability of his will - the subject of cognition- not to jump to conclusions regarding the truth people do not know exactly. This ability of the human will makes it possible for a person to repeat the information he needs to remember many times, and as a result, to recollect something, and in this way acquire a habit of not making mistakes, which is very important for modern students.

Therefore, for a cognizing subject, according to R. Descartes's considerations, not the very fact of doubt is important but the ability of will to form and use the cognitive experience of doubt in further cognition of the truth.

A prominent philosopher G. Leibniz through the existence of freedom demonstrated step-by-step progressive liberation of the universe from passive, inertia, mechanistic necessity toward the unlimited manifestation of freedom of human cognitive search up to the achievement of perfect knowledge embodied in God. For G. Leibniz the principle of freedom is also important in his theory of cognition, as it enables people to manifest their will freely and unlimitedly regarding the human cognitive ability as absolute freedom of their attitude to the world and themselves. A French philosopher-theologist of the same historical period N. Malebranche considered the regulatory, determining role of the human will as the reason for the unstable cognitive ability of the mind. Human actions are controlled by the will, it draws the cognitive attention of a person to such subjects which are chosen by him/her and which he/she likes most of all. The will is in conflict with the mind that is sometimes focused on eternal, abstract truth, but the will itself always encourages us to seek the things which attract the will and are able to satisfy its wishes and make it happy. Nevertheless, the fancy will can't stop, it either dies away or flashes more and more and makes the mind satisfy those wishes of the will which are evidence of well-being. So, the human mind is a subordinate essence dominated by sensualism. The very sensual cognition itself can't give true knowledge. In this way, N. Malebranche closed the circle of human cognitive possibilities to substantiate the main thesis of his philosophical conception of truth – a man with all her/his cognitive potential is unable to comprehend the truth by the means which were produced by mankind and which were formed in the human abilities at the sensual and rational levels of cognition.

Here, the question arises: why Europe is our ideal in education? We see, that Europe itself intensively seeks new worldviews and cognitive guidelines for its future existence. Nevertheless, European civilization proposes to us new

everyday standards of living which are not very similar to its own, those, produced for it by itself, and which are different from our former ones regarding their value, those we have refused from.

Everything that can't be reduced to an everyday empire is gradually becoming unacceptable in Ukrainian culture. Later I. Kant paid attention to the fact, that philosophy was used in the wrong way when it was applied to violate the principles of a healthy mind (Kant, 1964). In conventional national cognitive educational practices, the exchange of dialogues, dialectic communication "lecturer-student", and "teacher-pupil" for a lecturer's monologue, which becomes only a retranslator of knowledge collected by mankind, is currently taking place. Due to the conventional technical means of information transfer alive verbal communication is being transformed into a formalized system of a student's, pupil's, and listener's intellectual response to the lecturer's actions in the form of tests according to one of the laws of formal logic, i.e. by the principle of one of the oppositions of the iconic dichotomy of "yes-no" type in the single right answer option. Besides, at the same time the so-called conception of a «trajectory of free subject choice by a student» is being produced. The above-mentioned scheme of study has some benefits, though, in our opinion, but they can't be obtained in mass-organized higher education. Moreover, not all European countries consider such innovative educational technologies as beneficial.

According to K. Jaspers, different dimensions of the concept of "communication" correspond to different levels of consciousness and the ways of their carriers' attitudes to the world and themselves. Thus, the philosopher many times underlines the communication world's "existing being" discomfort caused by the impossibility of consensus between carriers of different cognitive discourses (Khamitov, 2002). In the modern world of clogging of the information field, and communication channels, an ordinary fact of spiritual life is often true but simultaneously optional, the same frequently repeated event of "information-knowledge". Qualitative and quantitative (technically) growth of signal systems has made the transfer of an information message not necessarily immediately connected with the satisfaction of necessary life needs. Human will has obtained practically unregulated by nothing and nobody freedom of its manifestation not only in passive processing of the obtained information as a consumer but in the manifestation of its activity as knowledge transfer-mastering. Thus, the gnoseological function of will has got a boost for further development of its implementation variations, in cognitive educational practices, in particular. Pluralism of thoughts has led to some essential changes in the possibilities of the information behavior of a person. In such a versatile and content-rich information pedagogical environment (not always socially high-quality as for values), the freedom of the will have been recognized as a unilateral and purposeful tool to maximize the amount of not always enough meaningful messages, monologues, and dialogues even in the teaching-educational process of higher educational establishments. European science, European type of organization, and European worldview have contributed to formal rationality transforming it from the aid into the purpose. Even students' environment, characterized by correspondent intellectual-creative abilities of the world understanding in its ontological essence, is proposed the practice of interpretation, for example, of a text as only knowledge carrier, but not the very knowledge, its semantic load, content, symbol, but a form sign, and not more, and it is not actual any longer, in their opinion. The study is still conducted according to the principle of transfer of ready knowledge, and experience owned by society, when a student is given some ready answers to the unknown questions for him. "A meeting of generations" is taking place, when they address each other, the meeting where the cultural memory is being transformed. Though such reconstruction, for example, the subject of philosophy, can step by step lead the society to the change in thinking logic, the transformation of mono social understanding of the world into the pluralism of autonomous relative to one another cognitive practices whose criteria encourage to understand the world as a conglomerate of relative pieces of truth, each of them has its own information field of its existence within a specific time period. We can see, that the principle of a text deconstruction (Derrida) has left the boundaries of its own status, specified by itself and its functional essence. The principle has passed from the text reconstruction to the deconstruction of real empirical relationships, among which the cognitive relationship «man-world» takes a leading place. Arguing against any methodological compulsion of mono-cognitive practice (P. Feyerabend) Toynbee Arnold, 1995), substituting it with the pluralism of cognitive innovative technologies, the society itself generates «anarchism» and «voluntarism», particularly, in the educational sector of production of knowledge, ideas, and principles of the relationship «man-world». The heredity pattern of cognitive practices, formed on the intellectual level of human mind manifestation, is broken. The study is conducted according to the principle of transfer of ready knowledge, and experience owned by society, when a student is given some ready answers to the unknown questions for him. The situation is similar to the age of eclecticism of competing philosophy schools, currents, and directions development in the ancient culture of the Hellenistic period at the end of the IV – II century B.C.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the contemporary Ukrainian educational environment, the compilability of the educational practices already existing in the Western European problem field as the only true and acceptable ones is mostly taking place with simultaneous attempts of refusal from the achievements of Ukrainian educational thought of the XIX- XX centuries. The society information field humanization is being observed where the opportunities are broadened concerning the "freedom of will" of each individuum and a student, in particular.

Taking into account all the above-mentioned, the next task of high school pedagogics is as follows: continue forming the new philosophy of education methodology regarding contemporary European democratic values taking into consideration the emotion-sensory component of the Ukrainian mentality and its introduction into the teaching-educational process of higher educational establishments.

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СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ СУЧАСНОГО УНІВЕРСИТЕТУ: КОНЦЕПТУАЛЬНІ ЗАСАДИ І НАПРЯМИ РОЗВИТКУ В КОНТЕКСТІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

Анотація. У статті обґрунтовано сутність соціальної відповідальності сучасного університету, розкрито її вплив на забезпечення якості вищої освіти. Визначено зв'язок між університетською соціальною відповідальністю і якістю вищої освіти, згідно з яким соціальна відповідальність є первинною, а якість вищої освіти – її складником, похідним від неї. Досліджено, що соціальна відповідальність характеризує відповідальність закладу вищої освіти як соціального інституту перед суспільством за результати і якість освітньої діяльності, передачу здобувачам визнаних у суспільстві цінностей, їх інтеграцію в суспільство. Зауважено, що соціальна відповідальність закладу вищої освіти реалізується через такі складники: виробник освітніх послуг, працедавець, учасник соціальних відносин, учасник економічних і політичних відносин з державою, діловий партнер. Розкрито пріоритетні напрями розвитку соціальної відповідальності університету, що пов'язують його освітню діяльність, прийняту в ньому систему відносин, цінностей, норм і принципів із зобов'язаннями перед суспільством і різними категоріями стейкхолдерів. Виявлено компоненти, дієві механізми і відповідні маркери оцінювання якості вищої освіти в контексті університетської соціальної відповідальності, серед яких: знання і компетентності здобувачів вищої освіти; задоволення потреб і попиту стейкхолдерів; процеси й напрями діяльності закладу вищої освіти; результати функціонування університету і життєдіяльності системи вищої освіти. Визначені компоненти, що утворюють механізм оцінювання: знання і компетентності, стейкхолдери, процеси і результати діяльності університету, – є взаємопов'язаними один з одним і тільки у взаємозв'язку можуть гарантувати якість освітньої діяльності в тому чи іншому закладі вищої освіти.

Ключові слова: соціальна відповідальність, вища освіта, якість вищої освіти, соціально відповідальний університет, забезпечення якості вищої освіти.

MODERN UNIVERSITY SOCIAL RESPONSIBILITY: CONCEPTUAL BASIS AND DEVELOPMENT DIRECTIONS IN THE CONTEXT OF HIGHER EDUCATION QUALITY ASSURANCE

Abstract. The article substantiates the essence of modern university social responsibility and reveals its influence on ensuring higher education quality. The connection between university social responsibility and higher education quality is determined when social responsibility is primary. The quality of higher education is its derived component. It has been proved that social responsibility characterizes a higher education institution's responsibility to society for the results and quality of educational activities, the transfer of socially recognized values to students, and their integration into society. It is noted that the social responsibility of a higher education institution is realized through the following components: a generator of educational services, an employer, a participant in social relations, a participant in economic and political relations with the state, and a business partner. The priority directions of the development of the university's social responsibility, which connects its educational activity, the system of relations, values, norms, and principles adopted in it with obligations to society and various categories of stakeholders, are revealed. The components, effective mechanisms, and relevant markers for evaluating the quality of higher education in the context of university social responsibility have been identified, including higher education students' knowledge and competencies; meeting stakeholders' needs and demands; processes, and areas of activity of the higher education institution; the results of the university functioning and the vital activities of the higher education system. The identified components constituting the evaluation mechanism – knowledge and competencies, stakeholders, processes, and results of the university's activity – are interrelated, and only in a relationship can guarantee the quality of educational activities in a particular higher education institution.

Keywords: social responsibility, higher education, higher education quality, socially responsible university, higher education quality assurance.

INTRODUCTION

The problem formulation. In the modern conditions of the spread of ideas for sustainable development, the role of public institutions is being revised and a new approach to assessing the effectiveness of their activities in the context of social responsibility is being formed. Taking into account the fact that education is the foundation of human development and society's progress, the problem of social responsibility of the modern university is actualized. This requires the transition of higher education to the market language, changes in the functions and role of the state and its educational policy, definition of the new essence of governance of the institution of higher education, and its relationship with the «interested society». Under such conditions, higher education becomes a special product on the services market, and subjects interested in developing their economic, industrial, and social activities receive a «decent reward» for their contribution to higher education (Grishnova O., Bekh S., 2014, p. 11).

Ensuring higher education quality is one of the key conditions for the growth of the society's intellectual potential and the state's socio-economic development, which actualizes the issue of corresponding the level of higher education development in Ukraine with world standards, improving the quality of education and teaching, and training competitive specialists in the labor market (Iliichuk L., 2022, p. 125). It should be noted that the recognition of the social role of higher education and the university's social responsibility changes the attitude towards the phenomenon of higher education quality in the context of the dependence of quality on the expediency and social value of the mission and development strategy of the higher education institution, the usefulness of the implementation of educational programs, social partnership and relations with the public for the general public and individual communities, the ability to meet the needs of applicants, teachers, potential employers, representatives of local communities, authorities, etc. Therefore, the specified problem is extremely relevant and requires further scientific study and theoretical and methodological justification.

Analysis of recent research and publications. The problem of social responsibility of higher education institutions is investigated by V. Andrushchenko, V. Baylevych, S. Beh, M. Vievska, O. Grishnova, O. Ivanenko, I. Ivanova, O. Ivanytska, S. Kvit, I. Kyrchata, A. Kolot, N. Kuznetsova, O. Orzhel, N. Orlova, A. Panchenko, N. Smentyna, N. Ushakova, A. Kharlamova, R. Khusainov, L. Shevchenko, O. Shershenyuk. In particular, N. Orlova and A. Kharlamova reveal the conceptual foundations of corporate social responsibility (Orlova N., Kharlamova A., 2014); I. Ivanova, N. Ushakova outlines the higher education proactive position regarding the implementation of social responsibility (Ivanova I., Ushakova N., 2011); S. Kvit defines the main directions of formation of Ukrainian university's social responsibility (Kvit S., 2013); I. Kyrchata, O. Shershenyuk research social responsibility as a component of the innovative educational process and ensuring the competitiveness of higher education institutions (Kyrchata I., Shershenyuk O., 2020); O. Ivanytska, A. Panchenko, G. Panchenko reveal the content and principles of social responsibility, conditions for its observance in institutions of higher education (Ivanytska O., Panchenko A., Panchenko G., 2017); O. Orzhel characterizes the essence and directions of university social responsibility in the context of evaluating the quality of higher education (Orzhel O., 2017; Orzhel O., 2019); O. Grishnova, S. Beh carry out an analysis of the development of social responsibility in leading Ukrainian higher education institutions (Grishnova O., Beh S., 2014); V. Andrushchenko clarifies the role of social responsibility in expanding the autonomy of universities (Andrushchenko V., 2017); M. Vievska determines the peculiarities of the formation of social responsibility of future specialists based on a review of the values of modern youth (Vievska M., 2010); L. Shevchenko substantiates the social responsibility of the state in the field of education and the social responsibility of the university concerning ensuring the quality of higher education (Shevchenko L., 2011; Shevchenko L., 2012). Despite the existence of a large number of scientific studies revealing the essence and various aspects of higher education institutions' social responsibility, this issue requires further thorough study, particularly in the context of ensuring higher education quality.

AIM AND TASKS RESEARCH – to justify the conceptual principles of a modern university social responsibility and to find out the main directions of its implementation in the context of ensuring the quality of higher education.

RESEARCH METHODS: research of scientific sources and modern approaches to the problem of social responsibility of higher education institutions; analysis, synthesis, generalization, and systematization to identify the conceptual foundations of the formation of social responsibility of modern universities; modeling and forecasting of strategic directions for the development of social responsibility of higher education institutions in the context of ensuring the quality of higher education.

RESULTS OF THE RESEARCH

The current stage of society's development determines the need for the formation of an innovative economy, the foundation of which is high-quality higher education and the possibility of applying the acquired knowledge and formed competencies to acquire sustainable competitive advantages in the labor market (Kirchata I., Shershenyuk O., 2020, p. 66). In this context the thesis that «the education system is balanced if socio-economic interests are balanced and actions of all institutions and actors are coordinated; if the education system is characterized by inequality or discrimination, the whole society will be unstable» (Shevchenko L., 2012, p. 185). Therefore, it is possible to achieve this balance under the condition of the formation of social responsibility – awareness of one's social role, the satisfaction of mutual obligations and requirements by the main institutions and subjects of the educational sphere regarding the results of joint activities in the production and consumption of educational services, the formation of comprehensively developed and highly moral citizens, necessary for the socio-economic development of the country.

The socially responsible activity of education as a subject of the provision of educational services and institutions of higher education – as organizations that are subjects of the market of educational services, determines the social responsibility of employees of educational institutions about consumers (students, employers, etc.), organization of

university activities based on the concept of corporate social responsibility, compliance with the principles of fair competition and socially responsible marketing, development of partnership with local authorities and the community, cooperation with non-governmental organizations, responsible attitude to the environment (Orlova N., Kharlamova A., 2014, p. 150). In addition, the role of higher education institutions should be leading not only in the production of educational goods but also in the transfer of socially recognized values to the students, and their integration into society. Therefore, modern universities have a social responsibility for the effective use of state resources to increase the efficiency of educational activities, ensure the unity of education and upbringing, the inclusion of students and teachers in various social practices, as well as their resources − for the development and consolidation of society, implementation of democratic reforms, interaction with individual citizens, authorities, business structures, various organizations, and institutions, which is the basis for the functioning of a higher education institution as an open-type social institution, a center of social policy in the region of its presence (Shevchenko L., 2011, p. 6).

It is indisputable that the primary basis and basis of any entity's social responsibility is the highly efficient, professional, and high-quality performance of public functions. From this point of view, the basis of the university's social responsibility is the provision of high-quality and socially demanded educational services and conducting of relevant scientific research. At the same time, the social responsibility of a higher education institution is also manifested in its performance of the functions of an employer for employees, a business partner, and a participant in economic and political relations with the state, social relations in society, and the local community (Grishnova O., Bekh S., 2014, p. 11). At the same time, an educational institution, implementing the principle of a socially responsible institution, should also implement such functions as:

- the reproduction of social intelligence in the process of providing educational services aimed directly at the student and his/her free development;
- training of highly qualified specialists necessary for rapid scientific-technical and socio-economic progress of the country;
- the formation of the labor market during the creation of new knowledge, its impact on the quantitative and qualitative requirements for labor resources;
- development of culture and norms of behavior that determine the psychological climate in the university and its market capitalization;
- stabilization of social relations with interested parties and representatives of the social environment of the region (Smentyna N., Khusainov R., 2014, p. 24).

A socially responsible university is a higher education institution that spreads social responsibility in society through its transparent and ethical activities, and high-quality and responsible education. At the same time, social responsibility is implemented in various areas of activity, in particular:

- a responsible producer of educational services (providing high-quality educational services based on modern scientific research, compliance with legal norms, focusing on preserving the health of participants in the educational process and the environment, implementing innovations to increase the effectiveness of educational activities, the quality of learning and teaching);
- a responsible employer (creating conditions for improving the professional qualifications of scientific and pedagogical workers and administration, compliance with labor legislation, ensuring proper working conditions and social welfare of its employees);
- a responsible participant in social relations (participation in supporting the well-being of society, manifested in educational activities, dissemination of ideas and knowledge on social responsibility, development of spirituality, science, and culture, implementation of volunteer activities, development of one's region);
- a responsible participant in economic and political relations with the state (implementation of transparent activities by the norms of current legislation regarding tenders, purchases, finances, charitable incomes, support of legality, independent justice, and political competition);
- a responsible business partner (establishing relations with partners based on the principles of compliance with contracts, agreements, and professional standards of activity, financial responsibility, etc.) (Grishnova O., Beh S., 2014, p. 12).

Researching the essence of university social responsibility in the context of ensuring higher education quality, it should be noted that this concept is interpreted both in a narrow sense − responsibility to the specific community where the university is located (Mapping Social Engagement and Responsibility, 2016) and in a broad sense − responsibility for everything, what takes place in a higher education institution. In the latter case, the connection between university social responsibility and higher education quality is obvious, that is, ensuring the quality of the educational services provided and the formation of a quality culture of higher education is the university's unconditional responsibility (Orzhel O., 2017, p. 147). Therefore, social responsibility is primary, and higher education quality is a derived component. Modern trends in the formation and assessment of higher education quality from the point of university social responsibility outline the need to define the markers necessary for understanding the ability of a higher education institution to respond in a timely and adequate manner to social challenges, to be aware of its responsibility to various categories of stakeholders, to cooperate with local authorities and the community, to conduct public, scientific, expert discourses on various issues, in particular regarding the development of the region, etc. These markers include values defined in the mission and strategic goals of the higher education institution; principles and procedures stated in the statute and other institutional

documents; implementation of projects, programs, and other activities aimed at public service; providing services to the community at the local, national and global levels; organization of university governance, leadership, and management taking into account the needs and interests of various groups of internal and external stakeholders; filling the content of educational programs with issues of social responsibility; implementation of charity and volunteer projects and programs; conducting research aimed at solving socially oriented problems; responsible attitude to the environment and saving resources; establishing partnerships and close ties with external stakeholders; dissemination of acquired knowledge outside the academic environment (Orzhel O., 2019, p. 102).

Evaluating the higher education quality in the context of the social responsibility of universities, it is necessary to determine effective mechanisms and identify markers that will testify to the social significance of educational programs and scientific research, the positive impact of socially oriented research projects, a socially responsible attitude to cooperation with partners, business and the community, applicants' and teachers' active civic position, etc. Let us consider each of them (Orzhel O., 2019):

1. Knowledge and competence as determining conditions of higher education quality.

Socially responsible higher education can be considered high-quality if it is relevant for one or another stage of social development, takes into account the global context, the existing socio-economic, security, and political situation at the national level, local and regional features, meets the demands of the stakeholders of a particular university and the general public, can offer knowledge, skills, and abilities that can ensure applicants' personal and professional development, the socio-economic progress of the state, promote social harmony, economic growth, etc. Therefore, the task of higher education, in addition to training future specialists for professional activities, consists of ensuring students' personal development, and their preparation for complex and contradictory social transformations, which is a characteristic feature of modernity. From this point of view, markers of social responsibility should include knowledge and competence in the field of combating climate change, rational use and preserving natural resources, ensuring the ecological sustainability of regions, social justice, respect for citizens' rights, ensuring equality, inclusion, overcoming poverty and inequality, spreading tolerance, peacekeeping, which should be reflected in the content of educational programs and courses taught at the university.

2. Quality of higher education to meet stakeholders' needs and demands.

Higher education quality is determined by meeting the stakeholders' needs and requests for knowledge, information, competencies, and other services they receive from the university, as well as the social benefit that a higher education institution can bring to certain categories of stakeholders and society in general. Two groups of stakeholders are involved in evaluating the quality of higher education: internal (students, academic staff, administration) and external (employers, business, authorities, civil society, etc.).The quality of higher education is assessed by each category of stakeholders differently: for students, it is determined by satisfaction with the process of obtaining an education, the quality of academics (access to educational resources, the Internet, teachers' tolerance, necessary equipment, etc.) and non-academic (gym, psychological service, swimming pool) services, as well as employment opportunities, the ability to compete on the labor market; for employers – it is connected with the satisfaction of their demand for qualified specialists with necessary competences; for authorities, it is associated with the public wellbeing, that is, the benefit that society will have from public investments in higher education.

It should be emphasized that external stakeholders are involved in the evaluation of higher education quality to confirm the relevance and modernity of knowledge, carry out its verification, and certify its demand by industry and the labor market. Therefore, the cooperation of the university with external stakeholders becomes a criterion for higher education quality, a tool for legitimizing expenses for research activities, investments in the development of human resources, and educational infrastructure. On one hand, the higher education institution cannot cover all stakeholders and turn them into permanent and active partners, on the other hand, the dynamics of quantitative and qualitative changes, and the expansion of the circle of partners as evidence of the university's implementation of social responsibility are important.

3. The quality of higher education from the point of evaluating educational processes and activity areas of higher education institutions.

The process (activity) approach to the quality of higher education considers it from the point of view of efficiently, rationally, and qualitatively adjusted processes that give the expected result. In the context of university social responsibility, it is about socially oriented teaching and learning, the inclusion of the subject of social responsibility in the content of educational programs at all levels; effective university governance and management; student self-government, implementation of social projects, development of volunteerism and charity; international cooperation, conducting socially responsible research; creation of favorable conditions for students personal development, formation of their general, professional, civic competences, life skills; ensuring a favorable climate for teaching and administrative staff, including opportunities for professional development and self-improvement, physical and mental health; establishment of cooperation with the local community, public service, exchange of knowledge with stakeholders, dissemination of knowledge outside academic communities.

4. Higher education quality as a result of the university functioning and the higher education system activity.

The higher education results are closely related to stakeholders, which implies their involvement in quality assessment. In addition, the results of higher education are the university's fulfillment of its mission and the mission of

higher education as a whole. In this context, the social responsibility of the higher education institution is implemented through three universally recognized missions: teaching and learning; research; public service. It should be noted that each university in different periods of its development, depending on the time circumstances, and global and local context formulates missions, and strategic and operational development goals in its choosing the development of research activities or teaching and learning as a priority direction, developing partnerships with international organizations, domestic enterprises or local communities and society.

Regarding the first mission – teaching and learning – the quality result of higher education is the prestige of a diploma from a particular university on the labor market, which guarantees the graduate's competitiveness in employment. Developing students' professional competencies, contributing to their personal development, acquisition of social skills, civic competence, and experience of intercultural interaction, the higher education institution affects the graduates' employability and life success, fulfills its social role, providing the labor market with specialists with necessary qualifications.

The second is research – the production of new knowledge, which can be of high quality and useful for expert-professional teams, communities, authorities, and missions to solve social, technological, environmental, and other problems. The research activity of the higher education institution is of considerable importance for students, who receive modern and advanced knowledge through research. Therefore, the evaluation of the results of the university's research activity should be carried out by taking into account the influence it has on a certain social sphere or sector of the economy at the institutional, local, national, and global levels.

The third mission is service, defined as cooperation with business, the transfer of knowledge from a higher education institution as a center of knowledge to industrial enterprises, and production, applying knowledge in practice, using it to serve society. In the context of social responsibility, high-quality service and cooperation with the community and society mean bringing knowledge to consumers to transform it into innovations, technologies, scientific and technical developments, creative startups, cultural and artistic events, and programs, etc. The result of the high-quality performance of this mission by the university is an active community that responds to initiatives, a wide range of partners, cooperation with authorities, and holding various events with the community and for the community, which would testify that the knowledge offered by the university is in demand and able to positively to influence various aspects and spheres of social life.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Increasing competition in the higher education system as a result of globalization and increasing the role of knowledge in society have led to the fact that higher education institutions, acting as integrating agents of society, must solve specific tasks that were not inherent to them before. This primarily concerns the ability to satisfy not only students' educational needs but also to take into account stakeholders' interests of various categories in the production of knowledge and the performance of their inherent functions, which allows for obtaining sustainable competitive advantages in the market of educational and scientific services. The growth of the social role of higher education leads to an increase in the social obligations of the university, strengthening its social responsibility to all interested parties and society in general, including for the educational services quality. Therefore, a certain pressure of social expectations causes paradigmatic changes within the higher education institution, leading to taking into account public requests, and meeting the needs of individual teams and communities training highly qualified specialists.

We see the prospects for further scientific research in the study of the key directions of the implementation of social responsibility in the corporate policy and strategy of sustainable development of higher education institutions.

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ПЕРЕКЛАД ОКАЗІОНАЛІЗМІВ У СОЦІАЛЬНИХ МЕРЕЖАХ: ФІЛОЛОГІЧНИЙ АСПЕКТ

Анотація. Мета статті – розглянути функціонування та переклад англійських оказіоналізмів українською мовою та навпаки в масмедійних текстах, зокрема соціальної мережі «Instagram». Досліджуються комунікативно-прагматичні і функціональні особливості соціальних мереж та те, які перекладацькі трансформації найкраще застосувати в конкретній ситуації для досягнення мети, а саме: вплинути на аудиторію та бути спроможним маніпулювати свідомістю в корисливих цілях, інформаційно-пояснювальні функції. Подано аналіз основних аспектів перекладу оказіоналізмів, їх структурно-граматичної та лексичної функцій. У результаті дослідження терміна «оказіоналізм» виокремлено такі основні способи його утворення: афіксальний спосіб (префіксальний та суфіксальний способи), композитний, конверсія, редукція, зворотна деривація, фузія, запозичення з інших мов та абревіація. Також виокремлюють такі основні способи перекладу оказіоналізмів: функціональна заміна, транскрипція, транслітерація, описовий переклад (експлікація), скорочення, розширення та запозичення. Констатовано основні методи навчання перекладу оказіоналізмів, зокрема когнітивні та аудіовізуальні методи. Когнітивний метод навчання

спрямований на формування в майбутнього перекладача когнітивних умінь, які дають змогу визначати тип і призначення інформації, виділяти її основний зміст, будувати засоби розв'язання завдань під час перекладу цих лексичних одиниць, уміти формувати їх, мати власні судження та проявляти креативність. Аудіовізуальний метод навчання може бути використаний для побудови та тестування моделей перекладацьких компетенцій, що визначають знання та когнітивні компоненти, необхідні для ефективної перекладацької роботи. Крім того, ключові аспекти знайшли свій шлях до профілів підготовки перекладачів і стандартів якості перекладацьких послуг. Центральна роль у набутті перекладацької компетенції полягає в обмірковуванні рішень і дій під час процесу перекладу, а також різноманітних досліджень процесу.

Ключові слова: оказіоналізм, медійний переклад, неологізм, когнітивний метод, аудіовізуальний метод.

TRANSLATION OF OCCASIONALISMS IN MEDIA TEXTS: PHILOLOGICAL ASPECT

Abstract. The aim of the study is to examine the functioning and translation of English occasionalisms into Ukrainian and vice versa in the media texts, namely a social media site Instagram. Information and explanatory functions, which are the subject of the whole article, are only its secondary purpose. Communicative-pragmatic and functional features of social networks are investigated and we analyze which translational transformations are the best to be used in a specific situation to achieve the goal, namely to influence the audience and be conducive to manipulating consciousness for useful purposes.

The article presents an analysis of the fundamental aspects of the translation of occasionalisms, their structural-grammatical and lexical functions. As a result of studying the term "occasionalism", the following main methods of its formation are distinguished: affixal method (prefix and suffixal methods), composite, conversion, reduction, inverse derivation, fusion, borrowing from other languages and abbreviation. Also the following main methods of translating occasionalisms are distinguished: functional replacement, transcription, transliteration, descriptive translation (explication), reduction, expansion and borrowing. In addition to this, we have assumed the main translation teaching methods of occasionalisms namely cognitive and audio-visual methods.

The cognitive method is aimed at forming the future translator's cognitive skills, which make it possible to determine the type and purpose of information, to highlight its main content, to build ways of solving problems while translating these lexical units, to be able to form them, to have some judgments and to show creativity. The audiovisual teaching method can be used to build and test models of translation competencies that determine the knowledge and cognitive components necessary for effective translation work. In addition, key aspects have found their way into translator training profiles and quality standards for translation services. Central to the acquisition of translation competence is reflection on decisions and actions during the translation process, as well as various process studies.

Keywords: occasionalism, media translation, neologism, cognitive method, audio-visual method.

INTRODUCTION

The problem formulation. The most crucial condition for the existence of a language is its ongoing development, which is expressed in the appearance of new words. The process of learning about the world, the emergence of new concepts, alterations in social life, progress in science and technology occur continuously, which requires the language to provide speakers with the necessary number of new lexical units. A large number of new words appear in a language every year, which requires researchers not only to record, but also to analyze them.

The Internet, especially social media, as a new communicative environment is developing rapidly, accordingly, there is a need to investigate and describe occasionalisms, find out how to identify them in the text, translate properly and be able to teach future professionals to do it .

Blogging is the personalization and segmentation of journalism in the process of its massification. It is also the universalization and addition of the content of published texts, because it is its own reflection of the essence of the Internet as a universal network of one humanity. As a result, we must understand that the process of translation will be different. First of all, a blogger can hold a reflective and philosophical position, which is usually very rarely offered by a journalist. They can synthesize new mindsets and motivational guidelines. Moreover, a blogger can create and spread new meanings and new perspectives both about the world in general and about any location in the world.

Such people can generate a new discourse, tying and correlating it with the new proposed practice. That is why, in order to form the system of thoughts of a viewer, listener, reader, a blogger or influencer must be flawless in terms of language design which is in dire need of expressive means. Stamps are contraindicated for social media celebrities that fill the media space with busyness of thoughts, dryness of presentation. Consequently, in recent years, linguists have paid considerable attention to virtual discourse. The theme of the appearance of occasionalisms in the language system, about the principles of their creation, classification, functioning have always attracted the interest of linguists. Taking into consideration the fact that the combination of occasionalisms and social media sites is rather challenging and flexible, we must focus our attention not only on the process of translation but also on preparing future translators to this issue.

Analysis of recent research and publications. Numerous domestic and foreign works are devoted to the study of these language units. Thus, the problems of the emergence and functioning of occasionalisms were taken into consideration by such Ukrainian linguists as O. Gabinska, O. Zemska, M. Kalniyazov, O. Lykov, V. Lopatin, N. Feldman, E. Khanpira and others (Selivanova O., 2021, p. 90).

Practical lexicographic problems of occasionalisms were also dealt with English and American linguists: J. Algeo, R. Bayen, J. Cannon, K. Kurtler, V. Lee, J. Simson and others (Selivanova O., 2021, p. 90).

AIM AND TASKS RESEARCH

The aim of the study is to explore and analyze the translation teaching methods of occasionalisms.

This aim implies the following tasks of the research:

1) to give definition to such notions as discourse, social media discourse, occasionalisms;

2) to analyze models of the creation of occasionalisms;

3) to find out the main methods of translating occasionalisms;

4) to explore the main translation teaching methods of occasionalisms.

The subject area of this study is occasionalisms in the social media discourse. The specific topic of the study is social media content namely a social media platform Instagram.

RESEARCH METHODS: observation; surveying students, analyzing the results of student surveys, assessing the level of foreign language proficiency and translation skills, as well as exploring and solving problems with its subject and the desired improvement of the level of its mastery. The research was carried out on the basis of West Ukrainian National University, taking into account a survey among students of the Department of Foreign languages and Information-Communicative technologies.

RESULTS OF THE RESEARCH

The term "discourse" has got a lot of definitions and is used in many subjects. It is a piece of speech, regardless of the form of its presentation that consists of cultural, social and ideological factors. "Social media discourse" is a set of frames that are all enacted at the same time by official online news sources, organizations and individuals. Social media language is the unstable inner language system which is characterized by the specific lingua-stylistic features (Selivanova O.O., 2021, p. 54). Mass media language is considered to be the unique sign system with the specific correlation of verbal and audio-visual components peculiar to the Internet. More and more words are appearing every day since bloggers want to draw followers' attention to their personality and manipulate. That is why they are required to be extraordinary and generate new content. That is the way occasionalisms are created but they exist only in a unique environment and are likely to be used many times.

The terms "occasionalism" and "occasional word" are considered universally recognized and used by many linguists. Occasionalisms (author's neologism) are speech units that are formed according to standard and new word-formation models, with a characteristic expressive color and individual character. According to L. Danilova, "...the term "occasionalism" is the most appropriate contrast from "individual neologism", "poetic neologism", "neologism context" and a number of others. It quite clearly defines the specifics of such words, formed individually by a specific author: to serve a minimal context, a certain private case, a certain speech situation; these words do not pretend to be established in the language, to enter into general usage" (Selivanova O.O., 2021, p. 89).

There are three ways of occasionalisms appearing:

1) word-formation derivation – formation of new words from the existing in language morphemes through known (usually productive) models; the most common methods of formation of occasionalisms are suffixation, prefixation, prefixation-suffixation, stem-composition, and often in combination with suffixation, stem truncation (inverse derivation), fusion and conversion;

2) semantic derivation – the process of appearance of semantic derivative meanings, co-meanings, semantic connotations;

3) borrowings from other languages or subsystems of the language – from dialects, vernacular, slang (Maslova S.,2020, p. 67).

Some problems while translating are also related to the decoding of the semantic structure of these new units. This process has a subjective nature, because occasionalisms are not registered in dictionaries, and the context implies different meanings. Thus, the adequacy of the translation depends on how the translator reconstructed the meaning, whether they correctly interpreted the associations (Guz W., 2020, p. 227), whether they have received enough background knowledge to discover all the implicit meanings.

Therefore, for the interpretation and reproduction of occasionalisms in translation, not only the context and situation are significant, but also the translator's bilingual skills (knowledge of the structure of the original language and translation), translation (knowledge of translation theory), extralinguistic (industry and background knowledge), personal (behavioral and cognitive mechanisms) and strategic competences (the ability to coordinate all of the above components) (Munday, J., 2021). The context and at the same time the paradigmatic and syntagmatic relations with occasionalisms help to narrow the circle of possible interpretations, but the choice of the only correct meaning of occasionalism is up to the translator.

After summarizing scientific developments on this issue, we can state four ways of translating occasionalisms of social networks.

1. Transliteration and transcription. These are translation techniques based on the transfer of a graphic image or sound form of a foreign word. This method is used in the case of reproduction of occasionalisms for instance proper names, occasionalisms-names, objects, etc. Such translated occasionalisms often require further explanation or clarification. This way of translation we can witness with the word "рашист" in the Ukrainian language and "rashist" in the English one. Moreover, there is a Ukrainian occasionalism чорнобаїти, which can be translated as "chornobaites" (Benjamin Medison, 2022).

2. Adaptive transcoding is used if the usual transliteration or transcription is not enough to make the newly formed word sound natural. As a result, certain adaptations of morphemes or lexemes to the lexical and grammatical norms of the source language take place. Let us take a look at the same word "рашист", but according to some translators the English equivalent "russist" is better. They state that if we want to make our followers get used to us faster, we have to adapt the occasionalisms to the target language as much as we can in order to make them sound natural (Volodymyr Zelenskyy, 2022).

3. Functional replacement. It is such a grammatical transformation in which a part of speech changes due to the lack of direct equivalents. As an example, we can take an English phrase "drink-themed quiz". It can be translated as "тематична алкогольна вікторина" or "тематична п'яна вікторина". We have altered the order of words but saved past participle to make the translation more natural and impressive. The difference between these two ways of translation is what kind of audience it must be done for. If it's related to a hotel / restaurant or as in our case it has been taken from an Instagram account of British online newspaper "The Economist", the first alternative is suitable

but when we deal with a blogger or an influencer and our task is to reveal their personality, the second translation is perfect (Zhanna Maksymchuk, 2022).

4. Borrowing. It is a lexical transformation in which words or expressions are taken directly from the source language and decoded into the target language. Let us take a look at the phrase "scroodg-economist" taken from the Instagram account "The Economist". It is the name of one of the headings on this account. In the English language the common way of this phrase is scrooge-economist, but they decided to be extraordinary, omitting the last "e" in the first word. Unfortunately, in the Ukrainian language there are no words that can end with a silent letter. Consequently, this occasionalism can be translated as "Скрудж-економіст" (The Economist, 2022).

5. Descriptive translating. This technique requires including some description in order to clarify and make the target text understandable, for instance The pair of words "deficit - surplus" in the English translation is a rather tricky thing. We can say "deficit", but "proficit" does not exist.

Volodymyr Oleksandrovych somehow caught on to this linguistic hook. Speaking about the budget surplus, he used the expression "budget proficit". In this situation it is better to add the description "budget proficit (surplus)" and rescue the authority of the president.

5. Reduction. The aim of this translation technique is to remove some units, which are considered unnecessary, in the target language.

6. Expansion. This translation technique is the opposite of reduction. A translator adds some words so as to make the target text more structural and understandable (Chernovaty L.,2021, p. 116).

The last two translation techniques are not illustrated by examples due to their absence during the research, but this does not mean that these methods do not exist. Each formed occasionalism is unique, so we consider it appropriate to include these methods in the general list in order to preserve the systematicity of the classification (Tsaryk, O., Rybina, N., & Sokol, M., 2018, p. 227).

It is important to note that the choice of the appropriate method of translation depends on the audience an occasionalism is aimed at, which is demonstrated above. If we speak about the main translation teaching methods of occasionalisms, cognitive and audio-visual methods are the best options to deal with this issue.

The audio-visual teaching method can be used to build and test models of translation competences setting out the knowledge and cognitive components aimed necessary for effective translation work. Furthermore the key aspects have found their way into translator training profiles and translation service quality standards. A central role in acquiring translation competence is to reflect on decisions and actions during the translation process, and various process research methods have been used in translator training to encourage self-reflection (Tsaryk, O., Rybina, N., & Sokol, M., 2018, p. 227).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, The aim of the study is to analyze the main translation teaching methods of occasionalisms in higher educational institutions. In the process of occasionalisms translation teaching, it is worth focusing on the cognitive teaching and audio-visual teaching methods, the formation of communicative competence in the Ukrainian and English languages, it is significant to develop linguistic, sociolinguistic, discursive, strategic, social competence. The substantiation of the main principles of learning the process of translation of social media texts provides an opportunity to confirm the effectiveness of the usage of cognitive teaching and audio-visual teaching methods in the process of practicing and acquiring translation skills .

Prospects for further investigations consist in the study of the teacher's tasks regarding the correct choice and combination of teaching methods in accordance with the educational material and the level of students' knowledge in the process of learning translation of social media content.

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ПОЛІТИКА КРАЇН ЄВРОСОЮЗУ В ГАЛУЗІ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. Освітня політика кожної держави визначає пріоритетні напрями розвитку різних освітніх галузей, зокрема й дошкільної. Стаття присвячена розкриттю характерних особливостей становлення та розвитку систем дошкільної освіти окремих країн Євросоюзу – Німеччини, Франції та Болгарії. Акцентовано увагу на пріоритетах освітньої політики: якість, ефективність, рівність. Зазначено, що пріоритети освіти визначено в багатьох політичних документах і різними способами; іноді вони викладені у формі великих завдань, найважливіших для певної країни або регіону.

Показано, що система дошкільної освіти зародилася в Німеччині, звідки і пішов термін – дитячий садок. Запропоновано перелік різних типів закладів дошкільної освіти, які існують у Німеччині; зазначено, що основні концептуальні засади виховання дітей реалізуються в дитячих садках вільного і відкритого типів; найпоширеніший тип вільного дитячого садка – штейнерівські дитячі садки і дитячі садки Марії Монтессорі. Схарактеризовано особливості дошкільної освіти Франції: найбільш поширеним у Франції закладом для дітей дошкільного віку була і залишається материнська школа. Підкреслено, що у Франції ухвалено закон про школу, який передбачає заходи щодо забезпечення наступності між дошкільним вихованням і шкільним навчанням; діє єдина, обов'язкова для всіх навчальних закладів державна освітня програма. Головне завдання різних типів закладів дошкільної освіти – соціалізація; загальна мета дошкільного виховання – розвиток фізичних, соціальних, поведінкових та інтелектуальних навичок, необхідних для формування уміння жити в сучасному суспільстві. Описано систему дошкільної освіти Республіки Болгарії, яка має розроблену та апробовану чітку державну програму роботи з дітьми дошкільного віку. Система дошкільної освіти зосереджена на фізичному вихованні; існує державна програма виховання дітей в дошкільних закладах освіти. Дошкільне виховання є частиною системи народної освіти, її первинною ланкою.

Ключові слова: освітня політика, система дошкільної освіти, материнська школа, національна програма, заклад дошкільної освіти.

POLICY OF THE COUNTRIES OF THE EUROPEAN UNION IN THE FIELD OF PRESCHOOL EDUCATION

Abstract. The educational policy of each state determines the priority directions for the development of various educational branches, including preschool education. The article is devoted to the disclosure of the characteristic features of the formation and development of preschool education systems of individual countries of the European Union - Germany, France, and Bulgaria. The author focuses on the priorities of educational policy: quality, efficiency, equality. It is noted that education priorities are defined in many political documents and in different ways; sometimes they are presented in the form of large tasks, the most important for a certain country or region.

It is shown that the system of preschool education was created in Germany, where the term kindergarten came from. A list of different types of preschool education institutions that exist in Germany is offered; it is stated that the main conceptual principles of raising children are implemented in kindergartens of free and open types; the most common type of free kindergarten is Steiner kindergartens and Maria Montessori kindergartens.

The article characterizes the peculiarities of preschool education in France: the most common institution for preschool children in France was and remains the nursery school. It is emphasized that France has adopted a school law, which provides for measures to ensure continuity between preschool education and school education; there is a single state educational program that is mandatory for all educational institutions. The main task of various types of preschool education institutions is socialization; the general goal of preschool education is the development of physical, social, behavioral and intellectual skills necessary for the formation of the ability to live in modern society.

The author describes the preschool education system of the Republic of Bulgaria, which has a developed and tested clear state program for working with preschool children. The preschool education system is focused on physical education; there is a state program for raising children in preschool educational institutions. Preschool education is part of the public education system, its primary link.

Keywords: educational policy, preschool education system, nursery school, national program, preschool education institution.

INTRODUCTION

In many countries of the world, much attention is paid to the development of preschool institutions and the improvement of the process of raising children. As in Ukraine, preschool education abroad is the initial link of a unified system of education and training. It is taken care of by local authorities, industrial and agricultural enterprises, religious and public organizations, and private individuals. The following types of preschools have become widespread in various settlements, such as:

- stationary and seasonal cruches and kindergartens with different duration of work.
- preschool departments for primary classes.
- nursery schools or playgrounds, etc.

The problem formulation. Each country has a system of training teachers (courses, special secondary schools, or institutions of higher education). Each national system of education (in particular, preschool education) has certain features and its own pedagogical experience. Let's try to highlight the peculiarities of the preschool education system in some countries of the European Union.

PURPOSE OF THE RESEARCH: to single out the characteristic features of the system of preschool education in Germany, France, and Bulgaria through the prism of the educational policy of these countries.

RESEARCH METHODS:

generalization of psychological-pedagogical and scientific-methodical literature, educational sites using methods of retrospective, comparative and systematic analysis.

RESULTS OF THE RESEARCH

The national system of education, in particular preschool education, is determined by the educational policy of each state. State educational policy is a systematically organized activity and, accordingly, a coherent, comprehensive system of measures of state institutions regarding purposeful management of the educational sector with the aim of its optimization, full functioning, and development (Nohas, 2020).

State educational policy is an officially defined, organized and purposeful activity of the state and its subordinate institutions, aimed at the functioning and further development of the education system as a leading institution of a democratic society (Shulha, 2019).

State educational policy is a component of state policy aimed at solving problems in the field of education, providing for the needs of individuals in the field of education, and staffing state bodies with qualified personnel for the purpose of spiritual and ideological enrichment of society and socio-economic development of the state (Nohas, 2020).

Priorities of educational policy

There are three priorities of educational policy: quality, efficiency, equality.

Quality is one of the main problems of modern educational policy. This problem is quite new for the countries of Central and Eastern Europe. The main aspects that are investigated in the context of the specified problem: how to define quality and quality education; how to monitor, evaluate and measure quality; what are the quality indicators, etc. Reforms to increase competitiveness and other practical political steps in the context of the educational policy of each state are carried out to solve the problem of the quality of education and educational services.

Efficiency is another important priority. Modern educational systems are becoming more and more expensive. As a rule, the question of efficiency is among the main reasons for justifying financial reforms: how the investments made in the education system are returned; what the sources of income for investments in education are; the optimal ratio between public and private investments and user investments - how to calculate it; ways of increasing the effectiveness of education, etc.

Equality and social justice. Social integration is considered one of the main goals of education: ensuring equal conditions for all children at the beginning of education; organization of support for students from "risk" groups throughout the entire period of study; availability of "second chance" opportunities for those who dropped out of school; support for children with special educational needs; integration of national minorities and immigrants into society; providing access to higher and professional education for the unemployed, military, prisoners, etc.

Education priorities are defined in many policy documents and in different ways. Sometimes they are presented in the form of large tasks, the most important for a certain country or region.

For example, let's analyze the educational policy of the European Union. Based on the proposals of the European Commission and the contributions of the member states in 2001, the Council adopted the "Report on specific future tasks of educational systems". In fact, it is the first document that defines a specific general approach to national education policy in the context of the European Union, based on three tasks:

- improving the quality and efficiency of education and training systems in the European Union.
- make lifelong education accessible to everyone.
- to make national education systems to a greater extent directed outwards, to the surrounding world.

In the context of the above, we will analyze the peculiarities of the system of preschool education in individual countries of the European Union.

GERMANY. It is considered that Germany is the homeland of kindergartens. In 1837, the German educator Friedrich Froebel opened an institution in Blankenburg (Harz), which marked the beginning of a new type of educational institution for preschool children. In 1840, he gave it the name "kindergarten". According to the idea of F. Froebel, this institution

"was not only supposed to provide care for children of preschool age, but also conduct classes corresponding to their essence and needs, strengthen their bodies, exercise their sense organs, thoroughly familiarize them with nature and humanity, guide their hearts and soul". Since 1957, Germany has had a law on free access to kindergartens, of which 20% is maintained by the state, 80% belongs to church communities, trade unions, the German Red Cross, the youth service, and other charitable societies. Parents pay 50% of fee, the second half of the costs is paid by the owner of the preschool.

It should be noted the variety of types of preschool institutions in Germany. There are the following types of preschools in the country:
- kindergartens with a full or part-time day, intended for children 3-6 years old.
- single-group preschools (mainly for children of older preschool age).
- preschool groups (for five-year-old children).
- preparatory classes of the primary school, where five-year-old children are raised and taught.
- 24-hour boarding schools for healthy children aged 3 to 6 years.
- boarding schools for children with health and developmental problems.
- mothering centers, where mothers and children engage in interesting and useful activities, communicate with each other and specialists in pedagogy and psychology.
- "departmental" kindergartens - for example, university kindergartens (to get a place there, you need to be a student or employee of the university).

However, it should be noted that the network of preschool education institutions in Germany is poorly developed. Kindergartens are mostly privately owned and are attended by children aged 3 to 5 years. Preschool is optional, but at age 5 it covers almost the entire age group

There are three main types of preschool education institutions in Germany:
1. municipal (in German: "kommunale kita").
2. kindergartens from the employer (in German: "betriebliche kita").
3. private (in German: "private kita") (Besarabchyk, 2019).

The main conceptual principles of children's education are implemented in free and open kindergartens. The most common type of free kindergarten is Steiner kindergartens and Maria Montessori kindergartens.

The analysis of educational sites and scientific achievements of domestic and foreign researchers makes it possible to state the following leading directions of German educational policy in the field of preschool education, in particular:

1. At the beginning of the XXI century. in Germany, academic standards for preschool education have been approved, which are unified considering the types of primary schools and the primary education system.

2. The preschool education institution – regardless of the type – is built on a situationally oriented concept of preschool education, which is characterized by:
   a. open planning in which children participate (Anna Tristan) (Chomu v nimetskykh dytsadkakh ditiam dozvoliaiut hratysia v boloti).
   b. learning based on real life connections.
   c. unity of play and learning.
   d. multi-age organization of life and activity.
   e. communication with the public.
   f. cooperation between parents and preschool education institution.

3. The main requirement for an educator: the ability to make systematic and long-term observations, analyze the results of pedagogical activities, predict possible options. The method of working with preschoolers uses a rich subject-didactic environment, a variety of game and art material, specially developed educational situations, and classes.

4. There is practically no preparation for school in kindergartens in Germany. Children spend a lot of time playing, communicating, and being creative. A year before the end of kindergarten, they begin to visit the school class once a week to get used to the atmosphere prevailing in the school. But even here, future schoolchildren mostly play and draw.

5. Leading principles of preschool education (Hromovyi; Uliukaieva, 2018):
   a. Freedom of choice and independence (children are given the opportunity to make informed choices and independently organize their own lives; the boundaries of freedom expand according to the child's development; children can independently walk in the yard or choose a location for this or that activity. "Help me do it myself" — the key slogan of Maria Montessori's education and training methodology).
   b. Trust (the kindergarten teacher calmly leaves the children unattended during the walk; "We trust them!").
   c. Respect for individuality, tolerance for "otherness" (Hromovyi; Chomu v nimetskykh dytsadkakh ditiam dozvoliaiut hratysia v boloti) (in the process of organizing the educational process in ZDO Adults take into account the age and gender of the child; Observing the child, they study his preferences, interests, possibilities, abilities and inclinations; the bad is always taken into account emotional well-being of the child; "All children are different, so you can't plan work for tomorrow, taking the "golden mean" of the group").

FRANCE. France, which has a two-hundred-year history of this system, occupies one of the leading places in the world in terms of coverage of children by public preschool education. French preschool pedagogy absorbed all the best educational theories of both domestic (P. Kergomar, S. Frenet) and foreign teachers (M. Montessori, O. Decroly, J. Piaget).

The most common institution for preschool children in France was and remains the nursery school. The beginning of nursery schools was laid by the French pastor Oberlini, who in 1771 opened an asylum for small children (in French: "sale d'asile") in the village of Voguehaz. In this institution, children spent time in games, singing, praying, they were taught manual labor, primarily weaving, as well as reading and writing (Prezentatsiia frantsuzkoi systemy osvity).

The main types of preschool institutions that educate children from 2 to 6 years old are nursery schools, preschool classes at primary schools, and kindergartens. The general goal of preschool education is to ensure the comprehensive development of the child. In 1975, a school law was adopted in France, which provided for measures to ensure continuity between preschool education and schooling. It is worth noting that today France is one of the few countries in the European Union, where the obligation to ensure continuity between preschool and primary levels of education is determined at the legislative level.

Of special interest are French preschools, called mother schools - they are the pride of the French education system, they have no analogues in the world. Being, in fact, neither nurseries nor kindergartens, they are guided in their activities by a special pedagogical principle. "This is not just a school in the usual sense of the word. It represents a transition from the family world to the school, preserving the heart and condescending softness of the family, at the same time, teaching to work and strict observance of school rules" (XIX century. general inspector of mother schools Polina Kergomar (quoted from Kozak L.) There are also alternative options of private kindergartens that have a complete subject environment. France ranks first in terms of the number of children involved in the system of public preschool education (Kozak, 2017).

In France, there is a single state education program that is mandatory for all educational institutions, thanks to which all 5-6-year-old children (approximately 90% of preschoolers) study in nursery schools and preschool classes at schools. Younger children are provided with preschool institutions by 75%. The task of these institutions is not only the general development of the child, but also preparation for school. Their graduates can count, read, and even write. There is a direct connection between the content, forms, and methods of activity of "classes for babies" and primary school (Sysoieva, Krystopchuk, 2012; Uliukaieva, 2018).

Children in preschool are divided into three age groups:

1. The first group from 2 to 4 years old - children just play.

2. Second (secondary) from 4 to 5 years old - children learn sculpting, drawing and other practical skills, as well as oral communication.

3. The third (senior) from 5 to 6 years old - children prepare to learn reading, writing and numbers.

Based on the analysis of educational sites and scientific achievements of domestic and foreign researchers, we single out the following leading directions of French educational policy in the field of preschool education:

1. The main tasks of various types of preschool institutions are to introduce the child to the life of a team, to develop various types of activities, to form a desire for knowledge, to teach to work, to study, to establish relationships with other children.

2. The role of the educator consists in organizing children's leisure time, directing their development, creating a developmental environment, studying behavior and psychology.

3. In the country, there is a unique experience of teaching children in nursery and primary schools by one teacher. Although it is not a system, such examples indicate the possibility of strengthening the connection between preschool and school education. Thanks to measures in this direction, all 5-6-year-old preschoolers' study in nursery schools and classes for toddlers, and 75% of younger children are provided with preschool facilities. Policy in the field of preschool education in recent decades has been characterized by the desire to democratize its content, integrate international experience and direct preschools to inculcate fundamental life skills.

4. The general goal of preschool education is the development of physical, social, behavioral, and intellectual skills necessary for the formation of the ability to live in modern society.

5. In the educational process, priority is not given to the accumulation of knowledge, but to the development of children's initiative, the education of social competence. Preschoolers must acquire appropriate motor skills, acquire a certain level of intellectual and speech development, master drawing and other types of visual activity.

Education specialists are trained according to the national program called "L'йcole maternelle", which defines the goals and foundations of preschool education and its general orientation and expectations regarding the subjects and skills that will be taught in preschool institutions (Zvit za rezultatamy osnovnoho etapu polovoho doslidzhennia otsinky yakosti osvitnoho protsesu v zakladakh doshkilnoi osvity za metodykoiu ECERS-3, 2022).

BULGARIA. The system of state preschool education in Bulgaria was formed in the post-war period. The main types of preschool education institutions in the country are preschool institutions and nursery schools with full and partial stay of children (kindergartens attached to schools). In addition, the following public holidays are also common: annual, seasonal, if necessary for parents - 24 hours a day; all are characterized by a small payment for the stay of the child.

Preschools are attended by almost all children. There is a state program for the education of preschool children, where considerable attention is paid to their physical education (holding sports holidays, learning to swim, hardening). At the current stage, reforming of public preschool education, as well as the entire system of public education, is underway. Preschool education covers children aged 3 to 6-7 years, for whom attendance at preschool is optional. However, there is a requirement: before starting school, children must complete two years of preschool education, which can be provided by kindergartens or preparatory groups of primary schools (Kozak, 2017; Uliukaieva, 2018).

The Republic of Bulgaria has developed and tested a clear state program for working with children of preschool age, which is mainly focused on physical education. It is also characterized by:
- a wide network of preschool education institutions, the presence of special standards for their design and construction;
- the state nature of the system of preschool education and training of pedagogical personnel;
- recognition of preschool education as part of the public education system, its primary link;
- the state program for educating children in preschool institutions;
- the state nature of the training of pedagogical personnel.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The analysis of the legislation on education of the EU member states shows the heterogeneity of the legal regulation of preschool education. Meanwhile, the system of preschool education, including compulsory education, has existed in the EU countries for a long time, where an extensive system of educational institutions has been created. In the most developed countries, early (1-3 years) and preschool (3-7 years) childhood is considered a special national resource that provides an opportunity to solve complex problems of social and economic development.

Problems of management of the educational sector in Ukraine can be grouped into problems of an organizational nature, problems of financing and problems of the quality of educational services. Significant theoretical work of European scientists and accumulated practical experience in this area are valuable for the further formation of Ukrainian legislation in the field of education in the context of European integration. We see the prospects for further scientific research in the development of possible directions of implementation of the characteristic features of preschool education systems in the practice of domestic preschool education institutions.

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ПРОФЕСІЙНИЙ РОЗВИТОК ВИКЛАДАЧІВ ФІЗИЧНОГО ВИХОВАННЯ В БАГАТОГАЛУЗЕВИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ: ФІЛОСОФСЬКИЙ ВИМІР

Анотація. Статтю присвячено дослідженню проблеми професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти в контексті філософії. Метою статті є виокремлення специфіки професійного розвитку викладачів фізичного виховання багатогалузевих закладів вищої освіти у філософському вимірі. Для досягнення мети дослідження використано теоретичні методи дослідження: аналіз та синтез; узагальнення та систематизація.

Професійний розвиток фахівців розглядається з позицій прогресивізму, екзистенціалізму, конструктивізму, конективізму. Відповідно до прогресивізму професійний розвиток викладачів фізичного виховання розглядається крізь призму індивідуальних здібностей та їх розвитку в процесі активного конструювання знань у практико-орієнтованому академічному середовищі закладу вищої освіти. У контексті екзистенціалізму проаналізовано професійний розвиток викладачів фізичного виховання як інструмент розвитку особистості. Ідеї конструктивізму екстраполюються на професійний розвиток, оскільки останній надає можливості для активної побудови системи знань, заснованої на вивченні особливостей професійної сфери, виявленні закономірностей її розвитку, організації та функціонування. Відповідно до когнітивізму, професійний розвиток – це складний процес, який вимагає когнітивної та емоційної участі в індивідуальному та колективному форматі, здатності та бажання з'ясувати власне місце з точки зору переконань та принципів, а також ознайомлення і впровадження інновацій на практиці. З точки зору конективізму розглянуто професійний розвиток викладачів фізичного виховання як можливості для здобуття інформації, її обробки, виокремлення найважливіших елементів, усвідомлення зв'язків між різними джерелами та змістом інформації задля їхнього подальшого використання.

Ключові слова: викладачі фізичного виховання, багатогалузевий заклад вищої освіти, професійний розвиток, філософський вимір, прогресивізм, екзистенціалізм, конструктивізм, конективізм.

PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION FACULTY IN MULTIDISCIPLINRY INSTITUTIONS OF HIGHER EDUCATION: PHILOSOPHICAL DIMENSION

Abstract. The article is devoted to the research of the problem of physical education faculty' professional development in multidisciplinary institutions of higher education in the context of philosophy. The aim of the article is to single out the specifics of physical education faculty' professional development in multidisciplinary institutions of higher education in the philosophical dimension. To achieve the aim of the study, the theoretical research methods were used: analysis and synthesis for processing scientific literature; generalization and systematization for processing the received data and formulating conclusions.

The professional development of specialists is considered from the perspective of progressivism, existentialism, constructivism, connectivism. According to progressivism, the professional development of physical education faculty is

considered through the prism of individual abilities and their development during the process of active construction of knowledge in a practice-oriented academic environment of a higher education institution. In the context of existentialism, we consider the professional development of physical education faculty as a toolkit for the development of the personality. The ideas of constructivism are extrapolated to the professional development, since the latter provides opportunities for the active construction of a knowledge system, based on the study of the peculiarities of the professional sphere, the identification of regularities in its development, organization and functioning, which allow predicting the results of professional activity. According to cognitivism professional development is a complex process that requires cognitive and emotional participation in individual and collective format, the ability and desire to find out one's own place in terms of beliefs and principles, as well as familiarization and implementation of innovations in practice. From the perspective of connectivism, we consider the professional development of physical education faculty as many opportunities for obtaining information, processing it, distinguishing its most important elements, realizing the connections between various sources and the content of information with the aim of their further use for personal and professional growth by using modern information and communication technologies.

Keywords: physical education faculty; multidisciplinary institution of higher education, professional development, philosophical dimension, progressivism, existentialism, constructivism, connectivism.

INTRODUCTION

The problem formulation. The problem of professional development of modern university faculty is topical at the beginning of the 21st century. It is considered by researchers in various fields of scientific knowledge: philosophy, anthropology, economics and management, psychology, andragogy etc. Interest for the problem of university faculty professional development is justified by its significance for social, economic, political, cultural development of society. It is about the updating of knowledge, the formation and development of skills that meet the requirements of society for employees of the higher education system, in the conditions of which specialists are trained for various branches of the economy. The formation of professional competence of university graduates is important as well as the formation of general competences necessary for functioning in society. Physical education faculty participate in the training of specialists of all specialties in multidisciplinary institutions of higher education. Their functions include the performance of organizational, educational, methodological, scientific, international, health-prophylactic, sports-leisure, sports work. We are convinced that the specificity of the activity of physical education faculty requires constant updating of knowledge, mastering of new knowledge, which can be implemented within the framework of the professional development system.

The confirmation of this thesis can be found in publications covering various aspects of the research problem: theoretical basis and methodological approaches (Vasyliuk, 2017); progressivism (Fediuk, 2022; Brady, 2022; Dewey, 1938; Elias, & Merriam, 2004), existentialism (Hanaway, 2021; Ricablanca, Gabutan, & Nabua, 2019), constructivism (Dolska, 2018; Kyrychenko, & et al., 2022; Mukan, & Hrohodza, 2013; Ma, & Ren, 2011; Rout, & Behera, 2014), cognitivism (Clark, 2018; Mezirow, 1991), connectivism (Vorotnykova, 2016; Tkachuk, Stetsenko, & Stetsenko, 2018; Downes, 2007; Kropf, 2013).

AIM AND TASKS OF RESEARCH

However, the problem of professional development of physical education faculty in multidisciplinary institutions of higher education requires the study of both the practical component and its theoretical foundations. The aim of the article is to single out the specifics of physical education faculty' professional development in multidisciplinary institutions of higher education in the philosophical dimension. In accordance with the aim, the following research tasks are defined: 1) to present the results of the analysis of the source base, which highlights the research problem; 2) to justify the expediency of considering physical education faculty' professional development in multidisciplinary institutions of higher education through the prism of philosophy.

RESEARCH METHODS

To achieve the aim of the study, the theoretical research methods were used: analysis and synthesis for processing scientific literature; generalization and systematization for processing the received data and formulating conclusions.

RESULTS OF THE RESEARCH

The search and processing of documentary sources, reports and recommendations of international organizations, the analysis of scientific and pedagogical literature on the research problem, the study of the peculiarities of the organization and provision of professional development of physical education faculty in multidisciplinary institutions of higher education require the processing and systematization of information, the study of theories, concepts, ideas, principles, methodological approaches in order to highlight those key positions that will allow predicting the possibilities of improving the existing practice, modelling the system of professional development of physical education faculty and the conditions in which its implementation will be characterized by high quality and efficiency.

It is worth mentioning, that a thorough analysis of the source base of the research gives reasons to justify the need to consider the problem of professional development of physical education faculty from the perspective of various branches of scientific knowledge, in particular philosophy.

The professional development of a specialist should be considered through the prism of a "person", his knowledge of himself, his development, life in society, functioning in a professional environment. "Professional activity is one of the leading spheres of a person's life, since it is in the process of its implementation that self-actualization and self-realization of the individual takes place. It is professional activity that acts as a conscious activity and is aimed at improving the personality and achieving professionalism and professional success in accordance with the modern requirements of

the profession. After all, in today's realities, the professionalism of an individual is an integral factor in his success and effectiveness" (Strelbytska, 2022, p. 201).

The potential and tools of appropriate consideration are provided by philosophy, in particular the philosophy of education, which determines the search for truth. We understand philosophy as a complete system of ideas about the essence of a person and the reality in which he lives, as well as a way of life, awareness of his place in society and attitude to the surrounding reality.

In the context of philosophy, the professional development of specialists is considered from the perspective of progressivism, existentialism, constructivism, connectivism, etc. According to the main theses of progressivism, as a philosophical trend (Dewey, 1938; Elias, & Merriam, 2004), which involves "the interaction of education and the social community and the democratization of education" (Terenko, 2018, p. 572), the professional development of physical education faculty should be considered through the prism of individual abilities and their development during the process of active construction of knowledge in a practice-oriented academic environment of a higher education institution.

Researchers emphasize that progressivism, "based on human experience as the basis of the learning process, justifies the expediency of providing practical knowledge and skills, increasing social responsibility of a person, which allows not only to adapt in society, but also provides knowledge and skills for creative actions to improve society" (Vasyliuk, 2017, p. 18).

Existentialism deserves attention and analysis, in the context of which we consider the professional development of physical education faculty in multidisciplinary institutions of higher education as a toolkit for the development of the personality of a scientific and pedagogical employee. His main task is to know himself (Ricablanca, Gabutan, & Nabua, 2019), as well as the construction of such an academic environment in which all participants in the educational process have the opportunity to preserve and develop their own personal identity, their own pedagogical style, the uniqueness of the pedagogical experience. "Existentialists believe that each person is unique, and education should consider individual differences. Therefore, the goal of education is to enable each person to develop the unique qualities, use potential, and cultivate individuality" (Ricablanca, Gabutan, & Nabua, 2019, p. 1).

From the perspective of existentialism, it is worth considering professional development as a system within which the personality of a physical education faculty is formed, who is able to analyse the realities of the professional environment, make balanced decisions that have a direct impact on the students, their formation as specialists who not only possess the relevant knowledge, but also understand their own role in the social, political, economic, and cultural development of society. This is claimed in the scientific publications of modern researchers (Brady, 2022; Hanaway, 2021).

As Fediuk (2022) notes, "scientific and pedagogical employees should be considered within such forms of being as spiritual and social, which represent their connection with specific layers of reality (science and imparting knowledge)" (p. 478). The author argues that "scientific and pedagogical employees can find options for their true existence, which consist in a combination of all types of their professional orientation and development, the abilities and skills foreseen by them. Moreover, the possible options are necessarily supported by thinking about certain meanings that constitute the axiological aspects of life choice" (Fediuk, 2022, p. 480), which, in our opinion, can be implemented in the conditions of a professional development system organized by a higher education institution.

We attach great importance to the analysis of physical education faculty' professional development in multidisciplinary institutions of higher education through the prism of constructivism (Ma, & Ren, 2011; Rout, & Behera, 2014; Mukan, & Hrohodza, 2013). In the scientific literature, we find a definition of "constructivism" concept. It is noted that constructivism is "1) a methodological guideline according to which scientific knowledge is constructed by the scientific community, which seeks to describe and build a model of the natural world; 2) an interdisciplinary discourse covering many areas of scientific research, which examines the issue of the relation of knowledge to objective reality from the point of view of its construction; 3) assumes that the world does not depend on the human mind, but knowledge of the world is always a mental and social construction, actively constructed by the subject of knowledge; 4) an educational instruction, the key idea of which is that knowledge cannot be transferred in a ready-made form, learning is an active process in which the subject of educational activity constructs new ideas and concepts based on his own experience and knowledge" (Kyrychenko, & et al., 2022, c. 45).

According to the principles of constructivism, learning is an active process of knowledge construction: "cognition is perceived not as a reflection, but as an active construction of a model of the world by those who learn, which is achieved by the active participation of everybody, when everyone is in a certain social group and not only learns alone, but also teaches others, creates new knowledge" (Vorotnykova, 2016, p. 147).

The results of the analysis of philosophical and scientific-pedagogical literature show that the ideas of constructivism can be extrapolated to the professional development of scientific-pedagogical employees of modern universities, since the latter provides opportunities for the active construction of a knowledge system, based on the study of the peculiarities of the professional sphere, the identification of regularities in its development, organization and functioning, which allow predicting the results of professional activity. "Effective professional development experiences involve helping educators develop new understandings of the teaching and learning process. To ensure effectiveness, it is necessary that professional development provides an opportunity for educators to apply the knowledge they have mastered in direct professional activity" (Rout, & Behera, 2014, p. 9).

The formation of cognitive structures, in particular models, metaphors, symbols, relationships between concepts, which the teacher constructs during participation in professional development programs, are unique and individual, as they are based on the experience of an individual person and a specialist. Building the professional development of physical

education faculty based on the ideas of constructivism involves establishing close connections between new knowledge and previously acquired, life and professional experience.

Researchers emphasize that the effectiveness of professional development, in the context of the ideas of constructivism, is based on the simultaneous combination of the role of "a teacher" and "a learner", performed by participants of professional development programs (Darling-Hammond, & McLaughlin, 1995; Rout, & Behera, 2014). That is, on the one hand, they master knowledge as "learners", and on the other hand, they realize their essence, connect them with previous knowledge and their own experience, predict the possibilities of their application in practice, possessing the appropriate amount of knowledge that they have mastered during initial professional training. In the context of constructivism, the professional development of physical education faculty in multidisciplinary higher education institutions should involve the implementation of specific pedagogical tasks, the mastery and application of assessment methods, observation, reflection of one's own experience of organizing the educational process, training of students; joint implementation of pedagogical research and experiments based on examples from practice in a professional community, which involves the exchange of ideas and experience. Researchers (Rout, & Behera, 2014) emphasize the continuity of professional development, the application of the potential of modelling, coaching, and collegial learning, which, in our opinion, cannot be provided by individual professional development programs, but can be implemented by building an integrated system of faculty' professional development in multidisciplinary institutions of higher education.

We agree that "constructivism focuses on the process of learning that can be applied to teaching, because teaching is learning, and the process of professional development is only a process of learning. ... Professional development becomes possible only when the teacher reflects critically, because reflective teaching is a process of self-learning. ... Educators must independently formulate problems and find ways to solve them, since there are no universal methods or approaches capable of providing the most effective teaching" (Ma, & Ren, 2011, p. 153).

Cognitivism is important to our research (Clark, 2018), within which we consider the professional development of physical education faculty in multidisciplinary institutions of higher education from the perspective of cognitive processes that form the basis of the activity and training of a scientific and pedagogical employee. We agree with the thesis that professional development consists in teachers learning, learning new things, learning to learn, and using their own knowledge in practice for the development of students. The professional training of teachers is a complex process that requires cognitive and emotional participation in individual and collective format, the ability and desire to find out one's own place in terms of beliefs and principles, as well as familiarization and implementation of innovations in practice (Avalos, 2010).

Vorotnykova (2016) claims, that "... knowledge is considered as symbolic mental constructions in the learner's mind, and the learning process is a means by which these symbolic representations are manifested and remembered" (p. 146), which we believe especially relevant in the context of ensuring compliance with the content of faculty' professional development, selection of appropriate forms, methods, and models.

The transformative theory of adult learning (Mezirow, 1991) deserves research attention, according to which during learning in adulthood, not only knowledge is acquired, but a new interpretation of previous experience appears, and this, in turn, serves as a guide for future actions and opens opportunities for an adult to enter public life in a new capacity. The transformative theory substantiates the idea that learning is based on critical reflection, metacognitive thinking. "The transformative theory of adult education is based on the idea that prospective transformations of the personality have three dimensions: psychological (changes in self-understanding), value (revision of the belief system) and behavioural (changes in lifestyle). An adult's set of beliefs is transformed by critically rethinking the assumptions on which his interpretations, thoughts, habits of mind, point of view, etc. are built" (Pukhovska, 2021, p. 58).

Researchers single out several dimensions of personality transformation realized because of reflection. It is a psychological, behavioural and value dimension. Professional development involves the acquisition of knowledge, the formation and development of practical skills and the skills of their application in professional activities, the formation of universal and professional values and attitudes. As for the behavioural dimension, we can interpret it in the following way: the effectiveness of professional development programs should be measured by the influence they have on the behaviour and activities of faculty, and therefore changes in the educational process of the students with whom they work, the achievement of learning outcomes.

Considering the peculiarities of society development at the beginning of the 21st century, we attach special importance to connectivism (Downes, 2007; Dolska, 2018; Tkachuk, Stetsenko, & Stetsenko, 2018). We believe that the development of connectivism is a response to the rapidity of changes in modern society caused by the processes of globalization, scientific and technological progress, and the rapid spread of information. From the perspective of connectivism, we consider the professional development of physical education faculty in multidisciplinary institutions of higher education as a large number of opportunities for obtaining information, processing it, distinguishing its most important elements, realizing the connections between various sources and the content of information with the aim of their further use for personal and professional growth by using modern information and communication technologies.

Here, we attach special significance to online learning. As Kropf (2013) states, "transformed into a large collaborative learning environment, the Internet consists of information repositories, such as online classrooms, social networks, and virtual reality or simulated communities, in which information is rapidly created, reproduced, shared, and delivered" (p. 13).

According to Dolska (2018), "since a learning individual cannot test all knowledge in practice, he "goes" on the experience of others, which makes it possible to gain knowledge by gathering knowledge carriers in the network. The main thesis of connectivism is the ability to constantly connect specialized nodes, sources of information that contribute to building a network. By nodes, the authors understand elements that are combined with other elements. Hence the task of

connectivism: learning is to include oneself in the network system and actively use all its possible tools" (p. 152). It is further emphasized that "learning in an educational environment based on the principles of connectivism is an active process that can be supported from the outside in the conditions of combining information resources, which make it possible to develop and form a higher level of understanding and awareness of phenomena, processes, objects being studied" (Tkachuk, Stetsenko, & Stetsenko, 2018, p. 248).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, as the research results show, the professional development of physical education faculty in multidisciplinary institutions of higher education is grounded on a philosophical basis, in particular on the ideas of progressivism, existentialism, constructivism, connectivism.

To the prospects of further research on the problem of professional development of physical education faculty in multidisciplinary institutions of higher education, we include the analysis of a scientific problem from the perspective of anthropology. psychology, economics, and management.

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ОСОБЛИВОСТІ РОЗВИТКУ МЕДІАОСВІТИ В УКРАЇНІ ТА ПОЛЬЩІ ЗА УМОВ ЄВРОІНТЕГРАЦІЇ ОСВІТНЬОГО ПРОСТОРУ

Анотація. Стаття присвячена дослідженню особливостей розвитку медіаосвіти в Україні та Республіці Польщі. Розглянуто сутність поняття «медіаосвіти», необхідність її запровадження. Проаналізовано основні віхи розвитку медіаосвіти в Україні та Республіці Польщі, розкрито сучасний стан медіаосвіти в освітніх закладах досліджуваних країн. Визначено чинники розвитку медіаосвіти: пришвидшення змін у глобальній та національній економіці; міжнародні обов'язкові норми формування української системи освіти; невідкладність протидії інформаційній агресії. Здійснено умовну періодизацію розвитку медіаосвіти в Польщі. В Україні медіаосвіта в останні роки також набула особливої актуальності, що пов'язано з інформаційними війнами, які веде проти неї Росія. Розвиток медіаосвіти в Україні розпочався з часу отримання нею незалежності, хоча до 1992 р. перебував на загальному рівні розвитку медіаосвітніх теоретичних концепцій. На основі контент-аналізу визначено аспекти розвитку медіаосвіти та Польщі в їх відсотковому значенні: добір і аналіз великої кількості джерел інформації; правильний добір джерела інформації стосовно потреби; навчання альтернативних джерел інформації; усвідомлення того, що інформація може бути як правдивою, так і неправдивою; формулювання питань для достовірності отриманої інформації; перевірка правдивості інформації. Виокремлено перешкоди щодо запровадження медіаосвіти у вітчизняну освітню систему: недостатня кількість й інструменталізація навчально-методичних посібників та інтегрованого викладання з кожного предмета; недостатня кількість фахівців з медіаосвіти та недостатній рівень їхньої підготовки, практична відсутність медіа для школярів; відсутність легальної медіатеки (ресурсів).

Визначено спільні особливості розвитку медіаосвіти в Україні та Республіці Польщі. Доведено важливість забезпечення системного характеру медіаосвіти. Проведено порівняльний аналіз стану розвитку медіаосвіти в Україні та Польщі.

Ключові слова: вища освіта, вища школа, особистість, етапи розвитку, медіапедагогіка, медіаосвіта, медіаграмотність, медіакультура медіакомпетентність, комунікації.

PECULIARITIES OF THE DEVELOPMENT OF MEDIA EDUCATION IN UKRAINE AND POLAND IN THE CONTEXT OF EUROPEAN INTEGRATION OF EDUCATIONAL PROCESS

Abstract. Peculiarities of the formation of media education in Ukraine and Poland in the context of European integration have been clarified in the article. The meaning of the concept of "media education" and the necessity of its introduction have been reflected. The comparative aspect is used to analye the main characteristics of formation of media education in Ukraine and Poland and the current state of media education of the studied countries. The development of media education in Ukraine is mainly characterized by three groups of socio-political and socio-economic changes: firstly, increasing changes

in the global and national economy; secondly, international compulsory standards for formation of Ukrainian educational system; thirdly, an urgent prevention of information violence. In Poland we have divided the development of media education in Poland into several stages: the first stage - 90s of the XX century – 1995; the third stage – 2008 - 2019; the fourth stage - 2019 – until now. The conducted content analysis has shown the main aspects of the development of media education in Poland in percentages selection and analysis of a large number of information sources; the right choice of information source;analysing the alternative source of information; awareness that information can be true and false; questioning the truth of received information; review the truth of certain information, that is, an attempt to be critical to information. The education system should have the main place in the development of young generation of Ukrainian identity, patriotism preventing the external disinformation The modern achievements of Polish educational institutions such as basic training courses, forms and methods of teaching are revealed. The achievements of Ukrainian pedagogical science in the field of media education are highlighted. It is proved the importance of providing the system of media education with educational resources and institutional support. A comparative analysis has been used to compare the state of media education development in Ukraine and Poland.

INTRODUCTION

The problem formulation. It takes a lot of effort to form a realistic view of certain events and situations in today's world of disinformation and fakes. This is a rather difficult and time-consuming process, because only some people know how to distinguish fake information from the truth, to check the facts that should or should not be revealed. In this context, a competency-based approach should be applied to the media. It is necessary to learn how to use the media education tools in order to improve media competencies. There is another problem - the usage of information technology, particularly in science and education, requires the mass media means (Ishhenko A.,2013). Thus, the problems emphasized the importance of media education development in order to improve media literacy and media competence. We need to implement the experience of European countries, including Poland and Ukraine.

Analysis of recent research and publications. The peculiarities of media education were widely covered in the fundamental works of K. Bezelget, J. Gerbner, R. Kubey, L. Masterman, B. McMahon, P. Ofderheid, S. von Feilitsen, E. Hartta and oth. The following Ukrainian scholars have made significant contributions in the field of media education: S. Honcharenko, T. Zadorozhna, A. Lytvyn, H. Onkovych, T.Tveresovska and others. Some issues of media education development were studied by Polish scientists. The works of D. Batorski, G. Ptaszek are devoted to the development of media competencies and their diagnostics; M. Gozek studied approaches in the field of media education; D. Stunza developed specific solutions for the development of media education at schools.

AIM AND TASKS RESEARCH

The purpose of this article is to study the stages of development of media education in higher education institutions of Ukraine and Poland.

The research objectives are: to identify and compare aspects of media education development; to identify common and distinctive components of media education development in Ukraine and Poland; to study the comparative analysis.

RESEARCH METHODS

We used historical and logical method, method of generalization, method of analysis and synthesis, system method, method of content analysis to implement the purpose and to compare the development of media education in Ukraine and Poland.

RESULTS OF THE RESEARCH

The future of modern media education in the context of European integration are closely related to the process of social modernization, the problems of critical thinking, and as a result, to a high level of media culture of the XXI century. The concept of media education in Poland has a long history, but the concept itself and its field of knowledge is a relatively new phenomenon. It was a kind of response to the requirements of the new information society in Poland and the progressive mediatization of everyday life. The development of media education in Ukraine is mainly characterized by three groups of socio-political and socio-economic changes: firstly, increasing changes in the global and national economy; secondly, international compulsory standards for formation of Ukrainian educational system; thirdly, an urgent prevention of information violence.

The education system should have the main place in the development of young generation of Ukrainian identity, patriotism preventing the external disinformation (Bachynsjkyj D., 2018). We will study these issues in the research.

Media education (from Latin media – learning tools) is a field of knowledge in pedagogy aimed at teaching and learning about media literacy and information tools (press, television, radio, cinema, video, Internet sources, etc.); the principles of acquisition of basic knowledge and skills. The main tasks of media education are to prepare the new generation for life in modern information society, to teach a young person to avoid the influence on the psyche, to master the tools of communication based on verbal and non-verbal forms of communication (Ghryshkova R., 2012, pp. 63).

Information and communication technology provide users the access to information - one of the values of our society. The effectiveness of its using depends on different mass media means, which are becoming necessary for communication and the process of exchange of information (Bachynsjkyj D., 2018). Contrary to popular belief, media competence is not only about the ability to use the Internet or mobile devices and gadgets, although this is also a part of media education. However, these instrumental skills are relatively easy to acquire today, especially for those who was born in the digital age. The bigger problem is the whole range of "soft skills, as well as the lack of skills for effective and conscious media use. For example, a competent media person should be able to distinguish a message written according to the principles of journalistic ethics, honesty, objectivity, and the one aimed to spread stereotypes or cause negative emotions, fear, prejudice. So, we try to analyze the peculiarities of media education development in Ukraine and Poland.

In Poland, media education has been intensively developing over the past decades. Therefore, we have divided the development of media education in Poland into several stages: the first stage - 90s of the XX century – 1995; Polish television created a special four-hour educational television programm called "Educational Television"; the second stage - the beginning of 1996 - 2007; there were debates in the Polish educational environment about the form and role of media education in education system. Consequently, the elective course "Advertising and Media Education" was implemented in 1999 by Ministry of National Education for schools; the third stage – 2008 - 2019; In 2008, the Ministry of National Education changed the curriculum at schools again, and some educational subjects, including the course of media education were canceled. Some courses were changed and improved; the fourth stage - 2019 – until now.

The most important changes in the development of media education were observed during the second stage. Such courses as "Media in Education" and "Media Pedagogy" were introduced in pedagogical universities in Poland. The main tasks were: formation of concepts "information society", "media", "multimedia", "media education", "mass communication", "manipulation", etc; researching the function of modern mass media in the educational process; identifying risks of digital media use in the everyday lives of children and students, and developing extra measures to prevent them; formation of skills and abilities of critical, conscious, responsible use of information not only by students, but also by their parents (Ishhenko A., 2013, pp.83). This situation had been lasting for almost a decade (until 2008).

During the third stage, the Ministry of National Education (2008) and the National Council of Radio and Television in 2008-2010 developed a model of media education, according to, the development of media education began at primary school and ended at universities (Ishhenko A., 2013, pp.80). However, the curricula did not last long and was replaced by a curriculum of teaching media education by all teachers within the subjects they teach. But, the Ministry of National Education of Poland recommended the teachers to use elements of media education only in a few school subjects, and first of all, it was the formation of ability to interpret media messages and to acquire computer literacy. In our opinion, the disadvantages of such decision were the lack of sufficient, trained teachers, and only some of them were eager to gain additional knowledge at special courses, as it was not compulsory.

Today (stage 4), almost all projects related to media education are implemented by non-governmental organizations and online publications, which are mainly aimed at developing digital literacy, formation of safe online behavior and programming skills. The educational public organiations have a great influence on media education. In particular, the public organization "Modern Poland" has created "Catalogue of Media and Information Competencies", which contains a list of media and information competencies for people of all ages - from preschoolers to adults (the concept of lifelong learning). The catalogue contains a wide range of topics in this field, including the language of media, the ability to use information, freedom of speech and expression, ethics and values.

The information platform "Media Education" (Edukacja Medialna) has the methodology of media education in some areas: use of information, media language, relationships and communication in the media space, ethics and values of media, creative use of media, legal and economic aspects of media use (6).

In Ukraine, media education has also dramatically changed in recent years due to information warfares held by Russia. However, the development of media education in Ukraine began since the country become independent, although, it was at the general level of development of media education theoretical concepts until 1992 (the first stage 1991 - 2000). The aesthetic theory of media education was main here. Media teachers of that time implemented foreign experience in developing media education. In general, the first half of the 90s of the last century was not productive for Ukrainian media teachers. Apparently, political and economic problems did not allow to concentrate on other pedagogical approaches and trainings. Although, some conferences were held by National Association of Film Education and Media Pedagogy of Ukraine. As for the development of media education in Ukrainian higher education institutions, the main issues of media education were studied at the end of the XX century. The second stage of media education development in Ukraine was during 2000-2010. It was the period of significant achievements of Ukrainian scientist in media education development. Among them were H. Onkovych (development of media didactics), G. Pocheptsov (media theories), and B. Potyatynnyk (protective concept of media education) and others (Bachynsjkyj D., 2018).

According to H. Onkovych, the development of Ukrainian media education began when the Institute of Mass Media Information was established at Lviv National University by B. Potyatynnyk. Under the concept of "media education" he understood the scientific and educational activity, aimed at protecting users from mass media manipulation and the development of information culture (Najdjonova L., 2017). The leaders of the Institute of Mass Media Information B. Potyatynnyk and N. Gabor successfully organized and held an international scientific and practical conference "Media Education as a part of citizen's education" and they also wrote and implemented the curriculum of an elective course "Media education as a part of citizen's education". Thus, the colleagues carefully looked for "protective" approaches, which highlighted the negative influence of the media (Onkovych Gh., 2013).

At the beginning of the XXI century, the Kyiv group of media educators, in particular, H. Onkovych, presented their ideas of media education development. They studied the problems of media didactics as a component of media education development. According to H. Onkovych, media education is needed not only for students but also for adults [5]. Moreover, she emphasized the importance of media self education. H. Onkovych highlighted media didactic ideas in her theoretical concept. In her understanding, media didactics have approaches based on mass media: cinema, radio, press, television, etc. (Onkovych Gh., 2013, pp. 25).

L. Naydonova developed a model of media culture consisting of four interrelated blocks: "reaction" (looking for necessary information, its scanning and identification of media texts); "actualization" (integration of new knowledge related to the media); "production" (transformation of media knowledge and skills); "using" (innovative activities and research of the media industry) (Najdjonova L., 2017).

In recent years, Ukrainian researchers have closely connected media education with the development of critical thinking, based on the ideas of British scientist L. Masterman. To a greater extent, they are analyzing the possibility of integrated media education, especially the training of PR-specialists using linguistic materials (Bachynsjkyj D., 2018). However, the

development of media education was only on the theoretical level, while in Poland, the educational courses were fully implemented in the learning process at schools and institutions of higher education.

The third stage (2010-2018). It is characterized by the establishment of Academy of Ukrainian Press, its main activities were the development and implementation of media education in Ukraine since 2010, and now it publishes educational literature and organizes summer schools aimed on teaching media education, media literacy and training preschool, school and university teachers.

The Academy of Ukrainian Press has identified the following tasks in the field of media education: formation and traing a group of media educators for primary, secondary and higher education; preparation of training manuals for different target audiences; using foreign experience of media education development in Ukraine; creating opportunities for lifelong media education together with libraries and the public organisations.

In 2012, the Academy of Ukrainian Press created the website "Media Education and Media Literacy", which contains all materials of the Academy. Here you can find the first Ukrainian media education online game "Mediaznayko" adapted to Ukrainian realities. Media education teachers are actively using the materials of website "Media Education and Media Literacy" for preparation to the lessons. Although, the media education is not a compulsory part of educational process in Ukraine, but there were positive changes in 2010.

Accordingly, the National Academy of Pedagogical Sciences approved "The concept of development of media education in Ukraine". The main idea of the concept was the development of an effective system of media education in Ukraine to ensure the general training of children and youth for safe and effective interaction with the modern media system. The implementation of the concept was planned in 3 stages: experimental (2010-2013), gradual introduction of media education and standardization of requirements (2014-2016), further development of media education (2017-2020) (Ghryshkova R., 2012). In general, the implementation of the concept is not effective.

The comparative analysis determined, that the common features of media education development in the studied countries are: raising the level of media culture, media literacy; formation of critical thinking, gaining abilities to develop media creativity through education and training practical skills with information and communication technologies in the field of media.

In Poland, the issues of media education are expressed in educational and feature films "Media Education", books, manuals for educators, teachers, future teachers, parents, which contain information about the risks of disinformation for child development and ways of its preventing. Practical classes about media education of school children are conducted for educators and future teachers, and also plans of different master classes and workshops are published (Najdjonova L., 2017).

Polish educational institutions had significant achievements in training future teachers: thoroughly developed educational and methodological support, which is available to everyone. In particular, the academic disciplines "Media education", "Media pedagogy" are provided with methodological manuals and realized through basic forms of education, such as lectures and practical classes, master classes, workshops containing interactive and project methods, conversion. Students work on producing films on this topic related to morality, right and ethics of modern media, and conduct scientific research at pedagogical universities.

In Ukraine, media education in higher education institutions is realised through both compulsory and elective subjects. The analysis of about 20 curricula of Master's degree "011 Education/Pedagogy" has shown that the most common subjects of separate and integrated courses are "Media Culture", "Fundamentals of Media Literacy", "Media Education", "Steps to Media Literacy".

Since 2016, the integration of media education has achieved particular success in teaching social disciplines, due to the preparation of methodological materials and the fact that these subjects are close to the interpretation of modern history. Media education as a separate subject is taught in more than 300 schools.

The conducted content analysis has shown the main aspects of the development of media education in Poland in percentages. (see Picture.1).
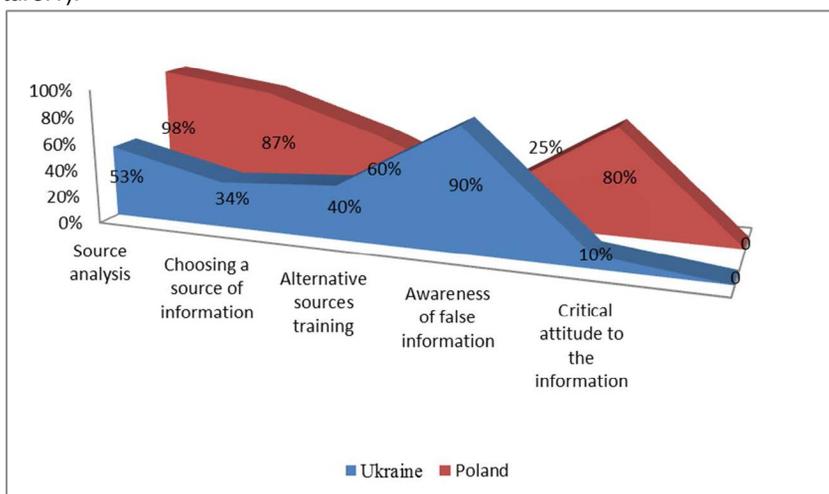
Picture.1 Main pecularities of media education in Ukraine and Poland.

According to the picture 1, the most common aspects of media education development are: selection and analysis of a large number of information sources; the right choice of information source;analysing the alternative source of information;

awareness that information can be true and false; questioning the truth of received information; review the truth of certain information, that is, an attempt to be critical to information (Onkovych Gh., 2013, pp. 25).

According to the chart, the attitude to these aspects in Ukraine and Poland is radically different. In Poland, it is a critical attitude towards information sources and information accuracy.

In our opinion, there are obstacles to the introduction of media education into national educational system, the scientists have identified (Ishhenko A., 2013): there is no systematic support for the introduction of media education in curricula by Ministry of Education and Science of Ukraine, especially in the context of education reform; insufficient number of teaching manuals for each age category and integrated teaching in each subject; lack of media education specialists and poor level of their training; lack of mass media materials for schoolchildren. They use media messages adapted for adults. Commercial media do not have newspapers for pupils, as it is practiced in developed democratic societies. Social and political publications do not focus on the education of young readers;lack of media library (resources). For example, the Polish project "School Film Library" has prepared a package of more than 100 feature, animated and documentary films and methodological recommendations (lectures) for using at schools during the educational process. It includes both classics of Polish cinema and contemporary films.

The analysis of the peculiarities of media education development in Ukraine and Poland helped us to identify the common features of educational process. Some of them are teaching basics of media; teaching and upbringing learners through the media and for the media, analyzing of different information sources and the influence of manipulation on the development of media education, etc. All of these components are used for training future teachers at universities, however, the educational process is realized through the latest media tools and the learning for media which requires the production of media products mainly using information systems.

There are also distinctive features in the development of media education in Ukraine and Poland. For example, the Polish courses "Media Education", "Media Pedagogy", etc., consist not only of the main forms of lectures and practical classes, but also of master classes, training platforms etc. Interactive and project-based teaching methods, film demonstrations, Internet communication are used as well. In Ukrainian higher education institutions, there are practically no special disciplines aimed at training media literacy, some topics of media education are taught at pedagogical and information technology courses.

It should be noted, that didactic and methodological support for media education is more thoroughly developed in Poland than in Ukraine, in particular. In Ukraine, the methodological support of media education is only at the stage of formulating, and it is only being developed for preschool education institutions.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Introduction of media in the educational process is the main condition for informatization of education. Media education forces teachers to put intellectual efforts on modernization of the educational process. The educational process involves the work with a huge number of new information tools, and it is quite difficult to use them without any skills. Therefore, modern society needs qualified teachers who are able to make decisions independently in the conditions of informatization.

It was found that the systemic development of media education in both countries is incomplete, based on the results of the study. However, the didactic and methodological support of media education is more thoroughly developed in Poland than in Ukraine. After all, the media education is a vital part of educational process for young learners in the digital age and it is the best way to protect them from media disinformation.We believe, that looking for new ways for improving the quality of media education and the formulation of consistent patterns of using the media technologies is promising in the educational process of Ukraine and Poland. In particular, attention should be paid at the development of media education curricula in higher education institutions.

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СПЕЦИФІКА УПРАВЛІННЯ МЕДИЧНОЮ ОСВІТОЮ В США

Анотація. Обґрунтовано необхідність вивчення досвіду США з питань управління вищою освітою, що зумовлено наявністю певних суперечностей і труднощів у ході реформування вищої освіти в Україні. Дослідження є своєчасним тому, що в США в галузі управління медичною освітою протягом десятиріч розробляється і реалізується ідея орієнтації всіх ланок освіти на людину та її потреби. Для досягнення мети, яка полягала у виявленні основних закономірностей, особливостей та провідних тенденцій управління медичною освітою в США, використано елементи загальнонаукових (аналіз, синтез, узагальнення, систематизація) та історико-педагогічних (логіко-системний, хронологічно-структурний) методів. Установлено, що до федеральних органів управління вищою освітою в США належать Департамент освіти США з підпорядкованими йому відомствами та комісіями та Рада з акредитації вищої освіти з відповідними підзвітними їй органами на рівні окремих штатів. У межах управління закладами вищої освіти медичного профілю важливу роль відіграють організації, які підпорядковуються Департаменту освіти США й беруть участь у створенні, упровадженні та оновленні стандартів медичної освіти. Доведено, що до найбільш важливих рис управління вищою, зокрема медичною, освітою США належать децентралізованість. Будучи закріпленою юридично Десятою поправкою до Конституції США та Конституціями штатів, вона передбачає автономію навчальних закладів, можливість самостійно визначати основні характеристики освітнього процесу, зокрема, методи і технології викладання, структуру кадрового потенціалу, джерела фінансування, контингент студентів, самостійно обирати засоби забезпечення якості освітнього процесу.

Ключові слова: управління, медична освіта, США, децентралізованість, Конституція США, Департамент освіти США, акредитація.

THE PECULIARITIES OF MEDICAL EDUCATION MANAGEMENT IN THE USA

Abstract. The article substantiates the need to study the experience of the USA in higher education management, due to the existence of some contradictions and difficulties in the reformation of higher education in Ukraine. The actuality of the given research is strengthened by the fact that in the United States in the field of medical education management, the idea of orientation of education on a person and their needs has been developed and implemented. In order to obtain a coherent picture, the author aims to identify the basic laws, peculiarities and tendencies in medical education management in the United States. By using general scientific and historical-pedagogical methods, normative documents, encyclopaedic, historical, pedagogical and methodological literature on the research problem, educational and methodological materials illustrating the experience of medical education management in the USA as well as the preconditions of the emergence and development of a modern system of management of medical education in the USA have been studied. The research has demonstrated that the peculiarity of higher education management in the United States is its decentralization. This is confirmed by the fact that the United States does not have a single national education system, but there are state educational systems, and the federal government and federal agencies play a role in the management of education in the country, but the main administrative functions are performed not by federal education bodies, but state agencies, local education authorities and professional associations. It has been established that the United States Department of Education with subordinate departments and commissions and the Accreditation Council for Higher Education with their respective accountable bodies belong to the USA government higher education administration. Within the management of medical educational institutions, certain organizations and associations, that are subordinate to the Department of Education and are involved in the establishment, implementation and updating of medical education standards, play an important role. The Liaison Committee on Medical Education is the accrediting body for medical education programs in the USA and Canada. A limited role in the accreditation of universities is also played by the American Medical College Association and the American Medical Association.

Keywords: management, medical education, USA, decentralization, Constitution of the USA, Department of Education of the USA, accreditation.

INTRODUCTION

The problem formulation. Today one of the main problems in the theory of pedagogy is the issue of reforming the higher education system in accordance with high standards of education quality and education quality management. Nevertheless, the process of developing higher education management is slow and accompanied by many difficulties and contradictions. In this regard, the study and transformation of the experience of the leading countries in this field becomes an objective need to solve pressing problems in the field of higher education management in Ukraine. The United States was one of the first countries in the world to declare its commitment to improving the quality and efficiency of the higher education system. Particular attention is paid to the achievements of this country in the field of quality management of higher education, in particular, medical education, where for decades the idea of focusing all levels of education on people and their needs has been developed and implemented.

Analysis of recent research and publications. Western higher education systems have been repeatedly studied by many Ukrainian scholars: for example, a comparative analysis of higher education in Western Europe was performed by N. Abashkina, M. Leshchenko, L. Pukhovska, H. Poberezska. Adult education in the Scandinavian countries was investigated by D. Davydova, O. Ohiienko. O. Andriushyn, O. Kalinin, and T. Olendr deoted their studies to the issues of monitoring the quality of education in the United States. I. Zvarych researched the problems of assessing the knowledge of university students in the United States. Of particular interest are studies that highlight the main trends in certain branches of higher education in the United States (T. Bondar – trends in self-government in education, V. Bondarenko – trends in agricultural education, H. Holovchenko – trends in media education). M. Bratko (Bratko M., 2018), I. Androschuk (Androshchuk I., 2018), I. Prokhor (Prokhor I., 2015), and O. Postupna (Postupna O., 2020) focused their research on the problems of higher education management. However, according to the analysis of literature sources, medical education in the United States as a pedagogical phenomenon, in particular the peculiarities of its management has not been comprehensively analysed, despite the undeniable practical value of existing research, which enhances the relevance of the proposed article.

AIM AND TASKS OF THE RESEARCH

The article aims to identify the main patterns, features and leading trends in the management of medical education in the United States. Objectives of the given research are the following: 1) to establish the basic patterns and study the features of the management of medical education in the United States at the present stage; 2) identify trends in the management of medical education in the United States.

RESEARCH METHODS

Elements of the following methods were used in the study: general scientific (analysis, synthesis, generalization, systematization) - in order to study the regulations governing the management of higher, in particular, medical education, encyclopaedic, historical, pedagogical and methodological literature on research, teaching materials illustrating the experience of medical management education in the United States; historical and pedagogical (logical-systemic, chronological-structural) - in order to analyse the preconditions for the emergence and formation of a modern management system of medical education in the United States.

RESULTS OF THE RESEARCH

The quality of medical training in the United States depends on the inseparable connection, interaction and cooperation of government, professional and social participants of higher education system. The United States was one of the first to reform the education system, and the current situation shows a number of positive developments. To improve the quality management of higher education in Ukraine, specific interest is presented by the American experience, implemented at the technological level, which creates an opportunity to correct the original goals, content, methods of interaction, search and application of flexible and rational solutions.

Let us focus on the detailed analysis of the peculiarities of the management of higher education in the United States. A fundamental feature of higher education management in the United States is its decentralization.

The criterion for assessing the level of centralization or decentralization of education management is the level at which significant managerial decisions are made, what powers and autonomy local authorities and educational institutions function within educational system, whether it is governed by elected or administratively appointed bodies, whether representatives of teachers, parents, employers, trade unions and the public participate at the management at various levels.

It is known that the United States is a country with decentralized government. With regard to education, it can also be said that the education system in the United States, its funding and management, are decentralized. Firstly, there is no single national education system in the United States, but there are state education systems that have many common features, but are significantly different. Secondly, the federal government and federal education authorities play a role in the management of education in the country, but the main management functions are performed not by federal, but state and local education organizations, including educational and professional associations.

This nature of education management in the United States can be explained by the fact that historically, most social services in the United States have developed within the local municipal government, which has always played a major role in education, health, culture. This division of powers in education between the federal, state, and local governments is linked to the historical peculiarities of education law in the United States.

The legal basis for the division of powers in the management of education is the US Constitution and relevant acts of Congress, as well as state constitutions and statutes issued by state legislatures. The US Constitution, adopted in 1787, did not contain provisions on the social right of citizens to education or the obligation of the federal government to organize such social activities (Constitution of the United States, 1787). In 1791, the Tenth Amendment to the Constitution

was passed, which established that "powers not conferred by this Constitution on the United States and not prohibited on individual states shall be retained, respectively, by state or people". This important provision of the Constitution is interpreted as giving each state the right to legislate in the social sphere. Because the responsibility for education is not mentioned at all in the US Constitution, it is legally vested in the states. Thus, each state has the right to enact legislation in the field of education, create and develop its own education system, optimal for specific local conditions and, accordingly, for the interests and needs of the state, subject to constitutional guarantees, rights and privileges of the US citizens.

State constitutions, the main source of education laws in the United States, were created chronologically later than the federal constitution. Therefore, they define the role of state governments in providing and developing education in their territories clearly and in detail.

In addition to the federal and state constitutions, education (including education management) is governed by numerous special federal laws passed on various issues by the US Congress. These congressional acts are collected in the United States Code of Education, Chapter 34, on Education. The Code is reissued annually with additions as of July 1, as the US Congress passes many laws each year, including those on education (Electronic Code of Federal Regulations. Title 34 Education, 2019, p. 2).

Let us focus on the characteristics of all levels of higher education in the United States. Public higher education governing bodies in the United States include the United States Department of Education with its subordinate departments and commissions, and the Higher Education Accreditation Board with its respective reporting bodies. At the level of state management, the functions of developing a strategy for the development of the higher education system and regulating the implementation of this strategy remain with the state education authorities. With regard to higher education institutions (HEIs), the state is actively transforming from a direct manager into a customer and consumer of educational services.

The established functions of the federal government in the field of education include: 1) the promotion of ideas in society that are perceived as national goals and priorities; 2) correction of inequalities between states, including their ability to finance education; 3) improving conditions with national implications, such as support for vocational and technical education and training for people with physical and mental disabilities; 4) reforming social conditions and solving through education such social problems as the protection of civil rights; 5) providing support in solving such educational problems that are too expensive to solve at the state level (Educational Administration Today, 1984, p. 235).

In addition, the federal government is responsible for evaluating the quality of education at the national level, as well as organizing and conducting sound pedagogical research, which has received considerable attention in recent years.

These tasks and functions of the federal government are reflected in the activities of the US Department of Education, which is reflected in its structure. The Department of Education was established in 1979 by separating it from the Department of Health, Education and Social Welfare. Over the last two decades, the Department has repeatedly undergone structural changes in order to meet its objectives in the context of educational reforms and prospects for educational development. Today, the Department is headed by a Secretary and a Deputy Secretary. The Secretary is responsible for the overall vector of the Department's activities, overseeing and coordinating all its activities, and is the President's chief adviser on education policy, modernization of educational programs, and more. The Deputy Secretary of the Department of Education is responsible for the development and implementation of basic educational programs, dealing with the issues of student grants and loans. In addition, the Deputy's responsibilities include identifying and preventing major risks arising from educational activities. Under the direct supervision of the Secretary is the Secretariat of the US Department of Education, which consists of a number of employees who are responsible for coordination and reporting of subordinate institutions, personnel policy, quality improvement, strategic planning and more.

More specialized internal issues of the Department are administrative and organizational departments, which can be divided into several groups: 1) management of funding, information management; 2) the Department of Primary and Secondary Education, the Department of the English language acquisition, the Department of Special Education and Rehabilitation Services; 3) Institute of Educational Sciences, Inspector General's Office; 4) the Office of Public Rights, the Office of Planning, Evaluation and Policy Development, the Office of the General Counsel, the Office of Legislation and Congress, and the Office of Communication and Public Relations; 5) the Secretariat of the Deputy Minister of Higher Education, to which the Department of Post-Secondary Education, the Department of Technical Education and Adult Education, the Department of Federal Student Support, and the Department of Federal Initiatives are subordinated. It is in the office of the Secretariat of the Deputy Minister of Higher Education that the management of higher education is located (ED Operating Structure, 2019, p. 27).

The Department of Education has ten regional offices, each of which serves several states and to which the Department delegates a number of functions. The state education department is the executive body of the council and implements its policies and decisions. The head of the Department of Education is a senior state official in the field of education.

In addition to specific governing bodies, an important aspect of higher education management in the United States is the accreditation of educational institutions. Let us dwell on this concept. Accreditation is considered a unique feature of American education, in particular, it is indicated for the purposes of one of the six regional accreditation associations (Types of accreditation, 2018, p. 14).

Accreditation in the United States is a peer review process coordinated by accreditation commissions and member organizations. For the first time, the idea of introducing accreditation as a procedure for assessing the quality of educational services provided by educational institutions originated in the educational circles of the United States. By the end of the 19th century, with the decentralization of higher education management and the lack of serious restrictions on the establishment of private business by the state administration, the chaos in the education system became widespread, and

there was an urgent need to streamline it. Thus, there is a need to create an independent body or system of bodies that would assess the effectiveness of higher education (Horpinich T., 2016, p. 81).

Today, the main accreditation body in the United States is the Higher Education Accreditation Council, (Council for Higher Education Accreditation. Recognition of Accrediting Organizations, 1998) which emerged after the dissolution of the Higher Education Accreditation Council in 1993, which merged in 1975 with the merger of the National Accreditation Commission and the Federation of Regional Accreditation Commissions. The creation of a single accreditation body for higher education in the country was carried out through a national referendum of university and college presidents in 1996, in which 94% of 1,603 accredited universities and colleges voted for a single policy in the field of accreditation. This choice demonstrated the desire of American educational circles to meet certain high standards of service delivery (Terkla D., 2002, p. 43).

The main goal of the Council for Accreditation of Higher Education is to ensure the standard of quality of higher education, guarantee this quality for public, state organizations, agencies and employers, informing students and their parents (Accreditation and Recognition, 2000). The U.S. Department of Education indirectly regulates and manages higher education institutions through financial leverage, because under the current law, only accredited educational institutions can receive financial assistance from the Federal Government and the state administration for various educational and research programs. Students can receive financial assistance from the state only if they study at an accredited educational institution. This encourages the universities themselves to improve the quality of services to the level required for accreditation. The US Higher Education Accreditation Board is based on the idea that the success and leadership of American universities in the international education are directly related to the accreditation system, which aims to improve academic quality, effectiveness of educational programs and create favourable conditions for student learning. The list of accredited higher education institutions, schools of various types of property is published in the press and the Internet for free access of all interested persons (Accreditation and Recognition, 2000).

Within the system of management in the field of medical education, individual organizations play an important role. They report to the Deputy Department of Higher Education and participate in the creation, implementation and updating of medical education standards. The Liaison Committee on Medical Education (LCME) is the accrediting body for medical education programs in the United States and Canada (Liaison Committee on Medical Education, 2019). LCME is funded by the Association of American Medical Colleges and the American Medical Association. The Committee publishes many manuals and standards, including the Directory of Accredited Medical Education Programs. The LCME currently accredits 134 American medical schools, including 4 in Puerto Rico and 17 in Canada. LCME accredits only those schools that provide a doctorate in medicine. Osteopathic medical schools are accredited by the Osteopathic College Accreditation Commission of the American Osteopathic Association (Liaison Committee on Medical Education, 2019).

The Association of American Medical Colleges, a non-profit organization based in Washington, DC, founded in 1876, also plays a limited role in accrediting free medical care. It runs the Medical College Admissions Test and the American Medical Colleges Application Service, and the Electronic Residency Application Service, which makes it easier for students to apply to medical schools and residency programs. The association holds regional conferences on innovation in medical education in North America (Association of American Medical Colleges, 2019).

The American Medical Association (AMA), founded in 1847 and registered in 1897, has less significant authority in accreditation. It is the largest association of physicians and medical students in the United States. The function of the AMA is to "unite physicians and the medical community to improve the health of the nation" (AMA History, 2019). The association also publishes the Journal of the American Medical Association, which has the largest circulation of any weekly medical journal in the world. The AMA publishes a list of medical specialty codes that are the standard method of identifying medical qualifications and specialties in the United States.

Postgraduate medical education in the United States is accredited by the following organizations: the Accreditation Council for Graduate Medical Education, which sets standards for residency programs in 140 medical specialties and implements these standards through an accreditation process conducted by 28 expert committees; the American Board of Medical Specialties, which assists 24 approved medical specialty councils in developing and applying standards for the evaluation and certification of physicians; the Educational Commission for Foreign Medical Graduates, which oversees graduates of international medical programs at American graduate schools. These private organizations play an important role in creating, implementing and updating postgraduate medical education standards, and their standards and decisions indirectly influence public funding decisions.

At the university level, management in American, especially private, higher education is carried out by bodies commonly called boards of trustees, made up of people who, for the most part, have sufficient financial resources to do charity work and encourage others to make similar donations. Very often, members of the Board of Trustees are graduates of these HEIs and operate legally on a voluntary basis, as they have an interest in the development of the college or university.

The most important duty of the board is to appoint faculty, students and alumni, a chief executive (called the "president" or "nominee head of the university"), to support and evaluate the activities and delegate all executive tasks to such a head. The board protects the president (usually appointed from the university staff) from the faculty. Similarly, in the case of public free trade, the board protects the president or nominee from the state government. At the same time, despite their limited powers, the teaching staff of a US college or university has a very large influence on curriculum development, program approval, faculty development, academic standards, and so on. However, the main task of the teaching staff, especially in research universities, is to ensure the development of the university, both in terms of raising salaries and purchasing equipment or selecting the most prestigious academic staff.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the management of higher medical education in the United States has its own social, economic, political and cultural characteristics. Decentralization is one of the most important features of US higher education management developed during the 20th century and established in the 21st century. Being legally enshrined in the Tenth Amendment to the US Constitution and State Constitutions, decentralization provides for the autonomy of the HEI, the ability to determine the basic characteristics of the educational process, including teaching methods and technologies, personnel policy, funding sources, student enrolment, etc.

Federal higher education authorities in the United States include the U.S. Department of Education with its subordinate agencies and commissions, and the Higher Education Accreditation Board with its respective state-level bodies accountable to it. Today, the Council for Accreditation of Higher Education is an important governing body, as its function is to ensure quality standards of higher education, guarantee this quality for public, government organizations, agencies and employers, informing students and their parents.

Individual organizations that report to the US Department of Education and participate in the creation, implementation and updating of medical education standards play an important role in the management of health care. These organizations include the Medical Education Liaison Committee, the Osteopathic College Accreditation Commission, and the American Medical College Association.

The study does not cover all aspects of the outlined problem. In our opinion, further in-depth study of the laws of medical education management at different stages of medical training, analysis of the peculiarities of various university structures, generalization of the experience of individual American medical schools, highlighting the positive aspects of legislation are necessary.

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АЛГОРИТМ ДОСЛІДЖЕННЯ РОЗВИТКУ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ІЗ ПСИХОЛОГІЇ

Анотація. У статті представлено алгоритм дослідження розвитку комунікативної компетентності майбутніх фахівців із психології. Проаналізовано науково-педагогічну, психологічну та спеціальну літературу з метою з'ясування актуальності проведення дослідження в даному напрямі. Визначено науковий апарат наукової розвідки (об'єкт дослідження – процес професійної підготовки майбутніх фахівців із психології; предмет дослідження – структурно-функціональна модель системи розвитку комунікативної компетентності майбутніх фахівців із психології; мета – теоретично обґрунтувати структурно-функціональну модель системи розвитку комунікативної компетентності майбутніх фахівців із психології та експериментальним шляхом перевірити її ефективність), завдання, гіпотеза (розвиток комунікативної компетентності майбутніх фахівців із психології буде здійснюватися більш ефективно, якщо спиратиметься на обґрунтовані теоретико-методологічні основ структурні компоненти комунікативної компетентності майбутніх фахівців із психології; оцінюватиметься за визначеними критеріями та реалізовуватиметься шляхом упровадження в освітній процес системи їх підготовки) та схарактеризовано методи (теоретичні: системний і порівняльний аналіз; метод моделювання; узагальнення результатів педагогічного експерименту; емпіричні: педагогічний експеримент; діагностичні методи; методи математичної статистики). Автор статті приходить до висновку, що представлений алгоритм дослідження розвитку комунікативної компетентності майбутніх фахівців із психології є оптимальним, а практичне значення роботи послугує основою для підвищення рівня професійної підготовки майбутніх фахівців із психології. Перспективи подальшої наукової роботи автор вбачає в детальному вивченні проблем розвитку комунікативної компетентності майбутніх фахівців із психології, визначенні понятійно-термінологічного апарату дослідження, розробці критеріального апарату та теоретичному обґрунтуванні й практичній реалізації структурно-функціональної моделі системи досліджуваного феномену.

Ключові слова: комунікативна компетентність, майбутні фахівці із психології, дослідження, науковий апарат.

RESEARCH ALGORITHM FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN PSYCHOLOGY

Abstract. The article presents an algorithm for researching the development of communicative competence of future specialists in psychology. The scientific-pedagogical, psychological and special literature was analyzed in order to clarify the relevance of research in this direction. The scientific apparatus of scientific research has been defined (the object of the study is the process of professional training of future specialists in psychology; the subject of the study is the structural-functional model of the system for the development of communicative competence of future specialists in psychology; the aim of the study is to theoretically explain the structural-functional model of the system of development of communicative competence of future specialists in psychology and to test its effectiveness experimentally); tasks, hypothesis (the development of communicative competence of future specialists in psychology will be carried out more effectively if it is based on well-founded theoretical and methodological foundations, structural components of communicative competence of future specialists in psychology, will be evaluated according to the specified criteria and will be implemented by introducing the system of their training into the educational process) and characterized methods (theoretical: systematic and comparative analysis; modeling method; generalization of the results of the pedagogical experiment; empirical: pedagogical experiment; diagnostic methods; methods of mathematical statistics). The author of the article comes to the conclusion that the presented research algorithm for the development of communicative competence of future specialists in psychology is optimal, and the practical value of the work serves as a basis for improving the level of professional training of future specialists in psychology. The author sees the prospects for further scientific work in: a detailed study of the problems of the development of communicative competence of future specialists in psychology; the definition of the conceptual and terminological apparatus of the study; development of the criterion apparatus and theoretical substantiation and practical implementation of the structural-functional model of the system of the investigated phenomenon.

Keywords: communicative competence, future specialists in psychology, research, scientific apparatus.

INTRODUCTION

The problem formulation. Education today is a reflection of global world and national political, social, psychological, environmental changes, such as the COVID-19 pandemic, Russia's military aggression and, as a result, the forced emigration of the population, an increase in the number of children with special educational needs who need help, and psychological support of their parents, which lead to changes in all spheres of life in society and affect the psychological state of a person. One of the aspects that needs to be resolved is psychological comfort, which is caused by an unstable emotional state, professional burnout, depression, aggression, stress, panic attacks, divorce, the death of a loved one, etc., which requires professional psychological help from specialists.

The opinion of A. Kharkivska, who notes that "various socio-cultural and economic transformations in modern society, the globalization of all spheres of life, definitely influence the formation of a person's personality, its changes both externally and internally" is valid for us. (A. Kharkivska, 2021).

The analysis of global trends in the field of psychological and pedagogical education confirms the growing requirements for the professionalism of domestic psychologists in accordance with state educational standards and regulatory documents (Laws of Ukraine "On Education", "On Higher Education", Standard of Higher Education of Ukraine in the Field of Knowledge 05 Social and Behavioral Sciences etc).

At the same time, the problem of developing communicative competence of future specialists in psychology, which is the basis of verbal and non-verbal forms of communication and interaction with patients, becomes particularly relevant. After all, this is the basis of their professional activity, which can be used to solve various psychological problems.

Analysis of recent research and publications. The analysis of scientific literature on the research problem shows the multifacetedness of its scientific understanding. At the theoretical and methodological level, the problems of professional pedagogical education in Ukraine are reflected in the works of V. Andrushchenko, I. Bekh, R. Hurevyvh, O. Dubaseniuk, I. Zyazyun, O. Kovalenko, A. Kolomiiets, V. Kremen, O. Lavrinenko, N. Nychkalo, H. Ponomaryova, V. Semychenko, S. Sysoieva, O. Sukhomlynska, V. Shakhov, H. Shevchenko, O. Shestopaliuk, M. Yarmachenko and others. The theoretical and methodological foundations of the professional and pedagogical training of future specialists in psychology are revealed in the scientific works of T. Hryhorenko, N. Ivanova, M. Martseniuk, O. Matviienko, S. Pohorila, D. Romanovska, L. Rudenko, O. Tkachuk and others. Problems of the development of communicative competence became the subject of research of J. R. Andersen, F. Batsevych, L. Baranovska, A. Bohush, O. Holovko, M. Yevtukh, Yu. Zhukov, M. Zabrotskyi, V. Zviahintsev, L. Karamushka, T Symonenko, T. Sukharieva, N. Chepelieva, L. Umanets, T. Yatsenko and others.

Modern dissertations are devoted to various aspects of the training of future specialists in psychology, in particular to the question of: formation of future psychologists' readiness for professional self-improvement (O. Zatvorniuk, 2016), advisory activity in the process of professional training (N. Baibekova, 2016), the use of esthetic therapy tools in professional activity (V. Ratieieva, 2016), the formation of social competence of future psychologists in the process of professional training (R. Skirko, 2010), the formation of pedagogical competence of the future psychologist (N. Nahorna, 2013), research of pedagogical conditions of professional self-improvement of future psychologists in the process of professional training (L. Smalyus, 2014), etc.

At the same time, the theoretical analysis of scientific research shows that the problem of the development of communicative competence of future specialists in psychology has not yet been the subject of special research, which influenced the choice of the research topic.

AIM AND TASKS OF THE RESEARCH – to develop an algorithm for research on the development of communicative competence of future specialists in psychology.

RESEARCH METHODS: study and analysis of pedagogical, methodical, psychological literature to find out the level of research on the problem of developing communicative competence of future specialists in psychology.

RESULTS OF THE RESEARCH

The expediency of solving the problem of developing the communicative competence of future specialists in psychology is connected with the need to overcome the following contradictions:

- high social requirements for the professional qualification of psychology specialists and the real state of their readiness to develop communicative competence during the performance of their professional functions, taking into account the peculiarities of the psychological state of patients;
- modern world trends in the development of higher pedagogical education and the need to modernize the theoretical and methodological foundations of the professional training of future specialists in psychology in accordance with international educational standards;
- the need to modernize and reform the system of higher education (the implementation of modern content, forms, methods into the practice of institutions), which would contribute to the development of communicative competence of future specialists in psychology, and the lack of a model for its development;
- the need to assess the development of communicative competence of future specialists in psychology and the imperfection of the tools for measuring its result.

In the course of the scientific search, a scientific apparatus of research was established.

The object of research is the process of professional training of future specialists in psychology.

The subject of the study is a structural-functional model of the system for the development of communicative competence of future specialists in psychology.

The purpose of the study is to theoretically explain the structural-functional model of the system of development of communicative competence of future specialists in psychology and to test its effectiveness experimentally.

During the work on the research, the following task will be solved:

1. To analyze the state of development of the problem of the development of communicative competence of future specialists in psychology in pedagogical theory and practice.

2. To determine the basic concepts of the research "communicative competence of psychology specialists", "development of communicative competence of future specialists in psychology" and specify its structure based on the analysis of scientific and pedagogical and special literature.

3. To develop criteria, indicators and levels of development of communicative competence of future specialists in psychology.

4. To theoretically substantiate and develop a structural-functional model of the system for the development of communicative competence of future specialists in psychology.

5. To practically implement and experimentally verify the effectiveness of the developed structural-functional model of the system for the development of communicative competence of future specialists in psychology.

The hypothesis of the research consists in the assumption that the development of communicative competence of future specialists in psychology will be carried out more effectively if it is based on well-founded theoretical and methodological foundations (methodological approaches, principles, functions); structural components (motivational-cognitive, social-perceptive, activity, communicative-reflexive) of communicative competence of future specialists in psychology; will be evaluated according to the specified criteria (cognitive, interactive-communicative, activity-perceptive) and will be implemented by introducing the system of their training into the educational process.

The following research methods will be used to solve tasks at various stages of scientific research:

· theoretical: systematic and comparative analysis: philosophical, pedagogical, psychological, special literature, reference, educational-methodical and instructional-normative documentation for the purpose of studying the state of development of research and conceptual-categorical apparatus; study and generalization of practical pedagogical experience, which will allow to determine the essence and structural components of communicative competence of future specialists in psychology; the modeling method during the development of a structural-functional model of the system for the development of communicative competence of future specialists in psychology; summarizing the results of the pedagogical experiment in order to check the effectiveness of the structural-functional model of the system of the specified process;

· empirical: a pedagogical experiment (informative, formative, control stages) to check the effectiveness of the developed structural-functional model of the system for the development of communicative competence of future specialists in psychology; diagnostic methods (methods of information gathering, surveys, questionnaires, pedagogical observation, etc.) with the aim of identifying problems and contradictions in the development of communicative competence of future specialists in psychology and determining the level of their professional training; method of generalization of independent characteristics;

· methods of mathematical statistics for processing experimental data, quantitative and qualitative analysis of empirical material, interpretation of research results and confirmation of the formulated hypothesis.

The scientific novelty of the obtained results will lie in the fact that:

· for the first time, the structural-functional model of the system for the development of communicative competence of future specialists in psychology will be scientifically substantiated and experimentally verified, which will be based on defined theoretical-methodological foundations (methodological approaches, principles, functions); developed criteria (cognitive, interactive-communicative, activity-perceptive), indicators and levels of effectiveness of the development of communicative competence of future specialists in psychology;

· the essence, structure, principles and functions of the development of communicative competence of future specialists in psychology will be clarified by specifying them;

· will further develop the form and methods of developing the communicative competence of future specialists in psychology.

The practical significance of the obtained results will consist in the implementation of such elements as:

· the structural-functional model of the system for the development of communicative competence of future specialists in psychology in the educational process of institutions of higher education that train specialists in the relevant field;

· the currently active seminar "Communication in the professional activity of a psychologist";

· the prepared educational and methodological manual "Development of communicative competence of future specialists in psychology" and methodical recommendations for conducting practical classes in psychology.

Research materials can be used to improve the education of future specialists in psychology in higher education institutions and during training activities.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summarizing the above, we can come to the conclusion that the proposed research algorithm for the development of communicative competence of future specialists in psychology is optimal for a comprehensive study of this problem and to find out real effective ways to improve the system of professional training of psychology specialists.

We see the prospects for further scientific research in the study of the problems of the development of communicative competence of future specialists in psychology, the clarification of the conceptual and terminological apparatus of the study, the development of criteria, indicators and levels of the development of communicative competence of future specialists in psychology.

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Chapter II. HISTORICAL AND PHILOSOPHICAL ASPECTS OF PEDAGOGICAL RESEARCH

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ІСТОРІОГРАФІЯ РОЗВИТКУ ПІСЛЯДИПЛОМНОЇ ОСВІТИ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ В ЗАХІДНИХ ОБЛАСТЯХ УКРАЇНИ (1945-1991 РР.)

Анотація. Освіта є безумовним віддзеркаленням усіх суспільних процесів, на неї покладені завдання з формування, розвитку, духовного самоствердження людського потенціалу країни. Початкова освіта є тією ланкою освіти, у якій закладаються передумови для подальшого розвитку особистості, прагнення до пізнання, генерування національної свідомості та позитивних моральних якостей кожного громадянина. Важливим ресурсом початкової школи є педагогічні працівники, які постійно виконують різнорівневі функції: учителя, вихователя, психолога, наставника, дослідника з усіма висунутими до них державою і суспільством професійними вимогами, що й актуалізує вагому потребу в їх післядипломній освіті (цілеспрямованому фаховому зростанні, підвищенні рівня професійної кваліфікації та майстерності). Необхідність безперервної освіти педагогів супроводжується й постійним оновленням змісту навчально-виховного процесу, появою нових педагогічних технологій, систематичним поповненням науково-методичної інформації та подоланням розриву між здобутими знаннями та досвідом попередніх поколінь, який неможливо здійснювати без урахування позитивних прикладів розвитку освіти. У статті здійснено історико-педагогічний аналіз наукових та практичних напрацювань із проблеми розвитку післядипломної освіти вчителів початкової школи в західних областях України (1945-1991 рр.).

Ключові слова: історіографія, джерельна база, післядипломна освіта, підвищення кваліфікації вчителів початкової школи, розвиток освіти.

HISTORIOGRAPHY OF THE DEVELOPMENT OF POSTGRADUATE EDUCATION OF PRIMARY SCHOOL TEACHERS IN WESTERN REGIONS OF UKRAINE (1945-1991)

Abstract. Education is an obvious reflection of all social processes, it is entrusted with the tasks of formation, development, spiritual self-affirmation of the human potential of the country. Primary education is the link of education in which the prerequisites for further personal development, the desire for knowledge, the generation of national consciousness and positive moral qualities of each citizen are laid. The most important resource of primary school is the pedagogical staff, who constantly perform different functions: teacher, educator, psychologist, mentor, researcher with all the professional requirements put forward to them by the state and society, which actualizes the significant need for their postgraduate education (purposeful professional growth, raising the level of professional qualification and skill). The need for continuing education of teachers is accompanied by the constant updating of the content of the educational process, the emergence of new pedagogical technologies, the systematic replenishment of scientific and methodological information and bridging the gap between the knowledge and experience of previous generations, which cannot be done without taking into account positive examples of educational development. Therefore, the article presents a historical and pedagogical analysis of scientific and practical achievements on the development of postgraduate education of primary school teachers in the western regions of Ukraine (1945-1991).

Keywords: historiography, source base, postgraduate education, further training of primary school teachers, development of education.

INTRODUCTION

The problem formulation. An overview of the problem under study will contribute to the creation of a holistic image of the history of the development of postgraduate education of primary school teachers in the western Ukrainian lands (1945-1991). Also, the analysis of this topic can become a scientific and theoretical basis for the formation of an effective state educational policy of the modern Ukrainian state, in particular, taking into account the difficult path of Ukraine to equal development in the circle of democratic European states, the negative experience of manipulating education by existing regimes during the study period.

Analysis of recent research and publications. Various studies on the theory, methodology and history of the development of postgraduate education of pedagogical staff were carried out by leading Ukrainian scientists. The theoretical and methodological foundations of the development of the system of advanced training are covered in the works of I.

Zhorova, A. Zubko, A. Kuzminsky, N. Protasova, L. Sergeyeva and others. The historical and pedagogical aspect of the problem of continuing pedagogical education was studied by historians of pedagogy L. Berezivska, S. Krysiuk, V. Kuzmenko, L. Sigayeva, O. Sukhomlynska and others. The main aspects of the development of primary education content and pedagogical thought were studied by the following scientists: N. Demianenko, M. Yevtukh, N. Nikalo, O. Sukhomlynska, M. Yaremchenko, M. Skatkin, I. Lerner, V. Raevsky, V. Lednev, T. Denysiuk and others. Such scientists as O. Vozniuk, I. Drohobytskyi, T. Zavhorodnia, N. Matveeva, A. Nagirniak, V. Russol, S. Svorak, I. Strazhnikova, B. Stuparyk and others were engaged in the study of the development of postgraduate education in the western regions of Ukraine.

The analysis of scientific research allows to confirm the significant interest of native scientists to the problem of development of postgraduate education in Ukraine. At the same time, we have to state a small number of studies devoted to the regional development of postgraduate education of primary school teachers in different historical periods, in particular, concerning the territory of the western regions of Ukraine.

THE AIM AND RESEARCH TASKS

Purpose of the article: on the basis of studying the works of native scientists to analyze the studyability of the problem of postgraduate education of primary school teachers in the western regions of Ukraine (1945-1991) in the historical retrospective of the development of postgraduate education in Ukraine.

Objectives of the study:

· to analyze the state of research of the problem in the scientific literature;
· to reveal the changes that took place in the system of development of postgraduate education of primary school teachers during the study period on the basis of retrospective and comparative analysis;
· to identify the factors that negatively influenced the development of postgraduate education of teachers in the region (1945-1991);
· to identify positive trends in the experience of postgraduate education of primary school teachers in the western regions of Ukraine during the study period.

RESEARCH METHODS.

In order to solve the tasks, the following research methods were used: search and bibliographic – will contribute to the systematization and classification of the source base (scientific, pedagogical, methodological literature, periodicals); historical and pedagogical analysis of pedagogical and scientific-methodical literature – will help to analyze the historical trends in the development of postgraduate education of teachers in the Western region of Ukraine (1945-1991); retrospective – will help to reflect the nature of the evolution of postgraduate education of teachers; critical analysis of the literature on the history of pedagogy and postgraduate education of teachers; critical analysis of the literature on the history of pedagogy and postgraduate education of teachers.

RESEARCH RESULTS

The works that make up the source base of the problem under study are conditionally united into 3 groups: the first one is represented by generalizing works on the history of pedagogy and postgraduate education of pedagogical staff; the second group consists of studies of Soviet teachers devoted to the transformation and subordination of underground education; the third group is represented by historical and pedagogical research of modern native researchers.

It is worth noting that the 40-60s of the twentieth century was a period accompanied by the Marxist-Leninist methodology of postgraduate education development, where in the occupied territories of Western Ukraine the main goal was the ideological and political training of specialists. S. Svorak in his work "Education in the Western Ukrainian Region in 1944-1964" noted that after the Second World War "the Soviet government made great efforts to ensure that the education and upbringing of the younger generations in the western regions of Ukraine were under the influence of communist ideology" (Svorak S., 1998, p. 3). In the 1950s, the Lviv State University published a book by G. Paperna, F. Naumenko "Innovator of Soviet Pedagogy", with the help of which teachers were obsessively offered the ideas and approaches of A. Makarenko (Svorak S., 1998, p. 14). In general, Soviet historiography has always tried to limit the problem of World War II mainly to political and military events, leaving aside cultural and educational life. In scientific studies of this period (periodicals of the Soviet school: M. Bogatov "The role of cinema in the pedagogical process" (1959), M. Boyko "Strengthening the organizational work of public education departments" (1956), S. Chavdarov "Urgent tasks of pedagogical science" and others; dissertations: O. Ihnat "Essays on the history of the development of public education in the Transcarpathian region during the years of Soviet power" (1955), I. Pavliuk "Development of public education in the western regions of the Ukrainian SSR (1939-1950)" (1956), R. Rostykus "The development of public education in the western regions of the Ukrainian SSR" (1956), R. Rostykus "Development and Strengthening of Higher Education in the Western Regions of Ukraine in the Postwar Period (1945-1955)" (1960), O. Shatenko "Development of Public Education in Volyn during the Soviet era (1939-1954)" (1954), etc.) did not cover the socio-political and public position of teachers as the largest group of intellectuals, but reflected the problem of providing schools with teaching staff, emphasized the importance of professional ideological and political training of teachers, professional training was not given priority (Pryjmakova V. 2017, p. 276). On this basis, Ukrainian scientists developed an opposition to the Soviet pedagogical science, where it is impossible to avoid the work of H. Vashchenko "Project of the education system in independent Ukraine" (1957), V. Sukhomlynsky "Go forward", which was written in the period 1950-1960, and published only in 1989.

I. Strazhnikova notes that Ukrainian Soviet historiography still has a vague idea of the organization and content of Ukrainian teacher training. It was associated with the activities of the Regional School Council, and the functioning of the network of public and private teacher seminaries was not actually mentioned (Strazhnikova I., 2014). Nevertheless, thanks to the work of researchers, an objective view of the organization and development of postgraduate education became possible.

According to the historical research of scientists (O. Vozniuk (Voznjuk O., 2013), T. Denysiuk (Denysjuk T., 2006), I. Drohobytskyi (Droghobycjkyj I., 2009), A. Nagirniak (Naghirnjak A., 2011)) in the postwar period, pedagogical universities were not able to fully meet the country's need for teachers. In order to quickly provide educational institutions with teachers, the Soviet authorities decided to open additional "eleventh" classes in September 1945, and a similar initiative was implemented in Lviv. The state, in particular local authorities, tried to provide students of such classes with everything they needed: housing, food, even notebooks, which were of great value in the postwar period. This training was not popular, because if the university gave education for 4 years, preparing a specialist, the women's pedagogical class had to prepare a teacher for primary school in a year.

In 1959, general compulsory 8-year education was introduced. Primary school lost its functional independence and became only the foundation for further education. During this period, adjustments were made to the content of primary education, but they had no scientific justification. Thus, until the mid-60s primary school remained at the level of pre-war requirements (Naghirnjak A., 2011). In working with teachers of the humanities, it was constantly emphasized the need to study with students the primary sources of Marxism-Leninism, Soviet periodicals ("The Way of Education", "People's Teacher", "Soviet Education", "Soviet School"), which acted as a source of information, and to some extent gave an idea of the state system, socio-economic situation, educational trends, innovations, features of the historical period.

Later, during the 70s and 80s of the twentieth century, the dominant focus on improving the theoretical level of professional readiness of teachers to teach academic disciplines and the formation of their Marxist-Leninist worldview continued to be actively implemented. However, at this time, there were also positive changes, including the focus on the development of professionalism of teachers, creativity, inclusion of psychological knowledge in the course training (N. Kuzmin "Psychological Structure of Teacher's Activity" (1976), which had a positive impact on the educational process, in particular in primary school. The psychological and pedagogical concepts of primary education were revised and the concept of developmental learning was developed (V. Davidov, L. Zankov, D. Elkonin) (Denysjuk T., 2006).

In the 80s, the content of primary education was reformed in accordance with the increase in its duration from three to four years, taking into account the principles of developmental learning. Since 1981, work has begun on building a system of primary education for children from the age of 6, and then in 1984, the "Main directions of reform of secondary and vocational schools" introduced experiential learning for children of six years old (Denysjuk T., 2006). Difficulties in the implementation of this program were due to the insufficient development of psychological, pedagogical, methodological issues and the lack of professional training of teachers. Since the emphasis in the work of postgraduate education institutions was not on addressing the individual professional needs of teachers (theoretical, methodological, practical), but on the introduction of general principles, a somewhat superficial acquaintance with innovations (Krysjuk S., 1995). We should also note the fact that in the scientific works devoted to the issues of education of socialist countries, which were published in the 80s of XX century, the problems of education development, including postgraduate education of teachers, were considered fragmentarily, due to the socio-political and economic crisis in the country. The dominance of communist ideology did not allow to cover subjects related to the activities of underground structures and organizations, which is clearly observed in the historical essay by M. Nizhynsky "School, Teacher, Pedagogy" (1978). "The Ukrainian people in the conditions of the communist empire was brought to gradual disappearance as a nation. However, contrary to the anti-Ukrainian policy, thanks to the ascetic, selfless work of the people's teachers, young people acquired proper general education, were involved in socially useful, productive and creative work..." (Ljubar O., Steljmakhovych M., Fedorenko D., 2003, p. 373).

During the era of independent Ukraine, studies related to the professional development of teachers have aroused considerable interest among native scientists, including researchers from the western regions of Ukraine (O. Vozniuk (Voznjuk O., 2013), I. Drohobytskyi (Droghobycjkyj I., 2009), T. Zavgorodna (Zavghorodnja T., 1999), A. Nagirniak (Naghirnjak A., 2011), S. Svorak (Svorak S., 1998), O. Tsybaniuk (Cybanjuk O., 2020) and others). This is evidenced by numerous scientific researches: monographs, publications in professional journals, materials of scientific conferences, teaching aids.

We pay special attention to modern dissertation researches of scientists, which have become a significant contribution to the reflection of the content characteristics of the functioning and development of postgraduate education of primary school teachers:

- 1996 – Krysyuk S. "Formation and development of postgraduate education of pedagogical staff in Ukraine (1917-1995)";
- 1999 – Divak V. "Professional formation of methodologists in institutions of postgraduate education of pedagogical workers";
- 1999 – Kapchenko O. "Activity of district departments of public education on advanced training of pedagogical staff in Ukraine (1945-1990);
- 1999 – Protasova N. "Theoretical and methodological foundations of the functioning of the system of postgraduate education of teachers in Ukraine";
- 2000 – V. Russol "Didactic bases of optimization of the content of postgraduate education of pedagogical workers";
- 2003 – Kuzminsky A. "Theoretical and methodological foundations of postgraduate pedagogical education in Ukraine";
- 2005 – Titarenko I. "Postgraduate education of primary school teacher in the system of methodical work of secondary school";

- 2005 – Chepurna N. "Scientific and methodological principles of development of the system of advanced training of pedagogical workers of Ukraine (1970-2004)";
- 2006 – Stolyarchuk T. "Problems of organization of pedagogical work of the teacher of public schools (the second half of the XIX - the beginning of the XX century)";
- 2008 – Shvydun V. Features of pedagogical changes in the activity of secondary schools of Ukraine (1917-1941);
- 2009 – Matveieva N. "Organization of scientific and methodological work with teachers of primary secondary schools in Ukraine (1945-1990)";
- 2015 – Strazhnikova I. "Historiography of the development of pedagogical science in the studies of the Western region of Ukraine (second half of the XX - early XXI century);
- 2017 – Pryimakova V. "Development of postgraduate education of primary school teachers in Ukraine (1948-2012)";
- 2019 – Shugai Y. "Development of postgraduate education in native pedagogical theory and practice (1932-1958)".

We draw attention to the fact that this list of processed studies is not exhaustive, but still is a significant achievement of postgraduate education, thanks to which there was a rethinking of the goals of professional development of teachers, including: taking into account the interests of teachers in continuous professional development; promoting their updating of theoretical knowledge, professional skills and abilities to meet the needs of society in highly qualified, competitive specialists.

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

With the help of retrospective analysis of the source base, we tried to analyze the state of development of postgraduate education of primary school teachers in the western regions of Ukraine (1945-1991), tried to determine the stages of development of the problem under study and to highlight the peculiarities of the development of postgraduate education in the region. As evidenced by the works of native scientists –our state has received a contradictory educational heritage. On the one hand, it is selfless work, creative enthusiasm, significant achievements and innovations of teachers, on the other – the education system that ignored the interests of teachers, leveled their national feelings. The studied sources also trace the fact that the activity of the system of in-service training of teachers was aimed at fulfilling the public order, which in different periods of time was to provide society with personnel of the proper level accompanied by the peculiarities of political, economic, ideological and social development. Some areas of activity of postgraduate pedagogical education institutions were determined by pedagogical needs, and in other cases pedagogy served as a kind of cover for the propaganda of the main components of the Soviet ideological doctrine.

We see the prospects for further research in clarifying the conditions and factors of development of postgraduate education of primary school teachers (1945-1991), taking into account not only native but also foreign publications.

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ДИТИНСТВО В ДИСКУРСІ ДОСЛІДЖЕНЬ ПОЧАТКУ XXI СТ.

Анотація. Мета статті – аналіз сучасного наукового дискурсу досліджень проблем дитинства.

У статті схарактеризовано особливості інтерпретації феномену дитинства на зламі століть. Установлено, що сучасні дослідники дитинства інтерпретують його здебільшого через традиційні академічні дискурси, що полягають у поділі дитинства поміж психологією, соціологією та антропологією. Розкрито особливості міждисциплінарного підходу в процесі дослідження дитинства, яке стосується інтегрованої методології вивчення проблем, пов'язаних із життям дітей та їхнім захистом, що, свою чергою, формує сучасне трактування «дитини в контексті». Ця візія дитинства дає змогу розглядати його як один із пріоритетів державної політики в багатьох країнах світу. Дослідженням обґрунтовано ідею про те, що проблема дитинства в сучасних суспільних науках досить часто визначається як напрям, що значною мірою полягає в традиційному теоретизуванні та визнанні великої кількості засобів суспільного конструювання та реконструювання дитинства, залежно від часу та місця, віку та статі, етнічних та релігійних відмінностей тощо. Проаналізовано поняття «дитина», яке стосується «недорослої», «незрілої» особистості; у той же час поняття «дитинство» є більш загальним та абстрактним і свідчить про статус тих, кого називають недорослими. Зокрема, окреслено, що дорослість можна визначити через фізичну або сексуальну зрілість, інколи через правову дієздатність. Можемо констатувати, що термін «дитинство» зосереджується головним чином на стані буття дитини, безвідносно до окремо взятої дитини; він передбачає наявність відмінної, окремої, фундаментально іншої суспільної категорії – «дитинства». Однак найскладнішим завданням залишається з'ясування того, наскільки переломні етапи суспільного життя, зміни й тенденції належать до дослідницького поля та академічного дискурсу дитинства і наскільки вони відображають та характеризують закономірності розвитку суспільних наук, а також парадигмальні зміни в педагогіці.

Ключові слова: дитина, дитинство, дитиноцентризм, виховання, дискурс досліджень, суспільні зміни.

CHILDHOOD IN THE DISCOURSE OF HUMANITARIAN STUDIES AT THE BEGINNING OF THE XXI CENTERY

Abstract. The aim of the study is to analyze the modern scientific discourse of research on childhood problems. The article examines the peculiarities of the interpretation of the phenomenon of childhood at the turn of the century. It has been established that modern researchers of childhood interpret it mostly through traditional academic discourses, which consist in the division of childhood between psychology, sociology and anthropology. The peculiarities of the interdisciplinary approach in the process of childhood research are revealed, which refers to the integrated methodology of studying problems related to the life of children and their protection, which, in its turn, forms the modern interpretation of "the child in context". This vision of childhood allows us to consider it as one of the priorities of state policy in many countries of the world. The research substantiates the idea that the problem of childhood in modern social sciences is quite often defined as a direction that largely consists in traditional theorizing and recognition of a large number of means of social construction and reconstruction of childhood, depending on time and place, age and gender, ethnic and religious differences, etc. The concept of "child", which refers to an "immature" personality, has been studied; at the same time, the concept of "childhood" is more general and abstract and indicates the status of those who are called minors. In particular, it is outlined that adulthood can be defined through physical or sexual maturity, sometimes through legal capacity. We can state that the term "childhood" focuses mainly on the child's state of being, without having to do with an individual child; it assumes the existence of a distinct, separate, fundamentally different social category – "childhood". However, the most difficult task remains to find out to what extent critical stages of social life, changes and trends belong to the research field and academic discourse of childhood and how much they reflect and characterize the patterns of development of social sciences, as well as paradigmatic changes in pedagogy.

Keywords: child, childhood, child-centrism, upbringing, research discourse, social changes.

INTRODUCTION

The problem formulation. One of the priorities of the state policy in the reform of education in Ukraine is the transition from the authoritarian and disciplinary model of education and upbringing to a person-oriented one, which

is provided by the National Doctrine of the Development of Education of Ukraine in the 21st century. Its essential features are the creation of favorable conditions for self-development and self-education of the individual, meaningful definition of one's capabilities, life goals.

In these conditions, researches that are conducted today regarding the early periods of a person's life - childhood - acquire priority. Emphasizing the attention of researchers on the child as a human being remains one of the most urgent pedagogical problems all over the world. The child becomes the central figure in all processes related to its upbringing, education and development.

The concept of child-centrism in both foreign and domestic pedagogy has its own history. It acquired a scientific content with the emergence of a new pedagogical trend – pedocentrism (Greek pais – child, Latin centrum – centrism, environment), according to which the organization and methods of teaching are determined only by the immediate, spontaneous interests and needs of children. The content of this concept is much deeper, because the problem of child-centrism was relevant not only for reformist pedagogy, but also for ethnopedagogy, Christian pedagogy, pedology, health pedagogy, etc.

Child-centrism or childhood pedagogy is present on the margins of any of the maps that classify modern pedagogical directions and currents, regardless of their philosophical and socio-political ideologues.

There is no doubt that child-centrism contributes to a holistic interpretation of pedagogy in a historical perspective, due to the fact that with the change of generations, pedagogy also changes to a certain extent. In this regard, the experience of this field of knowledge helps future researchers to understand the ambiguity of pedagogical terms that have been introduced into circulation by representatives of various pedagogical currents. In this case, we are talking about the need for a scientific reflection of the historical path that child-centrism pedagogy took from the period of its formation and development, to its decline and new understanding.

Analysis of recent research and publications. The research was based on the following theoretical and methodological approaches: structural analysis (Emil du Bois-Reymond, G. Krueger, B. Sliversky, etc.), which, enabling the coverage of a significant research field, provides a basis for conducting a discourse of problems child and childhood during the development of human civilization; dynamic analysis of development (Philippe Ariиs, Arnold, Zinnecker, etc.), which is based on the study of social contexts of childhood; evolutionary approach, which consists in studying the development of certain categories, theories, regularities, etc.; sociocultural approach (A. James Prout), which emphasizes the study of the child's ways of being and different types of childhood.

Recently, at the turn of the 20th and 21st centuries, more and more historians are trying to study childhood through postmodernist theories, in particular, the problem of the meaning of children and childhood for adults (N. Postman, M. Winns, etc.).

THE AIM AND RESEARCHT ASKS

The aim of the study outline and analyze the main trends in the development of child-centered ideas in foreign and domestic pedagogy in the first half of the 21st century.

RESEARCH METHODS

Research methods: the presented research uses the dialectical method, thanks to which it is possible to consider the subject of research in all its interrelationships and dependencies; the method of system analysis, which contributed to the comprehensive study of child-centrism in the educational discourse; comparative-historical and hermeneutic methods that provided insight into the inner essence of the process of the formation of child-centrism; search and bibliographic for studying library catalogs; the method of theoretical generalization, which made it possible to form well-founded conclusions based on the results of the scientific research work and to determine the possibilities of using the ideas of child-centrism in the modern educational space of Ukraine.

RESULTS OF THE RESEARCH

Today, the educational process is considered not only as the transfer of knowledge and the development of abilities and skills, but as a process of expansion, improvement and renewal of already existing cognitive schemes. After all, what a child will learn at school largely depends on what it already knows itself.

Creating a favorable environment for effective learning at school according to child-centered ideas leads to the fact that: the main emphasis in education is on the research process of the student's search for the truth, the nature of phenomena, connections, in this process the key concept is the interest of students; primary competencies of students are enriched, expanded and supplemented; students strive to achieve such results that could increase their own educational potential; the teacher creates conditions for students' creative activity in the lesson.

Thus, the goal of learning is not the assimilation and reproduction of the knowledge and algorithmic skills imparted by the teacher, but the creation (construction) of knowledge by the student himself. The knowledge acquired in the student's mind in this way has a dynamic, dialogic, emancipatory character. They become part of his own life experience and give him the right to his own understanding of the world at the same time as personal responsibility for this understanding.

The creative model of learning, which is sometimes called constructive, is a modern carrier of child-centered ideas, strengthened by pedagogical cooperation. This model is built on a natural basis. When using it at school, the following requirements should be taken into account:

· only through social activities can a child get a space to interpret his own experience, he learns to use the essence of cognitive phenomena in such a way that would be in accordance with the requirements of the

cultural environment in which the child is (class, school, etc.); its activity is always perceived in a cultural and historical context.

- the student must believe in himself as a person who learns and also has the right to decide how to learn;
- the teacher at school ceases to be the only guarantor of the truth, but he is responsible for the methods, technologies and forms of organization of the educational process; the basis of this approach is learning in a group (class), the members of which, in the broadest sense of the word, cooperate in the process of acquiring their knowledge, all students are included in the participation;
- the teacher's role in the educational process changes from a mentor to a advisor (consultant), he becomes a person who outlines the goal, proposes tasks, monitors the development of students, supports their activity, encourages cooperation (Ch. Biuler M. Allen, 2004).

One of the main achievements of the creative school model, where the child builds his own knowledge, is the reliance on student relationships. The traditional model of education and upbringing overestimates adult-child, teacher-student interaction. This model is based on an anthropocentric approach to learning. Child-child interaction is relegated to the extracurricular environment, although these relationships are an important component of the socialization of children and youth, their cognitive, social and moral activities. It is obvious that the school will have to become more child-centered, more natural and organized in such a way that learning, life and emotions will not be separated from each other.

The ideas of child-centrism regarding child education remain extremely relevant today. Modern child-centrism increasingly focuses on research into the activities of social structures in a certain space where the processes of children's daily life interact as actors of the environment in which they live (Pedahohichnyy slovnyk, 2001).

This especially applies to children marginalized by society, who live in poverty and demoralization. These are children who do not find support in the family, at school, in educational and guardianship institutions, and are forced to look for friendliness, a sense of security, and proper shelter on the street. Child-centrism in the postmodern society must be deeply rooted in philosophy and social pedagogy. Thanks to research on the problems of "street children", it will be possible to find ways to solve them through social intervention and improvement of their living space (Kremen', 2009). Today, child-centrism examines not only the child, but also the world in which he lives. The study of the child's living space involves the study of the character, patterns and actions of people who concentrate their vital activity on a small spatial segment. Here we can talk about the "geographic aspect" of specific realities that take place in the child's living space (city, district, street).

For a social pedagogue, it is important to always keep in mind that when studying a child's living space, the child's socio-pedagogical and natural development are closely intertwined. Social facts, in particular pedagogical ones, have a different origin than natural laws, so their predictability is also different. You can understand them only when they have already formed into a single whole, hence the need for their description, analysis and an attempt to understand them ex post. It is possible to do this only through the reconstruction of historical and pedagogical studies and their extrapolation to modern pedagogical science and practice.

Human rights begin with the rights of the child, all those who not only teach and educate the young generation, but also bear full responsibility for it, should know about this. If the rights of the child are a component of the educational process and the education system, then they significantly increase the importance of both human and child rights, as well as the education system itself.

The reorientation of modern social culture towards mutual respect for the rights of both adults and children confirms the opinion that adults should not be burdened with responsibilities towards children all the time, otherwise it threatens to become their serf; nor should children be given exclusive rights, because this could lead to anarchy. There is no doubt that society should recognize the rights of the young generation to freedom, self-respect, and life, which would guarantee both individual and social development. Responsibility in solving this issue should be manifested through the combination of children's rights with their responsibilities.

When implementing a child-centered approach to guaranteeing children's rights on the part of society, the latter must realize that these are not rights that should govern children or rights by which children would manage themselves. Rather than all this, there should be rights that would serve children, which should be observed, respected and protected from violation by other people, as well as by human-made institutions (state, school, authorities) from injustice.

If we say that the rights of a person, like the rights of a child, arise from his nature, then this means what is called natural law, an unwritten law, a law that is higher than the law established by man. Therefore, it is indestructible and cannot be removed. Moreover, if a society of adults seriously violates this right by limiting or ignoring it, it thereby supports the inevitable conflict between children and adults.

To the extent that modern law began to penetrate the relationships between children and adults, the relationships between them also changed, which went from despotic-subject to partnership-business, which increases the need for respect, love, trust and adaptation to ethical values on both sides. and ideals.

The process of children's awareness of their rights also has an important educational aspect, because it touches the conscience of educators, awakens the vulnerability of teachers and guardians to existing evil or pathology. A special responsibility rests on those who should stand on the side of the child's rights in the state, namely, on the children's rights commissioners.

A rather difficult barrier in changing the legal status of a child is a family that adheres to the traditional approach to family education, which consists in the right of the family to raise the child as it sees fit, sometimes even "breaking" the

child's personality in the name of I of parental authority. Thus, each family establishes for itself the right of social relations with children, to which children must obey.

Increasingly, educators are paying attention to the fact that the widespread myth about the moral self-improvement of adults through their observance of the rights of the child is nothing more than a myth. This is supported by the fact that, although most European countries consider a child to be a person from birth to 18 years of age, many of them do not have legislative acts or decrees that would regulate the state's policy in the field of protection of children's rights. In fact, a child cannot realize any of the rights that belong to him independently, but only through adults. According to Robert Farson, "The emancipation of children does not mean the disappearance of any morality, but on the contrary – the rejection of its duality" (Farson, 2005).

Our relationships should be based on the same principles, moral principles, beliefs and rights. Just as the actions of adults are subject to certain rules, value systems, and prescriptions, so should children. Because the goal of emancipatory aspirations is ultimately reduction possibilities of mutual enslavement (Farson, 2005).

One of the important rights of a child is his right to self-development, because it is thanks to this right that he can be freed from violence and self-determination.

The child's right to life without physical punishment is also obvious. It applies to almost all situations of communication between children and adults, including school and extracurricular facilities. Eliminating corporal punishment from the educational practice would encourage teachers to look for other ways and methods of working with children without harming them.

Representatives of the modern anti-pedagogical trend believe that the school belongs to those institutions that destroy human rights to freedom of learning and thinking (Illich, 2002). The school, in their opinion, is not only a tool for exercising power through its repressive and selective functions, but also a place for changing human nature according to the Puritan worldview. After all, children in this case are considered "savages" who need to be constantly tamed, directed and subordinated.

Anti-pedagogues claim that the learning process begins for each person in a natural way from birth and cannot be avoided or freed from it.

The only problem is whether children want to learn with or without coercion. Instead of supporting the existing order in schools, parents should be more supportive of their own children and friendly teachers, for the sake of a better and free upbringing (Kej, 2005).

If we take into account the axiological dimension of anti-pedagogy, then it gravitates more towards the personalistic direction in pedagogy, which in turn opens up more opportunities for dialogue between personalism and anti-pedagogy, and also outlines the field of joint activity to create new relationships between the child and educator, teacher.

Among the most widespread pedagogical currents of the second half of the 20th century, which actively implemented the ideas of child-centrism in their activities, was critical-emancipatory pedagogy, which arose on the basis of the critical theory of the Frankfurt School and the protest student and student movements of the late 60s. It was characterized by a variety of worldview ideas, from liberal, critical-rationalist to orthodox-marxist.

The existing school was criticized for such shortcomings as: school stress due to students' academic overload; low level of classes (old curricula, outdated teaching methods, etc.); the dominance of object-subject approaches in education.

In contrast to such a school, the representatives of this direction sought such a school that would: have children's trust, respect them as individuals; paid attention to all children without exception; created an atmosphere of benevolence in the school.

The goals of critical and emancipatory education were as follows: opposition and resistance to conformism; critical rationality instead of irrationality that serves the public interest; social changes instead of reproduction of what already exists; cooperation and solidarity instead of fighting.

Critical and emancipatory pedagogy taught to resist what leads to harming a person. First of all, it is about the wrongs that a person suffers from society. The young generation should not immediately be involved in what is already stable and defined, because they should first of all think about themselves. Therefore, the key issues of the critical-emancipatory theory of education should be independence, criticism, creativity, and the struggle for social change.

Humanistic psychology and pedagogy, widespread in the West, also paid a lot of attention to child-centered ideas.

The main theses of humanistic psychology and pedagogy:
· The person is in the center of attention. In this way, evidence, as the most important phenomenon in human cognition, moves to the center;
· Emphasis is placed on specific traits of human character (ability to choose, creativity, self-assertion, ability to evaluate);
· The choice of formulated questions and research methods in the child's cognition should be adequate to their meaning;
· The main postulate of humanistic psychology and pedagogy is respect for human values and dignity (Shenebek, 2011).

The educational process focused on the teacher and on the individual are significantly different.

In the first case, the teacher possesses the knowledge that he must pass on to the students, in the second case, it is accepted that the students can think and learn by themselves; in the first case, the teacher has power, the students are obedient, in the second case, everyone is responsible for the learning process: the teacher, students, parents, society.

In German-speaking countries at the end of the 20th century. constructivist pedagogy gained great popularity. The ideas of constructivism were first presented by the Austrian scientist Paul Watzlawick in 1981, when he published the work "Invented Reality" (Entsyklopediya osvity, 2008). Constructivists believe that all reality is a construct created by people who believe that they are discovering and exploring reality.

The success of modern constructivism, on the one hand, lies in its similarity with cognitive psychology and systems theory, as well as such widespread phenomena in the modern world as individualization, postmodernism, and the crisis of normative disciplines (subjects).

The key competencies of constructivist pedagogy are: openness to differences, pluralism, the unknown; tolerance of disagreements, paradoxes and uncertainty; ability and willingness to observe; responsibility for one's own and others' emotionality; ability and willingness to accept decisions and suggestions from others; openness to public topics and key issues.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

All of the above gives reason to assert that child-centric ideas, just like a hundred years ago, find their place on various fields of modern maps of social sciences, regardless of the system of ideological or political coordinates in which they are located.

It can also be stated that the problems of childhood, which society tried to solve in the past centuries, did not decrease, they even increased and they became more difficult to solve than before. Cyber addiction, drug addiction, alcoholism, pedophilia, AIDS, this is far from a complete list of new challenges for the society of the 21st century, which must solve these problems already today, not forgetting that there are also other traditional ones − which move from one historical and social formations to another − problems of family education, violence against children, orphanhood, education, education, etc.

If at the beginning of the last century Ellen Key called it the "Century of the Child", and in the end it turned out to be a century in which two world wars took place, hundreds of wars between individual countries, thousands of religious armed conflicts and the same number of inter-ethnic conflicts in which millions died children, then it is better not to call the 21st century with lofty words, but to try to make every adult remember that the fate of the future of humanity depends on them, because it is in the hands of children. How we will raise them, what we will teach them, and how we will teach them, that will be the future.

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РОЛЬ ЛІТЕРАТОРІВ У ФОРМУАННІ ТА РОЗВИТКУ УКРАЇНСЬКОЇ ДИТЯЧОЇ ПЕРІОДИКИ НА ЗАКАРПАТТІ В 20-30-ТІ РОКИ ХХ СТОЛІТТЯ

Анотація. Порушена проблема актуалізується науковим інтересом і практичною значущість вивчення історичного досвіду розвитку дитячої періодики України. Її цікаву самобутню сторінку становить процес створення дитячих часописів на Закарпатті у 20-30-рр. ХХ ст. Мета і завдання дослідження полягають у з'ясуванні ролі та внеску українських літераторів (письменників, редакторів) у формування та розвитку дитячих періодичних видань на Закарпатті у 20-30-х рр. ХХ ст.

У процесі підготовки дослідження використано такі методи: евристично-пошуковий; аналізу і синтезу; контент-аналіз і дискурс-аналіз; біографічний.

Результати дослідження полягають у з'ясуванні внеску українських літераторів і педагогів (Августин Волошин, Олександр Маркуш, Іван Панькевич, Павло Кукуруза та ін.) у заснування та розвиток дитячих часописів «Віночок для підкарпатських діточок» та «Пчілка». Показано роль у їхньому виданні молодіжного часопису «Наш рідний край». Акцентовано на висвітленні організаційно-методичного досвіду редакції журналу «Пчілка» щодо влаштування шкільних свят на честь українських письменників, шкільних бібліотек і читалень, виставок, читацьких гуртків (клубів). Показано форми і методи налагодження редакції «Пчілки» зворотного зв'язку з читачами, що виявлялося в запровадженні спеціальних рубрик, публікації віршів та оповідань читачів на сторінках журналу тощо.

У висновках зазначено, що відомі українські письменники Закарпаття та емігранти з Галичини і Наддніпрянської України виступили чільними ініціаторами та організаторами процесу заснування і розвитку дитячих періодичних видань на Закарпатті у 20-30-х рр. ХХ ст. Будучи фаховими літераторами і редакторами та здебільшого професійними педагогами, вони піклувалися про те, щоб дитячі часописи не лише презентували читачеві найкращі здобутки дитячої поезії та прози, а й стали важливими дієвими організаційно-методичними осередками формування і розвитку інтересу до художнього слова, естетичних смаків, читацької культури. Не втратив актуальності досвід редакцій дитячих часописів щодо стимулювання творчої активності школярів, налагодження зворотного зв'язку із читачем, розробки методики з улаштування шкільних бібліотек, виставок, організації гурткової роботи тощо.

Ключові слова: дитяча періодика, українські літератори, Закарпаття, часопис «Віночок», часопис «Пчілка», часопис «Наш рідний край».

THE ROLE OF WRITERS IN THE FORMATION AND DEVELOPMENT OF UKRAINIAN CHILDREN'S PERIODICALS IN TRANSCARPATIA IN THE 1920s-1930s XX CENTURY

Abstract. The raised problem is actualized by the scientific interest and practical significance of the study of the historical experience of the development of children's periodicals in Ukraine. Its interesting original page is the process of creation and development of children's magazines in Transcarpathia in the 20s and 30s. XX th century

The purpose and task of the research is to find out the role and contribution of Ukrainian literati (poets, writers, editors) in the formation and development of children's periodicals of Transcarpathia in the 20s and 30s of the XXth century. The following methods were used in the preparation of the study: heuristic-search; analysis and synthesis; content analysis and discourse analysis; biographical.

The results of the research consist in clarifying the role and contribution of Ukrainian writers and teachers (Agustyn Voloshyn, Oleksandr Markush, Ivan Pankevich, Pavlo Kukuruza, etc.) in the founding and development of the children's magazines "Wreath for Podkarpatskyi Children" and "Pchilka". Their role in publishing the youth magazine "Nash nadny kray" is shown. Emphasis is placed on highlighting the organizational and methodological experience of the Pchilka magazine editorial office in organizing school holidays in honor of Ukrainian writers, school libraries and reading rooms, exhibitions, reading circles (clubs). The forms and methods of establishing feedback from the "Bee" editorial office with readers are shown, which is manifested in the introduction of special sections, the publication of their poems and stories on the magazine's page, etc.

The conclusions state that famous Ukrainian writers and poets of Transcarpathia and emigrants from Galicia and Trans-Dnipro Ukraine were prominent initiators and organizers of the process of founding and developing children's periodicals in Transcarpathia in the 20s and 30s of the XX century. As professional writers and editors and, in the vast majority, professional teachers, they ensured that children's magazines not only presented the best achievements of children's poetry and prose to the reader, but also became important effective organizational and methodical centers for the formation and development of interest in the artistic word, aesthetic tastes, reading culture. The experience of the editors of children's magazines in stimulating the creative activity of schoolchildren, establishing feedback with the reader, developing methods for arranging school libraries, exhibitions, organizing group work, etc., has not lost its relevance.

Keywords: children's periodicals, Ukrainian writers, Transcarpathia, "Vinochok" magazine, "Pchilka" magazine, "Our native land" magazine.

INTRODUCTION

The problem formulation. Children's periodicals are an important means of forming and socializing a child, therefore they should be designed for a specific age category and fulfill a set of target instructions of a cognitive, educational, and artistic nature. Ukrainian children's periodicals have gone through a complicated and long path of historical development. Its interesting original page is the development of children's magazines in Transcarpathia in the 20s and 30s of the XXth century, when the region was part of Czechoslovakia. At that time, with the efforts of a small circle of writers and teachers with the support of the general public, for the first time in the history of the region, children's magazines began to be published in the Ukrainian literary language with admixtures of local dialect.

The study of this historical experience is relevant and practically significant for the development of the theory and practice of modern pedagogical science. Children's periodicals of Transcarpathia of the interwar period present original and little-known artistic works of Ukrainian poets and writers and interesting methods and means of influencing and communicating with young readers, which under modern conditions can be used in educational and educational work with children of preschool and junior school age.

Analysis of recent research and publications. In Ukrainian pedagogical science and other fields of knowledge, considerable experience has been accumulated in studying the theory and practice of the development of national children's periodicals. This problem was comprehensively understood in the works of N. Vernyhora, E. Ogar, O. Orlyk, R. Stadniychuk, and others. Various aspects of the methodology of studying the children's press are highlighted in the studios of T. Davydenko, O. Nagornaya, O. Prokopchuk and others. The development of children's periodicals in different regions of Ukraine was studied by A. Zhivotko, Yu. Stadnytska, T. Starchenko, N. Yablonovska, and other scientists. Certain aspects of the publication of children's magazines are raised in works on the development of Ukrainian periodicals in Transcarpathia in the 20s and 30s of the XXth century. (Y. Bidzilya, M. Vegesh, V. Gabor, I. Dobosh, M. Kukhta, I. Likhtei, L. Khodanych, etc.).

However, in the aspect defined by us, the raised problem was practically not considered. This determines the scientific expediency and practical significance of its subject study.

AIM AND TASKS OF THE RESEARCH

The purpose and task of the research is to clarify the role and contribution of Ukrainian writers (poets, writers, editors, critics) in the formation and development of children's periodicals in Transcarpathia in the 20s and 30s of the XXth century.

RESEARCH METHODS

During the preparation of the study, the following methods were used: heuristic-search (for the systematization and analysis of scientific sources on the problem in question); analysis and synthesis (for the breakdown and division of processes and phenomena of the formation and formation of children's periodicals in the region and the combination of disparate data to display the object of research as a certain whole); content analysis, discourse analysis (to study certain aspects of the studied phenomena from the standpoint of scientific discourse)" biographical (to express the creative path of writers as pedagogical personalities).

RESULTS OF THE RESEARCH

The first Ukrainian periodical for children of preschool and primary school age in Podkarpatska Rus (the official name of Transcarpathia during its stay as part of Czechoslovakia in 1919–1938) was the magazine "Vinochok dlya Podkarpatskih ditochok" (not "Pchilka" as is often claimed in the literature). There is also confusion in the coverage of the historical development of "Vinochka". It follows from authoritative publications that at first, from February 20, 1920 to September 1923, it was published twice a week in Uzhhorod as an organ of the School Department of Civil Administration, and from September 1924 to 1938 as a supplement to the Tyachiv magazine "Our Native Land » (Literary encyclopedia, 2007. Vol. 1. p. 187).

The change in the status of "Vinochka" was connected with the fact that after the death of the first editor of Ya. Rozvody in October 1920, after taking over his duties, Ivan Pankevich (an emigrant from Galicia, a well-known Ukrainian linguist, publisher, teacher, public figure, moved in Transcarpathia in 1919), due to the burden of scientific and pedagogical work, could not ensure the systematic publication of the journal. In order to save the popular project among children and adults, in September 1924 Oleksandr Markush, a well-known writer, teacher, editor, author of about 20 textbooks, took up this matter. Therefore, especially after the merger in 1927 of "Vinochka" with the magazine "Nash nadny krai" he managed to attract the best creative forces of Subcarpathian Rus to cooperation.

The second, most well-known children's magazine in Zakarpattia during the researched period, "Bdzhilka" began to be published in the 1922-23 school year as a supplement for school youth to the magazine "Pidkarpatske pcholyarstvo". After his publication was transferred to "Prosvita" in 1924, Augustyn Voloshyn, the most famous public figure and teacher of Transcarpathia in the first half of the XXth century, who also distinguished himself as a writer and playwright and editor and publisher of many periodicals, took over the functions of editor-in-chief. Pavlo Kukuruza, an emigrant from Dnipro Ukraine, a well-known publisher, editor and teacher, became the administrator of "Viochka". Thus, the magazine turned into an "illustrated monthly for youth, families and people". Against this background, the main goal of "Bdzhilka" crystallized: to introduce the child to the nature and cultural traditions of the native land and the folklore and literary heritage of Ukrainian and other peoples (Voloshyn, 1927).

In the context of the investigated problem, we note such a unique phenomenon in the history of the development of youth periodicals not only in Transcarpathia, but also in the whole of Ukraine in the XXth century. as a private magazine "Our native land". It was published by the efforts of the writer-pedagogue O. Markush and the editorial board of his pen and educational colleagues who worked in a private house in Tyachiv.

The first issue of the magazine, printed on October 1, 1922, at a local private printing house, cost customers 2,500 Czech crowns. Although all issues of the magazine were sent free of charge to Ukrainian schools in Rakhiv, Sevlyush, Tyachiv, Khust districts, the local teachers, together with students and parents, constantly donated money to this cause. According to researchers' calculations, during the 17 years of its existence, until 1939, 174 issues of the magazine appeared, which contained more than 500 fairy tales and 300 ethnographic notes, 250 legends and tales and many other interesting materials. With such dedicated work, writer-pedagogue and publisher O. Markush gained recognition and authority among the general public of the region (Savchuk, 2016).

The publication of the magazine "Our native land" had a positive effect on the development of "Wreath" and "Bdzhilka" These magazines had a common circle of authors and readership. Their success and popularity among children, youth and the cultural community of Subcarpathian Rus was due to Yuriy Borshosh-Kumyatsky, Andriy Voron, Vasyl Grenji-Donskyi, Mariyka Pidhiryantsa, Yuriy Stanynets, Marusa Tysyanska, and other poets and novelists of the region, who in the columns of the mentioned magazines mostly presented their original works of art for the first time.

The popularity and scale of influence of periodicals for children and young people is evidenced by their mass circulations and other activity indicators. In the second half of the 20s of the XX century. the circulation of each issue of the magazine "Our Native Land" reached 2,000, and the magazine "Pchilka" in the early 1930s - up to 5,000 copies. During its 11 years of existence, until 1934, its total circulation was 300,000 copies, and the Pchilka New Library published 86 books, mainly for preschool and elementary school children (Voloshyn, 1937).

Subsidies from school authorities did not cover all the financial needs of these magazines, so their editors constantly appealed to the public for financial assistance. It is for this reason that numerous plans to increase the volume of circulations remained unrealized, although public requests for the printed word of this kind were constantly growing.

It is important to note the responsible civic position of Ukrainian writers regarding support and assistance to children's periodicals. They did not take royalties for the works printed on their pages, because they considered this matter to be their national duty. The same applies to the performance of the functions of editors, which were carried out on a public basis. Moreover, at the beginning of the publication and in difficult times, the editors of the magazines "Our native land" and "Pchilka" O. Markush and A. Voloshyn published them at their own expense.

Ukrainian writers saw in periodicals not only an opportunity to present their creative work, but also an effective organizational and methodical factor in the formation of children and young people's permanent interest in good writing, artistic and aesthetic tastes, reading culture.

In the implementation of these tasks, the editorial office of "Bdzhilka" has accumulated productive experience. In one of his columns, the well-known teacher, editor and historian of the Ukrainian press, Arkady Zhivotko, presented original methodological developments in the organization of children's public and school libraries and reading rooms. They have not lost their practical significance, so they need objective consideration.

According to A. Zhivotka, children should take "the most active part" in the organization of holidays, "freely getting acquainted with the literature and public life of their people."

In this way, they "satisfy their aesthetic needs..., develop a sense of community." To accommodate such events, he developed a number of "demonstration" scenarios for holidays in honor of T. Shevchenko, as well as O. Dukhnovych and other Transcarpathian writers. They had the following components: "Introduction"; "Declamation"; "Music (violin, piano)"; "Abstract"; "Living image"; "Singing (solo or choir)"; "Choir" and others. The children themselves had to furnish the halls for holding such events. For this, drawings and other props related to the life of the writer and his works were prepared (Zhyvotko, 1927b).

The methodical development of student exhibitions, which, according to A. Zhivotka, should be held at school twice a year for several days, is also interesting and relevant. They can have the following sections: "manual labor"; "painting"; "journeys (excursions)"; "work in the garden, in the garden"; "children's holidays"; "reading books". During the preparation of the exposition "reading books", children individually or in groups compile catalogs, make diagrams and cartograms. On this basis, two departments and their "sub-departments" (informative blocks) are formed: 1. "Book collection: a) the number of books in individual thematic subdivisions, b) how many books have been read in a certain period, c) a comparative table of reading books by thematic subdivisions, d) copies of library books; 2. "Publishing house: a) magazines, b) how many children participated in the work of the book collection as employees, c) creativity

and work of employees in fields (poems, short stories, memories, etc.), d) samples of magazines," etc. Arrangements of other sections of the exhibition were to be carried out by members of the respective interest groups (Zhyvotko, 1927a).

Under modern conditions of complete "computerization" of the educational process and the growing trend of "separating the student from the book", the method of organizing children's libraries developed by the editors of "Pchilka" is being updated. On the basis of "small groups" a circle (club) is created, which elects a librarian and a library committee. Therefore, the work is carried out in "steps" together with the teacher and "all the children" (class, group, etc.): a list of books that must be purchased by purchase, subscription, order is drawn up; the sequence of their reading is determined; a joint discussion of what has been read is carried out; events for the development of reading culture, etc. are held. In order to successfully conduct work, students must learn the basics of library work, in particular, the rules of cataloging literature by section: "I Tales; II. Stories from history and works of art (by headings)...; V. Biographies of writers and public figures; VI. Children's theater (plays, advice, etc.)...; X. Children's periodicals" etc. (Children's library of Pcholki, 1927).

An important feature of such methodological developments is a clear focus on the development of self-governance of the student body. In fact, they did not talk about the teacher, the educator, therefore their "external" participation was reduced primarily to the awakening of initiative, encouragement to work, unobtrusive correction of the process of self-activity.

The effectiveness of this organizational and methodical work is evidenced by the correspondence of students and teachers to the editorial office of "Bees". For example, in the rubric "Reading room "Bdzhilka" there was a constant exchange of opinions about ways to develop student libraries and reading rooms.

In one of the posts, some "B. Z." (probably the teacher of the city primary school) tells about the work experience of school reading rooms, which he studied during the "scientific trip to the Czech Republic", B. Z., 1927). and large plans of activities of the "Bdzhilka" reading room created with her (Mila "Pcholko", 1927).

In continuation of this topic, let's note the accumulated experience of the editors of "Pchilka" in establishing feedback with readers. Materials from the sections of the magazine "Young Collaborators' Corner", "Plastovy Kutok", etc. contain informative messages from students, teachers and parents (by the way, they had typical titles such as "Tsylya from Maramoros"; My letter to "The"Bdzhilka", etc.) about the content and nature of extracurricular work on arranging meetings with local writers, festive events honoring famous writers of Transcarpathia, etc.

The initiative to identify school youth capable of literary creativity was successfully implemented. In the pages of "Bees" we find original samples of the pen of novice poets, such as, for example, Mariyko Vursta's poem "Morning", which clearly imitates the poetic melody of Lesya Ukrainka; Ivan Kedyuvych, a 4th-grade student of the municipal school in Perechyn, "I was mowing rye on the mountain", which interprets folk economic poetics in artistic words.

The editors of the magazine "Wreath for Subcarpathian Children" led by O. Markush established a meaningful and mutually beneficial relationship with the young reader. In a series of appeals and methodological instructions, she encouraged students of gymnasiums and urban schools to collect folklore monuments in their places of residence. After appropriate processing and systematization, the best materials of the collection work were printed on the pages of the magazine. By the way, scientists noticed among such contributors the names of future famous figures - writer Y. Stanynets, editor and publisher S. Rosokha, and others.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, well-known Ukrainian writers and poets of Transcarpathia and emigrants from Galicia and Trans-Dnipro Ukraine were prominent initiators and organizers of the process of founding and developing children's periodicals in Transcarpathia in the 20s and 30s of the XXth century. As professional writers and editors and, in the vast majority, professional teachers, they ensured that children's magazines not only presented the best achievements of children's poetry and prose to the reader, but also became important effective organizational and methodical centers for the formation and development of interest in the artistic word, aesthetic tastes, reading culture. The experience of the editors of children's magazines in stimulating the creative activity of schoolchildren, establishing feedback with the reader, developing methods for organizing school libraries, exhibitions, organizing group work, etc., has not lost its relevance.

Prospects for further research can be seen in the analysis of poetic and prose works of writers from different regions of Ukraine, which were published on the pages of children's periodicals of Transcarpathia in the 20s and 30s of the XXth century.

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НАПРЯМИ ТРАНСФОРМАЦІЇ ОСВІТНІХ ПРОГРАМ ІНШОМОВНОЇ ПІДГОТОВКИ МАГІСТРІВ-ФІЛОЛОГІВ (початок XXI ст.)

Анотація. Мета статті — розкрити основні напрями трансформації програмового забезпечення іншомовної підготовки магістрів-філологів у вітчизняних закладах вищої освіти на початку XXI століття. Актуальність проблеми зумовлюється трансформаційними змінами освітньо-професійних програм, відповідно до національних інтересів та освітніх потреб у контексті Європейського освітнього простору.

У статті висвітлено основні проблеми й перспективи розвитку магістерської освіти в Україні загалом та іншомовної підготовки магістрів-філологів зокрема. Описано конструктивні ідеї вчених стосовно розробки освітніх професійних програм магістерського рівня різного профілю. Ідеться передусім про: а) інноваційну спрямованість підготовки фахівців; б) науково-дослідницький складник освітніх і навчальних програм; в) варіативну частину навчальних планів; г) кроскультурний характер освітнього контенту; ґ) тісну співпрацю розробників програмового забезпечення з працедавцями та д) європейську орієнтацію й ціннісне значення освітньої діяльності. Автори окреслюють основні напрями формування програмового забезпечення іншомовної підготовки магістрів-філологів на сучасному етапі, із яких вказують на стандартизацію змісту й результатів освітньої діяльності; диференціацію змісту навчання і форм контролю за його результатами на різних рівнях вищої освіти; компетентнісну спрямованість й особистісну орієнтацію підготовки фахівців з вищою освітою; взаємозв'язок між освітньо-професійною програмою та програмами навчальних дисциплін; варіативність змісту вищої освіти з урахуванням європейських, національних та індивідуальних потреб і можливостей.

Визначено напрями трансформації програмового забезпечення іншомовної підготовки магістрів-філологів, що зумовлені стандартизацією змісту й результатів освітньої діяльності, диференціацією змісту навчання і форм контролю за його результатами та варіативністю змісту вищої освіти з урахуванням європейських, національних та індивідуальних потреб і можливостей. Зроблено висновок, що непереходною умовою ефективних трансформаційних змін програмового забезпечення іншомовної підготовки магістрів-філологів в Україні є її європейська освітньо-культурна інтеграція.

Ключові слова: стандартизація освіти, програмове забезпечення, трансформаційні зміни, європейська інтеграція, зміст освіти, результати освітньої діяльності, ціннісна орієнтація, компетентнісний характер.

TRENDS OF ALTERATION OF EDUCATIONAL PROGRAMS OF FOREIGN LANGUAGE TRAINING OF PHILOLOGY MASTERS (at the beginning of the 21st century)

Abstract. The aim of the study is to to reveal the main trends of alteration of programe provision of foreign language training of philology masters at the beginning of the 21st century.

Relevance of the problem is determined by transformational changes in educational and professional programs in accordance with national interests and individual needs in the context of the European educational space.

The article covers the main problems and prospects for the development of master's education in Ukraine in general and the foreign language training of philology masters in particular. Constructive ideas of scientists regarding the development of educational professional programs at the master's level of various profiles are highlighted. First of all, it is about: a) innovative orientation of training specialists; b) scientific and research component of educational and training programs; c) variable part of educational plans; d) cross-cultural nature of educational content; e) close cooperation of programe provision developers with employers and e) European orientation and value meaning of educational activities.

The authors outline the main trends in the development of programe provision of the foreign language training of philology masters at the current stage, among which they point to the standardization of the content and results of educational activities; differentiation of the content of education and forms of control over its results at different levels of higher education; competence orientation and personal orientation of training specialists with higher education; correlation between the educational and professional program and programs of academic disciplines; variability of the content of higher education taking into account European, national and individual needs and opportunities.

European educational and cultural integration is considered an indispensable condition for effective transformational changes of programe provision of foreign language training of philology masters in Ukraine.

Keywords: standardization of education, programe provision, transformational changes, European integration, content of education, results of educational activity, value orientation, competence character.

INTRODUCTION

The problem formulation. The transformational changes taking place in the field of higher education in Ukraine concern primarily programe provision of professional training of future specialists. The development of master's educational programs is of great interest, since the second level of education in Ukraine requires special programe provision that does not duplicate the content of bachelor's training and is a stepping stone to scientific activity. In addition, it is the master's level of higher education that is designed to provide specialists with the appropriate level of competitiveness, promotes their further professional and educational activities. At the same time, the trends and difficulties of alteration of educational and professional programs of the second level of foreign language higher education of philologists in Ukraine are not sufficiently covered in scientific periodicals.

Analysis of recent research and publications. Problems and trends of master's training have been highlighted by scientists: A. Baliuk, N. Batechko, I. Batsurovska, S. Vitvytska, I. Haidai, V. Lozova, N. Machynska, N. Myronchuk, O. Piehota, A. Rastryhina, S. Sysoieva and others.

The author's concept of pedagogical training of masters of education is offered by S. Vitvytska. With regard to the content and focus of educational programs, we are interested in her ideas of forming master's abilities for innovative activity, self-development and self-realization, bringing the educational process closer to research activity and creating one's own product of cognitive work (Vitvytska S., author's abstract, 2011, p. 42). A. Baliuk holds a similar opinion, insisting on the preparation of masters for the organization and conduction of scientific and research activities (Baliuk A., 2015, p. 7-11); N. Machynska emphasizes the innovative component of educational programs, insisting on close cooperation with employers (Machynska N., 2013, p. 97-98).

Professional interest is also caused by the acmesynergistic approach to master's training, the essence of which N. Batechko sees in the openness of all factors of influence on the pedagogical environment, which strives for self-organization (Batechko N., 2016, p. 272). Therefore, the scientist pays special attention to the selective part, considering it the basis of the master's program (Batechko N., 2016, p. 275).

The cultural aspect of the problem of the formation of professional competence of higher school teachers is highlighted by N. Myronchuk, naming the main trends which cause changes in the training of specialists: a) the formation of a planetary communicative space, in which the processes of professional communication are intensified, including a foreign language, and b) the expansion of opportunities and needs of personal development the growth of the need of personal and professional self-organization"   (Myronchuk N., 2017, p.334), which significantly strengthens the motivation for studying foreign languages languages and training for this purpose the relevant pedagogical personnel of high qualification.

V. Lozova names the main components that determine the content, forms and directions of subject action, which relate to the key components of the pedagogical process (Lozova V., 2013). She points to "...four components of the content of education: knowledge about the world and methods of intellectual and practical activity; experience in the implementation of methods of activity; experience of creative activity and experience of emotional and value attitude", which proves the developers' orientation to knowledge, rules of activity and value orientations of the subjects of the educational process, giving educational activity a cultural and competence orientation.

V. Bobrytska points out the correspondence of the professional training of masters in the field of education to the European structure of the profile of the educational and professional program; problems and prospects of master's education are analyzed by A. Rastryhina; I. Batsurovska characterizes the features of master's training in the conditions of open distance courses. V. Zakharchenko, V. Lugovyi, Yu. Rashkevych and Zh. Talanova offer methodical recommendations for the development of educational programs of higher professional education.

In general, scientists put forward constructive ideas regarding the development of educational professional programs at the master's level, in particular, they point to their: a) innovative orientation; b) scientific and research component; c) variable part; d) cross-cultural nature; e) close cooperation with employers and e) European orientation and values. However, their works are not enough connected with foreign language training of philology masters.

THE AIM AND RESEARCH TASKS

The aim of the study is to reveal the main trends of the alteration of the programe provision of foreign language training of philology masters at the beginning of the 21st century.

RESEARCH METHODS

Research methods: theoretical analysis, historical-pedagogical approach, systematization of pedagogical ideas.

RESULTS OF THE RESEARCH

The issues of programe provision of foreign language training of philology masters, although have their own subject specifics, are inseparable from the problems of master's education in general. For example, V. Bezliudna actualizes the issue of content renovation of the training of future teachers of foreign languages, emphasizing the variability of curriculum and building on the basis of higher education standards of the competence model of this work using the credit system (Bezliudna V., 2018). S. Vitvytska points out the need to develop an educational and professional program for specialized training of specialists in accordance with their future scientific and research, management and teaching activities. Examining the problem of training future teachers of foreign languages, she identifies the main stages of the formation of the master's degree in Ukraine and Russia, that cover the second half of the last century and the beginning of the current one (Vitvytska S., 2006, p. 69-71).

In turn, H. Piatakova characterizes the leading trends in the foreign language didactic training of philology masters in the universities of the Visegrad Group countries, emphasizing the aim and content of master's education, the relevance of the educational program and the European vector of education in Ukraine (Piatakova H., 2020). I. Haidai, for example, calls humanitarian, psychological-pedagogical, and scientific-practical as the main components of the professional training of philology masters, including foreign language training, which should fill the content of higher education (Haidai I., 2017).

Regardless of the different views of scientists on the problems of modernization of educational programs, all of them mainly concern the content of educational activities. At the beginning of the XXI century there was a more clearly visible trend of renovation of educational programs, curriculum and programs not only taking into account national needs and opportunities, but also the requirements of the European educational society in the context of Ukraine's integration into the EU. Therefore, transformational changes in the content and forms of higher education in Ukraine are increasingly oriented towards European standards. Radical transformations caused by the requirements of the State Educational Standard for a Foreign Language (1998) concern primarily the content components of educational programs, especially regarding the formation of the ability of specialists to communicate in foreign languages and further training, which should prepare speakers of another language as the driving force of European integration.

Since the achievement of the specified in the program documents results of the educational process means the transformation of the defined competencies into personal qualities of the subject level and competence filling, the communication capabilities of the foreign language activities of the future philology masters are actualized, the quality of their training directly depends on the content of the educational programs and the results of their assimilation. The effectiveness of the development of educational programs, curriculum and programs of educational disciplines, means of diagnosing the results of educational activity is determined by understanding the aim, content and expected results of higher education of a certain level and specific profile, by understanding the key patterns of this process.

Integration processes in the European space require in Ukraine a significant reform of the content and forms of education in accordance with world, national and personal challenges, which corresponds to the modern cultural theory of the tripling of education, which, according to A. Sbruieva, "presupposes taking into account general trends in education, specific regional educational needs and individual interests of each participant in the educational process" (Sbruieva A., 2004, pp. 71-73). Therefore, the coverage of the problem of the variability of the content of higher, in particular, master's education is actualized. In addition, the variability of education is a requirement of the European community. Emphasizing on the alteration of the aim and content of master's education in Ukraine, the relevance of the educational program in the European space, H. Piatakova points out the necessary components of state standards of higher education in the countries of the Visegrad Group: state, branch and the component of the institution of higher education (Piatakova H., 2020 , p. 229), the consideration of which corresponds to the challenges of the time.

A similar trend is progressing in our country. In the decree of the Ministry of Education and Culture of Ukraine "On the approval of the Regulation on the organization of the educational process in higher educational institutions" dated June 2, 1993 No. 161, the main concepts of this work have been defined: the State Standard of Education, educational and professional program, curricula of disciplines, normative and selective, developed to implement the educational process in higher education in modern Ukraine.

The introduction of graduate education (1997) in Ukraine contributed to a deeper differentiation of the content of education and forms of control over its results at different educational and qualification levels: "bachelor", "specialist" and "master". Then, - reminds H. Piatakova, - "... it was proposed to form the content of the variable part of the educational and qualification characteristics" (Piatakova H., 2020, p. 229), which made it possible to make corrections to the list of specialties and educational plans and programs. The variability of higher education was a noticeable step towards meeting the needs of applicants, expanding the opportunities of graduates to get a profitable job, finding their way in the difficult market circumstances of life in a timely manner. The relevance of a variable approach to higher education programming is also explained by the fact that domestic scientists consider the openness of Ukrainian education to be an important condition for cultural integration. V. Ogneviuk affirms "Globalization of economic, political and cultural relations in the world causes the formation of open educational systems and generally accepted dimensions of education" (Ogneviuk V., 2013, p. 43). The openness of education is explained as the ability to change its content and forms under the influence of not

only internal but also external factors. It is the variability of the content of education that is the basis of the transformation of educational activity programe provision at the current stage.

The analysis of the main publications on the research problem still shows that programe provision of foreign language training of philology masters in particular future teachers of the English language, has not yet become the subject of a special systematic research of specialists. It is positive thing, that scientists focus on the structure and openness of the content of professional training of students, emphasize the competence potential and the psychological-pedagogical component of educational programs, determine the results of educational activities and methods of their diagnosis, which is of fundamental importance for the development and improvement of educational program documents. Transformations of programe provision are connected with the conditions and requirements of the European educational space, which leads to the appropriate standardization of educational programs of higher professional education. The content characteristics of the educational process, reflected in educational program documents, are interpreted by scientists as pedagogical values of modern education, which have a long-term prospective character regarding the content and results of educational activities, which are the main components of every educational program for training specialists of the appropriate profile and level of education.

There is also a risk of exceeding the variable share of the educational program and thus of the educational plan of specialists, which will give these educational documents local character. Among the shortcomings of the programe provision is the separation of the subject planning of educational disciplines from the educational program, the content and scope of which was formed according to the educational and qualification characteristics of the specialist, and not according to the state standard of higher education. Hence, universities have different profiles of the same specialties, which does not contribute to the formation of given competences within certain qualification "frameworks" and makes it difficult to monitor the quality of higher education.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Conclusions. The main directions of formation of programe provision of foreign language training of philology masters at the current stage are the following:

standardization of the content and results of educational activities in the European context; differentiation of the content of training and forms of control over its results at different levels of higher education; competence and personal orientation of the training of specialists with higher education; the interconnection between the educational and professional program and programs of academic disciplines; variability of the content of higher education taking into account European, national and individual needs and opportunities.

Prospects for further research of the problem are outlined in the directions of alteration of programe provision of foreign language training of philology masters and in search of the interaction of programe and methodical provision of foreign language training of philology masters, taking into account the main trends of their transformations.

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МОВНІ ДИСКУСІЇ ТА ЇХ УПЛИВ НА ОСВІТНЬО-ПЕДАГОГІЧНІ ПРОЦЕСИ ЗАКАРПАТТЯ В 20-30-ИХ РОКАХ XX СТОЛІТТЯ

Анотація. Засвоєння державної мови представниками національних меншин України сприяє повноцінній реалізації їхніх конституційних прав, максимальної інтеграції в усі сфери суспільного буття, працевлаштування та конкурентоспроможності тощо. Досвід урегулювання мовних питань за умов полікультурності поступово формувався й у Закарпатті, особливо це помітним було у XX столітті, перша половина якого означена державно-територіальними змінами в підпорядкуванні закарпатських земель різним країнам, наслідком чого було впровадження освітньої та мовної політики, які визначали можливості місцевого населення щодо вивчення державної та національних мов. Стаття присвячена вивченню впливу мовних дискусій на освітньо-педагогічні процеси в Закарпатті в 20-30 роках XX століття.

Методи дослідження: контент-аналіз історичних, історико-педагогічних, архівних і довідникових джерел з досліджуваної проблеми; проблемно-хронологічний метод для вивчення динаміки впливу мовних дискусій на освітні процеси та забезпечення рідномовного навчання в закладах освіти Закарпаття. У статті досліджено вплив мовних дискусій на освітньо-педагогічні процеси в Закарпатті у 20-30-их роках XX століття, коли воно перебувало в складі Чехословацької республіки. Чехословацький уряд упроваджував демократичну освітню політику та закріпив право Підкарпатської Русі на самостійні законодавчі повноваження з питань мови та освіти. За цей період стрімко зросла кількість шкіл з русинською мовою навчання, що потребувало оновлення змісту освіти, створення нових підручників тощо. Проведено огляд процесу визначення варіанту літературної мови в контексті суперечок між представниками русинського, проукраїнського та проросійського напрямів. Визначено, що основне протистояння відбувалося між проукраїнським та проросійським напрямами, кожен із яких послуговувався своїми граматиками, створював педагогічні товариства та періодичні видання, на сторінках яких відстоював свої погляди щодо мови, освіти тощо. Особливу увагу звернено на мовний плебісцит 1937 р., який проводився за ініціативи чехословацького уряду щодо вибору варіанту граматики, за якою потрібно було організувати процес навчання в закладах освіти краю. Крапку в мовній дискусії поставило визнання Автономним урядом Підкарпатської Русі 1938 р. української мови як державної мови, а також мовою освіти та навчання.

Ключові слова: рідномовне навчання, державна мова, літературна мова, мовні дискусії, Закарпаття.

LANGUAGE DISCUSSIONS AND THEIR INFLUENCE ON THE EDUCATIONAL AND PEDAGOGICAL PROCESSES OF TRANSCARPATHIA IN THE 20-30S OF THE XX-TH CENTURY

Abstract. Learning the state language by representatives of national minorities of Ukraine contributes to the full realization of their constitutional rights, maximum integration into all spheres of social life, employment and competitiveness, etc. The experience of settling linguistic issues in the conditions of multiculturalism was also gradually formed in Transcarpathia, this was especially noticeable in the XX-th century, the first half of which was marked by state-territorial changes in the subordination of Transcarpathian lands to various countries, which resulted in the introduction of educational and language policies that determined the capabilities of the local population regarding the study of state and national languages. This article is devoted to the study of the influence of language discussions on educational and pedagogical processes in Transcarpathia in the 20s and 30s of the XX-th century. The methods are content analysis of historical, historical-pedagogical, archival and reference sources on the researched problem; a problem-chronological method for studying the dynamics of the influence of language discussions on educational processes and ensuring mother-tongue education in Transcarpathian educational institutions.

The article examines the influence of language discussions on educational and pedagogical processes in Transcarpathia in the 20s and 30s of the XX-th century, when it was part of the Czechoslovak Republic. The Czechoslovak government implemented a democratic educational policy and established the right of Subcarpathian Rus to have independent legislative powers in matters of language and education. During this period, the number of schools with the Ruthenian language of

instruction increased rapidly, which required updating the content of education, creating new textbooks, etc. An overview of the process of determining the variant of the literary language in the context of disputes between representatives of the Ruthenian, pro-Ukrainian and pro-Russian trends was carried out. It was determined that the main confrontation took place between pro-Ukrainian and pro-Russian trends, each of which used its own grammars, created pedagogical societies and periodicals, on the pages of which it defended its views on language, education, etc. Special attention is paid to the language plebiscite of 1937, which was held at the initiative of the Czechoslovak government on the subject of choosing a variant of grammar, which should be used to organize the learning process in educational institutions of the region. The language debate was put to an end by the recognition by the Autonomous Government of Subcarpathian Rus in 1938 of the Ukrainian language as the state language, as well as the language of education and training.

Keywords: native language education, state language, literary language, language discussions, Transcarpathia.

INTRODUCTION

The problem formulation. The relevance of the problem we are investigating is determined by the socio-historical processes of today, among which is the military aggression by the Russian state aimed at exterminating the Ukrainian people, culture, and history of the language. The issue of language in Ukrainian history had a difficult way of becoming a state language, but now no one has any doubts that language is an important sign of statehood. Educational institutions have a prominent place not only in the process of learning and acquiring the state language, but also in the formation of national consciousness and self-awareness of the younger generation. This is confirmed by the adoption of such documents as the Law of Ukraine "On Education" (2017) and the Law of Ukraine "On Ensuring the Functioning of the Ukrainian Language as the State Language" (2019), which determine that "the language of the educational process in educational institutions is the state language." Compliance with the norms of these laws is of particular importance in the conditions of a multicultural and multilingual environment, because learning the state language by representatives of national minorities of Ukraine contributes, first of all, to the full realization of their constitutional rights, maximum integration in all spheres of social life, employment and competitiveness, etc. It should be noted that the experience of settling language issues in conditions of multiculturalism was also gradually formed in Transcarpathia, this was especially noticeable in the 20th century, the first half of which was marked by state-territorial changes in the subordination of Transcarpathian lands to various countries, which resulted in the introduction of educational and language policies that determined opportunities for the local population to learn state and national languages. Let us dwell on the Czechoslovak period in the history of Transcarpathia, which lasted from 1919 till 1938, was characterized by democratic processes in the field of education and, at the same time, was full of language discussions that directly influenced the development of educational and pedagogical processes in the edge. A. Bondar, V. Homonnai, A. Ihnat, H. Lemko, M. Klyap, M. Kukhta, L. Malyar, Yo. Peshyna, H. Rozlutska, V. Rosul, F. Stoyan, M. Talapkanych, O. Fizeshi and others carried out historical and pedagogical studies on the development of education and schooling in Transcarpathia within the specified chronological period. The issue of the functioning of the state and national language in the educational sphere was the subject of scientific analysis by S. Melnyk, R. Ofishchynskyi, H. Rozlutska, Ch. Fedynets, O. Fizeshi, S. Chernychko, V. Shandor and others. Since language and educational issues are an integral part of the socio-political life of the region, scientific works of a general historical nature, which served to study the historical background of "language discussions", among which the investigations of M. Vegesh, S. Vidnyanskyi, V. Hanchyn, Ye. Zadorozhnyi, I. Likhtei, P.-R. Mahochyi, P.Petryshche and others.

AIM AND TASKS OF THE RESEARCH − this article is devoted to the study of the influence of language discussions on educational and pedagogical processes in Transcarpathia in the 20s and 30s of the XX-th century.

RESEARCH METHODS: content analysis of historical, historical-pedagogical, archival and reference sources on the researched problem; a problem-chronological method for studying the dynamics of the influence of language discussions on educational processes and ensuring mother-tongue education in Transcarpathian educational institutions.

RESULTS OF THE RESEARCH

The 20s and 30s of the XX-th century are considered by many researchers of the history of Transcarpathia to be the most favorable period in the formation and development of this edge. This period in scientific and historical writings became known as the "Czechoslovak period", which came in 1919 to replace the "Austro-Hungarian period". After all, after the events of World War I, the Transcarpathian lands became part of the Czechoslovak Republic. Such a state-territorial transformation was at that time "not the only possible, optimal and, moreover, far from the worst step. ... The conditions for Transcarpathia's inclusion in the Czechoslovak Socialist Republic ... were, in general, quite attractive and democratic - to grant the widest autonomy, which is only compatible with the integrity of the Czecho-Slovak state." All this opened up new opportunities for the socio-economic and national-cultural development of this region, one of the most backward at the beginning of the XX-th century regions of Europe" (Vidnianskyi, 1994, p. 135). At the Paris Peace Conference of 1919, the right to exercise "legislative powers in matters of language, schooling, religion and some others" was established for Subcarpathian Rus (here: under this name the Transcarpathian lands formed an administrative unit within the Czechoslovak Republic − O.F.) (Narysy istorii Zakarpattia. T. II (1918-1945): istoriia, 1995, p. 110-111). It is important to note that this was a significant achievement, because during the Austro-Hungarian period, the Transcarpathian edge did not have such powers and was completely guided by Hungarian normative documents on education and language.

The Czechoslovak government contributed to the creation of appropriate conditions for the activity of primary schools, so the Senate of the Czechoslovak Republic passed an order in 1921, obliging the local authorities of Subcarpathian Rus to make about 150 schools − state and parochial − suitable for teaching, so that "that cultural filth as much as possible rather eliminate [here: according to the ascertaining part of the order, in many villages, children who turned 7 years old

still did not attend school – O.F.]" (Rozporiadzhennia Ministerstva osvity Chekhoslovachchyny pro podil vchyteliv na okremi hrupy, pro vstanovlennia zarplaty vchyteliam ta spysky vchyteliv horozhanskykh shkil 1922-1925 rr., 1921-1925, sheets 13). Statistical data on the dynamics of the growth of folk's primary schools are presented in the table 1, which eloquently testify to the democratic educational policy in the context of ensuring the educational needs of different nationalities in mother tongue education.

Table 1

The Dynamics of the Development of Schooling in Subcarpathian Rus (from 1920 - till 1938)

The language of learning	Folk's Primary Schools		
	1920	1931	1938
Ruthenian	321	425	463
Czech	22	158	188
Hungarian	83	101	117
Others	49	43	35
In Total	475	727	803

Source: (Mahochii, 1994, p. 206).

As can be seen from the table 1, the largest number of folk primary schools were schools with the Ruthenian language of instruction. Actually, what do we mean by "Ruthenian language"?

In the 20s of the XX-th century, the society of Transcarpathia was divided into three parts: one of them considered themselves Ruthenians and spoke a Ruthenian dialect (in the 1930s, they switched to the grammar rules of I. Haraida); the second – Muscophiles – considered Ruthenians part of the "Russian people" and used the Russian language; the third – considered themselves part of the Ukrainian people, were called Ukrainophiles and used the Ukrainian language (according to the grammar of I. Pankevych) (Mahochii, 1994, p. 82-85). It should be noted that the struggle between the Ukrainian and Russian trends took place in all spheres of social life, including education. Therefore, a commission was created at the Czech Academy of Sciences to establish the literary language of the Transcarpathian edge. Next, we present an excerpt from the conclusion of the commission: "1) it is primarily up to him to decide on the literary language of any nation; 2) artificially creating a new literary language for the inhabitants of Subcarpathian Rus would be not only very difficult, but also completely inappropriate from a scientific point of view, and undesirable from the point of view of Slavic politics; 3) in view of the fact that the local Ruthenian dialect referred to in the statute is, without a doubt, a Little Ukrainian dialect, therefore it is necessary to recognize for the local population the literary language of Little Russian, which is used by its neighbors and fellow tribesmen, that is, Galician Ukrainian...; 4) so that the population of Subcarpathian Rus' does not lose consciousness that, as Ukrainians, they are also members of the great Russian nation, it is recommended to introduce mandatory teaching of the Russian language in secondary schools; 5) for scientific and political reasons, it is desirable that the previous literary attempts to create a separate literary language for the Carpathian Ruthenians, the example of which is, for example, Voloshyn's grammar, were professionally followed up" (Shandor, 1992, p. 222-223). The researcher of the history of Transcarpathia, V. Sandor, noted that "Czech politics introduced and supported the Muscovite cultural movement in us, which caused many disasters. Only from the point of view of dizzy Czech Muscophilism could such an illogicality appear in point 4 that Ukrainians are also members of the great Russian nation" (Shandor, 1992, p. 223).

In the context of our research, the language debate that arose between representatives of different directions influenced, first of all, the activities of pedagogical societies, pedagogical periodicals, the process of creating school textbooks that used different grammars, etc.

Thus, the pro-Ukrainian direction was represented by the Pedagogical Society of Subcarpathian Rus, founded in 1924 by Augustyn Voloshyn. It included many members of the "Prosvita" society, which advocated the idea of Ruthenians belonging to the Ukrainian people and the need to use the Ukrainian literary language in all spheres, including education. The Department of Education of Subcarpathian Rus and the progressive pedagogical community of the region closely cooperated with the Pedagogical Society of Subcarpathian Rus. First of all, this cooperation concerned the issue of textbook creation, compilation of methodical literature, etc. In particular, the Lviv branch of "Prosvita" received orders regarding Ukrainian-language literature: "A request to send to the small library the books by M. Vovchok "Sister", B. Grinchenko "Dyadyko Tymokha", M. Kulish "Stories", Yu. Fedjkovych "A Selection from Literary Works", S. Rudanskyi "Singers"...." (Perelik literatury zamovlenoi u Lvovi dlia filialu tovarystva v m. Uzhhorodi, a takozh yoho zaiava po pytanni dalshoi peredplaty lvivskykh zhurnaliv «Zhyttia i znannia» ta inshykh, 1933-1938 rr., sheet. 2), as well as an order for a subscription to the magazine "Life and Knowledge". There were also periodicals of a pro-Ukrainian orientation, founded by the Pedagogical Society of Subcarpathian Rus, in particular: " Subcarpathian Rus" (1926-1936), "Our Native Edge" (1922-1939), "Pchilka" (1922-1932), etc. In 1929, the "Teachers' Community" began its activities – a pedagogical association that advocated the Ukrainization of education in Subcarpathian Rus and founded the pro-Ukrainian pedagogical magazines "Our School" and "Teacher's Voice". The pro-Russian trend was represented by the Teachers' Society of Subcarpathian Rus, founded in 1921. It also included members of the Society named after Oleksandr Dukhnovych, who called themselves Ruthenians and suggested using the Ruthenian dialect in daily communication, but insisted on using the Russian language in education and cultural life, because at that time "the Russian literary language was codified, had great authority and high cultural value" (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura, 2010, p. 657). The activities of the Teachers'

Association of Subcarpathian Rus were supported by the Czechoslovak government and representatives of the Russian emigration. For example, Pryashiv school inspector Ihor Husnai recommended the use of the Russian literary language in school, as he considered the local Ruthenian dialect to be a manifestation of provincialism, and the Ukrainian language to be an Austro-Polish invention (Husnai, 1921, p. 2-8).

It should be noted that in education and schooling, the language debate affected the language of instruction and textbooks, which were compiled according to different grammars, which brought considerable chaos to the learning process. Thus, representatives of the pro-Ukrainian direction preferred the grammar of I. Pankevych "Grammar of the Russian language for the younger classes of secondary and urban schools" (1922, 1927, 1930), and representatives of the pro-Russian direction preferred the grammar of E. Sabov "Grammar of the Russian language" (1924). However, none of these textbooks can be called exclusively Ukrainian or Russian grammar, because the authors "brought them closer to local dialects, that is, no grammar fully corresponded to the literary version of the given language" (Zakarpattia 1919-2009 rokiv: istoriia, polityka, kultura, 2010, p. 659). In order to stop the long-standing disputes surrounding this issue, the government initiated a referendum in 1937, the main task of which was to choose a grammar – pro-Ukrainian or pro-Russian. Even before the beginning of the referendum, the pedagogical magazine "Narodnaya Shkola", which was published by the pro-Russian Teachers' Society of Subcarpathian Rus, published an appeal by the Board of the Teachers' Society to all "Russian teachers and Russian parents", in which they warned teachers against participating in the plebiscite, since they had to choose the language of instruction only parents of students. Teachers could be subject to disciplinary punishment for campaign work. Addressing parents, members of the Teachers' Association of Subcarpathian Rus emphasized that the textbooks used in schools were written by non-Carpathian authors (V. Birchak, I. Pankevych, etc.) and served as an experiment for the introduction of Galician-Polish jargon, which they called "sometimes Russian, then Little Russian, then Ukrainian." Instead, parents were offered to choose textbooks written by local authors (I. Dobosh, M. Vasylenko, M. Mykyta, E. Sabov, etc.), who imitated O. Dukhnovych and other Awakeners of the second half of the XIX-th century: "We must follow in the footsteps of our ancestors and ensure the future of our children with our national culture, our native Russian language!" (Vnymaniiu vseho russkaho uchytelstva y russkykh rodytelei, 1937-1938, p. 4). Representatives of the Russophile trend tried in every way to justify the idea of the unity of the Carpathians with the great Russian people, and to recognize the Russian language as a single literary language. After such large-scale work, the result turned out to be quite expected: out of 427 schools that participated in the referendum, 73% of respondents preferred the Russophile grammar of Yevmenii Sabov (Fedor, 1937-1938, p. 2). The results of the language plebiscite of 1937 raised doubts among the Ukrainian-speaking intelligentsia. In particular, the resolution of the 8th Congress of the "Teachers' Community" held in Uzhhorod in 1938 states that the language plebiscite initiated by the Czechoslovak government in Subcarpathian Rus' is evidence of a hostile attitude not only to Ukrainian teachers, but also to the entire people: "The voting took place from corrections. There were cases when a vote was held two or three times in one school with the help and direct intervention of notaries and gendarmes... This vote was held in our country for purely party-political reasons... This plebiscite is a humiliation of our human and national dignity, does not correspond to the constitution and the language law ..." (Rezoliutsiia VIII zizdu «Uchytelskoi hromady» 2-4 lypnia 1938 r. v Uzhhorodi ta memorandum yii do hubernatora Pidkarpatskoi Rusi 1938 r., 1938, sheets 9), therefore "the Congress strongly protests against the attempts of Russophiles to change those foundations (here: educational programs – F.O.) in favor of the Great Russian language" (Rezoliutsiia VIII zizdu «Uchytelskoi hromady» 2-4 lypnia 1938 r. v Uzhhorodi ta memorandum yii do hubernatora Pidkarpatskoi Rusi 1938 r., 1938, sheets 4). Therefore, the referendum held in 1937 did not resolve the language debate, and in the end, all this led to a decrease in the quality of education, because instead of fully learning the content of education in their native language, schoolchildren were involved in language disputes.

But later, the language discussion was still stopped. This was preceded by the following events: on October 11th, 1938, the Czechoslovak government granted the long-awaited autonomy to Subcarpathian Rus, and on November 22nd, 1938, the Czechoslovak Parliament adopted the Constitutional Law on the Federal Organization of the State of Czechs, Slovaks, and Transcarpathian Ukrainians, following which preparations for the elections of the first Diet of Carpathian Ukraine began. One of the first tasks of the newly formed regional government, headed by Augustyn Voloshyn, was to regulate the language issue, for which an order was issued on November 15th, 1938, where in §1 it was determined that "The state language in the country of Subcarpathian Rus is Ukrainian (Little Russian)" (Ternystyi shliakh do Ukrainy: Zbirnyk arkhivnykh dokumentiv i materialiv «Zakarpattia v yevropeiskii politytsi 1918-1919, 1938-1939, 1944-1946 rr.», 2007, p. 183). The Ministry of Culture, Schools and Public Education immediately issues its order concerning the language of instruction in educational institutions: "every student must be taught in his native language, since that language is used in the community concerned" (§1), "in schools founded for the language of instruction of Ukrainian (Russian, that is, Little Russian) children should be the Ukrainian language in its literary form" (§2) (Ternystyi shliakh do Ukrainy: Zbirnyk arkhivnykh dokumentiv i materialiv «Zakarpattia v yevropeiskii politytsi 1918-1919, 1938-1939, 1944-1946 rr.», 2007, p. 184-185). In order to ensure the transition to the use of the Ukrainian literary language in all spheres of social life, on December 23rd, 1938, the government sent out a letter that "draws attention to auxiliary linguistic literature" (Ternystyi shliakh do Ukrainy: Zbirnyk arkhivnykh dokumentiv i materialiv «Zakarpattia v yevropeiskii politytsi 1918-1919, 1938-1939, 1944-1946 rr.», 2007, p. 186-188). Also attached to the letter was a list of literature on general linguistic issues (textbooks by I. Ohiyenko), a list of Ukrainian language grammars (Y. Neverli, V. Simovych, A. Shtefan), general dictionaries (B. Grinchenko, S. Ivanytsky, etc.), special dictionaries (H. Woznyak, A. Krymskyi, K. Levitskyi, etc.), terminological articles (terminology office, sports, aviation, fire, etc.). As for Russian-language education, according to this Ordinance, it could be implemented provided there were requests from parents (guardians) of at least 40 schoolchildren, if the number of applications was less, then Russian-speaking classes were joined to Ukrainian-speaking classes. In his interview on January 4th, 1939, the Prime

Minister of the Autonomous Government A. Voloshyn noted that "we, Ukrainians, are not against the Russians. We respect their literature and culture. But we want to live our own life, our Ukrainian culture, and, consistently and firmly defending our own, we do not shy away from honoring the spiritual wealth of others" (Ternystyi shliakh do Ukrainy: Zbirnyk arkhivnykh dokumentiv i materialiv «Zakarpattia v yevropeiskii politytsi 1918-1919, 1938-1939, 1944-1946 rr.», 2007, p. 190-182). But everyone knows that the Soviet-Russian state, regardless of such tolerance, proceeded to eliminate Augustyn Voloshyn as a bourgeois element in the Lefortovo prison, and his name was erased from the textbooks of the history of pedagogy in the following decades.

It should be noted that with the establishment of the military administration of the Kingdom of Hungary in 1939, the Transcarpathian lands returned to its composition under the name "Subcarpathia". And the issue surrounding the language was renewed again, the Hungarian government, first of all, played on Ruthenian sentiments and tried to create an artificial Hungarian-Russian grammar.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Educational processes are a component and, at the same time, a reflection of state and socio-political processes, as evidenced by language discussions that arose in the 20s and 30s of the XX-th century in multilingual Transcarpathia. Given the fact that in the educational sphere the issue of the language of instruction was resolved democratically by the Czechoslovak government and the vast majority of schools in the region taught in the native language of the local population, a dispute arose regarding its literary version between representatives of the Ruthenian, pro-Russian and pro-Ukrainian trends. This could not but be reflected in the activities of schools, pedagogical societies, pedagogical periodicals, textbook creation, etc. The linguistic question was transferred to the political plane and reflected the political views of representatives of various directions. On the part of the Czechoslovak Republic, at the governmental level, recommendations were made regarding the use of the Ukrainian literary language, although with the caveat that it is necessary to study the Russian language in order to maintain unity with the Russian people. The complete transition of education and schooling in Transcarpathia to the use of the Ukrainian literary language took place at the end of 1938 with the assistance of the Autonomous Government of Subcarpathian Rus and personally Augustyn Voloshyn. Prospective directions for further research are: studying the experience of foreign countries in learning the state language in a multicultural environment, improving the method of training teachers to teach the state language in schools located in communities where representatives of several nationalities and indigenous peoples live compactly, etc.

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

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ІНКЛЮЗИВНЕ ФІЗИЧНЕ ВИХОВАННЯ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ ОСВІТНЬОГО СЕРЕДОВИЩА ДЛЯ СТУДЕНТІВ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ

Анотація. У статті розглянуто питання ролі фізичного виховання в превенції незадовільного пристосування до процесу навчання у закладі вищої освіти. Мета дослідження – виявлення можливості дисципліни «Фізичне виховання» у формуванні адаптації до освітнього середовища закладу вищої освіти (ЗВО) у студентів з особливими освітніми потребами (ООП). В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення. Установлено, що інклюзивне фізичне виховання забезпечує спеціальну організацію освітнього середовища у ЗВО, спрямованого на упередження наявних негативних тенденцій у стані здоров'ї студентів з ООП, зумовленим процесом адаптації, що передбачає технологію й організацію діагностичних та оздоровчих засобів. Систематизовано основні функції інклюзивного фізичного виховання, реалізація яких забезпечить превенцію незадовільного пристосування до процесу навчання у ЗВО у студентів з ООП: організаційно-методична; профілактиктична, просвітницька, корекційна, освітньо-консультативна розвивальна. З-поміж основних форм фізичного вдосконалення необхідне використання, поряд із основними заняттями із фізичного виховання, інтегровані малі форми. Успішність адаптаційного процесу до освітнього середовища ЗВО у студентів з ООП у процесі фізичного виховання зумовлюється раціональною організацією методичного супроводу, спрямованого на зміцнення індивідуального здоров'я учасників педагогічного процесу, з урахуванням індивідуальних особливостей адаптації до фізичних навантажень, окрім поетапного застосування методик комплексної оцінки та контролю. Розширено ідеї застосування засобів інклюзивного фізичного виховання як інструмента формування адаптації студентів з ООП до освітнього середовища ЗВО. Останнє передбачає ефективну організацію фізичного виховання студентів з ООП задля потреби виховання в них відповідального ставлення до власного здоров'я, формування навичок здорового способу життя; знань і навичок фізичної культури; забезпечення повноцінного фізичного розвитку; фізичного, духовного та психічного загартування; формування потреби у безпечній поведінці, протидії та запобігання негативним звичкам; профілактики захворювань; створення умов для активного відпочинку за умов навчання у закладі вищої освіти.

Ключові слова: фізичне виховання, студент з особливими освітніми потребами, заклад вищої освіти, адаптація, освітнє середовище.

INCLUSIVE PHYSICAL EDUCATION AS A TOOL FOR FORMING THE EDUCATIONAL ENVIRONMENT FOR STUDENTS WITH DISABILITIES

Abstract. The article examines the role of physical education in the prevention of unsatisfactory adaptation to the learning process in a university. The purpose of the study is to identify the possibility of the discipline "Physical education" in the formation of adaptation to the educational environment of a university in students with disabilities through inclusive physical education. The research is based on the use of a complex of general scientific theoretical methods: analysis, synthesis, systematization, and generalization. It was established that inclusive physical education provides a special organization of the educational environment in a university, aimed at preventing existing negative trends in the health of students with disabilities, due to the process of adaptation, which involves technology and the organization of diagnostic and health facilities for students with disabilities. The main functions of inclusive physical education have been systematized, the implementation of which will ensure the prevention of unsatisfactory adaptation to the learning process in a university for students with disabilities: organizational and methodical, educational, correctional, educational and advisory, developmental. Among the main forms of physical improvement, it is necessary to use along with the main classes in physical education, integrated a small forms. In general, the success of the adaptation process to the educational environment for students with disabilities

in the process of physical education is determined by the rational organization of methodical support aimed at strengthening the individual health of the participants in the pedagogical process, taking into account the individual characteristics of adaptation to physical loads, the step-by-step application of complex assessment methods and control. As a result, the idea of using the means of inclusive physical education as a tool for shaping the adaptation of students with disabilities to the educational environment of a university has been expanded. The latter involves the effective organization of physical education of students with disabilities for educating them in a responsible attitue to their health, and a healthy lifestyle; formation of knowledge and skills of physical culture; ensuring full-fledged physical development; physical, spiritual, and mental hardening; formation of the need for safe behavior, counteraction and prevention of negative habits, prevention of diseases; creation of conditions for active recreation in the conditions of study at a university.

Keywords: physical education, the student with disabilities, a university, adaptation, educational environment.

INTRODUCTION

The problem formulation. Over the past decade, inclusive education has gained ground in policy and practice at the national level. The UNESCO initiative in the Education 2030 document considers inclusive education as a process of ensuring quality education for persons with disabilities is an important step forward, which sets a clear priority in ensuring inclusiveness and equity in obtaining quality education and creating all learning opportunities for persons with disabilities (Blavt, O., Kozibroda, L., & Rozhko, E., 2021).

Students with disabilities need such a state educational environment in which they will feel physical, psychological, informational and social security, comfort and well-being (Tant, M., & Watelain, E., 2016). It was noted (Goodwin, D. L., & Watkinson, E. J., 2000), that the concept of forming a safe and healthy educational environment, both as an educational principle and as a practical application, remains one of the most difficult tasks related to education. Today, when the number of students with disabilities is constantly growing, the problem of their adaptation to the general education space is extremely urgent.

There are many international guides and resources that support inclusion in education (UNESCO 2015, 2016, 2017; UNICEF 2010). The issue of inclusive education is now part of the educational discourse regarding the identification of contradictions in the access of students with disabilities to obtain a quality education.

It was determined (Udych, Yu. Z., 2018), that in a democratic society education is either inclusive or not education. The evolution of scientific knowledge about inclusion in education begins with the UN Declaration on Human Rights of 1948, which are still relevant today, based on human rights (Lidor, B. R., & Hutzler, Y., 2019), with special attention to students with disabilities and providing for the transformation of educational systems. Moving on to the conceptualization of inclusion as a process of transformation, the idea is to minimize the processes of exclusion from the education of persons with disabilities (UNESCO 2009).

Analysis of recent research and publications. Existing views on this issue can be presented in such a way that the implementation of humanistic principles in the atment of students with disabilities requires a new model of the educational environment that would meet the needs and capabilities of each student (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011; Page, A., Anderson, J. & Charteris, J., 2021). It was determined (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011; Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019), that the strategy of inclusive education is based on the provision of quality educational services and adaptation of the educational environment of university to the needs of students with disabilities.

In this aspect, in scientific sources (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022; Цzkan, Z., & Kale, R., 2021), special attention is paid to the possibilities of physical education in the process of facilitating the adaptation of students with disabilities to the conditions of study in university. The latter, according to specialists, is the most effective means of ensuring the adaptation of students with disabilities to learning conditions (Goodwin, D. L., & Watkinson, E. J., 2000). It has been proven (Escartн, A. & Gutiйrrez, M., 2010), that the development of adaptation of students with disabilities, who have age and gender characteristics, should be ensured by the rational organization of the process of physical education.

In scientific sources (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022; Page, A., Anderson, J. & Charteris, J., 2021), attention is focused on the influence of physical education classes on the motor and mental spheres of students with disabilities. The latter (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019) can become a factor in lowering the level of functioning of individual systems, straining regulatory mechanisms, and loss of functional resources; the consequence of which is the deterioration of the general state of health of students with disabilities. It was revealed (Escartí, A., & Gutiérrez, M., 2010), that in the process of physical education, the formation and improvement of motor functions, which are disturbed due to the pathological process, is carried out, the main defect is compensated and the secondary disturbances that occurred during the disease are corrected.

In other words, the leading role of physical education consists in the prevention of an unsatisfactory state of health of students, as a result of adaptation to the process of learning in university and subsequent appropriate correction of this process with adequate pedagogical means and methods (Goodwin, D. L., & Watkinson, E. J., 2000). In this context, the optimal organization of physical education classes for the formation of adaptation of students with disabilities to the educational environment of higher education institutions is relevant for solving the problem of their health care.

THE AIM AND RESEARCH TASKS is to identify and substantiate the pedagogical foundations of the formation of adaptation to the educational environment of university in students with disabilities employing inclusive physical education.

RESEARCH METHODS

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

RESEARCH RESULTS

Nowadays, the term "inclusive education" has acquired various meanings and is the subject of scientific research discussions. In general, inclusion involves the creation of an educational environment that would meet the needs and capabilities of each recipient of educational services (Morley, D., Bailey, R., Tan, J., & Cooke, B., 2005). In the most general sense, inclusive education is represented as a system of state-guaranteed educational services based on the principles of non-discrimination, respect for human diversity, and effective involvement of all its participants in the educational process (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011). The strategy of inclusive education, particularly in university, is based on the provision of quality educational services and adaptation of the educational environment to the needs of students (Udych, Yu. Z., 2018).

The current transformation of the pedagogical paradigm of a modern h university from an authoritarian to a person-oriented model of education involves the elimination of isolation in the process of obtaining higher education for any category of students. Let us consider that the formation of a safe and healthy educational environment requires modernizing the process of physical education of students with disabilities, using the potential of the existing strong connection between their physical and social, intellectual, and spiritual development, and therefore the possibilities of this process in ensuring a full-fledged current and future life activity such students.

We agree with our research (Page, A., Anderson, J. & Charteris, J., 2021), that a promising direction for solving the specified scientific problem is taking into account the basic provisions of inclusive pedagogy. This statement is justified by the fact that primary social inclusion, as one of its components, is aimed at creating conditions to prevent the negative impact on a student with disabilities of a complex of external factors in the process of their adaptation to the educational environment (study load, team, etc.), increasing resistance organism to such influence, prevention of the most common diseases, prevention of negative trends in their health.

It is important to take into account that adaptation to the conditions of study in university is connected, first of all, with a sharp change in the social status of the individual. There are a significant number of interpretations of the definition of "adaptation" in the work of psychological and pedagogical scientific research. Analyzing the special literature in the direction of identifying the characteristics of the term in the aspect of our scientific research, we believe that the adaptation of students with disabilitiesis a process of adjustment, the result of which is the establishment of mutual correspondence between the needs of students with disabilities and the requirements of studying in university.

In the future, we coordinate our research in the direction that inclusive physical education provides a special organization of the educational environment of university, aimed at preventing existing negative trends in the health of students with disabilities, caused by the adaptation process. This process is based on the provisions of the theory of adaptation (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011). The latter are used to solve applied problems related to monitoring the state of the organism in inadequate environmental conditions. From our point of view, this should be implemented through purposeful influence by means of physical education, taking into account the individual characteristics of the physical condition of students with disabilities and the manifestation of its components.

So, in the future, in our scientific research, we will position adaptation as a strategy that helps students with disabilities to achieve the highest individual level of assimilation of the same amount of knowledge, which ensures full-fledged, productive activity in higher education. In turn, inclusive physical education is a managed activity that provides a theoretical and practical implementation of inclusive physical education. As evidenced by the data (Tant, M., & Watelain, E., 2016), the harmonious development of all functional systems of the body in the process of physical education ensures positive dynamics of the body's adaptive capabilities and the strengthening of individual health.

According to the researchers, the definition of "inclusive physical education" is, on the one hand, understood as a specialized pedagogical process of purposeful influence through physical education on improving physical condition (Goodwin, D. L., & Watkinson, E. J., 2000). On the other hand (Lidor, B. R., & Hutzler, Y., 2019), as a strategy for the prevention of chronic somatic diseases. It is obvious that despite the differences in the views of researchers regarding inclusive physical education, it involves the technology and organization of diagnostic and health-improving means for students with disabilities.

However, we believe that inclusive physical education in university is an extremely complex and long-term pedagogical innovation, especially considering that we are considering this deterministic process for students with disabilities. In the pedagogical process of physical education of students with disabilities, first of all, it is necessary to proceed from the fact that physical education itself has a significant potential for development, the full implementation of which depends on the adequacy of the construction of the educational process. So, based on the above, the components of inclusive physical education technologies are singled out, including subjects of the process (students with special educational

needs), purpose, functions, approaches, principles, tasks, organization and content of physical education, control, and expected result.

Let's formulate the goal of inclusive physical education in the formation of adaptation to the educational environment in students with disabilities, which, in our opinion, consists of the formation of immunity to the negative effects of changes in the educational environment based on strengthening health at the same time as solving corrective tasks, achieving individually maximum health and applied effects in the influence of physical education on their motor activity to ensure a full-fledged, productive life and activities in higher education. That is, the goal is considered in a multifaceted manner and requires the integration of several special corrective tasks that have independent importance, but are closely interrelated. The realization of this goal is provided by well-founded methodical bases for the development of adaptation of students with disabilitiesin the process of physical education.

In general, the success of the adaptation process to the educational environment for students with disabilities in the process of physical education is determined by the rational organization of methodical support aimed at strengthening the individual health of the participants in the pedagogical process, taking into account the individual characteristics of adaptation to physical loads, the step-by-step application of complex assessment methods and control. In our opinion, the content of this process largely depends on taking into account the individual and typological characteristics of students with special educational needs. Moreover, all measures should be of a preventive, anticipatory, preventive nature, that is, based on the provisions of preventive pedagogy (Goodwin, D. L., & Watkinson, E. J., 2000).

Therefore, summarizing the experience, we systematize the main functions of inclusive physical education, the solution of which will ensure the effectiveness of the formation of adaptation to the educational environment in students with special educational needs:

organizational and methodical: ensuring the rational construction of the process of physical education, pedagogically oriented to the development of resistance to the negative effects of adaptation processes;

preventive: complex psychological-pedagogical and medical-biological support of the physical education process to determine the factors of disruption and disruption of adaptation mechanisms and the search for health-promoting methods;

educational: stimulating students with disabilities to a healthy lifestyle, promoting valeologisation of the educational process, learning to protect one's own life and health;

corrective: ensuring compensation of the main defect and correction of secondary violations caused by the main disease, use of optimal corrective care;

educational and advisory involves the use of modern technologies to provide optimal educational and advisory information to students with disabilities regarding the maximum possible use of physical education means;

developmental: implemented in improving the psychophysical condition of students.

Therefore, the effective implementation of the identified functions of physical education of students with disabilities is ensured by solving a set of tasks as predetermined achievements, which are:

health: ensuring harmonious all-round physical development of students with special educational needs, their self-development;

corrective and developmental: involves in-depth work on correcting physical functions, strengthening work capacity, and ensuring the development of all physical qualities;

educational: aimed at achieving the goals and objectives of physical education in the formation of skills of systematic classes using all possible forms and types of physical activity;

control: providing effective feedback in the process of physical education; organization of content-oriented influence of control.

Based on the theoretical and systematic analysis of the problem, the pedagogical conditions of the technology of forming adaptation to the educational environment of students with disabilities employing inclusive physical education were determined:

the creation of favorable conditions in the educational environment to ensure the development of adaptation capabilities of students with disabilities in the process of physical education;

the health-improving content of physical education of students with physical education;

modernization of methodological foundations of physical education of students with disabilities;

scientifically based selection of methods for determining rational physical loads in the process of physical education;

provision of permanent control procedures in the process of physical education.

In the basis of the development of the pedagogical technology of inclusive physical education, which ensures the implementation of the formation of adaptation to the educational environment in students with disabilities, systemic, activity, competence and personal approaches with a predominance of corrective and developmental character should be used, based on the main provisions of inclusive physical education. At the same time, it is necessary to ensure the maximum focus on the principles of the interdisciplinary approach and interdisciplinary connections, as the primary basis for the implementation of the pedagogical technology of inclusive physical education of students with disabilities.

The main principles of the development of the content component of the pedagogical technology of inclusive physical education, which ensure the implementation of the formation of adaptation to the educational environment in students with disabilities, should be the principle of minimum and maximum development achievements; the principle of

individualization of development; principles of complexity, the primary structure of the defect; differentiation based on the principle of taking into account deviations in the state of health; principles of accessibility and sufficiency, continuity and practical purposefulness, humanization and democratization, syncretism, unity of diagnosis and correction, the complexity of methods of psychological influence.

The implementation of the pedagogical technology of inclusive physical education, which ensures the formation of adaptation to the educational environment in students with disabilities, in our opinion, requires ensuring: a comprehensive approach to the harmonious formation of all components of health; improvement of physical and psychological preparation for an active life and professional activity based on the above principles; use of various forms of motor activity and other means of physical improvement.

Among the main forms of physical improvement, it is necessary to use along with the main classes in physical education, integrated: small forms. Among these are morning gymnastics, a complex of exercises after sleep, walks in the first and second half of the day, a moving moment, a moving pause, independent motor activity; mass forms of health improvement: tourism, health day, sports and game holidays, etc.

It should be noted that one of the most expedient forms of complex implementation of physical education of students with disabilities in the conditions of higher education institutions is extracurricular classes. Such forms of classes for students with disabilities require careful research. At the same time, the organizational possibilities of extracurricular classes contribute to the socio-environmental adaptation of students with disabilities based on strengthening physical health, developing moral and volitional readiness, and forming creative potential.

We share the opinion of practitioners (Goodwin, D. L., & Watkinson, E. J., 2000; Tant, M., & Watelain, E., 2016) that the use of the above-listed forms of physical education for students with disabilities and other individual methods of influence creates a health-improving space in university, which helps students with disabilities adapt to the educational environment. The activation of the pedagogical aspect of corrective influence is fundamentally new for the theory and practice of physical education of students with disabilities.

For the educational process in the specified context to meet the requirements of corrective influence, which is integrated with the didactic, and contributes to strengthening the health of students with special educational needs, it is necessary to create comfortable conditions for learning the program material. Corrective influence involves the creation of conditions for overcoming psychophysical problems based on taking into account the unity of biological, physical, psychological and social features of the state of health of students with disabilities.

The expected result of the implementation of the presented pedagogical technology is to achieve a positive effect of adaptation of students with disabilities to the educational environment of higher education institutions. We note that such a process is characterized by complexity, versatility and dynamism. Indicators and the result of the positive development of adaptation are the following factors: there is a level of health of students with disabilities ds, one of the components of which is a physical condition, which is based on: physical development, physical fitness, physical capacity for work, functional reserves, namely biological and mental, physiological and biochemical.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Ensuring fair, high-quality education and promoting all learning opportunities involves the organization of an inclusive educational environment at the level of university for the preparation of students with disabilitiesas future professionals based on the purposeful formation of professional knowledge, skills and abilities. The leading mission of the higher school is to create conditions that contribute to the effective education of students with disabilitiesas a process of educating the intellectual elite of society. Global trends in the development of the educational system provide for the adaptation of the educational environment to the needs of all participants in the process of obtaining higher education.

Solving the problem of adaptation to the educational environment in students with disabilities primarily involves the prevention of an unsatisfactory state of health of students, as a consequence of adaptation to the process of learning in higher education institutions and subsequent appropriate correction of this process. Using the potential of the existing strong connection of physical, social, intellectual and spiritual development, and therefore ensuring full-fledged current and future life activities of students with disabilities, the idea of using inclusive physical education as a tool for shaping their adaptation to the educational environment of university has been expanded. The latter involves the effective organization of physical education of students with disabilities for the purpose of educating them in a responsible attitude to their health, a healthy lifestyle; formation of knowledge and skills of physical culture; ensuring full-fledged physical development; physical, spiritual and mental hardening; formation of the need for safe behavior, counteraction and prevention of negative habits, prevention of diseases; creation of conditions for active recreation in conditions of study in university.

The content and tasks of inclusive physical education are implemented in pedagogical technologies with the definition of methods and means of physical education, which should form the subject of the implementation of the educational process with a high level of somatic health. The fulfillment of the specified tasks should contribute to the achievement of a significant level of adaptation to the educational environment in university based on physical excellence, determined by the motivational and value orientations of a healthy lifestyle, acquired as a result of physical education, and integrated into physical culture and sports activities and the psychophysical health of students with disabilities.

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

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ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ПІЗНАВАЛЬНИХ ІНТЕРЕСІВ В УЧНІВ ПОЧАТКОВОЇ ШКОЛИ

Анотація. У статті розглянуто педагогічні умови розвитку пізнавальних інтересів у дітей молодшого шкільного віку. Зазначено, що сучасна школа, діяльність якої відбувається в складних умовах: війна з росією, пандемія Covid, орієнтована не тільки на передачу знань, а на формування компетентностей. Результативна освітня діяльність неможлива без розвитку в учнів стійких пізнавальних інтересів. Конкретизовано поняття «інтерес» і розглянуто поняття «пізнавальний інтерес», визначено педагогічні умови його розвитку в учнів молодшого шкільного віку. З-поміж основних умов виокремлюємо такі: розуміння та усвідомлення учнем змісту і значення виучуваного матеріалу, а не тільки сприйнята навчальна інформація, розвиток критичного мислення, використання нового у змісті виучуваного, дотримання принципу випереджувального навчання, який сприяє не лише поступовому засвоєнню всіма учнями навчального матеріалу, але й розвиває допитливість, заглибленість у знаннях, формування пізнавальних інтересів учнів початкової школи залежить від емоційної привабливості навчання і тісно пов'язане з розвитком емоційного інтелекту як здатності особистості розпізнавати емоції свої та інших людей, бажання навчатися, ставлення до навчання тощо. Окрім традиційних способів організації освітнього процесу в початковій школі, на формування пізнавальних інтересів впливає використання проблемного, інтерактивного, інтегрованого навчання. Важливою умовою формування пізнавального інтересу здобувачів початкової освіти в процесі навчання є використання ігрових технологій. За сучасних умов особливого значення набуває впровадження інформаційно-комунікаційних технологій на уроках у початковій школі. Використання в навчальному процесі оптимальної системи тренувальних творчих вправ і пізнавальних завдань, відповідно до змісту навчального матеріалу, особливостей і можливостей учнів, відіграє особливе значення в процесі розвитку пізнавальних інтересів молодших школярів.

Ключові слова: учень початкової школи, навчальний процес, учіння, пізнавальний інтерес.

PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF COGNITIVE INTERESTS IN PRIMARY SCHOOL STUDENTS

Abstract. The article examines pedagogical conditions for the development of cognitive interests in children of primary school age. It is noted that a modern school, which activities take place in difficult conditions: the war with Russia, the Covid pandemic, is focused not only on the transfer of knowledge, but on the formation of competencies. Effective educational activity is impossible without the development of stable cognitive interests in students. The concept of "interest" is concretized, the concept of "cognitive interest" is considered, and the pedagogical conditions for its development in elementary school students are determined. Among the main conditions we highlight the following: the student's understanding and awareness

of the content and meaning of the studied material, and not only the perceived educational information, the development of critical thinking. Use of the new in the content of the subject. Adhere to the principle of anticipatory learning, which contributes not only to the gradual assimilation of educational material by all students, but also develops inquisitiveness, immersion in knowledge. The formation of cognitive interests of primary school students depends on the emotional appeal of learning and is closely related to the development of emotional intelligence, as the ability of an individual to recognize his own and other people's emotions, desires, attitude to learning, intentions and manage them. In addition to traditional methods of organizing the educational process in primary school, the formation of cognitive interests is influenced by the use of problem-based, interactive, integrated learning. An important condition for the formation of the cognitive interest of primary school students in the learning process is the use of game technologies. In modern conditions the implementation of information and communication technologies in primary school lessons is of particular importance. The use of an optimal system of creative training exercises and cognitive tasks in the educational process in accordance with the content of the educational material, features and capabilities of students plays a special role in the process of developing cognitive interests in primary school students.

Keywords: primary school student, educational process, learning, cognitive interest.

INTRODUCTION

The problem formulation. There have been many changes in the education system and, in particular, in the primary school education system. First of all, the learning goals have changed. A modern school focuses not only on the transfer of knowledge, but on the formation of competencies. As stated in the Concept of the New Ukrainian School (2016) and the State Standard of Primary Education (2018), the main goal of modern education is the development of a comprehensively developed personality who strives to learn throughout life, is capable of self-improvement and self-development, is ready for conscious choice and self-realization, labor activity and civic activity. Successful educational activity is impossible without the development of stable cognitive interests in students.

Therefore, we believe that the search for ways to develop and activate the cognitive interests of elementary school students is an urgent problem.

V.O. Sukhomlynsky repeatedly noted that it depends on the teacher whether the child will feel the romance and beauty of knowledge (Sikorskyi P., 2018, p.8).

Analysis of recent research and publications. The problem of the development of cognitive interests was studied by A. Aleksyuk, N. Bibik, A. Bodnar, S. Burchak, K. Delikatny, O. Kyrychuk, V. Kobal, N. Kravchuk, O. Mytnyk, V. Onyshchuk, O. Savchenko, O. Sinytsia, V. Sukhomlynskyi, S. Rusova, O. Flyachynska, K. Ushinskyi, V. Shmorgun, and others.

Outstanding Czech teacher Ya.A. Komensky noted that thanks to the student's interest "he will burn with the desire to learn, not afraid of any difficulties, in order to master science... not only will he not avoid work, he will even seek it and will not be afraid of tension and effort" (Comenius J. A., 1940, p. 134).

The dependence of the formation of interest on taking into account the age and individual characteristics of children was pointed out by K. D. Ushinskyi, who wrote: "The teacher should not forget that teaching devoid of any interest and taken only by force of coercion kills in the student the hunt for learning, without which he is far from will not go" (Fitsula M.,2002, p. 14).

V.O. Sukhomlynsky repeatedly pointed out the need to develop interest in learning. He noted at school, "A student repeats other people's thoughts from day to day, from year to year, but does not reveal his own. A single task is set before him: to remember, to keep in memory, to reproduce" (Sukhomlynskyi V., 1977, p. 340). At school, it is necessary to organize the educational process in such a way that "the child is passionately interested in learning", and for this "she needs a rich, diverse, attractive intellectual life" (Sukhomlynskyi V., 1977, p. 427).

The new Ukrainian school points to the need to form students' cognitive interest as the leading motive of educational activity. According to N. Bibik, it should be maintained in a mode of dominance over secondary motives (duty, prestige, achievement), because it has a number of advantages over them (Bibyk N.,1998).

A. Bondar notes that cognitive interest is a quality that is constantly developing and that has a searching nature and increases the possibilities of mental development of schoolchildren (V. Palamarchuk), promotes self-awareness (O. Savchenko), is a condition for the development of a creative personality (M. Alekseeva) and promotes the emergence of productive work (V. Lozova) (Bodnar A., 2014, p. 33).

The purpose of the article: to determine the pedagogical conditions for the formation of cognitive interest in primary school students in the educational process.

RESEARCH METHODS

To achieve the defined goal the methods of analysis and synthesis, abstraction, generalization, and survey were used, which made it possible to analyze the pedagogical conditions of using the development of cognitive interests of elementary school students.

RESULTS OF THE RESEARCH

To define the concept of "cognitive interest", it is necessary to clarify the concept of "interest".

Most scientists note that the interest of primary school students is determined by the role that is currently important to them and associated with a certain need. At the initial stage, it is superficial and appears in the form of a connection between an object, an activity, later - a need. The interest of elementary school students is not deep. However, it is worth noting that the more fully and deeply the educational subject or activity satisfies the growing needs of the child, the richer and deeper the interest becomes.

Thus, the child's interest is a selective emotional and cognitive attitude of the individual to objects, phenomena, events of the surrounding reality and to certain types of human activity.

N. Vozniuk defines the following characteristic features of interest in elementary school students: heritability (in case of its accidental occurrence); ephemerality, impermanence, unexplained change of interests; superficiality (children are only interested in external facts that are bright, unusual, it is unattractive for them to delve into the essence); proximity to children's own life experience; scattered (interest in completely different fields of knowledge; children ask questions that often go beyond the educational material); focus on immediate results (Did he solve the task or not? How many mistakes did he make? What grade did he get?) (Vozniuk N., 2019, p. 5).

According to A. Danchenko, interest is a prerequisite for learning and its result. That is, on the one hand, the teacher in the learning process relies on the interests of schoolchildren, and on the other hand, promotes their development.

That is, the researcher clarifies, cognitive interest, in the process of developing cognitive activity, is the goal of didactic work and a means of learning. According to A. Danchenko such ambiguity of expression of interest as a goal, means and result of education and upbringing is the main feature of the pedagogical aspect of the development of cognitive interests of younger schoolchildren (Danchenko A., 2020, p. 12]. Analyzing the term cognitive interest, we note that it is a complex integrated property of the personality, which includes intellectual, emotional and volitional components. An important condition for its functioning is the connection with the intellectual and material needs, intellectual and emotional feelings of the individual and his moral guidelines.

A. Karnaukhova, I. Samchenko indicate a number of important points for learning and development that are manifested in cognitive interest:

First, it is a combination of objective and subjective aspects of cognitive activity.

Secondly, checking the expediency of using teaching aids.

Thirdly, an organic combination of intellectual, emotional, volitional processes.

Fourth, activation of cognitive activity and mental processes (perception, attention, memory, imagination). (Karnaukhova A., Samchenko I., 2018, p. 35).

According to V. Lozova (1990) and O. Savchenko (2020), cognitive interests are the basis of activity and independence of primary school students in the learning process. If the children have an interest in the educational material, the researchers note, then the knowledge is learned firmly and deeply, in the absence of it - formally.

The following criteria should be followed for the classification of cognitive interest in primary school students: stability, orientation, level of effectiveness, scope.

According to stability, the following are distinguished: situational, stable, interest-attitude.

Situational interest is temporary and arises as a result of an episodic experience as a reaction to something new, unusual.

Sustained interest arises due to the child's desire to learn something new not only in the process of studying at school, but also in extracurricular time. It is based on the transformation of an episodic experience into an emotional and cognitive attitude of students to a subject or activity.

The interest-attitude is quite deep and is fixed in cognitive activity in the learning process and in extracurricular time. It smoothly changes the meaning of an individual's life.

According to the orientation of cognitive interest, the following types are distinguished: direct and mediated. In elementary school, cognitive interest is most often direct and manifests itself either in the process of learning or in the content of educational material.

Indirect interest is most often manifested when determining the need for certain activity results.

Most often, active and passive interests are distinguished by the level of effectiveness.

Active interest contributes to the formation of a child's character and willpower, the development of his abilities, as it encourages him to master a certain object of interest.

Passive interest arises when the student perceives something interesting and has a contemplative nature.

By volume, cognitive interests are divided into broad and narrow. Broad interests arise in the case of the student's interest in the learning process. Narrow - interest in one subject, topic.

It should be noted that the formation and development of cognitive interests in elementary school students goes through the following stages: interest, curiosity, immersion, orientation. These stages are interrelated.

In order to form and develop the cognitive interests of primary school students in the educational process of primary school, a number of pedagogical conditions should be followed.

As you know, pedagogical conditions reflect a purposefully created educational environment that reflects a complex of pedagogical and psychological factors that effectively influence the interaction and cooperation of teachers and students in order to implement the optimal educational process.

We believe that the main pedagogical conditions that contribute to the formation and development of cognitive interest are:

1. The student's understanding and awareness of the content and meaning of the studied material, not just perceived educational information, development of critical thinking. It is in primary school that the foundations of critical thinking are laid, the essence of which is the use of various methods of mental activity (analysis, synthesis, comparison, abstraction) in order to formulate well-founded conclusions and assessments and make carefully thought-out and independent decisions.

For this purpose, it is worth using the following training methods: "Brain attack", "Associative bush", "We know - we want to know - we learned" (Bibik N., 2017, p.77-85).

2. Using something new in the subject matter. For this, teachers need to expand the educational horizons of younger schoolchildren, teach children to find new, previously unknown, but essential for a deeper understanding of content in well-known material. That is, it is worth not repeating known truths at the same cognitive level.

3. To adhere to the principle of anticipatory learning, which contributes not only to the gradual assimilation of the educational material by all students, but also develops curiosity, immersion in knowledge. The essence of this principle is that brief basics of the topic are provided by the teacher before starting to study the relevant material. It is used both when studying a topic that is difficult to understand, and when studying a topic that is closely related to other disciplines that were previously studied.

4. The formation of cognitive interests of primary school students depends on the emotional appeal of learning and is closely related to the development of emotional intelligence, as an individual's ability to recognize his own and other people's emotions, desires, attitudes to learning, intentions and manage them. The information received by the students should evoke an emotional response, activate their moral, intellectual and aesthetic feelings, become beliefs and move into the category of learned, not jagged, knowledge.

To implement this condition, the teacher needs to develop personal and professional skills and abilities. The main ones include: learn to put yourself in the child's place; develop the ability to correctly recognize the emotions of children, their parents, other teachers and their own; to expand one's horizons as much as possible in order to learn to better understand and realize the difference between students, to be able to fix their peculiarities; to learn in the educational process to "think two steps ahead", to plan and implement time management.

In the lessons, be able to create pedagogical situations in which, with the help of problem tasks, exercises and games, the emotional appeal of the educational material and the learning process was recorded.

In order to stimulate the formation of cognitive interests of elementary school students in the process of developing emotional intelligence in the educational process, it is worth using theatrical activities (elements of staging, dramatization, various types of theater: shadow theater, finger theater, marionette theater, puppet theater, cartoon theater).

5. In addition to traditional methods of organizing the educational process in primary school, it is worth using problem-based, interactive, integrated learning.

Problem-based learning involves a system of consistent and purposeful cognitive tasks that students solve under the teacher's guidance in the process of actively learning new knowledge. Tasks are problematic and contribute to the development of cognitive interest if they require students to think about the problem, based on previous experience and knowledge based on the principle of apperception, that is, careful, meaningful, conscious, thoughtful perception.

Problem-based learning affects not only the formation of cognitive interests, but also the development of independence of elementary school students.

In the process of organizing the educational process using problem-based learning for the purpose of developing cognitive interests in children of primary school age, both basic and auxiliary problems are used. The teacher formulates the main problems at the beginning of the lesson in order to activate the cognitive activity related to the material of the whole lesson. Auxiliary problems should be used at certain stages of the lesson.

We note that the main forms of problem solving are frontal, group, and individual.

When implementing problem-based learning with primary school students, it is worth using learning methods that are organized using traditional and innovative techniques.

Methods of problem-based learning used in primary school include:

1) Problem presentation of the educational material, when the teacher poses rhetorical questions to the children during the teaching process, on which he ponders, summarizes, and draws conclusions.

2) Heuristic method (partial search or joint learning method). In the process of its implementation, the teacher formulates a problem or creates a problematic situation and solves it together with the students.

3) The search method is organized by posing a problem to the children, which they then solve independently.

4) The research (creative) method is implemented in the process of performing creative tasks, theoretical and practical research.

Among the creative methods, projects and web quests have gained particular popularity today.

The use of problem-based learning in primary school should be combined with differentiated learning, taking into account the individual characteristics and capabilities of each child.

An important condition for the development of cognitive interests of primary school students is the introduction of interactive learning.

As noted in the "Encyclopedia of Education", interactive learning should be considered as interpersonal and pedagogical interaction, which realizes the basic need of the individual to involve him in society and the culture of society on the basis of equal partnership with the teacher, which characterizes the readiness of the subjects of the educational process for mutual understanding and mutual respect during communication and activities. It reflects co-learning, mutual learning (collective, group, learning in interaction and cooperation), in the process of which the teacher and students are equal, equal subjects. The main principle of interaction: constant interaction of students, their cooperation, communication. The teacher in this model of education is only an organizer and coordinator of interactive interaction (Kremen V., 2008, p. 883–884).

According to S. Skvortsova, when organizing subject-subject interaction of younger schoolchildren in the learning process, the teacher supports, explains, encourages dialogue, involves in independent selection of tasks, enriches with positive impressions, empathizes, directs to success, organizes self-examination, self-control, self-evaluation, involves reflection (Skvortsova S., 2015, p. 61).

The organization of the educational process with the use of pedagogical interaction stimulates the development of cognitive interests in students of primary school age. Children learn to listen to others, they develop the ability to communicate in a team, to help others, to respect the opinions of their peers, to express their thoughts clearly and concretely, they develop motivation for learning and interest in the subject.

Today, a large library of interactive learning methods has been created. Note that in the process of their use, the following requirements should be observed:

1) The teacher should gradually move from simple ("Microphone", "Brainstorming", "Associative bush") to more complex ("Situation analysis", "Teaching - learning", "Six hats") methods.

2) Do not use a large number of methods in the lesson.

3) Continuous monitoring of the effectiveness of using interactive methods in the educational process of primary school.

4) Development of methodological support for the use of interactive methods.

5) In the process of their application, direct the educational activity of students to self-realization, independence, and self-management.

6) Ensuring dialogicity (or discussion) of the educational process.

An important condition for the development of cognitive interests of primary school students is the use of integrated education, which is "based on an integrated approach", when "education is considered through the prism of the overall picture, and not divided into separate elements" (Bibyk N., 2017, p. 73)

According to V. Sydorenko, "The didactic content of the integration process consists in the interconnection of content, methods and forms of work. Accordingly, the integration of educational material from different educational subjects is carried out around a certain object or environmental phenomenon, or around solving a problem of an interdisciplinary nature, or to create a creative product, etc.» (Sydorenko V., 2018).

It is with the help of integrated learning that duplication of consideration of the same problem by different disciplines is avoided. Children learn to perceive and learn phenomena, events and objects holistically.

Integration in elementary school is carried out on several levels: integration of educational fields united in one subject "I explore the world", integration of several disciplines united by one or several united problems.

6. An important condition for the formation of cognitive interest of primary school students in the learning process is the use of game technologies. As V. Sukhomlynsky noted, "The game is a huge bright window, through which a life-giving flow of ideas and concepts about the surrounding world flows into the child's spiritual world. The game is a spark that lights the fire of curiosity" (Sukhomlynskyi V., 1976, p. 95).

As you know, children come to school with different levels of development and with different levels of preparation for learning. The school requires from the child the ability to work according to the model, to listen independently, to be attentive, to consciously perceive the educational material.

Education in primary school is designed to ensure the further development of a child's personality, the purposeful manifestation and development of abilities, the formation of skills and the desire to learn, the development of cognitive interests. It is known that play activities prevail in preschool children and primary education will be complete if it is based on well-developed play activities of children, which is not only the main form of manifestation of the child's activity, but is also a means of learning about the outside world, reflection in the form of sensations, perception , ideas.

The use of educational games in the educational process of primary school is carried out through the inclusion of children in educational games with the help of game modeling (imitation, situational modeling, role-playing and business games), didactic, cognitive, intellectual games.

For example, the following games should be used to develop cognitive interests in elementary school lessons: "From which tree are the leaves?", "Find the same object (color)", "What has changed?", "What is missing here?", "When does it happen?", "Who plays what?", "Whose instruments are these?", "Create a new word", "Chain", "Collect a word", "Winter words", "Nature", "Put the words in the huts" , "Who is it?", "Colors of nature", "Sounds of nature", "Plants of our forest", "Who flies", "Who lives where and eats something", "My friends".

7. The education of modern children takes place in difficult conditions: the war with Russia, Covid affect the choice of new forms and methods that affect the formation and development of cognitive interests. Therefore, we define the next condition as the use of information and communication technologies in elementary school lessons.

Today, a large number of programs are used that encourage children to learn, explore and study the world around them, stimulate the desire to learn.

An example can be the task of composing a certain image from figures of different shapes and sizes. It can be something similar to the game "Tangram". Such programs develop not only perception, but also imagination and fantasy, as well as encourage students to engage in active cognitive activities.

With the help of the Classtime service, you can quickly and qualitatively survey the class, instantly monitoring the level of students' mastery of the material. With it, you can easily interest and unite students and add game elements to learning. A convenient and simple tool for evaluating class work in real time is the Class Dojo service with a Ukrainianized interface, cute avatars that are interesting for children to perceive.

The Wizer.me service will help you create interactive worksheets that are used in distance learning, for homework, and for working in the classroom on an interactive whiteboard.

You can introduce the game "Living phraseology" on the LearningApps.org platform into the educational process.

It is appropriate to use online resources for creating mind maps in the educational process of primary school to stimulate students' cognitive interests. They are considered as a map of the mind, memory or thoughts and which are a display of words, ideas or tasks, for generating, structuring or displaying ideas and memorizing a large amount of information in the process of learning or developing projects. In elementary school, she helps teachers present new material to children who have difficulty concentrating on information or consolidate previously learned information. For this purpose, the following services should be used in the learning process, especially distance learning: Mind Map, MindMeister, Buble.us, Mindomd, Cacoo.

8. Use in the educational process of the optimal system of creative training exercises and cognitive tasks in accordance with the content of the educational material, features and capabilities of students. It is worth implementing frontal, group and individual.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The level of development of cognitive interests affects the child's behavior, the formation of his spiritual and intellectual sphere, mental, communicative and moral and ethical abilities. Their formation is a rather long process that requires appropriate conditions and depends on the organization of the educational process. The mentioned conditions, as well as the correspondence of the organization of the educational process to the age characteristics and intellectual capabilities of younger schoolchildren, influence the desire to learn and contribute to the development of their cognitive interests, the education of a creative personality, develop attention, memory, observation, critical thinking, stimulate the child to self-improvement and self-realization.

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ПОЄДНАННЯ МИСТЕЦТВА ОРИГАМІ З УКРАЇНСЬКИМИ ТРАДИЦІЯМИ В НАВЧАЛЬНО-ВИХОВНОМУ ПРОЦЕСІ ПОЧАТКОВОЇ ШКОЛИ

Анотація. У статті акцентовано на використанні українських національних традицій у поєднанні з культурою народів світу, а зокрема технікою оригамі. Визначено сутність та види традицій, проаналізовано наукові підходи до їх змісту та значення у вихованні юного покоління. Розкрито особливості, специфіку мистецтва оригамі; проаналізовано історію становлення та його розвитку; виокремлено напрями впровадження в навчально-виховний процес початкової школи задля поглибленого вивчення національних традицій. Зауважено, що сукупність різних форм роботи з молодшими школярами, використання українських народних та світових культурних надбань слугує формуванню естетичних смаків особистості, розвитку почуття причетності до національної культурної спадщини, прагнення оберігати її та примножувати. Описано, як техніка оригамі в поєднанні з українськими традиціями емоційно впливає на учнів початкових класів, підвищує самооцінку та вселяє віру в себе, виховує позитивні їх риси та якості, що є вкрай важливими для формування гармонійної людини. Розмежовано переваги такого варіювання форм, методів та прийомів роботи з учнями в контексті їх національного виховання. Зроблено акцент на необхідності використання оригамі в початкових класах школи, під час уроків (рідної мови та літератури, математики, малювання та ін.). Дослідження демонструє, що через систему традицій кожен народ продовжує себе, відтворює власну духовну культуру, характер, психологію. Установлено, що культура українського народу – це його внутрішній світ, духовне начало, чарівні струни серця, переплетені з низкою, століттями сформованих, звичаїв та традицій. У звичаях, традиціях, обрядах українців відображено моральні цінності, моральну свідомість, ціннісні орієнтири, ментальність та історію, життєву мудрість та світовідчуття, які можна й потрібно доповнювати та демонструвати за допомогою інших форм, засобів, традицій. Наголошено на позитивному впливі оигамі на розвиток дрібної моторики, уяви, уваги, впарвності, відповідальності учнів початкових класів.

Ключові слова: оригамі, традиції, художньо-естетичний розвиток, творчість, мистецтво, національна свідомість.

COMBINATION OF THE ART OF ORIGAMI WITH UKRAINIAN TRADITIONS IN THE EDUCATIONAL PROCESS OF PRIMARY SCHOOL

Abstract. The article defines the essence and types of traditions, analyzes scientific approaches to their content and significance in the education of the younger generation. The features and specifics of the art of origami are revealed; the history of the formation and development of this art is analyzed; the aspects of introduction into the educational process of primary school for the in-depth study of national traditions are highlighted. It is described how the technique of origami in combination with Ukrainian traditions has an emotional impact on students, increases their self-confidence, educates their positive traits and qualities, which are extremely important for the formation of a harmonious person. Emphasis is placed on the need to use origami in elementary school classes, during lessons (literature, mathematics, drawing, and others). showed that through the system of traditions, each nation continues itself, reproduces its own spiritual culture, character, and psychology. The culture of the Ukrainian people is their inner world, spiritual principle, magical strings of the heart. The customs, traditions, and rites of Ukrainians reflect moral values, mentality and history, life wisdom, and worldview, which can and should be supplemented and demonstrated with the help of various other forms, means, and traditions. The importance of origami as one of the educational tools for younger schoolchildren is indicated and the advantages of this art form are described. Further ways and prospects of using origami in combination with traditional forms of working with students for the formation of a nationally conscious citizen of Ukraine are outlined.

Keywords: origami, traditions, artistic and aesthetic development, creativity, art, national consciousness.

INTRODUCTION

Relevance of research. The use of the latest technologies in combination with traditional means, forms and methods, which provides the education of a harmonious personality is of particular importance at the present stage of the development of science and education in Ukraine. Family customs and traditions, Ukrainian folklore, multifaceted heritage of our people are a source of inspiration, formation and comprehensive development of youth. On the other hand, we actualize variation of traditional and innovative pedagogical tools, which have a positive impact on personal development. In the context of the above, we turn to the art of origami - an attribute of national holidays of the peoples of the world, an element of design, a children's toy.

THE AIM AND RESEARCH TASKS

The purpose of the article – to uncover the meaning of origami, determine the features of its use along with traditional methods in working with children.

The analysis of updated sources suggests that the problem of using folk traditions and innovations is not new, but it has been repeatedly violated by scientists, such as: L. Artemova, G. Belenka, A. Bohush, N. Havrysh, L. Kaluska, N. Lysenko, T. Ponimanska and others. Researchers unanimously argue that the use of folk traditions is of particular importance in the formation of the national consciousness of the younger generation, acquaintance with artistic creativity, folklore and world cultural heritage. For example, scientist V. Borysenko argues that "the experience of the people, norms of behavior, views, ideas, customs, rituals and other forms of social and cultural phenomena become traditional" (Borysenko, 2000). In general, scientist V. Borysenko distinguishes the concept of "tradition" into: a) family; b) school. It is important that the researcher believes that family traditions are "a set of customs and norms of behavior adopted in the family, which are passed down from the older generation to the younger" (Borysenko, 2000). Generally, traditions are defined as a process of non-biological transmission from generation to generation of stable cultural and household features."

Scientists V. Kuz, Yu. Rudenko, and Z. Serhiychuk considered that national traditions are those traditions that have the originality of the age-old spiritual foundations of the development of the people, the nation, which reflect the best achievements" (Kuz, Rudenko, Serhiychuk, 1993, p. 92). However, scientists are inclined to think that in every country the most influential teacher is the people who have accumulated experience for centuries and formed the rules for educating the younger generation. Traditions are a phenomenon of philosophical, socio-psychological, and pedagogical phenomena that have developed historically and reflect the continuity of the social experience of the Ukrainian people (Kuz, Rudenko, Serhiychuk, 1993, p. 92). It is clear that folk traditions perform as a peculiar form of functioning of public relations between people of a certain nationality and ensure their strengthening, development and transmission to new generations in the process of generally accepted norms of social behavior.

RESULTS OF THE RESEARCH

It is characteristic that the transmission of traditions and their activity is influenced by the historical period during which certain norms, the system of customs and rites, which is a component of the people's culture, are actualized are updated. Each nation has historically developed its own unique system of national and cultural traditions, which is based on a strong mentality, cultural and spiritual treasure of the past and present. Education of the younger generation is the main task at any stage of the state's development and is carried out in a certain cultural space, so it should be implemented in a combination of ethno-cultural peculiarities not only of a specific region, but also with the help of dialectical connections between national and universal traditions. Our research showed that through the system of traditions, each nation continues itself, reproduces its own spiritual culture, character, and psychology. The culture of the ukrainian people is their inner world, spiritual principle, magical strings of the heart. The customs, traditions, and rituals of Ukrainians reflect moral values, mentality and history, life wisdom, and worldview, which can and should be supplemented and demonstrated with the help of various other forms, means, and traditions (Vyshnevsky, 1994;

Hapetchenko, 2014). For example, origami is one of the most famous arts that can be implemented in practice during the performance of habitual rites, reproduction of the traditions of the ukrainian people. Instead, the use of origami allows students to get to know ukrainian folk customs and traditions better, stimulates artistic thinking, and forms an awareness of the importance of origami in relation to technical, artistic, social and other spheres of human activity. At the same time, it is advisable to enrich young people with knowledge about the history, culture, and lifestyle of their native people, to study and continue ukrainian traditions with the help of origami tools.

Practice demonstrates that the use of origami in working with children has a positive effect on their psycho-emotional state, creates an atmosphere of comfort and positive mood, stimulates mental activity, and develops creative potential. Making products using this technique develops children's fine motor skills, forms sensorimotor skills and abilities; educates accuracy, attentiveness, concentration, restraint; increases memory potential and stimulates imaginative, critical thinking, spatial imagination, intelligence. Teachers-practitioners note that classes using origami increase the self-esteem of the individual, serve as a means of stimulating self-development and self-assertion, expanding the circle of communication and creating new friendships. Of course it has a positive effect not only on the relations between schoolchildren, but also on students and teachers, which in turn provides the effectiveness of the educational process. Considering origami in a historical and pedagogical aspect, it should be noted that it originates from ancient China, where references to this form of art appeared for the first time in 105 year. The first sheets of paper, compiled in interesting figures, first appeared in monasteries, playing the role of participants in religious actions and ceremonies, means of decorating the walls of the temple. So, at the moment, humanity uses the first origami figures - "sanbo" boxes, which were used to make a donation. Over time, the art developed and became more and more famous and in the 20th century it gained its recognition and blossoming. During this period, A. Yoshyzawa created the "Origami Alphabet", which contained unique marks and symbols, graphic signs. A. Yoshyzawa's discovery allowed origami to gain recognition as a universal international language, with the help of which information can be transmitted to each other about feelings, events, the surrounding world, etc. In the 40s of the XX century in the USA (New York) the first origami schools and centers were created (founded by L. Oppenheimer), which became the beginning of a new life for this form of art.

In scientific circles, the issue of using this type of art is raised in various aspects. So, scientists claim that origami is useful for teaching young people, stimulating their minds and educating them, revealing their inner potential.

The relevance and demand of origami in our country is confirmed by the creation of the Kyiv Origami Center, which carries out educational and pedagogical work with the population, creative activities with young people, organizational activities with various categories of people in order to determine the meaning of this art, its positive impact on personal development. Step by step, teachers-innovators, lovers of origami introduce into the consciousness of the general public an understanding of the necessity of its use in the education system, demonstrating the positive results of educational, cognitive, socially useful, creative activities of pupils. In particular, this type of art is reflected in a number of educational programs, such as: "Paper plastic", "Paper construction", "Paper craft master", "Handwork" and others. Modern pedagogues-practitioners are inclined to the opinion that in elementary school classes it is advisable to use origami classes in labor training lessons and in extended day groups, and in senior classes - in the form of electives, circles. Along with that, the popularization of origami is carried out in the form of revealing its advantages during the combined lessons of origami, drawing and application at school. So, as we can see, this art is quite well-known and popular, has its advantages and can be used for in-depth study of the traditions of the Ukrainian people for the purpose of education and upbringing, development and socialization of growing youth.

Origami is a wide palette of educational influence on the spiritual, moral and ethical, aesthetic, creative development of the individual. On the one hand, it allows you to immerse yourself in the creative legacy and heritage of the peoples of the world, learn about Eastern and Western culture, spiritual and everyday traditions and customs, language, and on the other hand, it is a motivation for the child's self-development (it affects the desire to learn well, increases cognitive interest, develops artistic thinking, cultivates perseverance, equanimity, diligence, independence, develops skill) (Fig. 1).

In the context of the above, the achievement of positive results regarding the formation of national values of pupils, which is carried out through the use of Ukrainian themes in artistic works with origami, is of particular importance for our research. It should be noted that the combination of two types of cultures of the Ukrainian and Chinese peoples makes the synthesis of artistic and aesthetic, national values possible and creates opportunities for the integration of ukrainian arts and crafts art along with origami. This is served by the specific features of origami, namely: visuality; visibility of artistic material; imageability; the emotional component of a creative product.

Instead, the ability of origami to combine the national and the artistic is enhanced by its inseparable connection with other types of creative activity, such as: drawing, sculpting, arts and crafts, literature, etc.

Practice shows that in the process of making thematic compositions with origami, the child's inner world, his potential and creative abilities, opportunities to perform a certain type of work or task, interests and inclinations are revealed. On the other hand, there are opportunities to use motives of national culture and art, which enrich pupils with new knowledge, expand their outlook, and form key skills and abilities. These include: folk tales and songs, fables, legends, poems. With the help of Ukrainian folklore, it is possible to spiritualize feelings, to educate a complete, multifaceted and unique personality, a worthy citizen with a national awareness, which is reflected not only in love for one's native land, but also in respect for the culture, lifestyle, traditions and heritage of other peoples of the world.
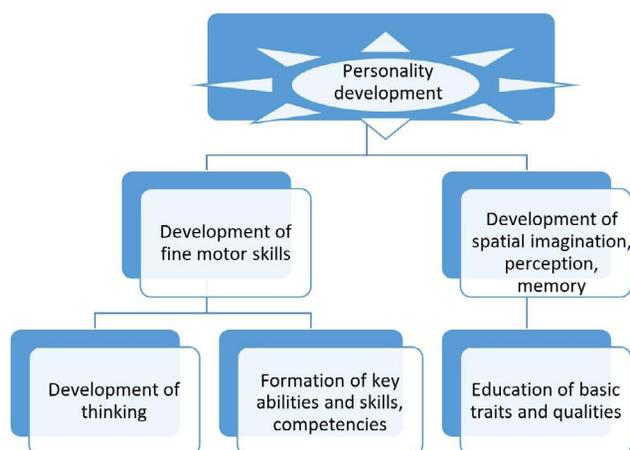
Fig. 1. The influence of origami on the harmonious development of pupils

Origami technique in combination with Ukrainian traditions and culture have an emotional impact on schoolchildren, increase their faith in their own strength, and bring up their positive traits and qualities, which are extremely important for the formation of a harmonious person (Vyshnevsky, 1994). It is advisable to use origami in elementary school during lessons (literature, mathematics, drawing, etc.). For example, when studying a fairy tale (according to an elementary school textbook), it is worth using various additional and visual material, including origami as a means of depicting the heroes and their feelings, scenes of events and phenomena. In such a bright form, it is better for children to learn new material, to demonstrate their own feelings and attitudes to what they have read or heard, to make generalizations and conclusions about the deeds of the characters. The activation of the emotional sphere of the child under the influence of the fairy tale and the origami elements that reproduce it promotes the manifestation of moral and ethical feelings of pupils, the expansion of the horizons, the awareness of social laws (about the relationship between people, person and nature), the formation of a full-fledged personality on this basis with their own and universal values.

Making origami, which can be used in lessons or during educational activities (mornings, educational hours, holidays "Mother's Day", "Autumn Festival") serves to create an atmosphere of friendship, mutual understanding between participants, brings students closer, immerses them in the world of folk traditions. This affects the subconscious of schoolchildren, their emotional and volitional sphere, desires, interests and, most importantly, creates opportunities for schoolchildren to get acquainted with the national culture. Therefore, the emotional-sensual component represents the pupils' attitude to various traditions and customs of their own and other peoples (labor, family, cultural), which are clearly reflected in the emotions and feelings of children. In the educational process, the general criterion for identifying the emotional-sensual component during the combination of ukrainian traditions and origami is stability, awareness of the motives of their artistic and labor activity. For example, students perceive elements of folk art not only as an object of everyday life, an object of play, but as a work of art that requires study, analysis and creative imitation. And, therefore, this attitude to the elements of folk art serves not only to preserve and increase them, but also to enrich the students spiritually, to involve them in artistic-aesthetic, musical, choreographic, visual and other types of activities.

Our research allows us to assert that the use of origami along with elements of ukrainian national culture increases the emotionality of the perception of works of art, polishes the feelings and subtle aspects of children's souls, which are reflected in creative work, namely:
· highlighting expressiveness of images;
· creating patterns based on ukrainian painting;
· forming a sense of rhythm in colors and lines;
· the use of the appropriate range in embroidery, Easter eggs, painting;
· the use of pattern elements, dots, circles during the execution of painting;
· mastering the techniques of decorative painting;
· development of emotional and figurative thinking, imagination, rhythm, etc.

Artistic and labor activity, initiated in national crafts, is a component of the spiritual heritage of our people and, in general, acts as a means of involving young people in work, socially useful work, which bring up moral traits and qualities, aesthetic tastes, form a culture of student behavior. It should be carried out by combining traditional forms and methods with origami means (Fig. 2):

Ukrainians have always honored traditions, calendar holidays and ceremonies. For example, the main symbols of the Christmas holidays are the Christmas star, didukh, holy dinner, vertep and carol. The star is identified as a symbol of the birth of Christ, a symbol of faith and light, love, sun, God. In general, the star can be made using the origami technique, combining traditional ukrainian art and the art of another people of the world. Another national tradition is the Stritennya, for which the youngsters baked cookies in the form of a bird.
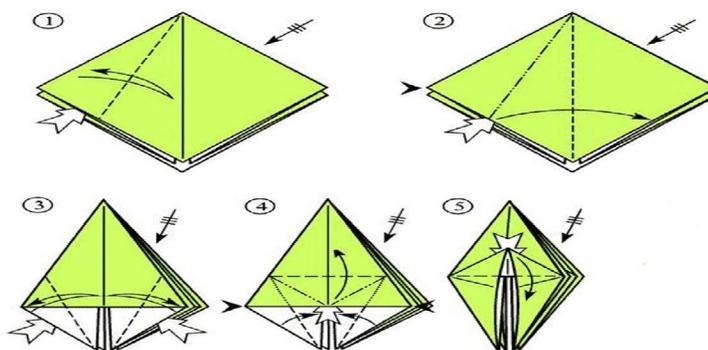
Fig. 2. Technique of execution of the product origami

This tradition symbolizes faith in the coming of spring (which this bird will bring on its wings). As well using origami can make figurines of birds, larks, play with them and talk about ukrainian traditions related to the meeting of winter and spring. Schoolchildren can make and use various figurines made as origami (characters of fairy tales, symbols of the state, religious symbols, decoration of the festive table, etc.) in the lessons in the elementary grades of the school (Kotelyanets, 2002).

Pupils can learn how to decorate and set a table with the help of origami (laying out napkins in different ways, creating artificial flowers and leaves, boats, tents, butterflies and birds) and use it during traditional holidays (Easter, Christmas) in labor training lessons. With the help of origami, due to the existing specific features of this art, key features and qualities are formed in younger schoolchildren. In particular, the specifics of origami include:

1) combination of artistic and aesthetic, national values;

2) the use of ethnographic, moral-ethical, decorative-applied and other material;

3) universality;

4) the possibility of creating a figurative and meaningful basis for the formation of pupils' national self-awareness;

5) a wide range of advantages (the ability to visualize the historical existence of the ukrainian people, reflect the spiritual ties of the individual with the nation, the spiritual unity of generations, etc.).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, the combination of origami with ukrainian culture and traditions serves to optimize the educational and upbringing process of primary school and acts as an effective means of national education of schoolchildren. Regardless of its foreign origin, origami has a powerful potential for the harmonious development of students, the formation of their national consciousness, the education of patriotism, a sense of freedom and independence, love and respect for the cultural experience of the peoples of the world. The great possibilities of origami in terms of integration with ukrainian fine art serve to combine the cultural and historical experience of the nation and the personality of the younger pupil, it is a translator of national ideas, images and symbols, values, cultural and historical heritage, historical memory, ideals on which the New Ukrainian School is based.

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АДАПТАЦІЯ МОЛОДОГО СПЕЦІАЛІСТА ДО ПРОФЕСІЙНОЇ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ

Анотація. У статті зосереджено увагу на засоби адаптації молодого спеціаліста до педагогічної професійної діяльності. Зазначено, що справжнє становлення вчителя відбувається з початком професійної діяльності. Закцентовано на важливому значенні взаємовідвідування для підвищення майстерності педагога. Наголошено, що метою колективних форм методичної роботи є підвищення майстерності всіх учителів у процесі цілеспрямовано спланованих і реалізованих заходів, найпоширенішими колективними формами методичної роботи в закладі загальної середньої освіти є відкриті уроки. Зауважено, що предметні методичні об'єднання вчителів як центри методичної роботи несуть надважливу функцію адаптації молодих спеціалістів. Виокремлено чотири компоненти власного «Я» та конкретні етапи становлення професійної компетентності педагога. Підкреслено, що ефективною формою самовдосконалення є уявне входження в роль досвідченого колеги. Утім, використання досвіду інших несе загрозу гальмування власних ініціатив, творчості. Тому необхідно проводити діагностику роботи молодого вчителя; сприяти вивченню нормативно-правових документів про освіту; удосконалювати навчально-методичні підготовки сучасного педагога; сприяти оволодінню інноваційними технологіями, передовими методиками навчання і виховання; заохочувати до вивчення та застосування передового досвіду в педагогіці. Виокремлено рівні методичної роботи з молодим педагогом. Зазначено, що задля поліпшення фахової підготовки педагогічних кадрів у школах проводять спеціальну методичну роботу, яка спонукає вчителя до підвищення кваліфікації, сприяє взаємному збагаченню педагогічного колективу педагогічним досвідом, дає змогу молодим педагогам вчитися педагогічній майстерності в досвідчених колег, забезпечує в педагогічному колективі прагнення до пошуку нових форм і методів роботи.

Ключові слова: педагогіка, майбутній спеціаліст, адаптація, дослідження, результативний, уроки, наставник, професійна діяльність, педагогічні умови.

ADAPTATION OF A YOUNG SPECIALIST TO PROFESSIONAL ACTIVITY

Abstract. The article focuses on ways of adapting a young specialist to pedagogical professional activity. It is noted that the true formation of a teacher occurs with the beginning of professional activity. Only in the classroom does a young teacher understand whether this is his vocation or whether he wants to devote his life to it. Emphasis is placed on the importance of mutual visits for improving the teacher's skills. A young teacher has the opportunity to enrich his teaching experience and plan his professional growth. The goal of collective forms of methodological work is to improve the skills of all teachers in the process of purposefully planned and implemented activities. It is emphasized that the most common collective forms of methodical work in an institution of general secondary education are open lessons.

The purpose of the article is a theoretical justification of the importance of forming pedagogical conditions for the professional self-development of future teachers and determining the level of professional training of future teachers for practical activities. Also, in addition to improving professional growth, there are ways to improve the methodical training of the teacher and the adaptation capabilities of the specialist to professional activity. It was noted that the subject methodical associations of teachers, as centers of methodical work, have an extremely important function of adapting young specialists. Four components of one's own «I» and specific stages of formation of a teacher's professional competence are singled out.

It is emphasized that an effective form of self-improvement is imaginary entry into the role of an experienced colleague. But using the experience of others carries the threat of inhibiting one's own initiatives and creativity. Therefore, it is necessary to solve a number of issues: conduct a diagnosis of the work of a young teacher; to promote the study of regulatory and legal documents on education; to improve educational and methodical training of modern teachers; promote the mastery of innovative technologies, advanced methods of teaching and education; to encourage the study and application of best practices in pedagogy. During the adaptation period of a young specialist in an educational institution, special attention should be paid to the level of methodical work. They will be divided into three: school level, city level, regional level. It is noted that in order to improve the professional training of pedagogical personnel in schools, special methodical work is carried out, which encourages teachers to improve their qualifications, contributes to the mutual enrichment of the pedagogical team with pedagogical experience, enables young teachers to learn pedagogical skills from experienced colleagues, ensures the desire of the pedagogical team to find new ones forms and methods of work.

Keywords: pedagogy, future specialist, adaptation, research, effective, lessons, mentor, professional activity, pedagogical conditions.

INTRODUCTION

The problem formulation. Ancient sages liked to say that if you want to develop the state, educate the youth. It can be said about young teachers that if the head wants to develop the school, he must renew it with young specialists. After all, it is the youth who willingly and quickly perceive everything new, are open, full of ideas, and this is an important component of the effectiveness of the school's work, moving forward.

When a young teacher comes to work at a school, a completely different picture of the school opens up for him. He is no longer a student, but the one who teaches, the teacher. Institutions of higher education form mostly only theoretical knowledge in students, and it is more difficult to teach them in practice. Young professionals lack experience in methodological training. The professional adaptation of a teacher is the process of adaptation and getting used to the general conditions of pedagogical activity for a young teacher, a graduate of a pedagogical educational institution, who came to work at the school (Peculiarities of adaptation of a young teacher to school work).

The real formation of a teacher occurs with the beginning of professional activity. Only in the classroom does a young teacher decide whether this is his vocation or whether he wants to devote his life to it.

As experience shows, the successful adaptation of a young teacher and his development depends not only on his professional training and personal qualities. It depends on objective and subjective factors.

The objective factors are: the atmosphere of the school team where the young teacher works; material and technical base of the school; the teacher's lesson schedule, which depends on whether he has time to attend the lessons of leading teachers (Siedova, Kapinus, & Hrabova, 2012, p. 50–59).

The level of attractiveness of the profession, the presence of such qualities as tact, self-demanding, sociability, a creative approach to work and the desire for self-improvement should be attributed to the subjective factors of the formation of a young teacher.

The young teacher wants to do the task well. If experienced colleagues do not help him, he cannot help but cope with the work and despairs of his own abilities.

The researches of domestic scientists N.V. are devoted to the issue of professional training of teachers. Basova, N.V. Guziy, V.A. Semychenko, V.O. Yakunina, O. Savchenko, O. Moroz, H. Trotsko, O. Pehoty, R. Khmelyuk. Scientific searches of O. Gluzman, A. Aleksyuk, L. Nechyporenko, L. Bondarev, E. Barbina, I. Zyazyun are devoted to various aspects and directions of professional and pedagogical training of the future teacher. The theoretical basis of the problem of methodical teacher training is the works of Ukrainian scientists N. Volkova, A. Gurzhiy, V. Kozakov, V. Lunyachek, and S. Sysoeva.

THE AIM AND RESEARCH TASKS

The purpose of the article is to theoretically substantiate the importance of the formation of pedagogical conditions for the professional self-development of future teachers and to determine the level of professional training of future teachers for practical activities. To propose ways of improving the methodical training of the teacher and to single out the adaptation possibilities of the specialist to professional activity.

RESEARCH METHODS

The methodological basis of the research consists of scientific and theoretical methods, analysis of pedagogical and methodical literature, generalization of pedagogical experience; observation of adaptation processes of a young specialist.

RESULTS OF THE RESEARCH

Adaptation to pedagogical activity begins in a higher educational institution. The interaction of professors and teaching staff and students of education contributes to the creation of a single scientific space where the future specialist develops the necessary knowledge and develops professional and pedagogical competencies (Dem`ianenko, 2012, p. 32).

There is a certain algorithm for the adaptation process of young teachers, which consists of 5 steps. The first step is familiarization. The second contains mentoring, social assistance. The third step is a step towards the professional development of a young teacher. At this stage, young specialists attend the lessons of experienced teachers.

The next step is the mentor will visit the student's lessons. At the same time, the lesson is analyzed, shortcomings are identified, recommendations and advice are provided. Attendance of the lesson by the mentor is revealed by means of the mentor's questionnaire. At the final stage, methodical assistance is provided with participation in seminars, master classes and other types of work to support the young teacher.

Scientific and methodical work plays an important role in raising the scientific and theoretical level and professional skill of young teachers, forming their readiness for self-education and self-development.

For effective work, at the end of the first academic year, young specialists pass a questionnaire. The purpose of the questionnaire is to identify the requests and wishes of students. The questionnaire contains questions related to the use of methodical literature, self-education and the study of the requests of young professionals regarding methodical assistance. After the end of the second year of study, students are offered questions that will help them adapt to the educational institution. The main form of work is aimed at passing pedagogical practice. Students share their impressions and solve questions that arose during communication with students. After graduating from a higher education institution, there is a logical continuation of work with young specialists.

At the beginning of the academic year, the deputy director for educational work develops and defines one of the priority areas of work with pedagogical personnel: work with young specialists. It is aimed at developing the creative abilities of young specialists, increasing the level of their professional skills (Pobirchenko, 2003, p. 3).

The work begins with the issuance of the order "On the organization of work with young teachers", in which mentor teachers were assigned to young and inexperienced teachers in order to provide young teachers with methodical assistance in solving primary problems, overcoming the difficulties they encounter, to support their creative effort, desire to work effectively.

During the first years of pedagogical activity, the formation and formation of a young specialist takes place. During this period, it is extremely important that his mentor is a colleague who knows how to improve and support the positive aspects of the young teacher's work. The mentor and the young specialist must have "the same psychological blood group". In a creative tandem, they work on improving the qualification level of a young specialist.

The relationship "mentor - young teacher" is usually a relationship of trust, kindness, sincerity, and mutual respect.

One of the forms of improving the qualifications of a young teacher and providing him with the necessary methodical assistance is the school of young teachers. It functions in every Ukrainian school. Senior colleagues help with practical professional advice.

While working in the school of a young teacher, a beginner attends the lessons of experienced teachers who provide them with advice and help in conducting classes.

In large educational institutions, where several teachers work in the same subject, the young specialist is necessarily offered a teacher-mentor. First, a young specialist attends the lessons of an experienced teacher. At the same time, he conducts his own classes. Over time, the mentor begins to attend the lessons of his mentee.

A lesson can be considered effective if it provides an optimal connection of the entire complex of educational goals, if the attention and thinking of students are concentrated on the main, leading ideas and concepts of the subject being studied, educational processes are awakened and developed, and students' needs for knowledge are formed.

All these requirements for a modern lesson are motivated by scientific modern pedagogy. But all of them were carried out without the teacher's creative attitude to the organization of learning, without his mastery. The mastery of a teacher largely depends on the ability to analyze one's own mistakes and those of others. Self-analysis of the work is extremely helpful in this.

Young teachers can improve their qualifications, learn best practices at the School of Advanced Pedagogical Experience, creative groups.

But as experience shows, whatever forms of methodical work are offered to a young specialist, his professionalism depends on independent work, self-education. The idea of continuous education is realized by constant work. Self-education is based on a high level of consciousness development, the need for self-improvement and creative self-realization (Siedova, Kapinus, & Hrabova, 2012, p. 50–59).

So, the deeper the knowledge, the wider the horizons, the comprehensive scientific education of the teacher, the more he is not only a teacher, but also an educator. Outstanding teachers emphasize that the self-education activity of a teacher must begin with self-knowledge. A teacher must study himself as a person, compare himself with others, observe himself as if from the side.

The system of self-education of a young teacher involves current and prospective planning, the selection of rational forms and methods of assimilation and preservation of information, mastering the methodology of analysis and methods of generalizing one's own and collective pedagogical experience, gradual mastering of methods of research and experimental activity (Onyshkov, 1986). Improving the qualifications of young teachers is a process of their professional growth that takes place consistently.

So, at the basis of effective pedagogical activity is the teacher's "self-concept", because self-acceptance, self-understanding, optimistic cheerful worldview is the main and leading principle of ensuring socio-psychological

conditions for strengthening and preserving favorable trends in self-improvement and self-realization of the teacher's personality.

Each teacher defines four components of his own "I": "actual I" - how the teacher sees himself now; "retrospective self" - how he sees and evaluates himself at the initial stages of his work; "ideal self" - what the teacher would like to be; "reflective self" - how, from the teacher's point of view, he is considered and evaluated by school leaders, colleagues, students and parents.

Methodical work, which enriches them with pedagogical findings, enables young teachers to master pedagogical skills, contributes to the improvement of the professional training of pedagogical personnel in general secondary education institutions.

Methodical work encourages the teacher to learn the content of new programs and technologies for their implementation, get acquainted with the methodology of teaching disciplines, study and implement advanced pedagogical experience, improve self-education skills. It provides the teacher with qualified assistance in theory and practical activities. A teacher remains a pedagogue while he himself studies, carries out his professional growth (The role of methodological work in increasing the level of professional training of teachers).

He will become a highly qualified specialist when he strives to master the program material of the subject and teaching methods. Elements of pedagogical technique, knowledge and skills of organizing pedagogical interaction in education and upbringing are some of the components of the success of a young specialist's work. The following stages of the formation of a teacher's professional competence are distinguished: entry into pedagogical activity (liquidation of the program in knowledge and skills of one's subject, teaching methods); mastering the basics of pedagogical skills; possession of pedagogical equipment; the level of mastery of pedagogical skills (Sudakova, 2009, p. 48-53). Lesson self-analysis is one of the most important indicators of improving the professional level of a teacher, especially a young one. A young teacher is an extraordinary, talented, multifaceted individual whose task should be to ensure high quality of education and upbringing, creative development of each individual. The teacher's ability to organize subsequent pedagogical activities depends on the ability to analyze situations that arose during the lesson. The skill of a young teacher depends on the ability to analyze other people's mistakes and their own.

This gives an opportunity to learn from a colleague, to compare one's work with others, to see and overcome one's own mistakes, to affirm the positive aspects of preparing and conducting a lesson, and to avoid mistakes. For this purpose, schools practice introspection of the lesson.

In order to improve the professional level, the teacher needs to know the curriculum, to identify the requirements for knowledge, abilities and skills of students, to know regulatory documents, to be familiar with the modern experience of teaching the subject.

After upgrading his qualifications, a young teacher should continue to work on himself, improve his professional level.

A feature of the professional development of a young teacher is the elimination of gaps in educational and methodological preparation (Linnik, 2004).

Working in a school, a teacher gets his first practical experience. Analyzes his level of professional preparation, determines what needs to be worked on, what needs to be improved.

Therefore, the teacher must constantly work on himself, plan his activities. The great Ukrainian teacher Ushinskyi K.D. drew up a plan for self-education: self-improvement; directness in words and actions; thoughtfulness of actions; determination; do not talk about yourself unnecessarily; do not spend time pointlessly; spend time only on what is necessary or pleasant; every evening to conscientiously report on one's own actions; never brag about what was or what will be (Ushynskyi, 1983, p. 192-471).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

So, an effective form of self-improvement is imaginary entry into the role of an experienced colleague. But using the experience of others carries the threat of inhibiting one's own initiatives and creativity. Therefore, it is necessary to solve a number of issues: conduct a diagnosis of the work of a young teacher; to promote the study of regulatory and legal documents on education; to improve educational and methodical training of modern teachers; promote the mastery of innovative technologies, advanced methods of teaching and education; to encourage the study and application of best practices in pedagogy.

During the adaptation period of a young specialist in an educational institution, special attention should be paid to the level of methodical work. They will be divided into three: school level, city level, regional level.

School level – work according to individual teacher self-education plans, recommendations of experienced teachers, speeches at methodical associations. The city level provides a school for young specialists, methodological weeks, subject-methodical sections, pedagogical readings, counseling of young teachers. At the regional level, courses for young professionals, courses, author's schools, conferences are planned.

In the process of methodical work, there is an increase in the scientific level of the teacher, familiarization with achievements and teaching methods and their implementation in practice, improvement of self-education skills.

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ГЕЙМІФІКАЦІЯ ЯК ІНСТРУМЕНТ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ У ВИЩІЙ ОСВІТІ

Анотація. Стаття присвячена питанням підвищення ефективності процесу вивчення методики викладання математики у вищій школі за допомогою ігрових технологій. Навчальна гра – спільна діяльність, яка є однією із важливих психолого-педагогічних основ процесу самореалізації здобувача освіти в навчальній діяльності. Ігрові методи належать до інтерактивних методів навчання. Вони практико-орієнтовані, спрямовані на активізацію студентів, сприяють їхньому професійному розвитку і відповідно підвищують якість освітньої діяльності та результативність професійної підготовки. Це зумовлює актуальність застосування ігрових технологій в освітньому процесі вищої школи. Проаналізовано різні підходи до класифікації ігрових технологій в освіті. Обґрунтовано, що досягнути основних дидактичних цілей навчальної гри можна за умови її ретельної підготовки з організаційної та методичної сторони. Описано приклади використання ситуативно-ігрових технологій навчання для розвитку професійної компетентності майбутніх педагогів. Завдяки організованому педагогічному експерименту встановлено, що ігрові технології навчання математики і методики математики формують активне, ділове, емоційне освітнє середовища. Вони допомагають студентам розвивати комунікативні вміння, сприяють глибшому розумінню математичних та методичних дефініцій. Проаналізовано роль викладача і його взаємодію зі студентами на різних етапах застосування ігрових технологій. Схарактеризовано його позиційне місце в процесі гри. Сучасні вимоги до професійної підготовки фахівців у закладах вищої освіти зумовлюють перманентне впровадження інноваційних технологій навчання, з-поміж яких важливе місце посідають ігрові технології. Гейміфікація освітнього процесу у вищій школі вдосконалює підготовку здобувачів освіти до майбутньої професійної діяльності в соціумі.

Ключові слова: заклад вищої освіти, початкова школа, ігрові технології, професійна підготовка, викладач, методика математики, майбутній учитель.

GAMIFICATION AS A TOOL FOR INCREASING THE EFFICIENCY OF PROFESSIONAL TRAINING IN HIGHER EDUCATION

Abstract. The article is devoted to issues of improving the effectiveness of the process of studying mathematics methods in higher education with the help of game technologies. An educational game is a joint activity, which is one of the important psychological and pedagogical foundations of the process of self-realization of an education seeker in educational activities. Game methods are interactive learning methods. They are practice-oriented, aimed at activating students, contribute to their professional development and, accordingly, increase the quality of educational activities and the effectiveness of professional training. This determines the relevance of the application of game technologies in the educational process of a higher school. The article analyzes various classifications of game technologies in education. It is justified that the main didactic goals of the educational game can be achieved if it is carefully prepared from the organizational and methodological side. The possibilities of using situational game learning technologies for the development of professional competence of future teachers are described. Thanks to an organized pedagogical experiment, it was established that game technologies for teaching mathematics and mathematics methods contribute to the creation of an active, business-like, emotional educational environment. They help students develop communication skills. They also contribute to a deeper understanding of mathematical and methodical definitions. The role of the teacher and his interaction with students at various stages of the application of game technologies are analyzed. His positional place during the game is characterized. Modern requirements for the professional training of specialists in institutions of higher education lead to the permanent implementation of innovative learning technologies, among which game technologies occupy an important place. Gamification of the educational process in higher education improves the preparation of students for future professional activities in society.

Keywords: institution of higher education, elementary school, game technologies, professional training, lecturer, mathematics methodology, future teacher.

INTRODUCTION

The problem formulation. In institutions of higher education in developed countries, since 2010, the trend of involving gaming technologies in the educational process has been spreading. The gamification of education helped to increase students' motivation to study and increase the effectiveness of their learning results. The multifaceted nature of game activity, which develops, educates, socializes and concentrates on a specific goal, consists in enriching a person with knowledge, skills, and experience (which is the essence of the concept of "learning") and is a process of mastering knowledge, experience, taking into account the achievements and shortcomings of the past, acquisition of skills, the ability to perform certain actions, to educate and develop certain qualities, traits, skills (which reflects the meaning of the concept of "learning") (Great explanatory dictionary of the modern Ukrainian language, 2009, p. 706). Therefore, the main goal of games is the educational process. It is obvious that game technologies can be attributed to active, developing ones. Today, the importance and necessity of gamification of higher education is actualized. Game technologies occupy a prominent place among innovative educational technologies.

Analysis of recent research and publications. The theory of game activity is sufficiently fully presented in the studies of L. Vygotsky, O. Leontiev, S. Rubinshtein, and others.

M.Barber, T. Miller, K. Schrier, K. Werbach & D. Hunter and others wrote in their research about the high potential of game technology application in the educational space (Werbach & Hunter, 2012; Barber, 1996; Miller, 2008; Schrier, 2018).

The work of B. Ananiev, P. Blonskyi, I. Dychkivskaia, O. Zhukova, I. Sikorskyi, V. Shakhrai, P. Shcherban, etc. is devoted to the study of the educational game and its social essence.

A. Verbytskyi, N. Kichuk, P. Pidkasisty, O. Pometun, O. Savchenko, G. Selevko, G. Shchedrovytskyi and others investigated the theoretical foundations and practical features of the use of game technologies in the process of professional training of future specialists in their works.

Educational scientists consider the game to be a socio-pedagogical and socio-cultural phenomenon. Their arguments regarding this thesis are as follows: the game is a type of social activity, a form of assimilation of social experience through the reproduction of methods and methods of work. Also, an educational game is a type of personal-oriented activity, because it is related to learning and education.

H.Selevko studied the game from the following points of view: activity, process, teaching method. The game as an activity is structured into a chain of actions: goal setting, planning, goal implementation and analysis of results. The game as a process is a set of components: roles (in educational games performed by students); game actions (means of implementing roles); playful use of items; real relationships (between players); e) plot (reality is reproduced in the game). The game as a method of learning can be: technology; an element of another technology; by the method of conducting one of the forms of educational activity (Sadova, 2008, p. 241).

According to V. Shahray, games can be classified according to E. Dobrynska and V. Shashina, namely: according to the type of activity depending on what they develop - physical (motor), intellectual (mental), creative. (Shakhrai, 2012).

O. Savchenko proposed the structural components of game activity:
· motivational (needs, motives, interests, aspirations that determine the desire to participate in the game);
· indicative (choice of means and methods of game activity);
· executive (actions, operations that make it possible to realize the game goal);
· control and assessment (correction and stimulation of game activity) (Savchenko, 1999, p. 191).

M. Barber in his book «The Learning Game: Arguments for an Education Revolution» (Barber, 1996) recognized the task of transforming education with the help of games as a powerful means of personality development and an effective tool for spreading democratic values of society.

According to N. Shesiak, a business game is a form of reproduction of the subject and social content of professional activity, modeling of relational systems characteristic of this type of practice.

Pedagogical (educational) games are a large group of methods and techniques for organizing the pedagogical process. Machynska N. believes that «the main difference between a pedagogical game and a game in general is that it has an essential feature - a clearly set learning goal and a pedagogical result corresponding to it, which can be substantiated, clearly identified and characterized by an educational and cognitive orientation» (Machynska, 2011, p. 20). She suggests classifying educational games by:
· didactic purposes;
· organizational structure;
· age-related possibilities of their use;
· specificity of the content.

The optimal implementation of the didactic goals of the game is possible if the teacher understands the essence of the business game and is able to design it methodically and competently. The basic principles of designing and organizing a business game were formulated by A. Verbytskyi (Sadova, 2008, p. 242):
· the principle of simulation modeling of specific conditions and game modeling of the content and forms of professional activity;
· the principle of problematic content of simulation modeling and the process of its deployment in the game model;

· the principle of dialogic communication;
· the principle of duality of game learning activities.

By Shamsia Ismailova value of application of game technologies for development of cognitive activity of students, increase of interest to a profession, strengthening of communication of theoretical knowledge and practical skills is emphasize. (Ismailova, 2021, p.595).

AIM AND TASKS RESEARCH

The purpose of the article is to describe the experience of using game technologies in the process of learning mathematics methodology by future primary school teachers to activate students and develop their professional competence. for the purpose of development.

RESEARCH METHODS

In accordance with the purpose and objectives of our research, we used theoretical research methods, namely descriptive, comparative methods, generalization and interpretation of theoretical and applied aspects of game technologies, organizational and methodological features of their use in higher education.

RESULTS OF THE RESEARCH

We used game technologies in studying the elective course "Mathematical Methodology Practicum" for students of the graduation course of the bachelor's degree in Elementary Education at Vasyl Stefanyk Prykarpatsky National University.

Note that the State Standard of Primary Education provides «the organization of the educational process using an activity approach on an integrated basis and with a predominance of game methods in the first cycle (grades 1-2) and on an integrated subject basis in the second cycle (grades 3-4)» (State standard of primary education, 2019). Therefore, the initial games in the methodology classes at the university form skills for the application of game technologies in the future in the professional activity of the future teacher.

Thanks to our methodological experiment, we established that game technologies for learning mathematics and mathematics methods contribute to the creation of an active, business-like, emotional educational environment. They help students develop communication skills. They also contribute to a deeper understanding of mathematical and methodical terms. Students' search skills are developed in the process of finding the key to solving a problem in a game situation. Students learn to be more focused, gain confidence in their abilities, learn to express their thoughts.

The main goal of the educational game is to form students' ability to combine theoretical knowledge with practical activities. In the process of game situations on the methodology of teaching mathematics, students have the opportunity to assess their level of theoretical and practical preparation for the future profession.

Methodical management of the educational game process has its own characteristics. The role of the teacher and his interaction with students at different stages of the game is different. The leading role of the teacher is revealed at the stage of preparation and design of the game. At this stage, he can be in the role of a consultant who will help students in determining the content of their activities according to the role. The teacher's role at the stage of summing up and analyzing the results of the game is also decisive. At the main stage (the stage of the game itself), the teacher should create conditions for maximum self-organization of students.

The teacher's position in the process of conducting a pedagogical game can be as follows (see Fig. 1):
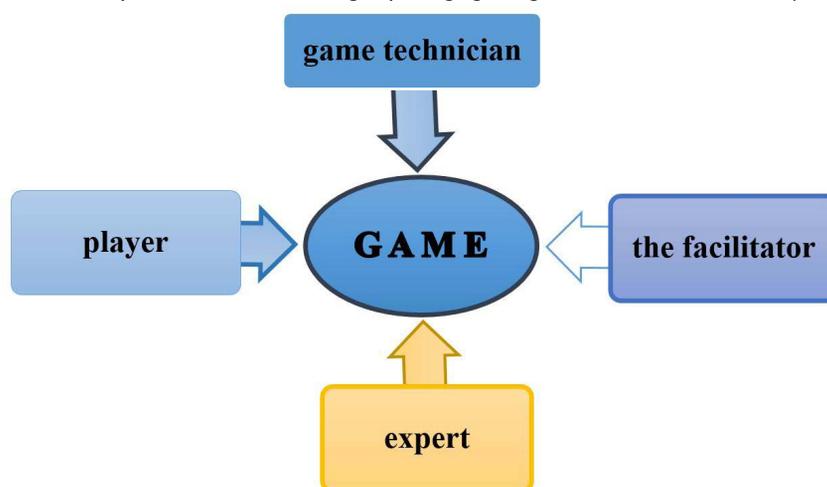
Fig. 1. The teacher's position during the game.

The game technician is the lifeblood of the game, the facilitator is an assistant and consultant. The expert observes the game process and evaluates the students' actions, notices positive and unsuccessful moments, and at the end of the game conducts a detailed analysis.

The «perceived passivity» of the teacher in the role of facilitator or expert contributes to the development of students' independence, self-organization, and responsibility.

«The game environment encourages the student to show «supersituational activity», when he goes beyond what is objectively required of him by a certain role, and on the basis of an initiative-creative approach produces new ideas, ways of solving professional tasks, etc. The use of didactic games contributes to the transformation of a student from an object of learning into a subject of professionally directed work, which causes his purposeful activity and creative participation in the independent formation of professional competence». (Machynska, 2011, p. 20).

Before studying the elective course, the students had already studied the normative course of Mathematical Methods in elementary school, had practical training at school for a month as at the first workplace. The main goal of the educational subject «Mathematics Methodology Practice» is to consolidate the acquired theoretical and practical skills and abilities in mathematics methodology.

Students are offered to choose a topic from the curriculum of a typical program for grades 1-4. Students choose the topic independently. You can join two or three in «teacher» groups.

The main tasks of the teaching group are to write an outline of the lesson on the chosen topic, to prepare a fragment of this lesson. Groups are given time to prepare before the next lesson (usually a week).

During the class, the teacher divides students into three teams: 1) «teacher» group; 2) a team of «students» of the class with whom the developed lesson will be implemented; 3) «experts» (1-2 students) who, at the end of the class, make a deep methodological analysis of the conducted fragment of the lesson.

At the lesson, the group first describes the method of presenting the chosen topic. Next, he conducts a fragment of the developed lesson with a team of «students». Experts evaluate classes, taking into account the level of methodical and organizational support of the lesson, the ability of «teachers» to activate «students», the interest of presenting new material, etc.

With this organization of the educational process, the teacher in the lesson acts either as a player (as part of the team of «students») or as a facilitator. In case of serious theoretical, methodical or organizational errors of the team of «teachers» or manifestations of bias on the part of experts, the teacher points out the errors of the teams. On the contrary, he notes the interesting findings of the «teachers», the high level of «experts».

At the end of the lesson, all members of the «teachers» and «experts» teams are evaluated by the teacher. During the course, each student acts in the role of a «teacher», and in the role of an opponent - a «student», and in the role of a reviewer.

An additional requirement, which the teacher informs at the beginning of the course, is the creation of an electronic case from lesson notes, sketches or descriptions of handouts, other methodical and informational support for the lesson. Thanks to this, after the optional course, the students received a ready-made case with developed topics.

Implementation of the described elective course for three years proved the effectiveness of using game technologies in classes. Students skillfully modeled lesson fragments during classes, used innovative methods, and worked with various types of technology to create the most informative and interesting lesson for elementary school students. Future teachers learned and gained experience from their fellow students, used the author's methods of other teachers (see the general impressions of the students of education from the elective course at https://pedagogical.pnu.edu.ua/2020/02/26/математика-це-легко-та-просто/)

The effectiveness of the use of game technologies was confirmed by the consolidation of knowledge of didactics and methods. In particular, the final testing of mathematics methods based on test tasks from the previously completed basic course in mathematics methods showed an increase in the average quality of knowledge by 18%. This confirms the opinion of O. Zhukova that «the use of gaming technologies in the educational process of a higher education institution is an indicator of the quality and thoroughness of student preparation for further professional activity in society, which integrates individual interests and goals with the socio-economic vector of the direction of the evolution of the state, contributing to the development of the of a person in various spheres of his life» (Zhukova, 2019, p. 14).

Thus, «one of the most promising ways to improve the training of future workers, arming them with the necessary knowledge, practical skills and skills is the mastering and implementation of active forms and methods of learning, among which the leading place is occupied by educational and pedagogical games». (Shcherban, 2016, p.286)

The teacher should emphasize to future teachers that the main principles of implementing game technologies are systematicity, functional expediency, universality, perspective, etc. Game technologies allow the teacher to make any lesson in primary school educational, interesting and exciting. (Maksimenko, 2021, p.175)

The relevance and effectiveness of game technologies in education was noted by the Ukrainian scientist-pedagogue V. Sukhomlynskyi: «Without play, there is no and cannot be full-fledged mental development». (Sukhomlynskyi, 1972, p. 25)

K. Werbach claims that modern game technologies can be applied in business processes to solve specific professional tasks with minimal expenditure of time and resources. (Werbach & Hunter, 2012)

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The German educator Friedrich Froebel emphasized that «the game is the highest level of human development». Today's demands of the labor market present universities with the task of training highly educated specialists, creative and critical thinkers, ready for constant self-improvement. A modern student needs the most up-to-date knowledge, thorough practical training. At the same time, he must be able to work actively in a team to achieve joint success, be able to communicate, analyze, quickly adapt to changing working conditions and new challenges that arise.

The professional training of such a specialist requires the improvement of educational technologies, the active implementation of innovative learning technologies, among which game technologies occupy an important place. Therefore, one of the tasks of the higher school is also the creation of a progressive cognitive and game space in educational institutions.

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АКТУАЛЬНІ НАПРЯМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ ІЗ ДОШКІЛЬНОЇ ОСВІТИ ДО ОРГАНІЗАЦІЇ ПРОЕКОЛОГІЧНОЇ ДІЯЛЬНОСТІ ДІТЕЙ У ЗАКЛАДАХ ДОШКІЛЬНОЇ ОСВІТИ УКРАЇНИ

Анотація. У статті проаналізовано особливості професійної підготовки майбутніх педагогів до організації проекологічної освіти дітей дошкільного віку в сучасних закладах дошкільної освіти (ЗДО). Акцентовано, що зміст такої підготовки має ґрунтуватися на положеннях нормативно-правових документів з урахуванням вимог Базового компонента дошкільної освіти (Державний стандарт дошкільної освіти), де наведено зміст і ключові вимоги до формування в дітей дошкільного віку природничо-екологічної компетентності та навичок, орієнтованих на сталий розвиток. Установлено, що екологічну освіту дітей у процесі їхнього ознайомлення з природним довкіллям треба спрямовувати на виховання усвідомленого, відповідального і дбайливого ставлення до природного довкілля та всіх

можливих форм життєвиявлення його об'єктів. Прикінцева мета екологічної освіти полягає у формуванні екологічної свідомості та екологічної культури.

Операційні цілі проекологічної освіти дітей дошкільного віку представлено в окремих блоках: створення умов для пошуку дітьми інформації природничо-екологічного змісту; ознайомлення дітей із поглядами на природу з боку дорослих; формування в дітей уміння спостерігати за змінами в природному довкіллі, навичок бережливого ставлення до природного довкілля, економного споживання ресурсів та збереження природи; формування в дорослих почуття моральної відповідальності за стан природного і суспільного довкілля та бережливого ставлення до природи рідного краю загалом. У контексті ефективної підготовки магістрів із дошкільної освіти до екологічної діяльності в умовах ЗДО, виявлено характеристики основ екологічної свідомості дітей дошкільного віку, а саме: здатність пізнавати явища суспільного і природного довкілля; зацікавленість пізнавати світ довкола і явища, які в ньому відбуваються; усвідомлення і розуміння правил, які існують у природі; відповідальність за різні форми життя на Землі; активність і усвідомлення почуття взаємної неподільності між природою та людьми; необхідність оберігати і шанувати природне довкілля.

Ключові слова: проекологічна освіта, магістри з дошкільної освіти, діти дошкільного віку, екологічна свідомість, екологічна культура, навички, орієнтовані на сталий розвиток.

CURRENT DIRECTIONS OF PROFESSIONAL TRAINING OF FUTURE MASTERS IN PRE-SCHOOL EDUCATION FOR THE ORGANIZATION OF CHILDREN'S ENVIRONMENTAL ACTIVITIES IN PRESCHOOL EDUCATION INSTITUTIONS OF UKRAINE

Abstract. The article analyzes the peculiarities of professional training of future teachers for the organization of pro-environmental education of preschool children in modern preschool education institutions. It was emphasized that the content of such training should be based on the provisions of regulatory documents, taking into account the requirements of the Basic Component of Preschool Education (State Standard of Preschool Education), which contains the content and key requirements for the formation of preschool children's natural and ecological competence and skills focused on sustainable development. It has been established that the ecological education of children in the process of their familiarization with the natural environment should be aimed at raising a conscious, responsible and caring attitude towards the natural environment and all possible forms of existence of its objects. The ultimate goal of environmental education is the formation of environmental awareness and ecological culture.

Operational goals of pro-ecological education of preschool children are presented in separate blocks: creation of conditions for children to search for information of natural and ecological content; acquainting children with adults' views on nature; formation of children's ability to observe changes in the natural environment, skills of careful attitude to the natural environment, economical consumption of resources and nature conservation; forming in adults a sense of moral responsibility for the state of the natural and social environment and a careful attitude towards the nature of the native land in general. In the context of the effective training of masters in preschool education for environmental activities with preschool children, the characteristics of the foundations of pro-ekological consciousness of preschool children were revealed, namely: the ability to learn about the phenomena of the social and natural environment; interest in learning about the world around and the phenomena that occur in it; awareness and understanding of the rules that exist in nature; responsibility for various forms of life on Earth; activity and awareness of the feeling of mutual indivisibility between nature and people; the need to protect and respect the natural environment.

Keywords: pro-ecological education, masters in preschool education, preschool children, environmental awareness, ecological culture, skills oriented towards sustainable development.

INTRODUCTION

The problem formulation. In the content of modern preschool education, pro-ecological education of children is of great importance, which is a component of sustainable development of society and ensures the formation of an ecological culture of the individual, a careful attitude to the natural environment, and conscious consumption of natural resources. Accordingly, there is a need to train specialists for such activities, to develop in future masters the ability to organize pro-ecological education of preschool children, to use innovative approaches to its design.

The relevance of this problem is evidenced by normative documents, such as: Standard of higher education of the second (master's) level of specialty 012 Preschool education, Laws of Ukraine «On higher education», «On preschool education», etc. In particular, the Basic Component of Preschool Education (State Standard of Preschool Education) specifies the essence, content, and main aspects of the formation of natural and ecological competence of preschool children, and identifies skills focused on sustainable development: «children's initial ideas about sustainable actions and behavior, awareness of the need to preserve the planet's resources and personal involvement in this; the development of effective habits of social behavior, economical consumption of resources and nature conservation» (Basic component of preschool education, 2021). This proves the priority of the specified direction of professional training of future masters in preschool education.

Analysis of recent research and publications. The analysis of recent researches and publications proves that the problem of organizing pro-ecological education of preschool children and professional training of future masters in preschool education has repeatedly become the subject of scientific explorations of modern Ukrainian scientists. The theoretical and methodological principles of the formation of the ecological culture of preschool children are presented in the studies of G. Belenka, K. Krutiy, N. Lysenko, L. Matsuk, Z. Plohij, V. Rozgon, and others. Basic aspects of professional

training of future masters in preschool education are investigated by L. Zdanevich, O. Lysenko, M. Mashovets, M. Oliinyk, L. Pisotska, O. Semenov, and others.

AIM AND TASKS RESEARCH – to analyze the methodological principles of professional training of future masters in preschool education for the organization of pro-environmental activities with preschool children; to identify and systematize the goals of environmental education of preschoolers in modern preschool education institutions of Ukraine.

RESEARCH METHODS: analysis, synthesis and generalization of normative and legal documents, psychological-pedagogical and methodical literature on the problems of goal setting and organization of pro-environmental education of preschool children in modern educational institutions; designing the process of forming the foundations of the environmental awareness of preschool children in the course of partnership interaction of preschool teachers with parents of preschoolers.

RESULTS OF THE RESEARCH

The content of educational activities in preschool education institutions is aimed at strengthening and enriching the emotional vulnerability and moral and aesthetic experiences of each child and his personal life experience thanks to the multifaceted natural environment that surrounds him. The preschool period of childhood can rightfully be recognized as sensitive for the formation of cognitive activity, since its dynamics in different years of a child's life differ significantly. Based on the conclusions of scientists (I. Bekh, M. Boryshevsky, O. Kononko, M. Savchyn, etc.), we can say that from 5.5 to 7 years of age, independence and self-control develop intensively, the range of interests expands significantly, cognitive processes are formed, such as: analysis, comparison, comparison, generalization, classification, as well as a growing desire for observation, examination, research and experimentation.

Environmental education of children in the process of their familiarization with the natural environment should be aimed at raising a conscious, responsible and caring attitude towards the natural environment, all possible forms of life expression of its objects - from the simplest to the most complex organisms and, accordingly, to one's own health and one's body.

As you know, any direction of educational activity, as well as education in general, is aimed at achieving clearly defined goals. They are equally important for both children and teachers, as they represent the dynamics of changes that are expectations based on the results of the educational process. Educational goals can also be presented as characteristics of children planned by the teacher, which will distinguish them according to the results of the work performed, for example, the amount of expected information learned; mastered skills and abilities; formed personal qualities in line with the value orientations of nature protection content.

In modern preschool didactics, goal setting is considered in the following interpretation: it is a structural component of education, which is planned among the necessary and basic ones. Accordingly, the selection of organizational forms and methods is subordinated to the achievement of its partial goals and the generalized goal of the entire goal setting of the educational process.

The primary goal in the entire goal-setting procedure should be to identify (diagnosis), develop, project the creative potential of an individual and outline the ways and methods of its permanent formation. In accordance with the above, in the goal-setting procedure, we single out a certain subcontracting of operational goals (the goal of each stage) and general (the ultimate goal of the educational process in a certain age group of preschool children).

Actually, the ultimate goal determines the direction of all the teacher's intentions in the specified direction (in our case – environmental education). Instead, operational goals are somewhat narrower, more local, more clearly defined. In the content of the professional training of future masters in preschool education, it is best to present them with a list of what children should know and what they should be able to do. Accordingly, we can generally imagine the goal of preschool education as a certain postulate, a certain amount of competencies that every child should master at this age stage. Regarding the goal of environmental education, in this context it should be understood as the formation of a conscious attitude to the natural environment, the education of careful attitude to various forms of living organisms, active activities with objects of living and non-living nature aimed at their protection and rational use. The ultimate goal of environmental education is the formation of environmental awareness and ecological culture.

In the scientific and methodical literature, interpretations of the categories related to the raised problem are given, namely: ecological consciousness is understood as a typical human stereotype of the attitude towards the surrounding nature as a result of mastering the system of knowledge developed by it. Ecological culture is considered as a socially significant activity in the sphere of society's interaction with nature in relation to the obtained results - material and spiritual values, legal norms, transpositional mechanisms in the direction of folk customs and traditions (Lysenko N., 2015).

Based on the above-presented procedure for setting goals for children's education in general and environmental education in particular, we will describe its operational goals in four blocks (B) that we have summarized in a little more detail.

B. I. Creation of conditions for children to search for such information about:
- natural means that are interdependent and exhaustive: the destruction of some has a detrimental effect on others;
- natural resources are decisive for establishing the standard of living of children and adults, but their location on the planet is not uniform;

- an adult modifies the processes that occur in living and non-living nature;
- changes made by economic activity to the natural environment are not always effective and useful for its objects and processes;
- the obligation to preserve certain natural landscapes for future generations;
- balanced use of natural resources in industrial, agricultural and household activities, which requires thorough knowledge and professional skills;
- methods of using the natural environment determine the quality of human life;
- the problem of using natural raw materials from the natural environment can be solved by using their substitutes;
- mostly mineral deposits are non-renewable;
- soil protection is extremely important for the further rational development of mankind;
- flora and fauna belong to the renewable resources of the natural environment and suffer from excessive exploitation;
- water is a necessary means for human life;
- water belongs to restorative means, but its quality deteriorates as a result of harmful human activity;
- recreational areas are an extremely important element of general and ecological culture, as well as for the development of the economy in the region;
- life on Earth depends on the state of the atmosphere;
- prevention of the accumulation of garbage, harmful emissions into the atmosphere and other materials is an important measure for the preservation of human health and the protection of landscapes of the natural environment.

B. II. Acquaintance of children with the views of adults on the fact that:
- resistance to the negative impact of civilization on the natural environment requires cooperation between all organizations and societies of adults who are responsible for its condition;
- a person bears moral responsibility for his activities in the natural environment;
- the established system of universal human values affects the methods of human economic activity in nature;
- human problems are divided into psychological and biological;
- all citizens of society should be interested in the protection of society;
- searches for new and alternative sources of energy saving are urgent.

B. III. Formation in preschool children:
- the ability to observe phenomena and examine changes that occur in the natural environment;
- the ability to evaluate and analyze the results of the degradation of objects in the natural environment and participate in the search for alternative ways of their use for the purpose of protection and rational exploitation.

B. IV. Formation in adults:
- a sense of moral responsibility for the state of the natural and social environment;
- willingness to actively participate in nature conservation activities and rational use of natural resources in the region;
- careful attitude towards native nature.

Over a long period of time, it is quite obvious that the factors that destroy the quality of life of a person and the person himself are growing, accordingly, the situation that has developed objectively requires people to change their attitude towards nature, to rethink their value orientations and, therefore, their behavior in general: in everyday life, in society, in nature. Thus, the goal of environmentally appropriate activities in preschool education institutions should be seen in the following:
- contributing to children's awareness that life without contact with the natural environment is impossible, since everything that is necessary for a person is drawn from its depths;
- acquainting children with information (according to age) about the structure of living organisms and their symbiosis with environmental conditions;
- familiarization of children with plants and animals that are common not only in the region, but also on the planet in general;
- contributing to children's awareness that every living being has the right to a dignified life;
- formation of the foundations of nature protection attitude towards objects and natural phenomena;
- formation of abilities and skills of rational use of renewable and non-renewable natural resources;
- children's awareness of the importance of disposal of garbage and other remains;
- formation of various types of children's activity in the bosom of nature;
- formation of a sense of responsibility for the state of the natural environment.

Preschool education institution should be considered as such an institution in which the foundations of pro-ecological education of children are formed from the youngest age, the aesthetic receptivity of the natural environment, the aesthetic pleasure of contemplating its objects and phenomena are nurtured, the sense of duty and understanding of nature as an objective and of real necessity not only for themselves, but also for society in general. In order to achieve this goal, children should be given such information that will help them understand all responsibility for the protection of the natural environment, demonstrate the possible and available ways for them to protect it, which will generally have a positive effect on the formation of environmental awareness.

Every child should be clearly informed that the objects and phenomena of nature that surround them are what is necessary for human life and that he uses them to satisfy all his various problems. In situations where a person uses natural resources immoderately and inefficiently, threatens the environment with his activities and pollutes it, he, first of all, destroys his health and, therefore, his life. Already from preschool age, children should be able to answer the question of why they should do their best to protect the natural environment and prevent its degradation, and even better - to treat plants and animals as their smaller friends.

Such an approach should be a general requirement to teach children from the youngest age to use the wealth of the natural environment. Accordingly, environmental education in a preschool educational institution should take the place of one of the most important components of the guardianship-didactic-educational activity of teachers and the influence of parents on children in family communication. As a result of the use of various forms of activity in working with children, it is important to make them aware of the undeniable truth that the natural environment is vital for every living being and, however, also for humans, so it is necessary to take care of it constantly and responsibly.

In line with such an approach, the task of fostering a positive attitude towards objects of living and non-living nature, and, further, on its basis, forming a sense of responsibility and a careful attitude towards their protection and preservation, becomes no less important. Relying on such an activity algorithm, children are deeply aware of the content of the statement that, destroying nature, man destroys himself.

Environmental education in preschool age is a purposeful and conscious process in the course of the entire educational activity of the preschool teacher and parents. Accordingly, it should provide children with:
- direct or (if this is impossible) indirect contact with objects and natural phenomena;
- reliable information about ecosystems, objects, phenomena that occur in nature;
- basic scientific and reliable ideas (knowledge) about the importance of objects and natural phenomena for the lives of adults and for their lives, including;
- awareness of cause-and-effect relationships between all processes occurring in nature and, first of all, in the environment that is closest to the child;
- observation and awareness of the dependence that follows between the state of the natural environment and the health of adults and children;
- formation of skills of economical and rational use of natural resources of nature, at the same time, protecting them;
- forming the skills of sorting the remains by realizing the possibilities of their secondary use, which can be found in the preschool education institutions, at home, in the yard, etc.;
- formation of the need to comply with environmental rules and to comply with current prescriptions in independent activities, as well as in joint activities with parents, relatives, peers or other adults;
- formation of healthy lifestyle skills and ecological behavior in accordance with ecological culture and valeology during games, rest, study, and work;
- the formation of an ecological lifestyle, and, above all, the observance of cultural and hygienic skills in relation to oneself, one's surroundings, and compliance with the rules of personal hygiene;
- formation of a humane attitude towards people, plants and animals;
- formation of skills of cooperation with peers and with adults regarding the protection of nature, multiplication of its wealth and diversification of natural landscapes by available methods of artificial modeling of its compositions.

Environmental education in preschool education ensures the formation of the foundations of environmental awareness, which in preschool age is distinguished by a number of characteristics, namely:
- the ability to recognize social and natural environment phenomena;
- a pronounced interest in learning about the world around and the phenomena that occur in it;
- awareness and understanding of the rules that exist in nature;
- responsibility for various forms of life on Earth;
- activity and awareness of the feeling of mutual indivisibility between nature and people;
- the need to protect and respect the natural environment.

As stated above, the goal of environmental education in line with its goal-setting can be achieved only under the condition of a purposeful and systematically implemented process. Therefore, the specific tasks of familiarizing children with the nature of the environment are clearly defined. It:
- informing children of information about the structure, living conditions of plants and animals, as well as various phenomena of inanimate nature;
- formation of children's ability to observe and appreciate the beauty of natural objects and its phenomena: shape, movement, color, composition, sounds, texture, etc.;
- development of the ability to convey and comment on the information learned, thereby expressing one's feelings in various forms of creative expression: movements, graphics, sound imitation, pantomime, etc.;
- formation of the ability to evaluate manifestations of harmful behavior of adults and children in the natural environment: cruel treatment of plants and animals, contamination with remains, etc., as well as justification of ways to prevent such acts;
- fostering a careful attitude towards objects of nature by realizing its importance for human life;
- familiarization with plants and animals that are listed as protected in the Red Book of various levels.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, during the professional training of future masters in preschool education, it is necessary to ensure their readiness to implement the listed goals of pro-ecological development of children in modern preschools, to promote the development of cognitive activity and curiosity of children, the enrichment of concepts of natural content, the ability to navigate in the natural environment, to show interest and readiness to get to know the nature of the native land.

This will ensure the formation of preschool children's natural and ecological competence and skills oriented towards sustainable development in accordance with the requirements and provisions of the Basic Component of Preschool Education. At the same time, parents should be actively involved in the formation of the foundations of environmental awareness of preschool children on the basis of partnership.

We see the prospects for further research in the identification of methodological aspects and organizational and pedagogical conditions for the preparation of future master's degrees in preschool education for the implementation of pro-environmental education of preschoolers.

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ДИДАКТИКО-МЕТОДИЧНІ ЗАСАДИ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ДО ФОРМУВАННЯ УНІВЕРСАЛЬНИХ НАВЧАЛЬНИХ УМІНЬ МОЛОДШИХ ШКОЛЯРІВ

Анотація. У статті розглядаються питання дидактико-методичних засад фомування у майбутніх учителів початкових класів професійних компетенцій щодо розвитку універсальних навчальних умінь молодших школярів відповідно до вимог Державного стандарту шляхом наукового осмислення підходів до цієї проблеми в педагогіці, психології та окремих методиках. Зазначається, що основа пізнавальної активності, успішної навчальної діяльності школярів закладається саме в початковій школі. Розглянуто навчальну діяльність як провідний вид діяльності учнів початкових класів, який складається з концептуальних структур (навчальне завдання, навчальна дія, дія контролю та оцінки). Автор статті підкреслює, що молодший шкільний вік є сензитивним для пізнавальної діяльності, тому найважливішим завданням учителя початкових класів стає формування сукупності пізнавальних універсальних навчальних умінь, які ефективно забезпечують розвиток здатності успішно засвоювати нові знання та компетентності, тобто вміння вчитися. Подано перелік основних універсальних умінь, якими мають оволодіти учні початкової школи. Описано гру, спілкування та проектну діяльність як шляхи розвитку універсальних навчальних умінь учнів. Зазначається, що універсальні навчальні вміння стають основою для формування пізнавальної активності і самостійності молодших школярів, їхньої навчально-пізнавальної компетентності, які виступають найважливішими атрибутами особистісно орієнтованого навчання на всіх рівнях освіти. Автором статті встановлено, що проблема формування та розвитку універсальних навчальних умінь молодших школярів достатньо складна і викликає великі труднощі навіть у досвідчених учителів. Матеріалом для такого висновку послужили аналіз та обробка результатів анкетування, проведеного серед студентів та працюючих педагогів. Виявлено протиріччя між можливістю формування в учнів початкових класів універсальних навчальних умінь при вивченні різних дисциплін і недостатньою готовністю до цього педагогів у методичному та організаційно-педагогічному плані. Встановлено, що готовність майбутніх учителів до формування навчальних процесів у молодших школярів визначається когнітивним і діяльнісним критеріями. Розкрито зміст дидактико-методичної підготовки майбутніх педагогів до формування універсальних навчальних умінь молодших школярів, що складається із завдань до семінарських та практичних занять, ситуаційних завдань з окремих тем, використання кейс-методу, організації самостійної роботи студентів із розроблення вправ та завдань для молодших школярів і їх апробації під час педагогічної практики тощо.

Ключові слова: молодший школяр, універсальні навчальні вміння, загальнонавчальні вміння і навички, вчитель початкових класів, дидактична гра, спілкування, проєктна діяльність, ситуаційні завдання, кейс-метод, вправи та завдання для молодших школярів.

DIDACTIC AND METHODOLOGICAL PRINCIPLES OF TRAINING FUTURE TEACHERS FOR THE DEVELOPMENT OF PRIMARY SCHOOL STUDENTS' UNIVERSAL LEARNING SKILLS

Abstract. The study deals with the issue of didactic-methodological fundamentals of the development of future primary school teachers' professional competencies regarding the improvement of primary school students' universal learning skills according to the requirements of the State Standard through a scientific understanding of approaches to this problem in Pedagogy, Psychology, and particular methods. It is noted that the foundation of schoolchildren's cognitive activity and successful learning activity begins in primary school. The educational activity is considered the leading type of primary school students' activity, combining conceptual structures (learning task, educational action, control, and assessment action). The authors of the research emphasize that early school age is sensitive to cognitive activity; therefore the primary school teacher's most important task is the development of a set of cognitive universal learning skills that will effectively ensure the development of the capability of successfully obtaining new knowledge and competences, that is, the ability to learn. We provided a list of basic universal skills for primary school students to master. The authors consider educational games, communication, and project activities ways of developing students' universal learning skills. It is noted that universal learning skills become the basis for the formation of cognitive activity and independence of primary schoolchildren, their educational and cognitive competence, which are the most important attributes of personally oriented learning at all levels of education. The authors of the article learned that the problem of the formation and development of primary schoolchildren's universal learning skills is quite complicated and causes great difficulties even for experienced teachers. The source for such a conclusion was the analysis and processing of the results of the questionnaire conducted among students and in-service teachers. The contradiction between the importance of the development of primary school students' universal learning skills when studying various disciplines and teachers' insufficient methical and organizational-pedagogical readiness was revealed. Future teachers' readiness to facilitate primary schoolchildren's educational processes is determined by cognitive and activity criteria. The content of the didactic and methodological training of future teachers for the formation of primary school students' universal learning skills is analyzed. In our opinion, this content consists of tasks for seminars and practical classes, solving situational problems, individual tasks, case methods, organization of students' independent work, creation of exercises and tasks for primary school students, and their assessment during pedagogical practice, etc.

Keywords: primary school student, universal learning skills, general education skills and abilities, primary school teacher, didactic game, communication, project activity, situational tasks, case method, exercises, and tasks for primary school students.

INTRODUCTION

The problem formulation. Considering the modernization of the education system in Ukraine, in particular, its primary level, one of the main tasks is to create conditions for the development of primary schoolchildren's personalities. Modern primary school, as the most important social institution, is aimed primarily at the development of children's universal learning skills during school life to realize their intellectual and personal potential. The changes that take place in the modern world require students to be able to think creatively, independently solve non-standard tasks, find innovative solutions quickly, and navigate the flow of information. "In the conditions of the information society, the problem of developing students' learning ability, to acquire knowledge independently, is becoming more urgent. Its significance increases within the boundaries of the first-level school, where the educational activity as a leading one is only beginning to take shape, and therefore there is the necessity to ensure its procedural component, represented both by course (special) abilities and skills and by cross-course (general education), in particular by the ability to learn", - notes Y. Kodlyuk (Kodlyuk, 2015, p. 220). The State Standard of Primary Education states that the development of students' extra-subject, general subject, and subject-specific competencies is the goal and main result of education (State Standard of Primary Education, 2018). Therefore, future primary school teachers should be professionally competent in matters of effective organization of educational and cognitive activities of primary schoolchildren.

Analysis of recent research and publications. Research into the essence and structure of students' universal learning abilities dates back to the times of Plato, Aristotle, J. Locke, I. Kant, G. Hegel, and others. The problem has been studied by many modern Ukrainian and foreign scientists: L. Vygotsky, T. Golovan, N. Zakharova, O. Zozulya, Y. Kodlyuk, I. Lerner, V. Lozova, O. Mytnyk, V. Molyako, O. Savchenko, V. Sukhomlynskyi, T. Shushara, and others.

RESEARCH AIM AND TASKS is to determine the didactic and methodological principles of training future teachers for the development of primary schoolchildren's universal learning skills.

RESEARCH METHODS: theoretical analysis of psychological and pedagogical literature; analysis of practical problem-solving skills.

RESULTS OF THE RESEARCH

Primary school plays an important role in a person's life. Primary school age is characterized by the transition to systematic learning, which fundamentally changes the social condition of the child's development. School life introduces students to a strictly standardized world of relationships, and obliges them to be responsible for discipline, duties, and the acquisition of learning skills. It can be argued that it is to a certain extent stressful in connection with sufficiently strict requirements for the child. At the same time, this period is sensitive to cognitive activity; therefore, the most important task of a primary school teacher is the development of a set of universal learning skills ensuring the effective development of the capability to acquire new knowledge and competencies successfully, that is, the ability to learn. At this level, children should have at least such universal skills as general education, logic, and problem-solving. At primary school age, the

learning activity becomes leading (Zozulya, 2000, p. 59). Under a teacher's facilitation, a student not only acquires special mental actions but also the skills necessary to adapt to new, changed social conditions. The educational activity is complex in terms of content and form of implementation; the child does not absorb it immediately. The teacher needs to make a lot of effort so that in the process of systematic work the student acquires the ability to learn.

The conceptual basis of the structure of educational activity is the educational task; educational action; action of control; evaluation action. A modern primary school student masters the following universal skills:

· cognitive skills: comparing and contrasting facts, highlighting key points, risk assessment, switching from one type of activity to another, perceiving and quickly processing new information, distinguishing between fake and true information, critical thinking, calculating, text analyses, observation, reflection, remembrance ;

· active and self-organizing skills: to communicate online, plan activities, learn independently, use gadgets independently following instructions, organize a workplace, online study, use a computer or phone, online resources, join by link and work with digital tools,

· use digital textbooks, search for additional information, take online tests, work with interactive worksheets, express opinions orally and in writing, co-work, study additional sources, work with presentations, and educational projects, cloud technologies;

· regulation-related skills: to concentrate attention, listen and hear, look and see, concentrate on an activity, manage one's emotions, cope with stress, follow instructions, have a positive attitude to learning, self-organize, show initiative, be independent and responsible, be goal-oriented, to continue study after the "air alarm" signal;

· reflective skills: express emotions, perform a self-check, monitor your emotional state, analyze activity, and monitor your behavior (Onoprienko, 2022, pp. 91-92).

Thus, a primary school student's development is based on the development of educational activities in the process of theoretical knowledge obtaining through analysis, planning, reflection, etc. These processes determine the peculiarities of the development of children of primary school age in connection with their immersion in educational activities.

Universal learning skills development takes place in the process of studying school disciplines. Every course has a certain potential depending on the discipline content and methodology. At the same time, universal learning skills have extracurricular, meta-disciplinary character, ensuring the connections between general cultural, personal, and cognitive development, the continuity of all links of the educational process, and the organization and regulation of student activity regardless of the specifics of the discipline content (Savchenko, 2014). When solving educational tasks, the child's mental activity develops, and his/her thinking process becomes coherent, consistent, and evidential, that is, mental actions aimed at analyzing and managing his/her cognitive activity are formed (Kodlyuk, 2013).

Universal learning skills are general educational actions combining the independent setting of a cognitive goal; searching and structuring the necessary information using various means; meaningful reading; modeling. Several universal learning skills consist of a group of logical universal actions, namely: the creation of hypotheses and their verification, cause-and-effect relationships; logical reasoning; implementation of classifications, comparisons, and generalizations. Solving systematized tasks, primary schoolchildren master the content of various courses actively, as well as such mental operations as analysis, synthesis, concretization, selection of key concepts, etc. They acquire the ability to think creatively. All this is the basis of logical universal learning processes (Zakharova, 2001, p. 69).

Game-based learning, communication, and project activities are of significant importance. The German scientist I. Herbart was the first to initiate a systematic study of game-based learning as a teaching method. He claimed that it is a preparation for life, a means of training for skills necessary for intellectual and personal development. The scientist also proved the social significance of game-based learning as the primary form of the child's involvement in the ethno-cultural educational environment. The game, in his opinion, fosters a sense of responsibility, and self-determination in activities, developing your learning capabilities (Herbart, 1982, p. 126).

A well-known Swiss researcher J. Piaget related the game with activity and thinking and believed that in the game setting, primary schoolchildren learn to navigate it. Types of educational games can be understood in three primary categories: game exercise (complex skills development), educational simulations (affects the process of remembering with the help of symbols and signs), and playing by the rules (develops cooperation).

Game-based learning is being developed in Ukrainian Pedagogy and Psychology by G. Boyko, L. Boyarova, O. Humenyuk, O. Dobrovolska, P. Kuharuk, O. Martynenko, T. Pavlenko, O. Piskun, and others. They associate it with child development activity. Scientists consider game-based learning to be an effective method of educating players.

As noted by I. Ruda, a game is a historically determined, natural cultural element, an independent type of activity in which the social experience of generations, rules, and norms of life is enriched through the adoption of a game role (Ruda, 2016). For example, in the game "Spot the difference" (the teacher successively shows two pictures that differ in detail, and the children's task is to spot the differences); "Visual dictation" (geometric shapes pictures are presented, then students reproduce them from memory on a sheet of paper); "Write a fairy tale" (the teacher shows a picture, and students take turns to make up a fairy tale about what is depicted on it) and others.

The child's interaction with the setting, with the social environment, is of great importance in the development of universal learning skills. Primary school students master various types of activities (learning, productive), starting new forms of communication with adults and peers. Communication is such emotional, informational and meaningful interaction, in which personal and interpersonal relationships are manifested, realized, and formed. Its role is very important in the development of universal learning skills, because, in the process of communication, a child's relationship with the setting, personal relationships, and relationships with adults (trusting - distrustful, interested - indifferent, etc.) are established.

We highlight the great importance of primary school students' communication in their native language (mother tongue), and the preservation and transmission of the linguistic wealth ensured in primary school. It is the basis for the development of primary schoolchildren's universal learning skills, which is impossible without the national language and culture. The mother tongue increases the level of children ethno cultural knowledge because the mental structures of activity and the culture of thinking of its speakers find expression in the language. Thus, language is a means of social development and a tool for children's intellectual growth.

Applying the idea of a group project, a primary school teacher develops not only students' intellectual, but also creative, and communicative abilities. The essence of this technology is that primary schoolchildren, looking for a solution to a given problem, learn to acquire knowledge independently, be acquainted with the cultural heritage of their people, and strengthen national self-awareness. Working on a group project, children become researchers, build hypotheses, draw conclusions, and generalize them, because of which they develop their intellectual and communicative abilities, adapt to modern conditions of school education, and acquire such qualities as responsibility, purposefulness, independence, and initiative. They develop such universal learning activities as an orientation to search activities, and the ability to plan actions independently. Project activity enriches students with new knowledge, develops an interest in learning, and helps systematize knowledge. Each student takes an active part in it, getting an opportunity to realize their abilities, and to develop teamwork skills. In the project work, everyone contributes to the common task and acts simultaneously as an organizer and expert in the activity (Onoprienko, 2009).

Students' universal learning skills become the basis for the formation of their cognitive activity, independence, and educational competence. They are the most important attributes of personally oriented education at every level of education. Educational and cognitive competence is defined as the readiness to carry out educational and cognitive activities at a certain level, a student's set of interrelated knowledge, skills, and personality qualities. They allow him/her to carry out an independent effective cognitive activity, the integrative quality of the student's personality, educational and cognitive competence, resulting in motivation to learn, the ability to organize the educational and cognitive activity, informational and logical thinking skills, the system of knowledge in the discipline area (Turchyna, Vakhrusheva, 2018, pp. 13-14).

Cognitive activity, cognitive independence, and cognitive competence are the basis, a condition, and at the same time are manifested in the student's effective cognitive activity. About schoolchildren, young people, and adults, these categories characterize activities that go beyond just learning, related to the individual's independent and self-regulated activity, aimed at solving current social and personally significant problems, ultimately, with the self-determination and self-realization of the individual in the socio-cultural setting.

The problem of the formation and development of universal learning skills is quite complex and causes great difficulties even for experienced teachers, regarding appropriate methods and teaching tools acceptable for a particular situation.

The material for such a conclusion was the analysis and processing of the results of the questionnaire conducted among students and teachers. We found a contradiction between the possibilities of developing primary school students' universal learning skills when studying different disciplines and teachers' insufficient methodical and organizational-pedagogical readiness.

Students were proposed to fill out a self-diagnosis card assessing their readiness for this activity. Two criteria were singled out: cognitive (understanding of universal educational actions, laws, and mechanisms of development, capability to specify them taking into account the discipline specifics) and activity (capability to select tasks, pedagogical and methodical technologies, educational material taking into account the specifics of the development of universal learning skills). The majority of senior students (67%) stated that they were insufficiently prepared to solve this problem.

Of course, a teacher must possess certain competencies regarding the formation of certain universal skills. Future teachers' training should be aimed at ensuring firm mastering of subject knowledge, methods of teaching disciplines, and capability to use effective technologies, and methods of teaching. Students should be prepared for independent expansion and renewal of knowledge, therefore, great attention is paid to the organization of their independent work in practice.

For thorough preparation for the development of primary school students' universal learning skills, we have accomplished a didactic system consisting of tasks for preparation for classes - seminar and practical. They include situational tasks on certain topics, case methods, independent work of students on the development of exercises, and tasks for primary school students. Analysis of tasks and their approbation in primary school during practice contribute to the effective formation of future primary school teachers' professional competence.

The development of students' universal learning skills is carried out mainly in the process of targeted learning, organized, facilitated, and managed by the teacher. In this regard, there are serious requirements for future primary school teachers' training, which are implemented in the process of general psychological-pedagogical and methodical training, by strengthening the connection between educational, cognitive, and scientific research activities. The first group includes scientific research in the educational process: lectures, seminars, practical classes, selective disciplines, individual tasks of a research nature for a pedagogical internship, etc.; the second is extracurricular scientific and research activities (coursework and graduation qualification works, participation in scientific circles, preparation of scientific articles, etc.).

One of the most difficult problems is the diagnosis of the formation of children's universal learning skills. To do this, we teach students to analyze syllabi, and the educational and methodological curricula of primary education during practical classes.

In our opinion, there are not enough tasks in school textbooks that would teach how to select the right sources of information and promote the development of the ability to analyze information. Children like to make drawings, and diagrams, using various signs and symbols. The modeling method equips them with techniques that help them to be

active and successful, overcome difficulties, create new images, and fantasize when solving a task independently. With this approach to learning, study becomes an interesting type of activity. That is why we are working with future primary school teachers on a methodology for solving non-standard and logical tasks, which are aimed at preparing for work concerning not only the development of primary schoolchildren 's critical thinking but also the formation of a logical chain of reasoning.

An important requirement for the professional training of future primary school teachers is an understanding of psychological and pedagogical mechanisms for the formation of universal learning skills. When studying the discipline "Didactics", we consider the issue of "Activity", and "Educational activity"; psychological and pedagogical literature is analyzed, as the structure and peculiarities of the formation of educational activities, criteria for evaluating the formation of students' universal learning skills; the methodology of their development. Recommendations for educators include the following issues: 1) rely on students' personal life experience; 2) try to use interesting game–based material; 3) create problem situations in the learning process; 4) determine the aim and tasks of the educational activity together with students, etc.

Teacher training also involves the development of skills to develop programs for the formation of universal educational skills (subject and meta-subject educational results), which reflect methodological and organizational directions for the development of the activity criterion of students' readiness for professional activity. During classes, students get to know the methods of active learning, and real-life simulation games are widely used. At the same time, we rely on the results of research by O. Ardelyan, Ya. Kodlyuk, V. Reshentnik, O. Savchenko. They consider the concept of universal general learning abilities and skills as the ability for self-development and self-improvement through conscious and active assimilation of new social experiences.

Effective teaching practice promotes and supports the formation of universal skills, gradually developing students' logical structures necessary for the educational activity. The future teacher must possess the appropriate skills because primary schoolchildren often imitate him/her even in the manner of reasoning.

Students must be able to solve standard tasks as well as those that require originality and flexibility of thinking, and cognitive ingenuity. Therefore, considering several ways of solving non-standard tasks with students in elective classes, it is necessary to show ways of solving a similar task and methods of reasoning at the same time.

Students develop lesson notes for all classes and conduct lessons based on them in secondary schools during pedagogical practices. When making notes, attention is focused on such requirements as the ability to formulate correct aims and tasks of the lesson, the mandatory creation of such situations when students face insufficient knowledge of the material, the inability to solve tasks (problematic situations), and the desire to find solutions.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, universal learning skills are a set of methods of various actions that contribute to students' active self-development, independent mastering of new knowledge, gaining social experience, and formation of social identity. Their formation takes place during the study of school subjects, in the process of didactic games, communication, project activities, etc. Our research proved that it is necessary to provide additional assistance in the preparation of future primary school teachers for the formation of primary schoolchildren's universal learning skills. Methodological support is one of the important pedagogical conditions that ensure the effectiveness of professional training of future teachers in this direction. We consider the development of programs for the formation of universal learning skills of primary school students, which would help the future teacher to achieve subject and meta-subject educational results, to be a promising direction for further research of the problem.

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ФОРМУВАННЯ ЕМОЦІЙНОГО ІНТЕЛЕКТУ ЯК ЧИННИКА ЗМІЦНЕННЯ ПСИХІЧНОГО ЗДОРОВ'Я ТА АДАПТАЦІЇ СТУДЕНТІВ У КРИЗОВИХ УМОВАХ ВІЙСЬКОВОГО СТАНУ: ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ ПРОБЛЕМИ

Анотація. Актуальність і практична значущість порушеної проблеми зумовлюється погіршенням психічного здоров'я українського населення, зокрема студентської молоді, за умов запровадження у 2022 р. військового стану в Україні. Подолання цієї проблеми потребує пошуку ефективних інструментів. Одним із них є формування емоційного інтелекту.

Мета дослідження полягає в науково-теоретичному обґрунтуванні потенційних можливостей розвитку емоційного інтелекту в студентської молоді як чинника збереження її психічного здоров'я та адаптації до кризових ситуацій спричинених військовими діями в Україні.

Методи дослідження: евристично-пошуковий (для систематизації і аналізу наукових джерел з порушеної проблеми); аналізу і синтезу (для розкладення і членування процесів і явищ формування емоційного інтелекту та сполучення розрізнених даних для відображення об'єкта дослідження як цілості); контент-аналіз, дискурс-аналіз (для вивчення окремих аспектів досліджуваних феноменів із позицій наукового дискурсу).

Результати дослідження полягають у розробці комплексної моделі формування емоційного інтелекту студентської молоді в кризових ситуаціях. Вона синтезує чотири основні теоретичні концепти: перший визначає емоційний інтелект як когнітивну здатність, спрямовану на обробку інформації крізь призму емоційного сприйняття; другий характеризує емоційний інтелект як здатність особи розпізнавати і розуміти емоції, наміри, бажання власні та інших людей, а також управляти ними; третій – структурує емоційний інтелект як рівні володіння особою 15 здібностями; четвертий стосується поєднання в структурі емоційного інтелекту особистісного та міжособистісного компонентів. Науково-теоретичне обґрунтування порушеної проблеми уможливило висунути гіпотезу, згідно з якою формування емоційного інтелекту студентської молоді, зокрема його чотирьох компонентів (інформаційний; адаптаційна поведінка; самоконтроль; емпатія), може стати ефективним чинником збереження її психічного здоров'я та адаптації до кризових ситуацій.

Ключові слова: емоційний інтелект, психічне здоров'я, кризова ситуація, адаптаційна поведінка, самоконтроль, емпатія, здобувачі освіти.

DEVELOPMENT OF EMOTIONAL INTELLIGENCE AS A FACTOR FOR STRENGTHENING THE MENTAL HEALTH AND ADAPTATION OF STUDENTS IN THE CRISIS CONDITIONS OF THE STATE OF WAR: THEORETICAL JUSTIFICATION OF THE PROBLEM

Abstract. The relevance and practical significance of the raised problem is determined by the deterioration of the mental health of the Ukrainian population, in particular the student youth, under the conditions of the introduction of martial law in Ukraine in 2022. Overcoming this problem requires finding effective tools. One of them is the formation of emotional intelligence.

The purpose of the study is to provide a scientific and theoretical basis for the potential development of emotional intelligence among student youth as a factor in maintaining their mental health and adapting to crisis situations caused by military actions in Ukraine.

Research methods: heuristic-search (for systematization and analysis of scientific sources on the problem in question); analysis and synthesis (for the breakdown and division of processes and phenomena of the formation of emotional intelligence and the combination of disparate data to display the object of research as a whole); content analysis, discourse analysis (for the study of certain aspects of the studied phenomena from the standpoint of scientific discourse).

The results of the research consist in the development of a complex model of the formation of emotional intelligence of student youth in crisis situations. It synthesizes four main theoretical concepts: the first defines emotional intelligence as a cognitive ability aimed at processing information through the prism of emotional perception; the second characterizes emotional intelligence as a person's ability to recognize and understand their own and other people's emotions, intentions, desires, as well as manage them; the third - structures emotional intelligence as levels of a person's possession of 15 abilities; the fourth concerns the combination of personal and interpersonal components in the structure of emotional intelligence,

Conclusions: scientific and theoretical substantiation of the raised problem made it possible to put forward a hypothesis according to which the formation of the emotional intelligence of student youth, in particular, its four components (informational; adaptive behavior; self-control; empathy) can become an effective factor in preserving their mental health and adapting to crisis situations.

Keywords: emotional intelligence, mental health, crisis situation, adaptive behavior, self-control, empathy, students of education.

INTRODUCTION

The problem formulation. Initially, this study was planned as a continuation of previous studies [29] and was supposed to relate to the formation of emotional intelligence as a factor in the adaptation of student youth in the crisis conditions of the COVID-19 pandemic. However, the large-scale military operations that began in Ukraine in February 2022 and fundamentally changed its social development forced the subject of the study to be adjusted. Although the main participants of the experiment remained students, the representativeness of its results expanded, so they can be applied to other categories of the population, taking into account their psychophysiological and social characteristics.

Conducting such a study is actualized by official government data, according to which in the fourth month of the war, about a third of the population of Ukraine needed psychological support. According to scientists' forecasts, mental disorders will inevitably lead to the spread of cardiovascular diseases, diabetes, arthritis, asthma, cancer and other diseases. This situation is typical and is confirmed by the experience of other countries affected by armed conflicts (Lyashko, 2022).

AIM AND TASKS RESEARCH

The purpose of the study is the scientific-theoretical substantiation of potential opportunities for the development of emotional intelligence (EI) in student youth as a factor in maintaining their mental health (MH) and adapting to crisis situations, in particular, those caused by military actions in Ukraine.

Achieving this goal involves defining terminology, ideological concepts, research hypotheses and developing a structural model of EI formation in the context of the problem.

RESEARCH METHODS

During the preparation of the study, the following methods were used: heuristic-search (for the systematization and analysis of scientific sources on the problem in question); analysis and synthesis (for the breakdown and division of processes and phenomena of the formation of emotional intelligence and the combination of disparate data to display the object of research as a certain whole); content analysis, discourse analysis (for the study of certain aspects of the studied phenomena from the standpoint of scientific discourse).

RESULTS OF THE RESEARCH

Based on international scientific experience (Interpretations..., 2020), we interpret a crisis situation as an extreme aggravation of contradictions, destabilization of the situation in various spheres of a person's social and personal life in a certain region, country or the world as a whole. Its most dangerous and complex type is a military-political crisis, which creates an atmosphere of incomplete and inconsistent information, uncertainty and unpredictability of the situation, general fear, confusion, and panic. A sharp increase in destabilizing factors in the environment leads to an increase in the number of people suffering from stress, behavioral and mental disorders, and exacerbation of chronic diseases (Russell, Charles, Figley, Robertson, 2015).

Analysis of scientific research (Centers..., 2020; Eysenbach, Fagherazzi, Torous, 2020; Mental health..., 2020) about the impact of a crisis situation (in particular, caused by COVID-19) on MH allows to consider it as a state of a person who functions at a satisfactory level of emotional and behavioral adaptation; the ability of an individual to realize himself as a subject of interaction with the surrounding world; mental mechanisms that determine a person's social activity. Mental health plays a decisive role in overcoming "normal life stresses", coping with life's stresses and ensuring productive social work. Fear, anxiety, and stress are normal reactions to the perception of real and imagined threats, however, during crisis situations they significantly increased, because the person was faced with the unknown, uncertainty due to new realities.

In our context, we should note that, according to American scientists, problems with mental health have become one of the main obstacles to the successful study of students, because they negatively affect their motivation, social interaction, concentration of attention, and aggravate various mental illnesses (Centers..., 2020).

Under such circumstances, the relevance of research aimed at studying effective ways of preserving MH and human adaptation in crisis situations, in particular, caused by military actions, is increasing. Representative scientific studies (Bariso, 2018; Bar-On, 2005; Goleman, 1998; Mayer, Salovey, Caruso, 2000; Salovey, Mayer, 1990) testify that one of the promising ways and means of solving this problem is the formation of EI. Based on their analysis, a complex model of EI formation was developed as the ability to perceive adequately and process information critically and to exercise self-control and emotional self-regulation of behavior in crisis situations.

This model synthesizes four main theoretical concepts. The first defines EI as a cognitive ability aimed at processing information through the prism of emotional perception. The cognitive ability of EI consists of four "branches": recognition and expression of emotions; using emotions to solve specific tasks; understanding the emotions that preceded and followed the events; regulation of one's own and others' emotions for successful interaction with the external environment (Salovey, Mayer, 1990).

The second concept characterizes EI as a person's ability to recognize and understand emotions, intentions, desires of other people and their own as well as to manage them to solve practical tasks; as a unity of intellectual processes and a tool for effective interaction with the social environment, which allows one not to succumb to stress (Goleman, 1998; Nelis, Quoidbach, Mikolajczak, Hansenne, 2009; Stein, Book, 2011).

The third concept structures the EI model as levels of a person's possession of 15 abilities: self-assessment of capabilities and limitations; awareness of one's emotional state; self-expression of feelings, thoughts; emotional stability; empathy; self-identification; social contacts; resistance to stress; control of emotions; assessment of realities; adjusting thoughts, ideas, behavior according to circumstances; effective problem solving; self-actualization; optimism and emotional balance; satisfaction with life (Bar-On, 2005).

The fourth concept contains two aspects related to: a) an organic combination in the structure of EI of personal and interpersonal components, which are aimed at one's own emotions and the emotions of others (according to Goleman, 1998); b) a clear fixation of the influence of EI on adaptation, which includes assimilation - reproduction in the cognitive activity of the subject of the main characteristics of the object of knowledge and accommodation - adaptation of the subject to new realities (according to Piaget, 1966).

The synthesis of these concepts allows us to present an integrated model of the formation of EI as a vital resource for the preservation of MH and adaptation to a crisis situation (in our case, caused by military actions in Ukraine). It consists of four main components that outline the essence and indicators of a person's possession of EI as a factor in the regulation of behavior, emotions and adaptation to the challenges of a crisis situation (table 1).

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Table 1.

***Components and indicators of determining the levels of formation
of EI as a vital resource of adaptation to a crisis situation***

EI component	Indicators of EI components
Informational component reflects psycho-emotional perception	Ways of receiving information; subjects of information; nature of information perception; its effect on the psyche
Adaptive behavior is adaptation to new living conditions	Adaptability - correspondence between goals and the result of life activities, determined by a person's attitude to the surrounding world and himself; non-adaptability − a perceived inconsistency between goals and the result of life activities; maladaptability - disharmony between goals and activity results, which causes mental tension, weakening of immunity
Self-control is the conscious control of behavior and emotions. mental state, reactions to events	The ability to realize and manage feelings, emotions; tolerance; positive thinking; optimism; ability to psychological adaptation
Empathy is sympathy, perception of another's feelings	The ability to understand the feelings and emotional state of another person; adequacy of perception of the social environment; development of social compassion; the ability for sincere emotional relationships; willingness to help others

On the basis of the specified theoretical provisions, a hypothesis is put forward, according to which the organization of targeted training on the formation of specified components of EI can become an effective factor (vital resource) in preserving the MH of a person and its adaptation to a crisis situation. To test the hypothesis, an experiment should be conducted, which should be a continuation of the theoretical justification of the raised problem.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientific-theoretical substantiation of the raised problem made it possible to put forward a hypothesis according to which the formation of EI of student youth, in particular, its four components (information; adaptive behavior; self-control; empathy) can become an effective factor in preserving its MN and its adaptation to crisis situations. All life crises, including those caused by military events, mass casualties and large-scale destruction, always end sooner or later. Therefore, their experience should be carefully studied in order to use the potential of EI in increasing human life resources effectively. As the famous Sir Winston Churchill said, "Never let a good crisis go to waste".

We see the prospects for further research in the organization and conduct of experimental work on the formation of EI among student youth. Its results should confirm or refute our hypothesis.

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«ПЕРЕВЕРНУТА ЛЕКЦІЯ» – ІННОВАЦІЯ У МЕТОДИЦІ ПІДГОТОВКИ МАЙБУТНІХ ВИКЛАДАЧІВ ЗАКЛАДУ ВИЩОЇ ОСВІТИ

Анотація. Статтю присвячено одній із інноваційних технологій, що активно використовується в освітній практиці в закладі вищої освіти (ЗВО) – «перевернутій лекції». На основі аналізу наукової літератури висвітлено сутність концепту «перевернута лекція», окреслено мету, завдання та засоби використання технології у ЗВО. Установлено, що всі підходи до розгортання «перевернутого навчання» (класична, просунута і змішана моделі) базуються на єдиному ключовому принципі: ознайомлення з новим матеріалом відбувається поза аудиторією, тоді як аудиторна робота присвячується практичному застосуванню отриманих знань. Досліджено, що в практиці ЗВО використовують такі типи «перевернутої лекції»: типова, орієнтована на дискусію, сфокусована на демонстрацію, псевдоперевернута, групова, віртуальна, «перевернутий викладач». На основі анкетування (опитувальники «Ефективність традиційної форми навчання» та «Ефективність перевернутої форми навчання» (Google Form)) установлено, що технологія «перевернута лекція» є гнучкою, що дає змогу сформувати динамічне і творче середовище, у якому студенти вчаться критично мислити та спільно розв'язувати поставлені завдання. Зроблено висновок, що «перевернута лекція» є новацією в методиці викладання у ЗВО, оскільки має на меті зміну ролі викладачів на користь більш тісної співпраці, командної роботи та спільного внеску в освітній процес, що спонукає до зсуву пріоритетів від простої подачі навчального матеріалу до роботи над його вдосконаленням.

Ключові слова: «перевернута лекція», «перевернуте навчання», інновація, методика, підготовка, викладач, ЗВО.

«INVERTED LECTURE» – INNOVATION IN HIGHER EDUCATIONAL INSTITUTION TEACHING METHODOLOGY

Abstract. The article is devoted to one of the innovative technologies that are actively used in educational practice in a higher education institution - «inverted lecture». On the basis of the scientific literature analysis, the essence of the «inverted lecture» concept is highlighted, the purpose, tasks and ways of using technologies in higher education are outlined. Established that all approaches to the «inverted learning» deployment (classical, advanced and mixed models) are based on a single basic principle: familiarization with new material is carried out outside the classroom, while classroom work is devoted to a practical set of acquired knowledge. It has been researched that the following types of lectures are chosen in the practice of higher educational institutions: typical, discussion-oriented, demonstration-focused, pseudo-inverted, group, virtual, «inverted teacher». Based on questionnaires (questionnaires «Effectiveness of traditional form of education» and «Effectiveness of inverted form of education» (Google Form)) it was established that the technology of «inverted lecture» is flexible, which allows forming a dynamic and creative environment in which students learn to think critically and solve the tasks together. It was concluded that the «inverted lecture» is an innovation in the teaching methodology at higher education institutions, after which it aims to change the role of teachers to obtain closer cooperation, teamwork and joint contribution to the educational process, which prompts a shift in positions from the simple presentation of educational material to work on its improvement.

Keywords: «inverted lecture», «inverted learning», innovation, methodology, training, teacher, HEI.

INTRODUCTION

Formulation of the research problem. The 21st century is a time of transition to a high-tech information society, in which the quality of human potential, the level of education and culture of the entire population become crucial for the economic and social progress of the country. With the aim on quality of education constant improving, updating its content and forms of organization of the educational process, forming and developing a competitive personality, there is a need to create conditions for expanding life competence, forming new motivations for learning, self-organization and self-realization of the individual, introducing new methods and technologies of learning, adequate to modern trends, the demands of society and the needs of students of the digital generation and as a final result - the orientation of students for further independent life.

The challenges faced by Ukrainian higher education as a result of the COVID-19 pandemic and the new stage of the Russian-Ukrainian war of 2014–2022, which began with the invasion of the Russian army, drew the attention of the entire society to distance learning technologies, which have now become one of the development priorities education One of such innovative technologies is the technology of «inverted learning».

Analysis of scientific research and publications. A review of the scientific and methodological literature showed that at the current stage the described phenomenon is relatively new in the educational practice of Ukraine. Thus, the technology of «inverted learning» is presented in the works of T. Basalgin, V. Bykov, O. Voronkin, L. Didukh, S. Litvynova, M. Khomutenko, M. Kurvits, E. Mazura, O. Remezova, S. Baker, J. Bergman et al. Therefore, the problems of using the «inverted learning» technology in the professional training of future specialists of the institution of higher education (hereinafter referred to as HEI) were left out of the researchers attention, which determined the relevance of the topic of the scientific publication.

PURPOSE AND TASKS OF THE RESEARCH - to justify the expediency of using the «inverted lecture» technology in the process of teaching in HEI.

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

RESULTS OF THE RESEARCH

Modern Information Technology is just a tool, with help of which those who study can expand their discipline learning posibility and future job activity, and teachers job is to help students to obtain the skills to help them use this tools with quality for professional tasks solving in modern life. As a result, teachers strive to find new and effective methods, techniques and teaching methods that can be used in combination with traditional methods to motivate students and develop them useful in the 21st century skills, such as «Critical thinking and capability of decision making, ability to communicate and cooperation, creativity and innovativeness, information literacy, computer and media working skills, independence and initiative, flexibility and adaptablity, productivity and responsibility, leadership and desire to learn and improve in life» (Tilikina N. V., 2020).

«Inverted learning», noted M. Kademiya, is a type of educational model of mixed learning, in which the traditional presentation of a lecture is transformed into its discussion, in which debatable issues are revealed, projects are presented, practical work is carried out, etc., and the video lecture in this approach is a key component in technologies of inverted learning (Kademiia M.Iu., Yevsiukova L.S., Tkachenko T.V., 2011, p. 112).

E. Remizova emphasizes that «inverted learning is a pedagogical approach where the emphasis shifts from the collective learning space to the individual learning space.» The collective learning space is accordingly transformed into an interactive, dynamic, educational environment, where the teacher coordinates students for creative activities in the educational process (Remyzova E.H., 2014).

The history of inverted learning technology appeerence is associated with the name of Salman Khan, the founder of the international educational network «Khan Academy». In 2006, he had to explain the material of school lessons to his cousins. Later, he decided to shoot a video and post it on a YouTube channel. A year later, this innovative idea was picked up by chemistry teachers Jonathan Bergman and Aaron Sams, offering it to students at Woodland School in the state of Colorado (USA). They filmed short video lectures for students to watch at home. In the classroom, practical and laboratory work was performed and students' questions were answered. Subsequently, they wrote the book «Inverted learning or how to reach every student in the lesson» and «Solving the problem of homework through the technology of inverted learning», which tells about the features of the technology and its possibilities (Stynska V.V., Prokopiv L.M., 2020, p. 148).

The experience of the «inverted learning» technology has spread rapidly in various fields of knowledge around the world. However, it is worth adding that some principles of «inverted» learning were used by teachers even earlier, until 2007. «The use of the technology «inverted classroom» in teaching a professional foreign language» is mentioned, as an example, by the professor of Harvard University - E. Mazura. It is known that he «was giving students the lecture material for preparation before class, at the beginning of the session he conducted surveys to check the learned material», and then, in small groups, worked on in-depth study of the topic and problems. The authors emphasize that «unlike traditional lectures, he did not demonstrate to students the solutions to analogical tasks, encouraging them to apply principles and theories in different situations» (Konoplianyk L., Melnykova K., 2021).

O. Pylypchuk in the review essay «Inverted» learning of informatics» provides information about the creation in 2010 of the entire «Clintondale High School» in Detroit, USA, which «became the first «inverted school», which completely inverted the principle of «inversion». According to a 2018 study by the Center for Digital Education and Sonic Foundry among members of the online community «Educational Exchange (Center for Digital Education)», «half of American university teachers are already using inverted learning in their classrooms» (Markova N., Shmatok A., 2018).

In the sphere of Ukrainian higher education, the technology of «inverted learning» has been actively included in HEI educational processes since 2014 in teaching various subjects (O. Volnevich, L. Korol, O. Malykhin, I. Pyankovskoi, K. Yalova, K. Yashina T. Yarmolchuk and others).

In scientific literature, the categories «inverted learning», « inverted classroom», « inverted lecture» are considered synonymous. This allows us to consider the peculiarities of the «inverted lecture» organization, using all concepts.

Combining the traditional system of education and online education, the technology of «inverted learning» is practically a kind of «blended learning». This technique is based on the psychological concept that it is through the visualization of the content one can learn the material much better.

The technology relies on concepts such as active student learning, hybrid course design, and podcasting (a digital media file that can be distributed over the Internet). It is this technology that establishes a structure that provides students

with the opportunity to «receive individual education taking into account their individual needs», to learn from each other (Hladun M., 2019).

The purpose of the «inverted lecture» is to provide comfortable educational conditions that contribute to the productive educational, cognitive and practical participants activities of the educational process, the self-development of the student's personality and the formation of their life competence, as well as the ability to transform the received information, to transfer it from a cognitive level to a constructive, active one.

The implementation of the «inverted lecture» in the educational process contributes to solving the following tasks: ensuring that each student reaches his or her own level of development through an individual pace of work; promoting the formation of the student's professional competencies through a comprehensive approach to education; formation of intellectual and cognitive abilities of students; development of creative activity, practical and research skills of students; provision, stimulation of self-development and self-actualization of the individual; increasing the level of educational achievements of students; ensuring the conscious assimilation of basic knowledge due to their universal use in various situations.

The following types of inverted lectures are found in the practice of foreign education:

The Standard Inverted Classroom. Students they receive homework, which involves watching video lectures, familiarization with materials related to the topic of the next class, during which theoretical knowledge is applied in practice, and teachers have additional time for individual work with each student.

The Discussion-Oriented Flipped Classroom. Students are given the task of watching certain videos or materials from Internet resources, and the teacher organizes a discussion of the received information during the lesson.

The Demonstration-Focused Flipped Classroom. This form will be effective for teaching those subjects that require demonstration of materials, conducting visual experiments. The teacher demonstrates the necessary activity, and the students perceive and analyze it, and then independently perform the assigned tasks.

The Faux-Flipped Classroom. The use of this form will be appropriate if there is no certainty that students will prepare independently at home. Such a model allows students to watch videos in pairs, and then perform the corresponding tasks and, if necessary, receive individual consultations from the teacher.

The Group-Based Flipped Classroom. This model encourages students to learn from each other, to get the right answers in the process of interactive interaction, to find effective ways of obtaining information, ways of conducting scientific research, etc. In order to apply the model, students should, at their own request or on the teacher's recommendation, form groups and familiarize themselves with the relevant materials. And in classes, work together on a certain scientific problem.

The Virtual Flipped Classroom allows to organize students' work so that the entire learning process takes place remotely: the teacher offers students material to review, downloads practical tasks, provides online advice, conducts tests and assigns final scores. The main thing is to start studying the relevant material by working out the theory independently.

«Flipping The Teacher» assumes that the teacher does not necessarily have to do all the work - prepare or search for video materials, form practical tasks, advise, check works. Certain types of work can be performed by students, and the teacher will observe how the learning process will be organized, how information will be presented and will provide, if necessary, assistance (Kovtun O. A., Krykun V. S., 2019).

There are a number of approaches to the deployment of «inverted learning», but all of them are based on the same basic principle: familiarization with new material takes place outside the classroom, while classroom work is devoted to practical application of the acquired knowledge:

1. The «classic» model of «inverted learning» involves the student's preliminary familiarization with the theoretical material of the upcoming lesson. Preparation materials can be provided both in the form of a reference outline of lectures or a textbook paragraph, and in the form of slides, video and audio documents. It is worth noting that despite the fact that training is partially conducted remotely, this model continues to resemble the traditional education system.

2. The «advanced» model of «inverted learning» also has two stages - outside the classroom and in the classroom and involves a gradual complication of the level of tasks and expansion of activities. In the process of preliminary preparation, students independently search for information on a given topic, read articles, watch videos, in minigroups or individually prepare theses that they will present in the audience, questions for debates or a round table. They post the results of their work on a common electronic platform so that the teacher and other students can familiarize themselves with them in advance and better prepare for the class

3. The «systemic» or «combined» model involves combining the first two models. The essence of this model is not to change the place of performance of a certain type of activity, but to change the key components of the educational process. The traditional sequence of involved competencies (memorization, understanding, applying, analysis, synthesis, evaluation) is changing. First, the practical application of the theory or model is studied, and only then its theoretical justification (Lishchynska O., 2022, p.106).

Thus, in the conditions of a non-traditional lecture, the teacher's preparation process for it is different compared to the preparation for a traditional one. The lecturer advises students, monitors and analyzes the results of their testing, reviews questions received from students. Based on the results of such preparatory work, he adjusts the content of the next lecture, plans the form of its delivery. During the lecture itself, the teacher organizes an active discussion by students of the lecture issues, gives them the opportunity to make additions, share interesting information found during the preparation for the lecture.

Therefore, the «inverted lecture» is a form of active learning that allows you to «invert» the usual learning process in the following way: the traditional presentation of the lecture is transformed into a discussion, in which debatable issues

are revealed, projects are presented, practical work is performed, etc., and a video lecture with this approach is a key component. Also intersecting with problem-oriented learning, this technology «has significant flexibility and ensures greater involvement of students in the educational process, allows to form a dynamic and creative environment» in which students learn to think critically and solve tasks together.

In order to identify the effectiveness of using the inverted learning model, the questionnaires «Effectiveness of traditional form of learning» (Google Form) and «Effectiveness of flipped form of learning» were developed.

Figure 1. Results of the survey «Effectiveness of the traditional form of education»

1. Evaluate the degree of convenience of the learning process in the traditional form of learning.
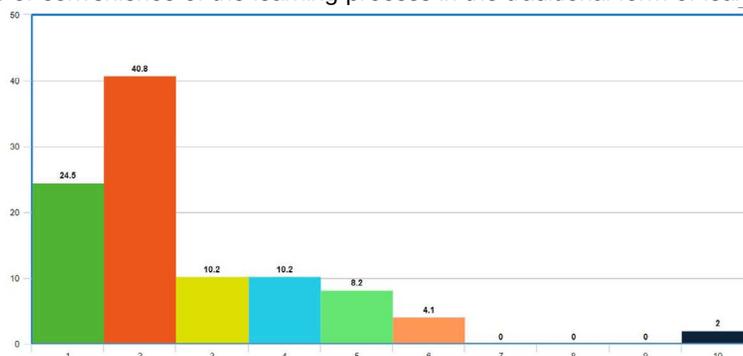
2. Evaluate the possibilities of the traditional form of education in force majeure circumstances.
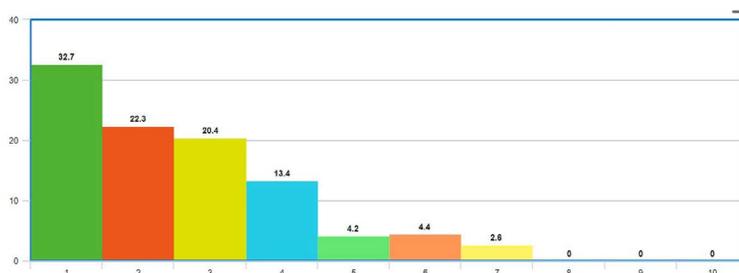
3. Evaluate the possibilities of the traditional form of education when working on problematic issues?
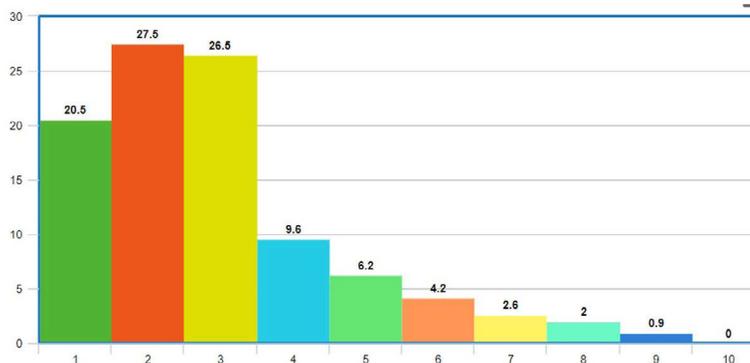
4. Evaluate the role of the teacher in the traditional educational process (explains the lecture material and evaluates the level of educational achievements of students).
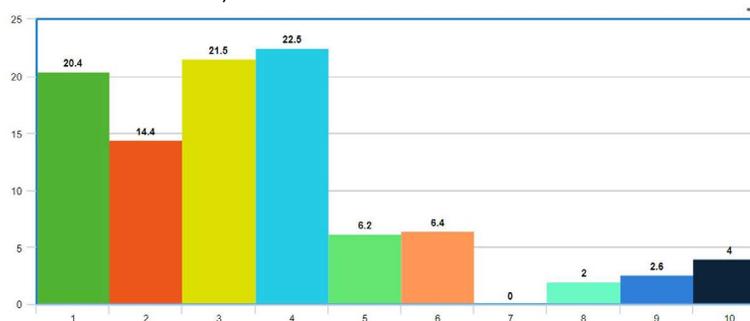
Figure 1. Effectiveness of inverted learning
1.   Evaluate the degree of convenience of the learning process using the «inverted lecture».
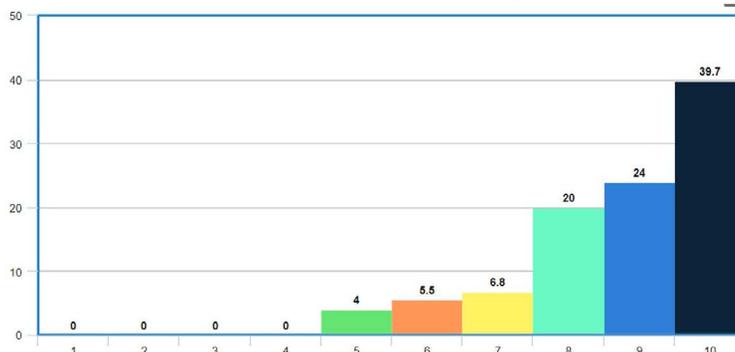
2.   Evaluate the possibilities of the inverted learning of education in force majeure circumstances.
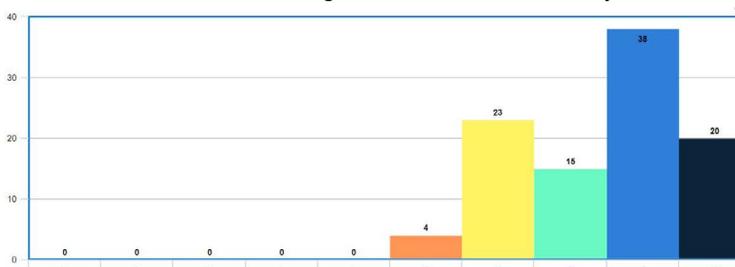
3.   Evaluate the possibilities of the inverted learning of education when working on problematic issues?
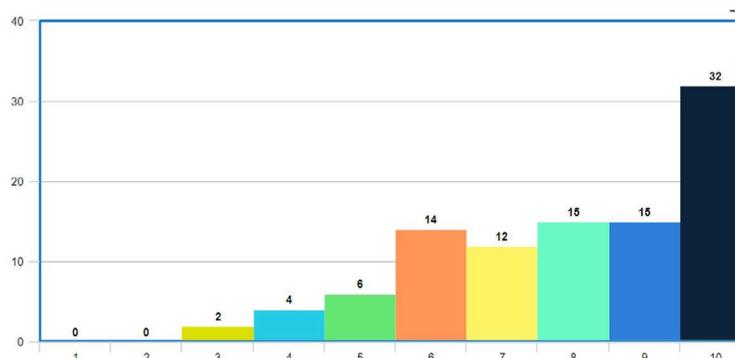
4.   Evaluate the role of the teacher in the inverted educational space (answers problematic questions, gives feedback, can work in individual mode).
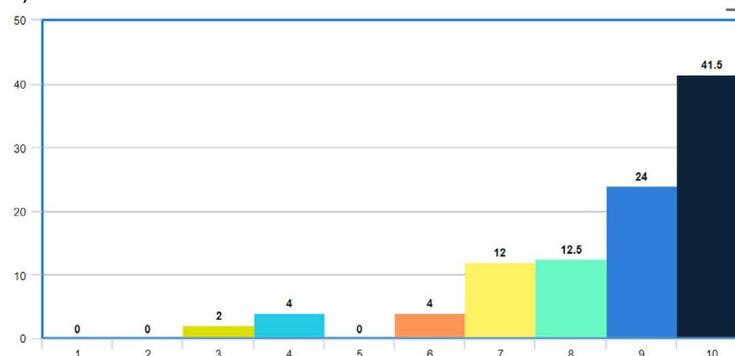
So, after the experiment, the following conclusions can be drawn: in contrast to the traditional: inverted learning is flexible, individual (96%), provides an opportunity for differentiation, learning in crisis conditions (96%), working on problematic issues (84%); inverted learning by 92% changes the role of the teacher, who turns from the main translator of knowledge into a facilitator (assistant, consultant, organizer and coordinator) of various types of student activities, which contributes to his closer cooperation with students during the educational process and the formation of certain competencies

Despite the described advantages of «inverted learning», there are a number of significant obstacles to its effective use, namely: increasing the barriers to entering the «inverted classroom» models and the appropriate level of IT competence for all participants; requires teachers to carefully prepare and record video lectures and podcasts, which is quite active additional work in course preparation. Currently, it is not possible to consider the individual system plans of the teacher's working time for such courses; inability to work independently (an important problem is the incompetence of students and their unwillingness to systematically do homework); reluctance to change the learning process at the level of heads of higher education institutions. World practice shows that not all teachers within higher HEI positively perceive the use of the inverted lecture model. Some of them fundamentally deny such changes; too much load on teachers. The preparation of high-quality materials requires extensive information processing.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the inverted lecture demonstrates the unique, practically unlimited potential of the Internet, its significance in terms of self-education. The network acquires the importance of a source of knowledge, a method of broadcasting and gaining practical experience, creates a real possibility of change from «incubating» and «breeding» in a couple to the formation of an active life position of a person as an equal subject of the educational process, the development of professional competencies on the subject material.

Therefore, the «inverted lecture» can be considered an innovation in the teaching methodology, as it aims to change the role of teachers in favor of closer cooperation, teamwork and joint contribution to the educational process, which prompts a shift in priorities from the simple presentation of educational material to work on its improvement .

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ФОРМУВАННЯ ЕКОЛОГІЧНОЇ СВІДОМОСТІ ЗДОБУВАЧІВ ОСВІТИ ЗА УМОВ СУЧАСНИХ ВИКЛИКІВ ЗАСОБАМИ ХУДОЖНЬОЇ ЛІТЕРАТУРИ ПРО ЧОРНОБИЛЬ

Анотація. Стаття присвячена проблемі формування екологічної свідомості здобувачів освіти за умов сучасних викликів. Зазначено, що для України ця проблема особливо актуальна за умов російсько-української війни, коли російські окупанти влаштовують страшний геноцид українців, нищать інфраструктуру, природні ресурси, довкілля, створюють загрозу хімічного та ядерного забруднення внаслідок обстрілів об'єктів військової, промислової інфраструктури, хімічних підприємств, сховищ боєприпасів, нафтопродуктів, аеропортів, цивільних об'єктів, теплових, електро-, атомних електростанцій, зокрема й Чорнобильської АЕС, тощо. Велика відповідальність за довкілля й майбутній генофонд української нації покладається не тільки на державні структури, а й педагогів, сім'ю, громадськість, церкву та інші чинники. Наголошено, що шлях до екологічної свідомості лежить через ефективну екологічну освіту, через екологізацію свідомості здобувачів освіти. Тому на часі переорієнтація змісту системи освіти у вимірі стійкого розвитку, що передбачає насамперед її екологізацію – розвиток екологічного мислення як умови формування екологічної свідомості особистості, здобуття екологічних знань, формування екологічної поведінки. Обґрунтовано теоретичні засади формування екологічної свідомості здобувачів освіти крізь призму сучасних викликів (російсько-українська війна та її наслідки, екологічні кризові явища та загрози, спричинені повномасштабним вторгненням Росії на територію України, Чорнобильською катастрофою, тощо). Проаналізовано новочасну художню літературу про Чорнобиль як чинник формування екологічної свідомості особистості. Виокремлено український та світовий чорнобильський художній дискурс. Зроблено висновок, що художні твори про Чорнобиль є важливим педагогічним засобом, який ефективно впливає на формування екологічної свідомості здобувачів освіти, здатний розширювати не тільки їхні екологічні знання (історію Чорнобильської катастрофи, її причини, наслідки тощо), а й формувати екологічні цінності (бережливе ставлення до природи) як основу природоцентричного характеру екологічної свідомості та формувати екологічно доцільну поведінку (екоцентричний тип екологічної свідомості), а також виховувати почуття патріотизму, національної гідності, історичної пам'яті тощо.

Ключові слова: екологічна свідомість, екологічні цінності, здобувачі освіти, учні, студенти, чорнобильський дискурс, українська література, світова література, Чорнобиль.

FORMATION OF STUDENTS' ENVIRONMENTAL AWARENESS UNDER THE CONDITIONS OF CONTEMPORARY CHALLENGES BY MEANS OF LITERARY FICTION ABOUT CHORNOBYL

Abstract. The article deals with the problem of students' environmental awareness formation under the conditions of contemporary challenges. It is noted that this problem is especially relevant for Ukraine under the conditions of the Russian-Ukrainian war. The Russian occupiers are organizing a terrible genocide of Ukrainians, destroying infrastructure, natural resources, the environment, and creating a threat of chemical and nuclear pollution as a result of shelling of military, industrial infrastructure, and chemical enterprises, warehouses of ammunition, petroleum products, airports, civil facilities, thermal, electrical, and nuclear power plants, including the Chornobyl NPP, etc. The great responsibility for the environment and the future gene pool of the Ukrainian nation rests not only on state structures, but also on teachers, the family, the public, the church and other factors. It is emphasized that the way to environmental awareness lies through effective environmental education, through the environmentalization of students' consciousness. Therefore, it is time to reorient the content of the education system in the dimension of sustainable development, which involves, first of all, its environmentalization - the development of ecological thinking as a condition for the formation of ecological consciousness of the individual, acquiring of ecological knowledge, formation of ecological behaviour. The theoretical principles of education seekers' environmental awareness formation through the prism of contemporary challenges are substantiated (the Russian-Ukrainian war and its consequences, environmental crisis phenomena and threats caused by the full-scale invasion of Russia into the territory of Ukraine, the Chornobyl disaster, etc.). Contemporary fiction about Chornobyl as a factor in the formation of environmental consciousness of the individual is analyzed. The Ukrainian and world Chornobyl literature discourse is singled out. It was concluded that works of fiction about Chornobyl are an important pedagogical tool that effectively influences the formation of the environmental consciousness of students, capable of expanding not only their ecological knowledge (the history of the

Chornobyl disaster, its causes, consequences, etc.), but also the formation of ecological value attitudes (thrifty to nature) as the basis of the nature-centric character of ecological consciousness. Literary pieces of Chornobyl discourse also help to form ecologically appropriate behaviour (ecocentric type of ecological consciousness), as well as to cultivate a sense of patriotism, national dignity, historical memory, etc.

Keywords: ecological awareness, ecological values, education seekers, pupils, students, Chornobyl discourse, Ukrainian literature, world literature, Chornobyl.

INTRODUCTION

The problem formulation. Today, the world public has united around the idea of sustainable development, which is considered as an ideology for the survival of human civilization. For Ukraine, this problem is especially urgent under the conditions of the Russian-Ukrainian war. The Russian invaders are organizing a terrible genocide of Ukrainians, destroying infrastructure, natural resources, and the environment. In addition to the loss of its gene pool, Ukraine found itself on the brink of an ecological disaster as a result of the full-scale invasion of Russian troops, who, advancing deep into the natural territories, occupied the forests of Chernihiv Oblast, Sumy Oblast, Kyiv Oblast, the territories of the Nature Reserve Fund of Southern Ukraine; active hostilities, the movement of heavy equipment, the construction of fortifications, etc., damaged the soil cover, which led to the degradation of the vegetation cover, increased wind and water erosion, the destruction of animal life, etc. Thus, according to the Ministry of Environmental Protection and Natural Resources of Ukraine, according to preliminary calculations (the final data on the loss of national natural resources will probably be made public after the war), as of March 1, 2022 alone, Russia was conducting combat operations on the territory of 900 assets of nature reserve fund, the area of which reached 12,406.6 square km, and this is almost a third of the area of the entire nature reserve fund of our state. Moreover, about 200 territories of the Emerald Network are currently under threat of destruction. We are talking about nature conservation areas that require special protection not only at the national level, but also at the pan-European level. In relation to Ukraine, they are habitats located on an area of 2.9 million hectares for thousands of species of plants and animals that have special an important role for the protection of biodiversity and the preservation of the Earth's climate. Virgin steppes, chalk slopes in Donetsk region, seaside settlements in Mykolaiv region and Kherson region, swamps in the north, etc. - all this was in the field of active hostilities, which threatens the existence of flora and fauna. In addition, Ukraine's forestry has suffered irreparable losses, the occupiers are cutting down and destroying forests, they have not only a large number of fallen missiles, but also unexploded ammunition, which will pose a potential danger to people for many decades. The hostilities, which have been taking place since the beginning of 2022, threaten the loss of biodiversity and the disappearance of red-listed species (Nature and War: How Russia's Military Invasion Affects Ukraine's Environment, 2022). A separate problem not only for Ukraine, but also for the whole of Europe is the threat of chemical and nuclear pollution as a result of the shelling by Russian troops of military facilities, industrial infrastructure, chemical enterprises, storage facilities for ammunition, petroleum products, airports, civilian facilities, thermal, electrical, nuclear facilities power plants, including the Chornobyl NPP, fires at them, etc. In just 20 days of the Russian military invasion, about 900 missiles of various types and calibers were launched. Pollution of the soil and the Black and Azov seas with oil products has enormous damage to the natural territories of Ukraine. Russian troops attacking port infrastructure along the coasts, as well as ships at anchor. All this leads to the pollution of sea waters, the spread of poisonous substances, not to mention the ammunition, missiles, shells, their fragments lying or drifting in the Black Sea, and it will have irreparable consequences for the fauna and flora of the Azov region (Nature and War: How Russia's Military Invasion Affects Ukraine's Environment, 2022). Therefore, after the end of the war, it is so important to take care of the restoration of the environment, the revival of ecosystems to a safe state: both for humans and for wildlife. In this complex process, a great role is assigned to the young generation, which should become active ecologists on their native land, as well as to teachers, who should develop a large-scale set of environmental measures of nature restoration, give environmental education of students a new sound, a practically oriented direction, which will include measures for restoration and preservation of ecosystems, environmental initiatives aimed at restoring the environment.

The great responsibility for the environment and the future gene pool of the Ukrainian nation rests not only on state structures, but also on teachers, the family, the public, the church and other factors. We are convinced that the way to environmental awareness lies through effective environmental education, through the environmentalization of the consciousness of those seeking education. Therefore, it is time to reorient the content of the education system in the dimension of sustainable development, which involves, first of all, its environmentalization - the development of ecological thinking as a condition for the formation of environmental awareness of the individual, the acquisition of ecological knowledge, the formation of ecological behaviour so that children both now and in the future are capable not only to satisfy their needs without endangering the safety of nature, without harming it, but also take care of the restoration of the environment destroyed as a result of the Russian-Ukrainian war that began on February 24, 2022, act in the environment and make relevant decisions not as consumers, but as conscious citizens, who are ready to develop post-war Ukraine. Perhaps it is time to make changes to the current Law of Ukraine "On the Basic principles (strategy) of the state environmental policy of Ukraine for the period until 2030" (Concept of environmental education of Ukraine. Information collection of the Ministry of Education and Science of Ukraine. 2002), which would reflect these processes. It is important to update the Chornobyl literary discourse, which we consider as an important factor in students' environmental awareness formation.

Analysis of recent research and publications. The problems of environmental education of personality as an independent scientific problem began to be actively developed since the 70s. In the 20th century, shortly after the Chornobyl disaster (1986), this issue became one of the key issues in foreign science. Ukrainian pedagogical science has certain achievements in this field, the authors (H. Bilavych, L. Vysochan, V. Bondar, O. Zakharenko, I. Zyazyun, T. Kucher, N. Kurylenko, I. Lozovska, L. Lukyanova, N. Menchynska, N. Oliynyk, N. Pustovit, H. Pustovit, O. Savchenko, S. Sapozhnikov, S. Sysoeva, S. Sovgira, I. Suravegina, N. Fedchyshyn, L. Khomych, M. Shved, T. Yaprynets) reveal general pedagogical and psychological aspects of ecological education of children and youth, outline separate issues of the theory and practice of forming a responsible attitude to the environment in the context of sustainable development. Ukrainian authors (Bilavych, Borys, Dovgij, Savchuk, Fedchyshyn, Fedoniuk, & Savchuk, 2022; Bodnar, 2014) and foreign authors (for example, Gratiela Dana Boca and Sinan Saraзl□ (Gratiela Dana Boca & Sinan Saraзl□, 2019; Gordon Oliver, 1995 ; Joy Palmer & Philip Neal, 1994)) claim that only a person who understands himself/herself as a part of the universe is psychologically prepared for future environmental activities, that is, he/she has an ecological consciousness. We fully agree with the opinion of scientists from Great Britain Philip Neal and Joy Palmer (Joy Palmer - senior lecturer in education from Durham University, former chairman of the National Association for Environmental Education and Philip Neal - former head of a secondary school, current general secretary of the National Association for Environmental Education) (Joy Palmer & Philip Neal, 1994), who emphasize that environmental education is a lifelong process that is interdisciplinary and holistic in its nature and application, scholars consider environmental education holistically, which includes not only political, economic, social, technological, but and spiritual, moral, aesthetic aspects, emphasize the value approach to solving environmental problems in educational institutions.

So, Ukrainian scientists are actively researching the problems of environmental education in general, however, such problems are actualized in view of the environmental consequences that Ukraine is experiencing today as a result of the Russian full-scale invasion (such as the environmentalization of education in the context of sustainable development, the formation of environmental consciousness of education seekers under conditions of challenges today), researchers have not analyzed sufficiently fully and holistically. At the same time, in the second half of the 20th century (especially after the Chornobyl disaster in 1986), foreign scientists began to consider the problems of environmental education of the personality (both children and adults) in the dimension of sustainable development problems, analyzing such aspects as the state of understanding of sustainable development problems by the personality of a pupil/student, finding out the level of their environmental culture, outlining effective areas of environmentalization of school and university education, formation of environmental awareness, etc. However, scientists did not consider modern fiction as a means of forming an individual's ecological consciousness.

THE AIM AND RESEARCH TASKS

The purpose of the article is to substantiate the theoretical foundations of students' environmental awareness formation through the prism of modern challenges (the Russian-Ukrainian war and its consequences, ecological crisis phenomena and threats caused by the full-scale invasion of Russia on the territory of Ukraine, the Chornobyl disaster, etc.), to analyze modern literary fiction about Chornobyl as a factor in the formation of environmental consciousness of the individual.

RESEARCH METHODS

In the research process, a group of methods was used: theoretical (specific research) - analysis, comparison and generalization of scientific literature on the research problem for systematization and generalization of facts, information, materials on the researched problem and definition of the essence of the main concepts; scientific-pedagogical examination of educational materials and fiction, with the help of which the conceptual and terminological apparatus is determined, the literary works about Chornobyl are determined, which should be considered as a factor in the formation of environmental awareness.

RESULTS OF THE RESEARCH

Basic educational documents of Ukraine (Concept of environmental education of Ukraine, 2002; Law of Ukraine "On the Basic principles (strategy) of the state environmental policy of Ukraine for the period up to 2030, 2019) emphasize the importance of environmental education of the growing generation; in they claim that environmental education is a holistic and complex cultural phenomenon, it includes the processes of learning, upbringing, and personality development, it involves the environmentalization of academic disciplines and training programs, which are designed to ensure the formation of holistic ecological knowledge and thinking of education seekers.

Ecological education is one of the directions of national education, it is a holistic process that covers all aspects of a child's personality development in the system of his/her relations with nature, society and his/her inner world (Ukrainian ecological explanatory dictionary, 2011, p. 56). The formation of environmental consciousness in students is a complex and long process, the end result of which should be not only the acquisition of certain knowledge, but also the development of emotional sensitivity, the ability and desire to actively protect nature, to be a highly moral and cultural person who is aware of the importance of nature conservation for his/her own life, development of Ukraine, humanity in general. Today, one of the key goals is the education of a young person who is aware of his/her place in post-war Ukraine as a future effective environmentalist who rebuilds the environment, revives natural resources, restores natural areas, as well as his place in the world and builds his lifestyle in accordance with ecological priorities of ecological culture formation in the context of sustainable development, which includes a complex of national-

patriotic, moral and ethical norms and active principles of behaviour in the relationship between man and nature, society and man.

Scientists interpret ecological awareness as a set of a person's ecological knowledge, his personal attitude to the environment and the idea of a person's place in the "man-environment" plane, readiness to take actions that make it possible to preserve the environment, or readiness to refrain from actions that cause damage to the environment, to support or not to support environmental policy, environmental measures, etc. (Environmental consciousness). The formation of an individual's environmental awareness is primarily influenced by the values in which a child/adult lives/ grows. Depending on the concept of worldview, ecological consciousness can be anthropocentric (man and his needs come first, man takes everything he needs from the environment), nature-centric (nature is higher in the hierarchy and more important than man and his needs), ecocentric type (balanced and harmonious the relationship between needs, human development and the environment). Ukrainian scientists traditionally define ecological culture as the result of ecological education. Each of the authors interprets the concept of "ecological culture" from his own point of view and from the angle of his own research. Most of the scientists' definitions are united by the thesis that ecological culture is a multicomponent concept, a complex entity that is a derivative of such a concept as ecological consciousness. Accordingly, ecological consciousness should be built on ecological knowledge and include a deep interest in nature conservation activities, competent implementation of them, a complex of moral and aesthetic feelings and experiences generated by communication with nature.

In our opinion, Ukrainian literature about Chornobyl (the books by Anatoliy Andrzejevskyi "Chornobyl True Srory" (2019) and "Chornobyl Dog Axel" (2019); "Chornobyl. Sketches from Nature" by Oleh Veklenko (2019); the book "That Fiery Night: Chornobyl Story" by Lydia Vyrina (1989); poetic works of Ivan Drach, the poem "Chornobyl Madonna" (1988); poetry collection "Yevshan Potion" by Volodymyr Hetman, the book "Woman in the Zone" by Svitlana Yovenko (2016); the novels "Kyiv-86" (2016) and "Designland or a Walk in the Zone" (2015) by Markian Kamysh; poetic works of Lina Kostenko; poetic works of Borys Oliynyk, poem "Seven" (1988), poetry collection "Turntable" (1989) ; poetry collection "Prypiat Birch Bark" by Lyubov Syrota (2016); the novel "Nostalgia" (2014) by Vasyl Shkliar; the story "I Saw" by Vasyl Shevkoshytnyi (2016); the documentary novel "Chornobyl" by Yury Shcherbak (1989); the novel "Mary with Wormwood at the End of the Century" by Volodymyr Yavorivskyi (1986-1987); etc.) and world fiction about Chornobyl ("novel-testemony by the Belarusian writer Svitlana Alexievych "Chornobyl Prayer: Chronicle of the Future", the work of the Ukrainian-American novelist Iryne Zabytko "The Sky Unwashed", the novel by the French writer Galia Ackerman "Going through Chornobyl" ("Traverser Tchernobyl"), the book by the German author Christa Wolf "Accident: A Day's News", the novel "Chornobyl" by the American writer Frederic Paul, the work of the English novelist Julian Barnes "A History of the World in 10 S Chapters", the book by the Irish novelist Darragh McKeon "All That is Solid Melts into Air", a graphic novel by the French artist Emmanuel Lepage "Springtime in Chornobyl", the collection of the Belgian poet Alain Vancloster "Cream cheese with Wormwood", etc.) is a pedagogical tool that effectively influences the formation of the ecological awareness of an individual, since such works of art are capable of instilling the appropriate values in the reader, acting to the emotional sphere - feelings, emotions.

Fiction on the subject of Chornobyl (Bibliographic editions of the MSMB about Chornobyl. 2016) is a factor capable of expanding education seekers not only environmental knowledge (the history of the Chornobyl disaster, its causes, consequences, etc.), forming environmental values (careful attitude towards nature) as the basis of the nature-centric character of ecological consciousness and to form ecologically appropriate behavior (ecocentric type of ecological consciousness), as well as to cultivate a sense of patriotism, national dignity, historical memory, etc. (Trukhan, 2022a).

The Chornobyl library allows the pupil/student to master the system of knowledge about nature and interaction with society, serves to form an understanding of the need to optimize human relations with the environment, to develop an emotional-sensual and moral-aesthetic attitude to nature. The aesthetic and ethical factors revealed in the works are emotional levers of influence on the formation of ecological values of both the pupil/student-reader and the adult, they are distinguished by great educational power. These works of fiction serve as a good basis for deep moral and ethical reflections, encourage the mind, will, and feelings of the student to analyze the actions of literary characters, and therefore to the appropriate conclusions, cause a desire to imitate them or, on the contrary, to act differently. Literary pieces, in which the Chornobyl theme is updated, among other things, are not only a pedagogical factor, but also an important means of spiritual development of the individual, as it encourages the reader to further deepen knowledge of history, culture, art, etc. (more details about this in our separate publications (Trukhan, 2022a; Trukhan, 2022b)).

"Chornobyl trail" is well represented in world literature. The artistic understanding of the accident at the Chornobyl NPP began in hot pursuit: already in the summer of 1986, the German writer Christa Wolf began writing the novel "Accident: A Day's News", which was published in September; in the summer, the work "Chornobyl" by Frederic Paul was published on the American continent (Trukhan, 2022a; Trukhan, 2022b). These books started the Chornobyl library in the international dimension, they played an important educational role, served as a source of information for the world community about the nuclear disaster that happened in Ukraine, and highlighted the anthropocentric nature of human ecological consciousness: the "peaceful atom" ceased to be "peaceful". These books belong to the works of warnings for mankind. In the same vein, the book "A History of the World in 10 S Chapters" by the English writer Julian Patrick Barnes (1989) (Barns, 2018) is written in the same vein, the author interprets the accident at the Chornobyl nuclear power plant not only as a terrible man-made catastrophe, but also as a catastrophe of the spiritual world that befell humanity, each previous tragedy is the cause of the next. "Chornobyl trail" is also in Irish literature. The Chernobyl discourse is represented by Darragh McKeon: his novel "All That is Solid Melts into Air" (McKeon,

2014) is a large-scale panoramic project that records the history of the collapse of the USSR, which began with the explosion of a nuclear reactor at the Chornobyl nuclear power plant. The work depicts the difficult destinies of people on whom the imprint of the Chornobyl disaster and the social and political life of the USSR is also imposed. The author also emphasizes the role of the political system of the USSR in this catastrophe, and also shows one or another role of each of the characters, which is somehow related to the crime. From family-personal catastrophes to state-world catastrophes - this is the responsibility borne by the characters of the work (McKeon, 2014). Darrah McKeon emphasizes to readers: the human ecological consciousness should not be anthropocentric, the person/state and their needs should not come first, the person/state should not be a consumer and only take everything necessary from the environment, otherwise it will lead not only to man-made disasters, and family.

Let us emphasize that the Chornobyl theme, as in Ukrainian poetry (I. Drach, D. Pavlychko, B. Oliynyk, L. Kostenko, etc.), presented in modern world poetry. Chronologically, a book of poetry by the Belgian author Alain Vankloster "Cream cheese with Wormwood" (Vankloster, 2020) was recently published in Ukraine, in which the Chornobyl disaster is interpreted from the perspective of more than thirty years. Alain Vankloster, a poet and artist, supports the tradition of authors of the Chornobyl theme, expressed in the thesis that the accident at the nuclear plant is man's responsibility for the consumerist attitude towards nature, turning it into an exceptional source of resources. This explosion of the nuclear reactor is a consequence of the pride of the human mind, which likened itself to God. This book is another literary warning for humanity. Despite the fact that almost every poem by Alain Vankloster is an example of deep philosophical lyrics, the collection of poems together constitutes a coherent lyric-epic story about the accident at the Chornobyl nuclear power plant, which became a terrible tragedy for thousands of children, their mothers and unborn children, male liquidators and workers of the nuclear power plant, which united into a single all-human catastrophe. The theme of motherhood and childhood is one of the main ones in the book: the Belgian poet used information about the "very young" city of Prypiat, where an extremely large number of young families lived, who had young children or were expecting their birth, a city of happy mothers, a city of youth, which blossomed on the eve of the accident at the Chornobyl nuclear power plant. This "youth" froze not only in poems, but also in the author's illustrations, which serve to deepen the awareness of the tragedy of humanity, named Chornobyl. Poems dedicated to the liquidators are full not only of love and gratitude, but also of the bitterness of wormwood that will never disappear (Vankloster, 2020). The very use of the poetic form is an emotional lever of influence on the formation of the reader's ecological values, prompts deep moral and ethical reflections, analysis of the actions of literary characters, and therefore - to appropriate conclusions about nature-centric attitude to the environment. These and the above-mentioned works are a potential for the formation of ecologically appropriate behaviour of the individual, that is, they are a factor in the formation of an ecocentric type of environmental consciousness of education seekers.

With this in mind, pupils and students should be introduced to Ukrainian and world Chornobyl library. The novel of the Nobel laureate Svetlana Alexievich deserves special attention. Svitlana Alexievych "Chornobyl Prayer: Chronicle of the Future" (Aleksievich, 1998) and the English language work "The Sky Unwashed" by I. Zabytko (Zabytko, 2000), which made it to the New York Times bestseller list, we interpret them as having an important educational, informative and educational value. Today (more than ever) they are important not only for Ukraine, but also for the entire civilization: the works deal not only with the problems of human survival, nuclear danger, the appropriate use of the "peaceful atom", human activities for sustainable development, but also with spirituality, absolute values on which the human community is based and which are the basis of the formation of a high level of environmental consciousness.

In the end, we note that in order to realize the key goal - the formation of environmental awareness of education seekers - it is necessary to observe a number of pedagogical conditions, some of which are: to raise the level of environmental awareness of teachers and parents themselves; to combine various forms, methods and means of environmental education; to actively use fiction about Chornobyl in the educational and educational process of educational institutions; to organize practical activities for nature and environment protection; to ensure the continuity of environmental education and upbringing, etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The formation of environmental consciousness in education seekers is a complex and long process, the final result of which should be not only the mastery of certain knowledge, but also the development of emotional sensitivity, the ability and desire to actively protect nature, to be a highly moral and cultural person who is aware of the importance of nature conservation for human's own life, development of Ukraine, humanity in general. Today, this problem is especially relevant for Ukraine under the conditions of the Russian-Ukrainian war, when the Russian occupiers are organizing a terrible genocide of Ukrainians, destroying infrastructure, natural resources, the environment, creating a threat of chemical and nuclear pollution as a result of shelling of military and industrial infrastructure facilities, chemical plants, storage facilities ammunition, oil products, airports, civil facilities, thermal, electrical, and nuclear power plants, including the Chornobyl NPP, etc. The great responsibility for the environment and the future gene pool of the Ukrainian nation rests not only on state structures, but also on teachers, the family, the public, the church and other factors. The way to environmental consciousness lies through effective environmental education, through the environmentalization of the consciousness of those who receive education. Therefore, it is time to reorient the content of the education system in the dimension of sustainable development, which involves, first of all, its environmentalization - the development of ecological thinking as a condition for the formation of ecological consciousness of the individual, acquisition of ecological knowledge, formation of ecological behaviour. The complexity of environmental problems against the background of the Russian-Ukrainian war, economic and ecological crisis phenomena objectively require to consider continuous ecological

education as one of the most important factors for the survival of the Ukrainian nation, it is important to form in education seekers a new ecological ideology filled with real state-political, socio-economic and scientific and technological content. Educating an effective pupil/student-ecologist is an important task today.

Literary fiction of Ukrainian and foreign writers about Chornobyl enables the pupil/student to master the system of knowledge about nature and interaction with society, serve to form an understanding of the need to optimize human relations with the environment, develop an emotional-sensual and moral-aesthetic attitude towards nature. The aesthetic and ethical factors revealed in the works are emotional levers of influence on the formation of environmental values among education seekers. The Chornobyl library, among other things, is not only a pedagogical factor in the formation of ecological consciousness, but also an important means of spiritual development of the individual.

The subject of further research will be the analysis of the textbook fund on Ukrainian and world literature in relation to the reflection of the Chornobyl literary discourse in it.

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Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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ОСОБЛИВОСТІ ПАТРІОТИЧНОГО ВИХОВАННЯ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ ЗА УМОВ ВИКЛИКІВ СЬОГОДЕННЯ

Анотація. Виховання дитини як патріота і громадянина завжди було в центрі уваги державної політики у сфері освіти, теорії і практики української освіти та педагогічної науки. Особливо ця проблема актуальна за умов російсько-української війни. В умовах викликів, перед якими опинилася Україна, зокрема й українська школа, виховний процес потрібно будувати з огляду на умови однієї з найжорстокіших воєн новітньої історії: виховання патріотизму, громадянськості повинно відбуватися на державницьких позиціях. Сьогодні треба будувати нову модель юного патріота.

Варто відмовитися від загальноприйнятих переконань і будувати патріотизм активний, державницький. Прикладами національних героїв мають слугувати ті, хто віддав своє життя за волю України. Виховний процес у новій українській школі повинен ґрунтуватися на утвердженні української державницької ідеї, на належному рівні потрібно сьогодні викладати вітчизняну історію, де чітко розставити пріоритети, актуалізувати національні постаті, які спричинилися до утвердження державницьких ідеалів, для яких Україна була понад усе (українське козацтво, УСС, УПА та ін.). Сьогоднішні воїни, які на передовій здобувають незалежність України в боротьбі з російським агресором, є тими національними героями, які мають стати виховним ідеалом для українських дітей. Необхідно пам'ятати про вшанування загиблих за свободу України, підкреслювати учням сенс національно-визвольних змагань в аспекті цивілізаційного розвитку України протягом усієї її історії. Варто врахувати педагогічні умови ефективності патріотичного виховання молодших школярів в освітньому процесі початкової школи: ідеться про систематичну роботу педагогів щодо формування патріотичних почуттів здобувачів освіти на виразних державницьких позиціях; вплив на свідомість молодших школярів із використанням різних засобів задля формування патріотичних уявлень та понять, організацію різноманітної виховної діяльності; залучення молодших школярів до різноманітних форм практичної патріотичної діяльності (волонтерство, благодійництво), участі в «дорослих» патріотичних акціях, метою яких є допомога ЗСУ, внутрішньопереміщеним особам, людям на деокупованих територіях; спільна діяльність педагогів та сім'ї з патріотичного виховання молодших школярів; актуалізація регіонального компонента патріотичного виховання; тощо.

Ключові слова: патріотичне виховання, учні початкової школи, виховна робота, волонтерство, благодійництво, патріотизм, війна.

FEATURES OF PATRIOTIC EDUCATION OF PRIMARY SCHOOL STUDENTS UNDER THE CONDITIONS OF TODAY'S CHALLENGES

Abstract. Raising a child as a patriot and citizen has always been at the center attention of state policy in the field of education (The concept of national-patriotic education of children and youth, 2015), theory and practice of Ukrainian education and pedagogical science. This problem is especially relevant under the conditions of Russian-Ukrainian war. In the conditions of challenges that Ukraine has faced, in particular, Ukrainian school, the educational process must be built taking into account the conditions of one of the most brutal wars in modern history: the education of civil patriotism should be based on statesmanlike positions. Today, it is necessary to build a new model of a young patriot. It is worth giving up generally accepted beliefs and build active state-oriented patriotism. Examples of national heroes should be those who gave his life for the freedom of Ukraine, especially in its confrontation with Moscow during more than four hundred years of struggle. Educational process in new Ukrainian school should be based on the approval of Ukrainian statehood idea. Nowadays it is necessary to teach national history at the appropriate level, where priorities should be clearly set, national figures that led to the establishment of statehood ideals, for whom Ukraine was above all else (Ukrainian Cossacks, Legion of Ukrainian Sich Riflemen, Ukrainian Insurgent Army and etc.), actualized. Today's soldiers, who are on the front lines fighting for independence of Ukraine with the Russian aggressor, are those national heroes who are to become an educational ideal for Ukrainian children. It is necessary to remember about commemoration of those who died for the freedom of Ukraine, emphasize the meaning of national liberation struggles in the aspect of the civilizational development of Ukraine throughout its history. It is worth taking into account the pedagogical conditions for the effectiveness of patriotic education of younger students in the educational process of primary school: it is about the systematic work of teachers on the formation of patriotic feelings of education seekers on solid statesmanship positions; impact on consciousness of younger schoolchildren using various means for the formation of patriotic ideas and concepts, the organization of various educational activities; involvement of younger schoolchildren in various forms of practical patriotic activities (volunteering, charity), participation in "adult" patriotic events, the purpose of which is to help the Armed Forces, internally displaced persons, people in the de-occupied territories; the common activities of teachers and families on patriotic education of younger schoolchildren; actualization of the regional component of patriotic education; etc.

Keywords: patriotic education, primary school students, educational work, volunteering, charity, patriotism, war.

INTRODUCTION

Formulation of the problem. Raising a child as a patriot and citizen has always been at the center attention of state policy in the field of education (The concept of national-patriotic education of children and youth, 2015), theory and practice of Ukrainian education and pedagogical science. This problem is especially relevant under the conditions of Russian-Ukrainian war, when the Russian army terrorizes the people of Ukraine, as a result of which civilians and children die. In addition of this, the Russian invasion of Ukraine on February 24, 2022 also caused the destruction of the energy system, natural resources, chemical soil and water pollution, etc., that is why it is important today to take care of it, so that students are brought up as active patriots who are not in words, but on practice led to victory over Russian occupiers, aid to the Armed Forces of Ukraine, families of soldiers who protect the native land from the enemy, temporarily internally displaced persons who are currently in Prykarpattia, families who lost their relatives in the war, etc.

It is also worth educating students as active environmentalists, who in the post-war period will take care of the restoration of the environment, will become active ecologists on their native land.

Given this, it is worth reviewing the model of patriotic education of a primary education seeker. Educators and scientists should develop a large-scale complex of educational activities of national and patriotic, civic, statist, and environmental education. These components we consider as integral components of patriotic education, which is response to the challenges of the war in Ukraine.

Analysis of recent research and publications. Different aspects of the complex concept of "patriotic education" at different times were researched by pedagogues, psychologists, sociologists, literary critics, philosophers and representatives of other sciences. Results of literature analysis in the field of pedagogy science, in particular the creative achievements of Ukrainian scientists (I. Bekh, N. Bondarenko, E. Vaskovskaya, S. Kosianchuk, M. Boryshevsky, P. Ignatenko, M. Kachur, Yu. Rudenko and others.), as well as foreign scientists (Belowski, 2018; Rondoma□ska, 2007; Sawinski, 2007), testify that "patriotism" as a term (Bekh, 2016; Bilavych, Vysochan, & Borys, 2022; Bilavych, 2018; Bondarenko, Vaskovskaya, & Kosianchuk, 2021; Education of a citizen. Psychological-pedagogical and ethnographic aspects: teaching method. Manual, 1997; Kachur, 2010; National education of students by means of Ukrainian folklore: A guide for teachers, 1995) is a multidimensional and complex concept (Philosophical dictionary, 1986), which has a complicated structure; here a number of components can be singled out, the key ones being citizenship, statehood; etc. Ukrainian scientists are actively studying problems of patriotic upbringing of the individual, but there is no separate research devoted to the formation of patriotic feelings of junior students under conditions of Russian aggression.

AIM AND TASKS RESEARCH

The purpose of the article is to substantiate the specifics of the implementation of patriotic education of primary school students in the process of educational work under war conditions.

RESEARCH METHODS

Research methods: theoretical - analysis of scientific literature of research problems; experimental and empirical - pedagogical observation, conversation, interviewing, surveying students to determine understanding the essence of the concept of "patriotism", the state of patriotic education of primary school students; its systematization and generalization results.

RESEARCH RESULTS

Under the conditions of the Russian-Ukrainian war, the way to a high level patriotic education lies through effective primary education, through "Ukrainization" of the consciousness of primary school students. Time for a reorientation the content of educational work in the New Ukrainian School (NUS) in terms of measurement social and state education of students of primary education as conscientious Ukrainian citizens-patriots who will find it important and difficult mission is to build Ukraine after the war, and today to help in every possible way to win.

Citizenship, patriotism, state ideals are the values that must occupy a key place in the education of a junior student. Under the war conditions, patriotic education is a priority link in NUS: precisely in elementary school it lays the foundations for the formation of patriotic feelings in students. The theses of an outstanding teacher, scientist, director of the Institute of Problems of Education of the National Academy of Pedagogical Sciences of Ukraine I. Bekh about the importance of state education of students (Bekh, 2016), are more relevant than ever. However, as noted by researchers (Bilavych, Vysochan, & Borys, 2022; Bilavych, 2018), in pedagogical science and education practice, a statist approach to patriotic education is not always corresponds to realities of the modern stage of social development of Ukraine, implementation of the Concept of the New Ukrainian School; this aspect is not sufficiently reflected in current educational programs and textbooks.

Patriotism is a concept closely related to the identity of a nation. The concept of "patriotism" is defined in different ways. However, most scientists, teachers, public, educational, religious figures, etc. claim that patriotism should be interpreted as a state in which a person who has a feeling of love to his Motherland, nation and state, tries to express them in their own behavior. Today, the words of Ivan Paul II about "active patriotism" are of particular importance: "...patriotism means love for the native, history, traditions, language or the native land itself... Every threat to the homeland becomes a test for this love... The motherland is the common good of all citizens..." (John Paul II, 2005, p. 71–72).

This statement coincides with the idea of teaching children and youth of patriotism - active, expressed in specific cases. Patriotism should grow from an abstract concept into a national one. Ukrainian patriotism is a feeling of a strong connection with the Ukrainian nation, which today chooses the right to be called a sovereign state; statist patriotism, which means a close connection with the Ukrainian state, within which - small homeland; civilization patriotism - a sense of connection with the whole human civilization; after all, spiritual and religious patriotism is a deep connection with religion, the Ukrainian Church.

Patriotism is a socio-historical phenomenon. The word 'patriotism' (from 'patris') is of Greek origin, which means 'homeland' (Philosophical dictionary, 1986). It first arose during the Great French Revolution (1789–1793). People's fighters, defenders of the republic called themselves patriots. In Pedagogical dictionary edited by S. Honcharenko (Honcharenko, 2011) and Pedagogical dictionary edited by M. Yarmachenko, patriotic education is considered as education, the content of which is love for the Motherland, devotion to it, pride for its past and true desire to protect the interests of the state. This definition actualizes the role of patriotic education under condition of modern challenges, because it is through the activity of a person for the benefit of the Motherland its true feelings are revealed.

In educational work on patriotic upbringing with children of the younger age attention should be paid to their age characteristics. Junior students do not yet have permanent interests; they need constant help and teacher's advice in the organization of studies, his leisure time (Kachur, 2010). These and other age-related, psychological features must be taken into account during educational work with junior students. Analysis of psychological and pedagogical literature (Bekh, 2016; Bilavych, Vysochan, & Borys, 2022; Bilavych, 2018; Bondarenko, Vaskovskaya, & Kosianchuk, 2021; Education of a citizen. Psychological-pedagogical and ethnographic aspects: teaching method. Manual, 1997; Kachur, 2010; National education of students by means of Ukrainian folklore: A guide for teachers, 1995; Belowski, 2018; Rondomańska, 2007; Sawinski, 2007 etc.) showed that patriotic feelings in children of primary school age do not arise by itself. They are the result of purposeful educational influence on the child's pedagogical ideas, ideology, literature, art, social system, educational work

of the family, school and extracurricular institutions, etc. Leading role in the formation of personality belongs to the family, which is responsible for social reproduction of the population, for its national, moral, spiritual development, for creating a certain way of life (National education of students by means of Ukrainian folklore, 1995, p. 38–45). The educational mission of the school is especially important, because it is in it that the child's character is formed, as well as its attitude to the surrounding world, to people, to life, to the Ukrainian language and history, to Ukrainian customs and traditions, to the native land and Ukraine as Motherland in general.

So, patriotism is not only a pedagogical category, but also a social and political position and form of ideology that combines commitment to one's Motherland, a sense of social connection with one's nation, loyalty to its people, respect for other peoples, nations, respect for their sovereign rights, etc.

The concept of "patriotism" is interpreted differently not only by scientists, but also by schoolchildren themselves, however, they look at this concept through the dimension of wartime. Here are some statements of students of the 4th grade of the Yamnytsia Lyceum in Yamnytsia territorial community of Ivano-Frankivsk region: "Patriotism is love for Homeland and pride for one's people", "Patriotism is when a person speaks Ukrainian", "Patriotism is love for the land, where one was born", "A patriot should celebrate all national holidays with dignity, respect symbols of their country, speak its name with pride", "Patriots are those who liberate the occupied territories and return people to a peaceful life", "Patriot - the one who protects Ukraine from the Russian enemy", "Patriotism is love to Ukraine", "A patriot is someone who does not leave Ukraine today, where the war continues", "Patriots are volunteers", "Patriots are our Armed Forces of Ukraine", "Patriots are those people who used to speak Russian, but now switch to the Ukrainian language", "Patriots are those who return to defend native land from the Russian occupier", "Patriotism is when you give something for the needs of the army", "Patriots are every Ukrainian who fights against Russian enemies", "A patriot is one who helps the defense and volunteers", "Patriotism is when you give shelter to those fleeing from war", "Patriotism - daily prayers for the soldiers of the Armed Forces, for those who are in captivity, under shelling", "Patriotism is the actions of our soldiers", "Patriots are everyone: the President of Ukraine, state leadership, military leadership, Armed Forces, volunteers, doctors, energy workers, firefighters, military chaplains" and others.

For generations of students who lived in independent, peaceful Ukraine, patriotism was associated exclusively with the "peaceful" aspects of this complex concept. As we can see, today, under the conditions of war, in its content, primary school students include such concepts as "protection of the Motherland from the enemy", "volunteerism", "charity", "help to internally displaced persons", "support population in the de-occupied territories" etc. So, we are talking about "active" love for Ukraine, which is based on "real" love, reinforced by specific actions aimed at helping the Armed Forces, temporarily displaced people, volunteering, etc. The concept of "patriotism" obtained a specific dimension expressed in the formula: a patriot is the one, who is ready to sacrifice one's life for the sake of one's Motherland; who is actively fighting for its independence, who sacrifices something for the sake of victory over the enemy; who contributes to the liberation of Ukraine from the Russian occupation.

So, the modern dimension of patriotism is significantly different from the one prevailing in the pre-war Ukraine, say, until 2014 - the beginning of the Russian aggression on the territory of Ukraine: Crimea and Donbas. Nothing teaches patriotism better than a living lesson of history, even a tragic one. After all, only today you can fully understand the importance of Ukraine's independence, realize the deep meaning of national symbols (coat of arms, anthem, flag), the importance of using the Ukrainian language in all spheres of life, including everyday life, etc. Analysis of Ukrainian history, its tragic events, is taking place in a new way as a consequence of the communist regime (the Holodomor of 1932-1933, the "red terror" that Moscow staged on the territory of Ukraine in 1918, which continues to this day, mass deportations of residents of Western Ukraine in 1947, terrorist actions of the communist regime in Prykarpattia during 1939-1950s), national liberation struggle of Ukrainians, figures of national heroes (Ivan Mazepa, Stepan Bandera, Yevhen Konovalets and others, who fought against Moscow tyranny, starting from the 17th century; Taras Shevchenko and other Ukrainians writers, composers, artists, performers who through the means of arts affirmed the Ukrainian idea), as well as the feat of today's heroes - soldiers of the Armed Forces of Ukraine and all those who gave their lives for the will of Ukraine in the fight against the Russian occupier, are being thoroughly contemplated.

Ukrainians have many national heroes, such as Ivan Mazepa, who was one of the first to justify and practically implement the idea of liberation of the Ukrainian state from under the influence of Moscow. It is known that the Russian Orthodox Church keeps anathema of the Ukrainian hetman: on November 12, 1708, the Moscow autocrat Peter I due to the transfer of I. Mazepa to the side of Charles XII, the Swedish king during the Great Northern War, he issued the order to excommunicate the hetman of the Zaporizhzhia Cossack Army Ivan Mazepa from of the Moscow Orthodox Church (Borshchak, 1992). Perhaps this is the greatest recognition of the Ukrainian national hero. When telling primary school students about I. Mazepa, it is worth emphasizing that the Ukrainian hetman was one of the first to witness that the Russians, especially Peter I, were actively destroying the foundations of Ukrainian statehood and violated the agreements given in 1654 during Pereyaslav Council, which was initiated by B. Khmelnytskyi. State interests of Ukraine were above all else for I. Mazepa, so he decided to take advantage of the conditions that developed during the Northern War and return the real statehood for Ukraine. "Get away from the Moscow!" - the leading slogan, which can be read between the lines of the oath in front of the closest entourage, which Ukrainian hetman I. Mazepa gave on September 17, 1707: "for the common of the motherland, poor Ukraine", "of the entire Zaporozhian army and the people of Little Russia", "to expand the freedoms of the military", "so that the motherland with Zaporozhian troops from both the Moscow and Swedish sides did not die". So, for the Ukrainian nation, I. Mazepa is the great hetman of Ukraine, a symbol of its independence and statehood, a hero who tried to liberate Ukraine from Moscow's influence.

In this aspect, we need to tell younger students about the Ukrainian Sich Riflemen, the heroes of Kruty, Bazar, Hetman P. Skoropadskyi, Ye. Konovalets, S. Bandera, soldiers of the Ukrainian insurgent armies for whom the slogan from the Decalogue of the Organization of Ukrainian Nationalists "You will win the Ukrainian State, or you will die fighting for it" (Ponomaryov, 2011, p. 398), became the life principle and its goal; as well as the most recent heroes - fighters for the independence of Ukraine in the war that was started by Russia in 2014 and is still ongoing. Today, Ukrainian history is enriched with thousands of names of real fighters for Ukrainian statehood: these are not only Heroes of the Heavenly Hundred, participants of the anti-terrorist operation in Donbas, defenders of the Donetsk airport, and thousands of Crimean Tatars, who were political prisoners of the Russian Empire and who did not come to terms with the Russian annexation of Crimea, this includes the Armed Forces of Ukraine, volunteers, doctors, military chaplains, defenders of Mariupol and Azovstal, unknown patriots, murdered in Russian torture camps in Kyiv region, Kharkiv region, Kherson region, Ukrainian energy workers, municipal officials, drivers, state and military leadership, the diplomatic corps of Ukraine, the Ukrainian diaspora, in short, everyone who contributes to victory today.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, in the conditions of challenges that Ukraine has faced, in particular, Ukrainian school, the educational process must be built taking into account the conditions of one of the most brutal wars in modern history: the education of civil patriotism should be based on statesmanlike positions. Today, it is necessary to build a new model of a young patriot. It is worth giving up generally accepted beliefs and build active state-oriented patriotism. Examples of national heroes should be those who gave his life for the freedom of Ukraine, especially in its confrontation with Moscow during more than four hundred years of struggle. Educational process in new Ukrainian school should be based on the approval of Ukrainian statehood idea. Nowadays it is necessary to teach national history at the appropriate level, where priorities should be clearly set, national figures that led to the establishment of statehood ideals, for whom Ukraine was above all else (Ukrainian Cossacks, USR, UPA and etc.), actualized. Today's soldiers, who are on the front lines fighting for independence of Ukraine with the Russian aggressor, are those national heroes who are to become an educational ideal for Ukrainian children. It is necessary to remember about commemoration of those who died for the freedom of Ukraine, emphasize the meaning of national liberation struggles in the aspect of the civilizational development of Ukraine throughout its history.

It is worth taking into account the pedagogical conditions for the effectiveness of patriotic education of younger students in the educational process of primary school: it is about the systematic work of teachers on the formation of patriotic feelings of education seekers on solid statesmanship positions; impact on consciousness of younger schoolchildren using various means for the formation of patriotic ideas and concepts, the organization of various educational activities; involvement of younger schoolchildren in various forms of practical patriotic activities (volunteering, charity), participation in "adult" patriotic events, the purpose of which is to help the Armed Forces, internally displaced persons, people in the de-occupied territories; the common activities of teachers and families on patriotic education of younger schoolchildren; actualization of the regional component of patriotic education; etc.

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ЛІТЕРАТУРНИЙ КВЕСТ ЯК ЗАСІБ ФОРМУВАННЯ ЧИТАЦЬКИХ ІНТЕРЕСІВ МОЛОДШИХ ШКОЛЯРІВ

Анотація. Використання інноваційних форм на уроках української мови та літератури збільшує інтерес учнів до предмета, а також сприяє підвищенню якості навчання. Сучасний учитель повинен організовувати урок у такий спосіб, щоб у дітей завжди виникало бажання пізнавати все нове. У розв'язанні цих завдань значне місце посідають ігрові навчальні технології, зокрема квест. Метою дослідження є аналіз та виокремлення особливостей використання літературного квесту як засобу формування читацьких інтересів у молодших школярів. Квест є інтерактивною ігровою технологією, яка містить сюжетний, пригодницький, цілеспрямований та командний характер, що уможливлює учням краще засвоїти навчальний матеріал, учитися під час виконання певних завдань, виявляти певні якості (лідерство, інтелектуальність, доброчинність) та викликає у них безліч позитивних емоцій і спогадів. Саме на уроках літератури вчителі можуть активно використовувати цю інноваційну технологію, під час якої формується та розвивається читацька компетентність, відбувається мовленнєвий, літературний та інтелектуальний розвиток. Це відкриє можливості школярам до самостійної творчої діяльності, навчає сприймати, аналізувати та розуміти прочитане. Літературні квести – це персоналізовані уроки вивчення літератури, які навчають самостійності, творчості та, найголовніше, формують читацькі інтереси в здобувачів освіти. Застосування квест-технологій позитивного впливає на навички інтерпретації художніх творів: в учнів формуються навички соціальної поведінки, колективної роботи в командах, а залучення до реальної практичної діяльності розширює творче середовище для пізнавальної активності. Запропонований нами квест в ігровій формі дає змогу учням розвинути свої комунікативні навички, працювати в команді, поглибити знання в процесі опанування навчального матеріалу.

Ключові слова: квест, комунікація, організація навчального процесу, початкова школа, читацькі інтереси.

LITERARY QUEST AS A TOOL FOR FORMING READING INTERESTS IN PRIMARY SCHOOL CHILDREN

Abstract. The use of innovative forms in the lessons of the Ukrainian language and literature increases students' interest in the subject content, and improve the quality of education. A modern teacher should organize a lesson in a way that children always obtain a desire to learn new things. Game educational technologies, especially quests, are the crucial part of these problems. The purpose of the study is to analyze and highlight the features of using a literary quest as an instrument of forming reading interests in the primary school. Quest is an interactive game technology that comprise story, adventure, goal-oriented and team-based character, which allows students to better learn the educational material, obtain knowledge while performing tasks, reveal certain qualities (leadership, intelligence, benevolence) and, most importantly, evokes a lot of positive emotions in players and memories. Teachers can easily use this innovative technology in literature lessons, during which reading competence is formed and developed, also speech, literary and intellectual development takes place. This will open opportunities for children to independent creative activity, teaches to perceive, analyze, and understand what is read. Literary quests are personalized lessons in the study of literature that teach independence, creativity and, most importantly, form reading interests in primary school. The use of quest technologies has a positive effect on the skills of interpreting works of art: pupils develop the skills of social behavior, study collective work in teams, and involvement in real practical activities expands the creative environment for cognitive activity. The game quest will allow students to develop their communication skills while working in a team and deepen their knowledge while mastering the educational material.

Keywords: communication, organization of the educational process, primary school, quest, reader's interests.

INTRODUCTION

The problem formulation. In modern conditions, people feel a need of looking for new forms and types of educational process organization. It helps students don't be only listeners but also become active inventors and researchers. The usage of innovative forms in the lessons of the Ukrainian language and literature increases students' interest in the subject, and also contributes to the improvement of the education quality. A modern teacher should organize a lesson in which children always have the desire to learn new things. Game educational technologies, especially quests, play an important role in solving these problems.

AIM AND TASKS RESEARCH

Quest contributes to the formation of reading competence, comprehensive development of creative abilities, creative potential, and personal self-esteem. It helps to realize the full potential of children and makes lessons more interesting, and brighter. The purpose of the research is to investigate and reveal the peculiarities of using a literary quest as a tool for developing reading interests in primary school children.

RESEARCH METHODS

The theoretical and methodological basis of research. The research analysis showed that the problem of the literary quest as a part of forming readers' interests has not been widespread among Ukrainian scientists. This issue is reflected in the works of such researchers as N. A. Bugayova, Garbovska L. G., Ilchenko O. V., Kademiya M. Yu., Mishaghina O. D., Rozhok I. L., Sokol I. M., Stepanytska S. S., Sukach N. V., Kharina O. O., and others.

The sense of education in a modern school should be directed to the motivation of educational activities, which will help to evoke basic cognitive interest in children. The quest is the result of creative tracking for original and non-standard solutions to various problems.

RESULTS OF THE RESEARCH

In scientific studies, there is no versatile definition of the quest. In general, a quest (from the English quest - search, search for adventure) is interpreted as an amateur sport or intellectual competition, the basis of which is the consistent performance of previously prepared tasks by teams or individual players (Hytten, 2022). A quest is the guessing of difficult and unexpected riddles (tasks) (Zhurba, 2017).

T. Bondarenko interprets WebQuest as a tool for activating students' independent activity, i.e. as "a set of methods and techniques of organizing research activities, for the implementation of which students are looking for information using Internet resources. The methodological basis of WebQuest is active learning. It creates prerequisites for the transformation of new information received by students into new knowledge that they can use" (Bondarenko, 2013).

Based on the analysis of the organization peculiarities of the student's education in the conditions of the quest, I. Sokol concludes that the quest is a game technology, during the implementation of which various methods are used. This educational technology has a clearly defined didactic task, a game design, and prescribed rules. The quest is implemented to increase students' knowledge and skills of the 21st century (Sokol, 2014).

Thus, the quest is an interactive game technology that contains a plot, adventure, purposeful and team character, which allows students to better learn the educational material, memorize while performing certain tasks, reveal certain qualities (leadership, intelligence, benevolence), and most importantly, causes players many positive emotions and memories.

Quests can be classified as:
- quest as a stage of the lesson;
- quest-lesson – the lesson is conducted in the form of a quest, like an adventure game, where children must perform some logical actions aimed at the final result.
- WebQuest – conducting a quest using e-technologies, resources, and information. This type of quest is one of the most effective in the educational process, because the teacher is no longer a seed of knowledge, but

creates the necessary conditions for searching, analyzing, and applying information. In such activities, students become active subjects in learning.

The scientific doctrine defines the structure of the quest as a hierarchy (see Fig. 1).
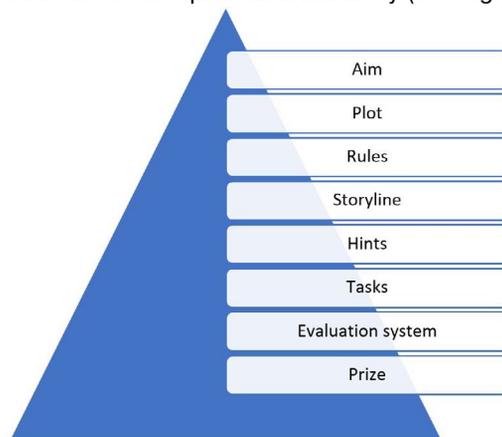
Figure 1 The structure of quest as a tool for forming reading interests in the primary school

Let's describe the element of it.

The first one is the aim. The academic goal ensures the implementation of the educational program during the scholarly period. The goal of the game arouses interest and stimulates children to complete tasks and obtain results.

The next one is the plot. It is an event or a system of events in which characters are revealed their peculiarities to resolve the contradictions between them. The most important thing in the quest is the plot on which the game is based.

It's necessary to have rules. They are clearly explained to students before the start of the game and are also reminded during its execution.

The Storyline is a pre-determined way of traveling a certain distance. In a linear quest, participants must complete the route according to a specific sequence, and in a non-linear quest, they must choose freely. For the quest participants to move on to the next task, they must get a mark in the route sheet about the correct completion of the previous task and find a clue. These can be hint questions, an answer to an additional question, guessing a riddle, words on a certain page of a book, etc.

For the quest tasks, we can include intelligence tasks, logical exercises, puzzles, crosswords, interesting questions on the topic, riddles, experiments, and game exercises.

The evaluation system is one more important element of the quest. For each completed stage, the team receives points, which are recorded on the evaluation sheet. In the end, the points are tallied for the winner's determination.

What is the interest of children to take part in the game? Of course, it is to be prized for participation in the quest which must be mandatory. The type of prizes depends on imagination and financial capabilities. These can be sweets and pastries (you must know if someone is allergic to), books, coloring, postcards, badges, bracelets, etc. (Bolshakova, 2016).

Teachers can easily use this innovative technology in literature lessons, during which reading competence is formed and developed, and speech, literary and intellectual development takes place. This will open opportunities for schoolchildren to independent creative activity, obtaining the ability to perceive, analyze and understand what is read. Based on this, they will be taught how to build their thoughts and express feelings.

In literature lessons, the types of quests have diverse and specific characteristics. The most common of them is systematized in table 1.

Table 1
The classification of quests

Type	Meaning
Interview	with the author, character, composer, literature critic, screenwriter
Advertisement	Collecting information for the promotional video creating about the personality of the writer and his works
Historical note	Study of certain material for a complete understanding of a literary work
Convincing WebQuest	Persuasion, using arguments that testify in favor of the character (negative or positive), the writer and the critic (comparison of skill)
Classification	Detailed classification of genres, families, heroes, means of artistic expression, plot (non-plot) elements

For example, we took a Ukrainian literature class dedicated to the works of Valeriy Schevchuk, especially the Four Sisters and transform this lesson into the quest form.

Theme - "Four Sisters"

Goal:

To deepen children's knowledge about the writer;

Consider the content of the work;

Analyze the characters of the fairy tale;

To develop dexterity, creativity, responsibility, independence, and tolerance.

The plot - children must pass 5 milestones along the specified route. For completing each task, pupils receive letters that they will stick on a poster. At the end of the quest, letters must form a sentence on the main point.

Rules :

To perform the assigned tasks;

Work as a team;

Listen to the opinion of others;

The "raised hand" rule (when someone raised their hand, the others remain silent);

Complete the task within the specified time.

<center>The first milestone "Biography of Valeriy Shevchuk"</center>

Task: answer the questions

1. Where is the author from?

2. What is the name of the works collection for children?

3. Where does the author currently live?

4. What other tales of Valeriy Shevchuk do you know?

5. Who inspired the writer to write fairy tales?

For the completed task, students receive the letters: D, B, O, R, and O, from which they have to make a word.

<center>The second milestone "Green-haired"</center>

To find out who is going to be talked about at this stop, you need to guess who the letter says about.

"Above the head, lush green braids were folded into a wreath, the forehead was white and clean, the eyes were huge, and a green glow changed and changed in them, the nose was thin and straight, and the lips were full and red. And it bloomed on each cheek in a bright crescent, as if the moons had come down from one side and the other...".

That's right, it's Green-haired and she offers you the following task: match the sayings with their authors (Table 2).

<div align="right">

Table 2
Characters and their sayings

</div>

1. Black Bird	1. "trumpets were playing, and everything around was numb and icy."
2. Cold Wind guys	2. "... dark thoughts came to the head of the White-haired sister, or maybe she whispered them ... who, fleeing from the storm, fell not anywhere, but on the shoulder of the White-haired"
3. Bluebird	3. "A bright light emanated from her as if a large lamp was burning in her, and winter even covered her eyes with her sleeve, trying to guess what was shining there."
4. Gold-haired	4. "Summer walked in bright clothes, and where it passed, the earth blossomed."
5. White-haired	5. "... what happened to her, poor thing! Her hair turned gray, her head was damaged, and her face was wrinkled until it became brown from old age, and this is because the sister does not pity them.

For the completed task, students receive letters: V, Z, A, Y, ZH, and D from which they must make a word.

<center>The third milestone "Blue-haired"</center>

The blue-haired sister offers you plants with interesting tasks:

Chamomile - Read a part of Winter's introduction to Black Bird

Dahlia - analyze the following actions of the Bird, can they be called negative, and if so, why?

Dandelion - Why did Black Bird keep breaking the mirror?

Trinity - imagine yourself in the role of Winter, what are your feelings and thoughts?

Leaflet - give some advice to the sisters on how to act in a situation with a blackbird

Violet - can the actions of a bird be justified?

For the completed task, students receive letters: R, E, M, P, H, E, A, A, E, from which they must make a word.

<center>140</center>

The fourth milestone "Gold-haired"
Read what is encrypted in the first square, using the second square.

t	a	o	d	p	b	i
sh	p	e	o	iu	r	z
f	a		s	t	p	a
b	t	i	i	y	ch	a
m	ie	e	h	n	u	i
f	d	ia	o	r	a	ie
b		o	m	iu	n	shch
o	s	d	t	v	a	h
v	k	a	ts	t	i	y

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The correct answer: "it's time for you to sleep, and for me to get up for battle," - the words of Gold-haired.
For the completed task, students receive letters: O, Z, L, from which they must make a word.
The fifth milestone "White-haired"
Act out the end of the play "Four Sisters".
After each task, the students received letters that together form the saying: "Good always wins over evil."
CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH
So, literary quests are personalized lessons in the study of literature that teach independence, creativity and, most importantly, form reading interests in younger schoolchildren. The use of quest -technologies has a positive effect on the skills of interpreting works of art: children develop the skills of social behavior, collective work in teams, and involvement in real practical activities expands the creative environment for cognitive activity. The division into positive and negative heroes of the work affects the psyche of the child, forming the correct worldview and stimulating its moral development, this and the above indicate the important role of the quest in literature lessons .
The game quest created by us will allow children to develop their communication skills while working in a team and deepen their knowledge while studying the work of Valery Shevchuk and his work "Four Sisters".

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УПРОВАДЖЕННЯ КОМІКСІВ ПРО РОСІЙСЬКО-УКРАЇНСЬКУ ВІЙНУ В ОСВІТНІЙ ПРОЦЕС

Анотація. Стаття присвячена дослідженню українських коміксів, присвячених російсько-українській війні та впровадженню їх в освітній процес. Створення нового актуального кола читання є важливою проблемою сьогодення, особливо після повномасштабного вторгнення росії в Україну. Комікси вже давно стали частиною українського читацького простору, створення їх пропонується вчителями учням під час роботи на різноманітних уроках, і вони стають чимдалі популярнішими. У дослідженні розглянуто історію розвитку українських коміксів від перших до найновіших, проаналізовано тематичні зрізи. Основна увага звернена на комікси «Кіборги», соціальні комікси від Inker, освітні проєкти «enWar Mental», «Ми скоро повернемося...». Проаналізовано їхнє змістове поле, структуру, графічне оформлення. В основі кожного з них – реальні події. Серія коміксів «Кіборгах» описує епізоди боротьби за Донецький аеропорт у 2014-2015 роках, під час якої наших захисників почали називати кіборгами за їхню надзвичайну мужність, відвагу та силу. Усі події, як і персонажі, реальні. Історії ґрунтуються на розповідях безпосередніх учасників тих подій. Серії коміксів Inker також засновані на реальних подіях після 24 лютого 2022 року. Головними героями стають українці, що чинять опір та спротив окупанту, вражають своїм героїзмом та здатністю не загубити себе у війні. «enWar Mental» (про екологічні наслідки війни) та «Ми скоро повернемося» (про вимушених переселенців) є не коміксами у класичному розумінні, а швидше освітніми проєктами, адже важливу роль у їхніх історіях відіграє дидактична складова: у першому акцент на формуванні ековідповідальної особистості, у другому на інформаційній гігієні та правилах поведінки в інформаційному просторі під час війни. Робляться висновки про важливість та необхідність впровадження цих коміксів в український освітній процес.

Ключові слова: комікси, освітній простір, війна, кіборги, повномасштабне вторгнення, ековідповідальність, медіаграмотність.

THE INTRODUCTION OF COMICS ABOUT RUSSIAN-UKRAINIAN WAR IN EDUCATIONAL PROCESS

Abstract. The article deals with the study of Ukrainian comics devoted to the russian-Ukrainian war and their introduction in educational process. Creating a new modern reading space is an important problem today, especially after the full-scale russian invasion of Ukraine. Comics already become a part of the Ukrainian reading space, their creation is suggested by teachers to students like a task in lessons, and they are becoming more and more popular. The paper examines the history of the development of Ukrainian comics from the first to the latest, and analyzes the thematic and topical segments. The main focus is on "The Cyborgs" comics, social comics from Inker, educational projects "enWar Mental", and "We'll Be Back Soon...". Their plots, structure, and graphic design were analyzed. Each of them is based on real events. The series of comics "The Cyborgs" describes some episodes of the struggle for the Donetsk airport in 2014-2015, during which our defenders began to be called cyborgs for their courage, bravery, and strength. All the events and characters are real. The plots are based on the stories of the direct participants of those events. Inker comic series are also based on real events after February 24, 2022. The main heroes are the Ukrainians who resist the occupier, impress with their heroism and ability not to lose themselves in the war. "enWar Mental" (about the ecological consequences of war) and "We will soon return" (about forced migrants) are not comics in the classical sense, but rather educational projects, as the didactic component plays an important role in their stories: in the first one, the emphasis is on the formation of an eco-responsible personality, in the second on information hygiene and rules of conduct in the information space during war. Conclusions are made about the importance and necessity of introducing these comics into the Ukrainian educational process.

Keywords: comics, educational space, war, cyborgs, full-scale invasion, eco-responsibility, media literacy.

INTRODUCTION

The problem formulation. Work with comics is becoming more and more popular on the lessons, there are many online platforms where you can create your own stories with pictures. Among the educational possibilities of comics, the following are distinguished: a possibility to tell a complex story with several images; to provide a comment on any drawing on various topics; the use of symbols easily identified by all students; the possibility to create a model of communication, life situations; to comment on and illustrate current issues of life (adolescence, family relationships, tolerance, etc.) like a game (Yatsenko, N., 2018).

However, such work is impossible without knowledge of the peculiarities of comics: the structure, plots, historical development which allow to understand comics not as easy reading. Also, reading comics helps to develop the reader's interests.

Today, the Ukrainian book market offers a lot of comics, both translated and Ukrainian, which can and should be introduced into the educational process. Among them are a number of comics dedicated to the Russian-Ukrainian war, which are appearing more and more and truthfully tell about the events since 2014. Among them are comics on the topic of war, ecological disaster, refugees.

Analysis of recent research and publications. The specifics of graphic literature are studied by the following Ukrainian researchers: Voronina R., Kolesnyk O., Koropetska R., Kosmatska N., Pidoprygora S., Filonenko B. Danylenko E., Onkovych H. examine the peculiarities of using comics as didactic material. The culture of comics has been thoroughly studied in the works of foreign researches, such as Will Eisner, Scott McCloud, Stan Lee, Umberto Eco and others.

Claude Bailey argued that comics and television should rank with the other seven forms of art, becoming the eighth and ninth kinds of art. In 1960, John Hoyer Updike said on a public lecture: "I can't see any significant reason why a talented artist could not create a real masterpiece in the form of a comic".

B. Filonenko is sure that graphic literature in our country can't be classified as mass culture, and calls Ukrainian comics individual experiments of individual people. The critic emphasizes the need to create a comic culture that will be accessible to everyone. For him this is an indicator of the development of society - when comics are in demand, when there are people who do it professionally, there are people who read (Filonenko, B., 2014).

Comics is a special kind of art, which mostly (with some notable exceptions) has a narrative character and tells stories (McCloud, S., 2019).

The works of Scott McCloud "Understanding Comics" (1993), Randy Duncan, Matthew Smith, Paul Levitz "The Power of Comics" (2015) are serious studies of the history of their appearance, formation of the culture of comics, their structure and content. The first work is a scientific study, professional, serious, but in the form of comics. S. McCloud reflects on the iconic nature of the images in the comics, their space-temporal features, and their possible evolution (McCloud, S., 2019). The authors of the book "The Power of Comics" talk about the history of comics (from birth to adulthood), form (creating history, reading), comics culture, and also suggest classification of comics' genres and their narrative models (Dankan, R., Smit, M., & Levits, P., 2020).

In 1919, the illustrated Ukrainian folk tale "The War of Mushrooms with Beetles" was published with illustrations by Ohrim Sudomora. In 1921, Antin Lototskyi (pseudonym Yaroslav Vilshenko) wrote a verse poem "The Warlock from Chornogora". It is published by one of the Lviv publishing houses with illustrations by Anton Manastyrskyi. In 1953, sketch about Ukraine's participation in the Second World War "Ukraine in the fight with horsemen" by Leonid Perfetsky was published. In 1982, the comic book "Where Poppy Pies Grow" by Valerii Gorbachev was published.

In 1990, the comic book "Silk State" by Vasyl Barysh and Felix Dobryn was published, in 1993 "Viy" and "Taras Bulba" by M. Hohol were adapted into a comic book. Since the 90s, we can talk about the appearance of historical comics. These are "Adventures of the Zaporozhians on land and at sea" by Oles Ilchenko (artist Kost Lavro), "Prince Oleg's Campaign to Tsargorod" by Yuriy Logvin, "Buiviter" by Kostyantyn Sulyma, "The Return of Mamai", "Sviatoslav and the Viking" by Igor Baranko, "The Battle of Heroes" and "Besiege of Kyiv by the Pechenegs" by Serhii Pozniak's.

In the 2000s, comics more and more confidently conquered the Ukrainian cultural area. In 2003, the magazine "K9" appeared and existed until 2009. The name of the magazine comes from the European definition of illustrated stories as the ninth art, which emphasizes their difference from comics, which are represented in the name by the letter K. That's how the name "K9" combined graphic novels, manga and comics. In 2007, the "Grani-T" publishing house started the "Cool Comics" series devoted to the adaptation of Ukrainian classics to this format. In this series, comics were based on the books of Mykola Hohol, Ivan Nechui-Levytskyi, Ivan Kotliarevskyi, Ivan Karpenko-Karyi, Hryhorii Kvitka-Osnovianenko, and Ivan Franko. A year later, "Maxim Osa" by Ihor Baranko appears. The film "Maxim Osa: Gold of the Cynocephaly" was made based on his motives. In the history of Ukrainian cinema that a comic has been adapted into a screen it was at first.

In 2008, comic book publishing is experiencing a crisis related to the global economic crisis. But "Daogopak", "Volya", "Chub" soon appeared. In 2014, the first volume of "Unwilling Hero" (a graphic adaptation of Ivan Franko) was published. In 2016, "War of the Gods", "Sarcophagus", "Dream" and "World 912" by Andrii Dankovych appeared. In 2019, the comic book "Friends 2.0", based on real stories of struggle and success of people with disabilities appeared.

The first Ukrainian comic about the war in the East is considered to be the comic "Victory. Savur-Mohyla" (2015) by Denys Fadieiev. It was based on the events in Ukraine of August 2014.

THE AIM AND RESEARCH TASKS is to identify and substitate the pedagogical and cultural potential of Ukrainian comics in literary and educational space, to analyze the comics devoted to russian-Ukrainian war in the formation of modern reading culture in Ukraine.

RESEARCH METHODS: theoretical analysis, systematization, comparison of different views on the analysis of comics, synthesis.

RESULTS OF THE RESEARCH

The theme of the russian-Ukrainian war is one of the most important and popular in the modern Ukrainian culture. Since 2014, war has become an integral part of our life. The heroic deeds of the Ukrainian warriors inspired and continue to inspire the creation of new illustrated stories. Thus, a few months after the invasion of the russians into Ukraine, Matsuda Hi manga "The Ghost of Kyiv" appears. It's about Ukrainian superhero - pilot who shot down enemy planes.

The famous manga author was inspired by the heroic defense of the sky over Kyiv by Ukrainian pilots of the 40th tactical aviation brigade. This defense gave rise to the urban legend of the Ghost of Kyiv, the MiG-29 pilot who scored six

victories over Kyiv in the first 30 hours of the Russian invasion. This indicates trends in the creation of illustrated stories, where the main characters will be our warriors, and episodes of heroic resistance to the enemy and defense of the native land will be the basis of the story (Hi, M., 2022).

In 2022, the comics "We'll be back soon" was appeared. It's about the forced immigration of a family during the war. "enWar Mental" tells the story of ecocide due to the russian-Ukrainian war, and the main characters, children, witness how the russian occupiers abuse animals in ecoparks and nature reserves. In the same year, Inker published comics about "Azovstal", Mariupol and Ukrainian people among war.

In 2016, the first comic books of the "The Cyborgs" series were published. The publication was carried out by the non-governmental organization "True to Traditions", founded by warriors, volunteers and activists against russian aggression, primarily in the information space. The comics were created on the base of real events - the battle for the Donetsk airport and the memories of the fighters who participated in this battle. It all started with the stories told by the soldiers who left the airport. The stories were written as accurately as possible, without any artistic embellishments. The thing is, explain the authors of the idea, that one of those who carry out from the battlefield his friend really liked to draw comics. He painted them at the airport on the wall. The coordinator of the organization "True to Traditions" Doc notes the following: "These are the stories of the cyborgs which they told themselves. Donetsk airport has become a legendary point. It's like a modern Cossack Sich. There are many incredible things, self-sacrifice, and humor in these stories. There are stories about superheroes – "X-Men", "Superman" and others. And we decided to start several series about our heroes. "The Story of Three" is about two warriors who carried out a wounded comrade. Very interesting story! If Spielberg had such a story, he would cry, make a new Oscar-winning film, and everyone would cry with him" (Sabadyshyna, Y., 2017).

The word "cyborgs" appeared for the first time in 1960 in the article "Cyborgs and Space" ("Cyborgs and Space") in the magazine "Astronautics" by Manfred E. Clynes and Nathan S. Kline (Madrigal, A., 2019). Since 2014, this word began to be used in the Ukrainian public space in the sense of defenders of the Donetsk airport, it even became the word of the year 2014. The fighting for the Donetsk airport was one of the fiercest and most difficult in the war with Russia in the east, since it lasted from May 2014 to January 20, 2015 (more than 242 days).

The first issue that began "The Cyborgs" was the comics "The Cyborgs. The story of Three". The events unfolded in January 2015, when the Lviv 80th a separate assault brigade was tasked to protect the DAP and its territories. The main characters are Ivan Kamianchyn, Petro Chornyi and Ihor Rymar. Ihor Rymar was seriously wounded. On January 8, negotiations with the enemy took place for about 12 hours, as a result of which the occupiers agreed to evacuate on the condition that two unarmed soldiers would carry the wounded man to the enemy checkpoint. Ihor Rymar was died on January 25 in a hospital in Kyiv, and Petro died after the second explosion in the terminal. Only Ivan Kamyanchyn survived.

These comics set a general type for the creation of the following: the presence of a short story-explanation of the events depicted in the comics, or a brief overview of the heroic Ukrainian past. The "DAP" series includes comics: "The Cyborgs. Beginning. Volume 1", "The Cyborgs. Beginning. Volume 2", "The Cyborgs. Legend of the Invincibles. Volume 1", "The Cyborgs. Trap" (3 stories). The series "The Chronicles of the 3rd Regiment" includes the following books: "The Cyborgs. Chronicles of the 3rd regiment. Volume 1", "The Cyborgs. Chronicles of the 3rd regiment. 19", the "pilot" series is "The Cyborgs. Unbreakable: DAP Mission", "The Cyborgs. Assault. Volume 1", "The Cyborgs. Under siege. Volume 2". The volume "SSO of Ukraine. Cyborgs: The First Selection". Illustrators: Danylo Lys, Dmytro Tkachenko, Levko Kvit, Pavlo Pryjmych, Vitalii Mishuk, Oleg Ivaneyko, Kurkuma.

Soldiers of the 3rd separate special forces regiment and the 95th separate automobile brigade secured the Donetsk airport in March 2014, and on April 17, the enemy tried to capture the airport for the first time, and from May 6 all flights were stopped. On May 26, the occupiers again tried to take control of the Donetsk airport: they entered the new terminal. It was on this day that the sniper Voha made the first shot from the roof of the old terminal, which gave rise to the history of cyborgs and the history about cyborgs. The enemy was pushed out, and the airport was fully controlled by ATO forces.

On January 1, 2015, was a fierce battle. And on January 13, there were mass shelling again, but the Ukrainian military continued to control the territory of the new terminal. On the night of January 14, the last rotation took place at the airport, the battle on January 16 lasted from 6 a.m. to 2 a.m. On the night of January 16-17, reinforcements from the 90th separate air mobile battalion arrived. On January 17, our soldiers recaptured a part of the airport. Fierce battles continued on January 19, in which Ukrainian soldiers suffered the greatest losses. During the following days, the Ukrainian soldiers had to retreat (Bytva za Donetskyi aeroport: khronika podvyhu, tsyfry, fakty, znachennia ta uroky).

"The Cyborgs" comics describe the main and important events of this period on such days: 26.05, 31.05, 29.07, 03.09, 25.11.2014, and 08.01., 17.01.2015.

The events are described by those warriors who were participants in the events: Vokha, Titan, Commander, Tick, High, Headmaster, Tourist, Dan, Crawl, Beard, Old, Slime, Doc, Cascade, Adam and others. Their memories, reflections interrupt the general plot of the story, reminding that the story that comes to life on the comics' panels is real with real characters and real events, with strict observance of chronology and time codes. Real stories without pathos, stories about the days of defense not only of the Donetsk airport, but something bigger, more important, because DAP became a symbol of the unbreakable of the Ukrainian army and Ukraine.

On the panels of the comics we can see scenes of battles, the life of cyborgs, individual details or objects necessary for understanding the story and creating the appropriate emotional load are drawn, too.

The title "The Cyborgs" suggests that the main characters will be Ukrainian defenders, new superheroes. Classic superheroics appeared due to the mixing of fantastic powers (supernatural abilities), costumes (the hero becomes easily recognizable) and double life (for example, an ordinary clerk during the day and a superhero at night). Our cyborgs are easily recognizable thanks to the pixel and chevrons, not all of them were military in their former lives. And what they did is

still surprising and impressive. And the pro-social mission is to use our forces for the benefit and protection of humanity, to fight against evil.

The DAP control tower often appears on comic's panels. First whole, then destroyed. It fell down on January 13, 2015. This tower was a symbol of the defense of the airport, as well as a symbol of Ukraine's ability to resist. The tower was the main observation point of the Armed Forces of Ukraine for the enemy, so it is not surprising that the enemy constantly fired at it.

Each issue of "The Cyborgs" has a separate story, but they are all combined by characters, place and time of action.

In June 2022, stories from the social comic's magazine Inker, dedicated to the events of the russian-Ukrainian war, were published. Inker searches for true stories, their participants, takes interviews, collects photo and video evidence that become the basic of stories in comics. These are the stories of ordinary Ukrainians, who make heroic resistance to the enemy. They bring us back to the events in Mariupol, at Azovstal, in the Chornobyl, they speak to us from occupied villages and cities. A total of 6 issues were released already.

The first issue of "Mariupol" consists of stories from Mariupol: "The Medic" (Volodymyr Kuznetsov, Zakhar Polishchuk), "The Road from Hell and Back" (Volodymyr Kuznetsov, Natalia Tarasenko), "Saved by the Sea" (Yarko Filevych), "Drama Theater" (Oleksii Chornyi, Maksym Solntsev). The second edition of "Unbreakable. Civilians at War" consists of the following stories: "The Shore of Freedom" (Volodymyr Kuznetsov, Zakhar Polishchuk), "Bullet in the Heart" (Ruslana Koropetska, Natalya Tarasenko), "The Ark" (Oleksii Chornyi, Maksym Solntsev), "Chernobyl. Occupation" (Denys Borysiuk, Tanya Pryymich). The third "Azovstal" contains such stories: "Fly to Hell and Come Back" (Volodymyr Kuznetsov, Linnison), "Aunt Soup" (Yarko Filevych), "Shelter" (Oleksii Chornyi, Maksym Solntsev), "I'll Fight for You" (Volodymyr Kuznetsov, Lyudmila Samus). In the fourth edition of "Partisans": "Grandfather's Bedtime Stories" (Denys Borysiuk, Yevhen Kharuk), "Dronovator" (Voladymyr Kuznetsov, Maksym Solntsev), "Pensioner of Special Purpose" (Nykyta Yanyuk, linnison), "Run" (Voladymyr Kuznetsov, Darcia Zironka). The fifth issue of "Prisoners" consists of the following stories: "Diary in captivity" (Denys Borysyuk, Yevhen Kharuk), "In the dark" (E. Moir, Zakhar Polishchuk), "I Was in Olenivka" (Voladymyr Kuznetsov, Andriy Dankovich), "Are You Immortal?" (Volodymyr Kuznetsov, Natalia Tarasenko). The sixth "Love at War" contains the following stories: "Trench for Lovers" (Taras Kunets, Maksym Solntsev), "Three Days of Happiness" (Taras Kunets, Zakhar Polishchuk), "Saved Photo" (Denis Borysyuk, Maksym Solntsev), "Healing by Love" (Mykyta Yanyuk, Natalia Tarasenko). These stories are about resistance, love for the motherland, true friendship and love.

The stories are short, full of pain, but not despair. They are based on true stories of real people; it is a kind of chronicle of the heroic deeds of Ukrainians during the russian-Ukrainian war. Actually, this makes these comics similar to "The Cyborgs" series, however, if the second is about military resistance to the invader, then the first is mostly about civil resistance, because their heroes are mostly people who woke up from the explosions on February 24: some of them have to flee from occupation, someone finds himself face-to-face with the enemy, someone saves others at the risk of death, and someone meets their love.

They have different styles, some of them are colored, some are black and white. Panels are mostly rectangular (horizontal and vertical), 3-6 per page, in which the action takes place, as a rule, in one location and in a certain period of time. The authors of sketches pay attention to details, especially those that show life before and after (before the invasion and during), so the use of metonymy and synecdoche are so popular, as in "The Cyborgs".

"enWar Mental" (by Yaryna Katoroz) is a story that describes the ecological consequents of war. This is a part of the EnWar Mental project, which tells about the impact of the wars of the 21st century, the restoration of cities and the ecocide of the Russians in Ukraine. The main characters of the comics are 15-year-old Yurko and his 7-year-old sister Myroslava. They escape from the war and see how the occupiers abused animals from the Kharkiv ecopark, what they did with protected areas of Kherson, the waters of Donetsk and Luhansk, and the landscapes of Zaporizhzhia. They witness not only ecocide, but also how Ukrainians save nature, risking their own lives.

The aim of the project is not only to tell, but also to interest readers in the investigation of ecocide. These comics contains the following sections: "Forest fires", "Destruction of eco-parks", "Poisoning of waters", "Destruction of protected areas", "Destruction of landscapes". It deals not only with disasters, but also with their consequences for Ukraine in the future

"We'll Be Back Soon..." by Oleksandra and Yuri Shapovalov shows the family's forced immigration during the war. The main characters (the mice family – mother, father, children Gorgynka, Grycyk, Liana) who live in Forestland woke up from loud explosions. It started a war. This illustrated story is about a home and its loss, mutual help, support, as well as a responsible attitude to the dissemination of information, the development of critical thinking, and safety rules in wartime. The narrative is occasionally interrupted by informative inserts on how to properly consume information, what to take with you on the road during evacuation.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In our research, we examined comics dedicated to the events of the russian-Ukrainian war, some of which describe the events of 2014-2015, such as "Cyborgs", which tell about heroic struggle of Ukrainian soldiers against the enemy, others were written already after the full-scale invasion of russia into Ukraine and they tell the stories of Ukrainians who were under occupation and resisted the enemy, saved others, held on with dignity in Azovstal and in captivity, believed in victory and did everything to make it closer. They are based on real stories, events, characters, and facts. This kind of literature should be made a part of the educational process, because it teaches us to remember the experience of the war. Also, they are a good example of Ukrainian comics. They can become part of the reading interests of both students and pupils. The comics "enWar Mental", "We'll Be Back Soon" can be used during various

lessons, because they contain not only history, but also some factual and didactic corpus: how to behave during war, how to check information for certainty, how to grow up as an eco-responsible person.

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ФОРМУВАННЯ ПОЧАТКОВИХ МАТЕМАТИЧНИХ ЗНАНЬ У ДІТЕЙ ЯК УМОВА УСПІШНОГО НАВЧАННЯ В НОВІЙ УКРАЇНСЬКІЙ ШКОЛІ

Анотація. Стаття присвячена проблемі формування математичної компетентності здобувачів освіти, зокрема питанню формування початкових математичних знань у дітей. Математична компетентність належить до ключових компетентностей здобувача освіти. Сьогодні оволодіння математичною компетентністю є показником якості освіти на міжнародному рівні та конкурентоспроможності країни в галузі фундаментальних наук і новітніх технологій. Тому необхідно формувати початкові математичні знання вже в дошкільному віці, а процесові формування математичної компетентності, яку вчителі НУШ здійснюють з першого року навчання дитини в школі, варто реалізовувати на принципах партнерства, наступності, перспективності. З-поміж методів викладання доречно застосовувати ті, які ґрунтуються на взаємодії всіх учасників освітнього процесу, сприяють якісній підготовці дітей до переходу з одного рівня освіти на інший. Зроблено висновок, що курс математики в системі неперервної освіти ґрунтується на відповідному змісті Базового компонента дошкільної освіти й реалізує наступність між дошкіллям та початковою школою у сфері логіко-математичного розвитку, а також забезпечує перспективність у навчанні математики в 5-му класі. З-поміж завдань початкової математичної освіти – формування елементарних математичних уявлень і понять, зокрема такі: набуття знань про множину, число, розмір, форму, простір і час; формування широкої початкової орієнтації в кількісних, просторових і часових відношеннях навколишньої дійсності; формування навичок і вмінь з лічби, вимірювання, обчислення; оволодіння математичною термінологією; розвиток пізнавальних інтересів і здібностей, розумовий розвиток дитини загалом. У Новій українській школі (НУШ) математична освіта набуває нових особливостей. Складниками предметної математичної компетентності здобувача початкової освіти є обчислювальний, вимірювальний, геометричний, алгебраїчний, інформаційно-графічний, логічний, комунікативний.

Ключові слова: компетентнісний підхід, математична компетентність, початкова математична освіта, здобувачі початкової освіти, Нова українська школа, дошкілля.

FORMATION OF PRIMARY MATHEMATICAL KNOWLEDGE IN CHILDREN AS A CONDITION FOR SUCCESSFUL EDUCATION IN THE NEW UKRAINIAN SCHOOL

Abstract. The article is devoted to the problem of the formation of mathematical competence of students, in particular the issue of the formation of initial mathematical knowledge in children. Mathematical competence is one of the key competences of the schoolchildren. Nowadays, the acquisition of mathematical competence is an indicator of the quality of education at the international level and the country's competitiveness in the field of fundamental sciences and the latest technologies. Therefore, it is necessary to form initial mathematical knowledge at preschool age, and the process formation of mathematical competence by the teachers of the New Ukrainian School (hereinafter, NUS), which are carried out from the first year of a child's education at school. It should be implemented on the principles of partnership, continuity, and perspective. Among the teaching methods, it is appropriate to use those that are based on the interaction of all participants in the educational process, contribute to the high-quality preparation of children for the transition from one level of education

to another. It was concluded that the mathematics course in the continuing education system is based on the appropriate content of the Basic component of preschool education and implements the continuity between preschool and primary school in the field of logical-mathematical development, as well as provides perspective in teaching mathematics in the 5th grade. Among the tasks of primary mathematical education is the formation of elementary mathematical ideas and concepts, in particular the following: acquisition of knowledge about set, number, size, shape, space and time; formation of a broad initial orientation in quantitative, spatial and temporal relations of the surrounding reality; formation of skills and abilities in numbers, measurements, calculations; mastering mathematical terminology; development of cognitive interests and abilities, mental development of the child in general. In the New Ukrainian School (NUS), mathematics education acquires new features. Computational, measuring, geometric, algebraic, information-graphic, logical, and communicative are the components of subject-matter mathematical competence of a student of primary education.

Keywords: competence approach, mathematical competence, elementary mathematics education, pupils of elementary school, New Ukrainian School, preschool.

INTRODUCTION

The problem formulation. Nowadays, the problem of teaching mathematics to students is gaining more and more importance. This is caused not only by the rapid development of mathematical science in connection with its penetration into the most diverse fields of knowledge, but also by competence-oriented and practically oriented approaches to the education of children, which are oriented towards the Concept "New Ukrainian School" (New Ukrainian school) and other educational documents (Basic curriculum for students 1 – 4 classes of secondary schools; Basic component of preschool education in Ukraine; Derzhavnyi standart pochatkovoi zahalnoi osvity [State standard of primary general education). In addition, the mastery of mathematical competence of the student is an indicator of the quality of education at the international level and the competitiveness of the country in the field of fundamental sciences and the latest technologies. International recommendations based on PIZA, TIMSS, PIRLS testing data emphasize the need to pay more attention to the practical side of mathematics education, teach students to apply knowledge in life situations, etc. (PISA: mathematical literacy, 2018; OECD, 2019), because of the important role of mathematics in human life 21st century due to the need to use calculations and compile algorithms in the process of solving many life problems of a different nature (financial and economic, environmental, health-preserving, etc.). Therefore, it is necessary to form initial mathematical knowledge from an early age, and the process of forming mathematical competence, which the teachers of NUS implement from the first year of a child's education at school, should be carried out on the principles of partnership, continuity, perspective. Among the teaching methods, it is appropriate to use those that are based on the interaction of all participants in the educational process, contribute to the high-quality preparation of children for the transition from one level of education to another. It should be noted that mathematical competence belongs to the key competences of an education seeker (New Ukrainian school; PISA: mathematical literacy, 2018; OECD, 2019), which involves identifying simple mathematical dependencies in the surrounding world, modeling processes and situations using mathematical relations and measurements, awareness the role of mathematical knowledge and skills in a person's personal and social life, as well as the formation of skills to concisely and clearly formulate an opinion, argue, prove the correctness of statements, etc. (OECD, 2019).

Analysis of recent research and publications. Scientists have actively been investigating various aspects of the problem of mathematical competence of students. It is seen in the works of M. Bogdanovich, N. Budnaya, L. Zaitseva, L. Koval, Ya. Korol, O. Korchevska, V. Kushnir, I. Osadchyo, S. Rakov, I. Romanyshin, R. Romanyshin, S. Skvortsova, L. Cherkaska, T. Chernetska, V. Shvets and other authors analyzed the peculiarities of teaching mathematics in elementary school, highlighted the issue of the effectiveness of student activation during learning with the algorithmization of the learning process, the use of practical tasks, and also the authors emphasize the strengthening of the applied orientation of the school mathematics course, the formation and development of logical-mathematical abilities, etc. However, certain issues of continuity in mathematics education, the formation of initial mathematical knowledge as a condition for their further successful learning remained outside the attention of scientists.

AIM AND TASKS RESEARCH is to characterize the individual means of forming primary mathematics education as a prerequisite for the successful education of students of the NUS.

RESULTS OF THE RESEARCH

The mathematics course is an important component of education and upbringing of students of primary education at the NUS, a fundamental part of mathematics education. The goal of the educational field "Mathematics" is (Curriculum. Mathematics. 1st class. Explanatory note) the versatile development of the student's (pupil's) personality, the formation of mathematical and other key competencies necessary for effective life activities and continuing education in primary school. The most important expected results of the educational field "Mathematics" are the student's ability to regulate their activities arbitrarily; to build an internal action plan; to predict the result; to show cognitive attitude to reality, interest in research; to think critically; to monitor their activities; to be aware of the role of mathematics in understanding the surrounding world and achieving personal success in life; to recognize problems that can be solved by means of mathematics; to carry out an analysis of the educational and practical situation; to create mathematical models of a process or situation; find possible ways to solve a mathematical problem. It is advisable to use knowledge and methods of action to solve educational, elementary economic and practical problems at the reproductive and creative levels; build reasoning using mathematical vocabulary logically; transfer the acquired experience of mathematical activities to new situations; express evaluation and value judgments regarding the process and results of training; strive for self-improvement (Curriculum. Mathematics. 1st class. Explanatory note).

It is important to emphasize that the mathematics course in the continuing education system is based on the relevant content of the Basic component of preschool education and implements the continuity between preschool and primary school in the field of logical-mathematical development, as well as provides perspective in teaching mathematics in the 5th

grade. According to the Basic component of preschool education (Basic component of preschool education in Ukraine), among the tasks of forming elementary mathematical ideas and concepts are the following: acquiring knowledge about set, number, size, shape, space and time; formation of a broad initial orientation in quantitative, spatial and temporal relations of the surrounding reality; formation of skills and abilities in numbers, measurements, calculations; mastering mathematical terminology; development of cognitive interests and abilities, mental development of the child in general.

It is essential for children to realize that mathematics is not separated from reality, as we encounter it at every step, in everyday life, understanding this is a great skill for students of education, and applying it is a great achievement, which leads to the development of personality in all spheres of life in the future. It is important to convey to students that mathematics is not only calculations; it is primarily logical thinking, the ability to forecast and plan, reasoning, communication, etc.

Preschool education coincides with the child's dynamic development, during this period his intellectual abilities are formed; most innate tendencies develop, including the ability to learn. That is why it is so important to direct all educational activities to the comprehensive stimulation of the child's cognitive and social development, since it is during these years that his psyche is most receptive. Children's mathematical education should be considered broadly. It must be combined with the intensive development of thinking and the formation of emotional stability of the individual.

Therefore, mathematical skills need to be developed before the child goes to school. Children have to deal with mathematics, as well as with language, from an early age (numbers, clocks, rhythms, etc. surround them from a young age). Parents can help their child understand the content of mathematics. The principle they should remember is that the most important thing is the child's personal experience, and the activities that the child most willingly engages in are not only entertainment, but a means by which he learns about the world. If an adult wants a child to master something, he must organize such situations in which he will accumulate certain knowledge, experience, emotional experiences, and skillfully direct their internalization. These can be tasks and games, manipulation of specially selected objects, which the child singles out from among others, arranges, for example, in a row, determines the place of each of them, connects them in different ways, adds and subtracts, distributes and separates, etc.; selected play situations with adults and other children.

However, it should be remembered that primary mathematical education involves the process of forming initial mathematical knowledge and skills, it is carried out in such a way that training gives not only a direct practical result (counting skills, performance of elementary mathematical operations), but also a wide developmental effect. So, by primary mathematical education, we mean qualitative changes in the forms of a child's cognitive activity, which are formed as a result of the formation of elementary mathematical ideas and logical operations connected with them, but it should be limited to counting, recognizing the shape of numbers, adding and subtracting within a dozen.

Mathematical education acquires new features at NUS. Computational, measuring, geometric, algebraic, information-graphic, logical, and communicative are the components of subject-matter mathematical competence of a student of primary education. Thus, the basis of the measuring component of subject mathematical competence is knowledge of basic quantities (length, mass, volume, time) and an understanding of the essence of the process of their measurement, knowledge of measurement units and the relationship between measurement units of a certain quantity, the ability to measure quantities and record the results of their measurement, skills in performing arithmetic operations with quantities; knowledge of groups of interrelated quantities (price, quantity, cost, etc.), understanding of their relationship and the ability to find one of the quantities of the group by the other two; knowledge of geometric quantities (perimeter and area) and the ability to measure and find them using the appropriate rules and formulas. The geometrical component of subject-matter mathematical competence consists in forming in students of education an idea of geometric figures on a plane and in space, knowledge of the names of plane and spatial figures and their elements, knowledge of the essential features of polygons, rectangles and squares (definition of concepts) and the ability to construct and depict geometric figures, draw a line, ray, segment, rectangle and square on paper in a cell. The basis of the algebraic component of the subject mathematical competence is knowledge of the essential features of algebraic concepts (expression, equality, including equations and inequalities), mastery of mathematical symbols, the ability to find the meaning of expressions, read and write equalities and inequalities, establish the truth or falsity of equalities and inequalities, the ability solve linear equations with one variable (simple and complicated), the ability to find individual solutions of inequalities with a variable. The ability to read information from diagrams, tables, diagrams, and the ability to present information in the form of diagrams, tables, diagrams form the basis of the information-graphic component of subject mathematical competence. The logical component involves acquiring the skills to determine the features of objects (objects, geometric figures, etc.), to determine common and distinctive features, to determine essential and non-essential features; the ability to compare objects, generalize objects by a common feature, classify objects into groups; an idea of the definition of a concept, the ability to "bring it under a concept"; the ability to establish the truth or falsity of judgments, conclusions; the ability to build true conclusions (Curriculum. Mathematics. 1st class. Explanatory note).

The basis of the communicative component of subject mathematical competence is knowledge of mathematical terminology, the ability to apply it in speech correctly, the ability to justify one's opinion competently, to construct true statements and conclusions using logical conjunctions. An important component of the communicative component is the formation of learners as language ecologists, speakers of the organic Ukrainian language, individuals who know the norms of the modern Ukrainian literary language.

As the results of our observations showed and noted by authoritative researchers in the field of speech ecology (Bilavych, Dovhyi, & Holovchak, 2019; Bilavych, Pantiuk, Savchuk, & Holovchak, 2019), participants in the educational process (preschoolers, primary school students) in mathematics classes/lessons most mistakes are made in stressing words. Under such conditions, we advise educators/teachers, as well as parents, to pay special attention to the normativity of stressing words. It would also be appropriate to compile a dictionary of accents "Let's accent Ukrainian correctly!", where to enter words where children violate the rules of the accent more often. It is advisable to work with these words in almost every class/lesson, arranging "Accentological minutes", which purpose is to remember the stress in words (*випадок, кіломе́тр, нови́й, стари́й, дециме́тр, чисе́льник, дробови́й, добу́ток, легки́й, важки́й, товсти́й, сере́дина,*

беремо, роблю, валовий, вісімдесят, чотирнадцять, одинадцять, дошка, нести, везти, ознака, виразний, читання, навчання, видання, правопис, перепис, копійки, ластівки, вчительки, порядковий, предмет, приятель, подруга, черствий, дочка, жила, було, двірник, цемент, квартал, легкий, вісімдесят, вісімсот, відповіла, розповісти, котрий, документ, кажу, зроблю, загадка та ін.) (Bilavych, Dovhyi, & Holovchak, 2019, p. 322).

The importance of the knowledge results of elementary mathematical education is obvious, mathematical abilities and skills are based on mathematical knowledge, which is presented in the form of ideas, concepts, laws, dependencies, regularities. The logic of the formation of mathematical and other key competences unfolds from teaching students mathematical activities to the generalization of methods of action, mathematical facts, and the formulation of mathematical concepts. The educator/teacher should take into account the fact that the content part of the mathematics curriculum contains opportunities for the implementation of a problem-oriented approach. The content of mathematics education develops from simple (partial) to complex (general), and this creates opportunities to build teaching methods based on comparing the new with the previously learned, which is the basis for creating a problem situation; the result of its solution is the "discovery" and formulation by students of the guiding basis of action. The dynamics of the development of the content of mathematics education allows the educator/teacher to organize a generalization of mathematical methods of action from a narrow empirical (for individual partial cases) to a generalization of a higher order - theoretical (for general cases), under such conditions it is possible to integrate not only individual topics of the mathematics course, and other educational courses (Curriculum. Mathematics. 1st class. Explanatory note). In other words, intra-subject integration is carried out, which we consider as highlighting the relationships of related topics, unifying and structuring mathematical concepts, facts and methods of action, increasing the intensity of interaction between the elements of the system, orderly functioning of its components.

Such interdisciplinary integration can be implemented not only in the system of educational tasks for the mathematics lesson, but also through the use of mathematical knowledge, abilities and skills in the process of studying other educational fields. For example, in the process of studying the signs and properties of objects, comparison, generalization and classification in the subjects of problems in mathematics lessons, it is appropriate to use the knowledge of students about the flora and fauna of our planet, Ukraine, and their native land. When studying numbers as symbols for writing numbers, it is appropriate to apply an analogy with letters, which are also symbols for speech sounds. The study of quantities and their measurement, in particular mass, volume, etc., makes it possible to organize appropriate conversations, during which children's knowledge about the nature of Ukraine in general, and their native land in particular, is updated. When solving problems with the values *"price, quantity, value", "labor productivity, working time, total output"*, it is worth updating knowledge from the field of social sciences, etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Mathematical competence is one of the key competences of an education seeker. Nowadays, the mastery of mathematical competence is an indicator of the quality of education at the international level and the country's competitiveness in the field of fundamental sciences and the latest technologies. Therefore, it is necessary to form initial mathematical knowledge already in preschool age, and the process of forming mathematical competence should be carried out on the principles of partnership, continuity, perspective. Among the teaching methods, it is appropriate to use those that are based on the interaction of all participants in the educational process, contribute to the high-quality preparation of children for the transition from one level of education to another. The mathematics course in the continuing education system is based on the relevant content of the Basic component of preschool education and implements the continuity between preschool and primary school in the field of logical-mathematical development, as well as provides perspective in teaching mathematics in the 5th grade. Among the tasks of primary mathematical education is the formation of elementary mathematical ideas and concepts.

Mathematical education acquires new features at NUS. Computational, measuring, geometric, algebraic, information-graphic, logical, and communicative are the components of subject-matter mathematical competence of a student of primary education.

Further research is needed on the issue of training future primary school teachers for the development of the primary education student's cognitive interest in mathematics.

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СУЧАСНІ ПІДХОДИ ДО ОНОВЛЕННЯ ЗМІСТУ ПОЧАТКОВОЇ ОСВІТИ ТА НАПРЯМИ ЇХ РЕАЛІЗАЦІЇ ДЛЯ РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ МОЛОДШИХ ШКОЛЯРІВ

Анотація. Переорієнтація сучасної української школи із знаннєвої на компетентнісну має на меті формування в учнів життєвого досвіду, необхідних знань, умінь та цінностей, важливих для успішної реалізації в швидкозмінюваному суспільстві. Концепція Нової української школи (НУШ) проголошує особистісно зорієнтоване навчання, тобто орієнтоване не на звичайне засвоєння знань, а на формування особистості самої дитини, її характеру, ставлення до світу. Мета модернізації системи освіти – переведення вектора пізнання із зовнішнього світу дитини, створеного природою та людиною, на засвоєння процесів взаємодії з цим світом, розуміння смислів власної діяльності. Відтак особливої актуальності набуває змістове наповнення освітнього процесу в початковій школі задля реалізації завдань НУШ, зокрема в аспекті розвитку такої особистісної якості учнів, як емоційний інтелект. У статті розкрито передумови становлення сучасних підходів до організації освітнього процесу, структурні компоненти змісту роботи з розвитку особистісного світогляду учнів початкової школи, особливості нових підходів до реалізації змісту початкової освіти та їх особистісно-ціннісне спрямування та емоційні складові освіти. Висвітлено результати аналізу програмового забезпечення розвитку емоційного інтелекту молодших школярів, поданого в чинних типових освітніх програмах та Державному стандарті загальної початкової освіти України. Розвиток емоційного інтелекту молодших школярів є наскрізною змістовою лінією, тобто обов'язковим освітнім результатом, що формується засобами всіх освітніх галузей і слугує показником якісних змін у системі початкової освіти.

Ключові слова: Нова українська школа, емоційний інтелект, молодші школярі, сучасні підходи до навчання та їх емоційно-ціннісне спрямування.

MODERN APPROACHES TO UPDATING THE PRIMARY EDUCATION CONTENT AND THEIR IMPLEMENTATION DIRECTIONS FOR THE DEVELOPMENT OF JUNIOR SCHOOL STUDENTS' EMOTIONAL INTELLIGENCE

Abstract. The reorientation of the modern Ukrainian school from knowledgeable to competent one is aimed at forming students' life experience, necessary knowledge, skills and values important for successful implementation in a rapidly changing society. The New Ukrainian school concept proclaims personality-oriented education, i.e. oriented not on the usual mastering of knowledge, but on the formation of the child's personality, his character and attitude to the world. The goal of education system modernization is to transfer the vector of child's external world cognition, created by nature and a man, to mastering the processes of interaction with this world, understanding the meaning of one's own activities. Therefore, the meaningful content of the educational process in primary school becomes particularly relevant in order to implement the New Ukrainian School tasks, especially in the aspect of the development of such student's personal quality as emotional

intelligence. The article reveals the prerequisites for the formation of modern approaches in the educational process organization, the structural components of the work content on the development of the primary school students' personal worldview, the features of new approaches to the implementation of the primary education content and their personal value orientation and emotional components of education. The results of the analysis of software for the development of younger schoolchildren's emotional intelligence, presented in current standard educational programs and the State Standard of General Primary Education of Ukraine are highlighted. We have come to the conclusion that the development of emotional intelligence of younger schoolchildren is a cross-cutting content line, i.e. a mandatory educational result which is formed by means of all educational branches and serves as a qualitative changes indicator in the primary education system.

Keywords: New Ukrainian school, emotional intelligence, younger schoolchildren, modern approaches to learning and their emotional and value orientation.

INTRODUCTION

The problem formulation. The State Standard of General Primary Education defines content guidelines for the integral development of the personality of a primary school student and formulates them as cross-cutting skills that are common to all educational branches and compulsory for the formation of a student, namely: solves problems, critically and creatively thinks, cooperates, communicates effectively, develops his own emotional intelligence, researches, organizes his activities, reflects, reads thoughtfully. Such orientations reflect the balanced interaction of the main structural components of the personality: emotional ("I feel"), thinking ("I think") and active ("I act").

Therefore, the task of emotional intelligence development is an important component of the primary education content. Mastering it by primary school students as a means of successful social interaction and getting to know themselves and others should become the most important child's attainment at primary school age, which is characterized by a special sensitivity to the learning of social communication norms and rules.

Analysis of recent research and publications. The domestic system of education is guided by a holistic concept of education content formation at each stage of its development, which has been built on the basis of the theoretical works of the leading didactists of the country and the world. Theoretical ideas about the education content, which takes into account the society and student's needs, sources and methods of content formation and improvement, grounds and guidelines for determining the educational subjects content and materials, requirements for methods of fixing the education content in educational programs, presented together with the activity aspect of the training process, in their essence, form the basis for the formation of the education content at various levels.

Accordingly, the Ukrainian researcher M. Shpak noted that emotional intelligence should be considered in the context of the "activity" category, since it develops and manifests itself in activity: in the communication process, interaction with other people. Therefore, emotional intelligence, or EQ, is an indicator of the ability to communicate, the skill to be aware of one's own emotions and to understand the other people's feelings; it is the interaction of emotional, cognitive, behavioral and motivational features of an individual, aimed at understanding one's own emotions and the other people's emotional experiences, the submission of emotions to the mind, which contributes to self-knowledge and self-realization through the enrichment of emotional and social experience (Shpak, M. , 2011).

D. Goleman presented his vision of holistic concept components of "emotional intelligence", expanding and deepening the understanding of this phenomenon with such concepts as empathy, compassion, self-knowledge, self-motivation, self-regulation, which are powerful factors in establishing effective relationships in various fields of human activity (G`oulman, 2019).

AIM AND TASKS RESEARCH

The purpose of our research is to find out and highlight the possibilities of modern primary education regarding the formation of emotional intelligence of junior schoolchildren as a component of their life competencies.

RESEARCH METHODS

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

RESULTS OF THE RESEARCH

Under the new conditions of the development of society, which leads to a change in its needs, the didactic approaches to the construction of education content from the standpoint of national education and the needs of Ukraine's entry into the world educational space are also changing.

According to the theory of rationale of general education content, the younger schoolchildren education can be defined as the formation of a foundation for the further child's personal worldview development through his learning of a certain knowledge system and skills about the objectively existing world, the experience of creative activity and emotional-valuable attitude to reality, and the content of education should reflect both the objective, i.e. informational aspect of the worldview, based on knowledge, skills, and subjective, or an active aspect that is realized in the creative activity and emotional valued attitude.

The New Ukrainian School concept was formed under the influence of the general didactic theory of the education content formation and new acquisition of psychological and pedagogical science. Since 2004, new approaches to the content of education have been purposefully implemented in primary school: first, a communicative approach; since 2011, some efforts have been made to introduce personally-oriented, competency-based and activity-based approaches to education, and since 2018, the primary education on an integrated subject basis has become mandatory, which initiated the development of an integrated approach to learning.

The Concept of the New Ukrainian School states that education in primary school is based on the principles of personally oriented, competent, communicative, activity approaches. The document does not specify to which of the approaches should be given priority, so they should complement each other.

Let us consider the emotional valued orientation of a personally oriented approach to the younger schoolchildren education. Its peculiarity is the orientation of teachers to create conditions for the internal personal changes of the student and his development. Among other conditions, there are those that directly contribute to the formation of various components of emotional intelligence, namely: cultivation of moral values, communicative activity norms and behavior; atmosphere of friendliness and attention to each student; dialogue in the educational process to gain life and communicative experience in the game, search activity; creation of situations for students to realize personal values and simulation-game reproduction of life roles and situations; event in the life of an individual is an element of educational activity for the formation of a holistic life experience based on the acquired knowledge; dialogue, search, game become a source of formation of students' personal experience.

The expected results of the implementation of a person-oriented approach in the education of younger schoolchildren are the acquisition of such personal characteristics as responsibility, tolerance, self-development, positive thinking and attitude to the world, that is, those abilities that are inherent to a person with a high level of emotional intelligence development.

The formation of personal life experience in various types of activities is the basis of personally oriented education. The mastering of various methods appropriate for a certain type of activity aims at mastering important life competences. Therefore, the person-oriented and competency-based approaches are interrelated, since the competency-based approach orients the education process to the formation of a certain list of useful knowledge and experience of their application in educational activities and everyday life.

Let us consider the components of the competence approach for the implementation of tasks on the development of younger schoolchildren emotional intelligence.

According to the State Standard of General Primary Education in 2018, the educational process is focused on the formation of key, or vital, competencies and subject competencies as indicators of readiness for successful activity in various professional and social situations (Derzhavnyi standart, 2018).

The peculiarity of the implementation of the competence approach in elementary school in the aspect of forming the students' emotional intelligence is the following: the main attention is focused on the usefulness, value of knowledge and ways of using them to solve various communicative life situations; introduction of interactive learning methods, during which students gain experience in effective interpersonal interaction; encouraging students to apply creatively the acquired knowledge and skills, express their own opinion formulated on the basis of external and internal information stimuli, justify their own position; organization of students' independent educational activities in order to obtain the necessary information including the information obtained on the basis of observations of their own and other people's emotions and corresponding behavior; encouraging students to show initiative, evaluate their own actions and behavior, take responsibility for the consequences of their activities.

The expected results of the implementation of the competence approach for the formation of emotional intelligence in primary school are formed life competencies, such as the ability to learn, being guided by one's own emotional motives; the ability for interpersonal communication in various activities in real and virtual spaces; social, general cultural, health care competencies, an important component of which is emotional intelligence, and even initiative, which is manifested in the ability to influence one's own and other people's emotions in order to establish an effective partnership, and entrepreneurship, the key to which is the ability of leadership. It should be remembered that the prerequisite for the successful formation of each life competence is the child's emotional intelligence.

We shall analyze the ability of the activity approach to influence the development of elementary school students' emotional intelligence.

Personally oriented and competence-oriented approaches direct the education process in primary school to the acquisition of knowledge in various types of activities: game, educational, cognitive, search, research, independent, interactive, transformative, creative, communicative, speaking, reading, thinking, etc. for the formation of personal life experience and further successful life in society. Therefore, the activity approach directs the educational process to students mastering the activity experience of interacting with other people that will ensure the development of students' emotional intelligence which is revealed and developed only in activities.

The following types and directions of work are a feature of the activity approach to learning in primary school and the development of emotional intelligence: mastering the necessary components of interpersonal activity, such as the selection of the necessary verbal and non-verbal methods and means for its implementation, adjustment of the interaction result, responsibility for the result; use of verbal and non-verbal means to achieve results in various activities; development of imagination, the ability to predict the results of one's own activities and to carry out self-control and self-evaluation; reflection of methods and conditions of action.

The expected results of the activity approach implementation are the ability to acquire knowledge in the process of self-learning educational activity and to carry out the necessary intellectual operations for it, as well as formed skills to carry out effective interaction with other people.

We shall reveal the importance of the communicative approach for the development of younger schoolchildren's emotional intelligence.

The communicative approach declared in the NUS Concept as one of the important conditions for the education content implementation aims at forming the students' ability to use language successfully in the process of cognitive and

communicative activity in order to form the vital experience of exchanging information, thoughts, emotions and feelings during the interpersonal interaction.

The implementation of the communicative approach will be effectively ensured by the following areas of work:
· simulation of communicative situations involving the task of solving communication and behavior problems that may occur for a 7-9-year-old child in real life;
· development of the statements motivation taking into account their informativeness and usefulness;
· development of the ability to accumulate and systematize language material in particular the one related to the vocabulary used to denote emotions, feelings, and a person's state;
· work with the text to analyze the verbal and non-verbal characters' behavior and its consequences;
· improvement of students' expressions for the development of the ability to manage one's own and other people's emotions, the abilities to establish cooperation, the skills to maintain, develop, strengthen the contacts;
· development of educational, intellectual and creative abilities and skills to form the ability to exercise self-control over one's own emotions, thoughts, verbal and non-verbal behavior;
· introducing the elements of rhetoric for the leadership qualities formation, the ability to establish contacts with different people.

Therefore, competence and communicative approaches, person-oriented and activity-based learning in primary school involve the organization of the educational process in such a way as to form in younger schoolchildren the awareness of how the acquired specific knowledge can be applied in various types of activities to solve life tasks effectively.

Finally, we shall find out the emotional and value aspect of interdisciplinary integration.

The New Ukrainian School concept declared the transition of the primary school to a qualitatively new level of interdisciplinary integration implementation: on the value-semantic level, which involves the formation of the ethical foundations of any individual activity. Such integration is end-to-end and is carried out in the process of all educational subjects study.

The basis for delineating the value-semantic direction of interdisciplinary integration was stated in the State Standards of general secondary education, since 2004, when the need for the formation of children's social skills and worldview beliefs was declared in the strategic or activity and socio-cultural content lines of junior schoolchildren's language education. In 2011 the specified content lines were described in detail in the educational field curriculum "Languages and Literature", and in 2018 it was formalized as the goal of the integrated linguistic and literary educational field: learning the Ukrainian language for spiritual, cultural and national self-expression, exercising the intercultural dialogue, development of emotional and sensory experience. It should be noted that the development of younger schoolchildren's emotional intelligence is necessary to be carried out within the limits of each educational field, since in the State Standard it is designated as an end-to-end skill that is common to all key competencies and an indicator of the competency approach implementation.

The features of the training organization on an integrated basis for the emotional intelligence formation are as follows:
· *the use of various educational fields content within the scope of one research topic*, that will help to form a valuable attitude to the subject or phenomenon, persistent cognitive interest and motivation for further research of the problem. Thus, the communication with nature, literary reading, the Ukrainian language, knowing folklore and history, guessing riddles, expressive reading of poems, drawing, staging, research activity, elements of choreography and physical education will facilitate the familiarization with the peculiarities of the native region;
· *the application of knowledge, abilities, skills of related disciplines*, for example, perception of music and visual arts, reproduction of received emotions in artistic work or elements of choreography will contribute not only to the development of creative activity, but also to understanding how emotions lead to activity;
· *unification of knowledge, abilities, skills into a single whole*, for example, during the perception of musical and visual arts, lyrical poetry. At such a lesson, guessing riddles, dramatization, expressive reading of poems, elements of choreography, physical education and artistic work will help to understand better the ways of expressing emotions, feelings, and mood;
· research of the topic from different sides. Suppose, in order to learn ethical behavior norms , which is provided by the social and health-preserving educational field, it is advisable to analyze communicative situations of different emotional colors, which is provided by the linguistic and literary educational field content , and on this basis to demonstrate the influence of mood and emotions on health and the communication effectiveness ;
· *integration of different ways of activity*. For example, it can be a game and subject-practical activity in drawing, staging, choral singing with elements of dance, familiarization with the environment, during which the active interpersonal students' interaction takes place, and at the end the reflections to fill in a diary of impressions.

The goal of integrated education is the formation of a holistic picture of the world. The structure of the integrated lesson is determined by its purpose and tasks, the study content, the characteristics of the teachers and students' activities. The ratio of activity types at different stages of education is determined by the child's age, level of readiness and development. The weaker prepared is a student, the greater the specific number of lessons with game, subject-practical, visual and musical activities should be.

Thus, to implement the requirements of the State Standard in New Ukrainian schools regarding the development of younger schoolchildren's emotional intelligence as a basis for mastering all key competencies it should be taken into account the following:

- during the subjects study in all educational fields, preference should be given to communication lessons that involve work in a dialogic form;
- an effective form of dialogic education is the organization of integrated lessons, during which the development of emotional intelligence takes place in various types of activities, both speech, which includes listening, speaking, reading, writing, and non-speech, during which students gain experience in performing various subject-practical actions, practice various types of art, are involved in search and creative activity;
- modeling of problematic speech situations and their resolution, analysis of speech behavior, situational games, search and research activities, group work methods, creative thinking should prevail at the lessons involving the development of emotional intelligence,;
- interactive technologies and teaching methods that involve the students' interaction in pairs, threes and small groups to solve educational tasks in various types of game and educational activities are an effective tool in development of students' emotional intelligence.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the development of younger schoolchildren's emotional intelligence is a cross-cutting content line, that is, a mandatory educational result, which is formed by the means of all educational branches and is an indicator of qualitative changes in the primary education system.

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ОРГАНІЗАЦІЯ КОМПЛЕКСНОГО ОЦІНЮВАННЯ РОЗВИТКУ ДІТЕЙ: ПРАКТИКО-ЗОРІЄНТОВАНИЙ ПІДХІД

Анотація. У статті схарактеризовано нормативно-правові основи організації та проведення комплексного оцінювання розвитку дітей різного віку. Проаналізовано мету, зміст, основні завдання, напрями комплексного оцінювання розвитку дітей різного віку. Схарактеризовано функції фахівців інклюзивно-ресурсного центру; розкрито специфіку проведення комплексного оцінювання розвитку дітей відповідно до їх виду порушення, індивідуальних особливостей. Визначено специфіку практичної діяльності команди фахівців, виокремлено особливості роботи вчителя-логопеда, учителя-дефектолога, учителя лікувальної фізкультури (реабілітолога), практичного психолога. Установлено та схарактеризовано основні принципи, на яких базується професійна діяльність фахівців у процесі комплексного оцінювання розвитку дітей. Розмежовано етапи комплексного оцінювання та напрями індивідуалізованої роботи з дитиною з порушеннями розвитку. Зауважено, що практична діяльність фахівців центру після завершення комплексного оцінювання має своє логічне продовження, що виражається в консультуванні педагогів закладів дошкільної, загальної середньої, професійно-технічної освіти з питань організації інклюзивного навчання. Наголошено на змісті методичної допомоги фахівців педагогічним працівникам, батькам або законним представникам дітей з особливими освітніми потребами. Розкрито та проаналізовано форми практичної роботи фахівців у забезпеченні психолого-педагогічних та корекційно-розвиткових послуг дітям з порушенням розвитку, організації консультацій батьків щодо вибору мережі закладів освіти. Наголошено на чинниках, що впливають на якість проведення комплексної оцінки розвитку дітей.. Проаналізовано види, форми та прийоми роботи кожного з фахівців, напрями здійснення комплексного оцінювання, завдання та прогнозовані результати.

Ключові слова: інклюзивно-ресурсний центр, розвиток, компенсація, консультація, результат, діагностика, порушення, особливі потреби.

ORGANIZATION OF COMPREHENSIVE ASSESSMENT OF CHILDREN'S DEVELOPMENT: A PRACTICE-ORIENTED APPROACH

Abstract. The article describes the regulatory and legal foundations of the organization and implementation of a comprehensive assessment of the development of children of different ages. The purpose, content, main tasks, directions of comprehensive assessment of the development of children of different ages are analyzed. The functions of the specialists of the inclusive resource center are characterized; the specifics of conducting a comprehensive assessment of children's development according to their type of impairment and individual characteristics are disclosed. The specifics of the practical activities of the team of specialists are defined; the specifics of the work of a speech therapist teacher, a special education teacher, a physical therapy teacher (rehabilitator), and a practical psychologist are highlighted. The main principles on which the professional activity of specialists in the process of comprehensive assessment of children's development is based are established and characterized. Stages of comprehensive assessment and directions of individualized work with a child with developmental disorders are delineated. It was noted that the practical activity of the center's specialists after the completion of the comprehensive assessment has its logical continuation, which is expressed in the consultation of teachers of preschool, general secondary, vocational and technical education institutions on the organization of inclusive education. Emphasis is placed on the content of methodological assistance of specialists to pedagogical workers, parents or legal representatives of children with special educational needs. The forms of practical work of specialists in providing psychological-pedagogical and correctional-developmental services to children with developmental disabilities, organization of parents' consultations regarding the choice of a network of educational institutions are disclosed and analyzed. Factors influencing the quality of comprehensive assessment of children's development are emphasized, namely: taking into account the results of observing the child, his environment and conditions of development, psychological and pedagogical characteristics, notebooks, drawings and creative works, documents of additional examinations. The types, forms and methods of work of each of the specialists, areas of comprehensive assessment, tasks and predicted results where analyzed.

Keywords: inclusive resource center, development, compensation, consultation, result, diagnosis, violation, special needs.

INTRODUCTION

The problem formulation. At the present stage, the comprehensive development of the individual becomes the main task of education. It remains relevant to ensure the direction of international practice regarding the creation of a network of general education institutions with inclusive education, adapted to the needs and capabilities of this category of people, capable of providing quality educational services. At the moment, there is a need to determine priorities in the process of ensuring constitutional rights, state guarantees for children with special educational needs, carrying out their complex rehabilitation, forming their social skills and abilities, developing aptitudes and abilities. As one of the factors, this direction will help create a democratic system in the state, organize a new tolerant social environment, and ensure the realization of the rights and freedoms of every citizen.

Practice shows that the number of persons who are considered particularly vulnerable in society increases every year. Thus, the category of citizens who feel a lack of quality and equal coexistence in the social environment includes persons with various disorders and disabilities, which in Ukraine is 6.1%, children - 15.4%, and elderly people - 16.8%. In general, the number of vulnerable persons is 38.3% of the total number of citizens. On the one hand, this is the need for changes and special attention to this category of persons, and on the other hand, it is evidence of the need to update all spheres of life to the needs and capabilities of everyone, their adaptation and modification, architectural arrangement, regulatory and legal, educational and methodological, technical support.

It is a well-known truth that "A successful, happy individual is a guarantor of the state's prosperity." In other words, thanks to the implementation of rights and the creation of favorable conditions, the state provides opportunities for its own prosperity, both political, economic, social, and cultural. That is why such tasks are important today, which affect the organization of a democratic system, overcoming discrimination, creating any obstacles on the way to self-realization of the individual, namely: overcoming strains and labels, ensuring equal opportunities and guaranteeing medical, social, educational, cultural services; creating conditions for continuous lifelong learning; search for educational trajectories in order to achieve the maximum possible results (for persons with developmental disabilities); maximum reduction of the time gap between the detection of a developmental disorder and the beginning of education; establishment of cooperation with families of persons with special educational needs.

The relevance of the research lies in the fact that providing opportunities for harmonious development, creating conditions for meeting individual needs begins at the stage of early intervention. This is of particular importance in working with children with various disabilities, whose parents turn to the specialists of the inclusive resource center for help. Of course, the child's further success in various spheres of activity depends on the diagnosis of the child's development: personal, educational, creative. On the one hand, comprehensive assessment is an important condition for establishing the child's real level of development, identifying his gaps, difficulties, deviations from the norm, and on the other hand, it is a step towards the formation of the necessary skills and abilities, the cultivation of traits and qualities that will allow him to realize the goals set in the future task. Comprehensive assessment is one of the main areas of activity of specialists of the inclusive resource center and is based on the Regulations on the inclusive resource center.

TAIM AND TASKS RESEARCH – to reveal the peculiarities of comprehensive assessment of the development of children with special educational needs by specialists of the inclusive resource center.

RESEARCH METHODS: include survey, observation, analysis and characterization of results.

RESULTS OF THE RESEARCH

Providing high-quality educational services, ensuring the conditions for satisfying the interests of children of different levels of development and capabilities, creating an adapted developmental environment are extremely important in the organization of the educational process, including persons with learning disabilities in mass educational institutions (Andrijevsjkyj, 2010; Prokhorenko, 2018). In order to monitor the quality of the educational process by the Ministry of Education and Science of Ukraine in accordance with the Order of 03.11.2014 No. 1255 "On the formation of a working group on the development of criteria for determining the level of child development according to the Basic component of preschool education and the toolkit for their practical application", the need for the work of working groups in composed of scientists, methodologists, and practicing teachers who would develop criteria for determining the level of a child's development even before the beginning of his studies at school. This was to ensure the proper level of preparation of preschool children for schooling, to create favorable conditions for cooperation between preschool, general secondary, and higher education institutions with families and other institutions (medical, social, inclusive resource center, after-school institutions). The activity of practicing teachers and other specialists is based on the Resolution "On the Approval of the Regulation on the Inclusive Resource Center", according to which the inclusive resource center is "an institution established to ensure the rights of children with special educational needs aged 2 to 18 years." for obtaining preschool and general secondary education, including in institutions of professional (vocational and technical) education and other educational institutions that ensure the acquisition of general secondary education, by conducting a comprehensive psychological and pedagogical assessment of the child's development, providing psychological and pedagogical, corrective and developmental services and ensuring their systematic qualified support" (Regulations on inclusive resource center). The documents on which the activities of the inclusive resource center are based are the Laws of Ukraine "On Education", "On General Secondary Education", "On Preschool Education", the Constitution of Ukraine, the Convention on the Rights of Persons with Disabilities.

Specialists of inclusive resource centers carry out activities in various directions, namely: diagnosis of child development, educational and methodical work, and cooperation with teachers of educational institutions and families, professional development. Each of them aims at the development of personality using possible means, techniques, forms and methods. The main principles on which the activities of the center's specialists are based are:

· Respect and perception of individual personality traits;
· Study of individual characteristics, satisfaction of needs, interests of the child;
· Prevention of discrimination, violation of children's rights;
· Confidentiality;
· Availability of educational services from an early age;
· Interdepartmental cooperation (Regulations on inclusive resource center).

The field of comprehensive assessment is extremely important and is one of the conditions for the implementation of the entire program of personality development, the creation of its individual educational trajectory. A large number of specialists of the center participate in the comprehensive assessment, each of whom diagnoses one or another direction of the child's development. The purpose of the comprehensive assessment is to determine the special educational needs of the child and his intelligence quotient, to make recommendations for the educational program, and to provide psychological-pedagogical and correctional-developmental services in accordance with the potential capabilities of the child. The practical experience of the center's specialists also includes further counseling of teachers of preschool, general secondary, vocational and technical education institutions on issues of organizing inclusive education. In the same way, the specialists of the inclusive resource center provide methodological assistance to pedagogical workers, parents or legal representatives of children with special educational needs about the peculiarities of the organization of psychological-pedagogical and correctional-developmental services for such children, as well as regarding the network of educational institutions.

A comprehensive assessment of the child's development takes place upon prior application of parents or guardians to the inclusive resource center. In order to make a qualitative assessment of the child's development, the specialists of the center take into account the results of observing the child, processed data on his environment and developmental conditions, psychological and pedagogical characteristics (with the dynamics and quality of knowledge acquisition), notebooks (from the native language, mathematics), drawings, documents additional examinations of the child and others (Regulations on inclusive resource center).

One of the requirements for conducting a comprehensive assessment of a child's development is the creation of an atmosphere of trust, mutual understanding, and mutual assistance; taking into account her physical and psycho-emotional state during its implementation; individual characteristics, age, place of residence, language of communication. Practice shows that a comprehensive assessment is carried out by the specialists of the inclusive resource center individually and involves the diagnosis of the following areas of development (Fig. 1):
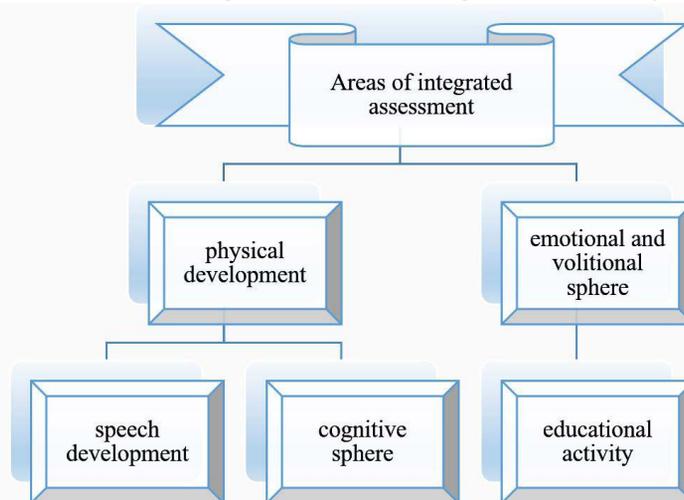
Fig. 1 Directions of comprehensive assessment of child development

In general, one or another specialist of the inclusive resource center, taking into account the individual abilities, analyzes each of the directions and capabilities of the child, taking into account the results of the conducted diagnostics and observations, surveys and testing, instructions and recommendations of other colleagues. This makes it possible to make a general picture of the development of the personality, to single out its certain gaps and omissions, to make recommendations for its further educational activities (Table 1.1):

Table 1.1

The purpose and tasks of comprehensive assessment Child development

№	Direction of development	A diagnostician	Purpose of assessment
1	Physical development	Rehabilitation teacher	Determination of the level of general development, compliance with age norms, development of fine motor skills, the way of movement
2	Speech development	Speech therapist teacher	Determination of the level of development and use of verbal/nonverbal language, the presence of a speech disorder and its structure
3	Cognitive sphere	Practical psychologist	Determination of the level of formation of perception, memory, thinking, imagination, attention
4	Emotional and volitional sphere	Practical psychologist	Identification of the ability to willful effort, tendency to display deviant behavior, determination of its causes
5	Evaluation of educational activities	Special education teacher	Determination of the level of formation of knowledge, abilities, skills in accordance with the educational program or the main criteria for the formation of abilities and skills of preschool children

Source: [author's own observations]

Importantly, if necessary, the specialists of the inclusive resource center conduct a comprehensive assessment in other areas, such as diagnosis of the level of social adaptation (in most cases, this happens when the child demonstrates a low level of sociability and social skills).

The conclusion on the comprehensive assessment is an important document that should be taken into account by both parents and practicing teachers. It contains general data about the child with special educational needs, his health condition, family (parents or guardians, brothers, sisters), conditions of upbringing in the family, educational institution (preschool or general secondary education institution). In addition, the conclusions include data on the directions of the comprehensive assessment, general conclusions, recommendations, information about the specialists of the inclusive resource center who conducted it. This document (the results of a comprehensive assessment of development) must be brought to the attention of parents (one of the parents) or legal representatives of a child with special educational needs, which will further guide them in creating conditions for the child's education and upbringing, providing psychological-pedagogical and correctional-developmental services in educational institutions. The weight of the conclusion is also confirmed by the fact that if specialists establish that a child has special educational needs, there are grounds for drawing up an individual development program, providing psychological-pedagogical and correctional-developmental services by a team of specialists, and organizing psychological-pedagogical support for the child.

At the current stage, specialists of inclusive resource centers use various techniques and means, methods of comprehensive assessment. The practical activity of specialists includes cooperation with other specialists, colleagues and teachers of educational institutions, social institutions, medical centers, who share their own opinions and work experience regarding the specifics of personality development in the presence of a certain disorder. The choice of the most effective method of comprehensive assessment of a certain direction of development of children of different ages depends on its purpose and tasks. The most used, for example, in working with children with disabilities are the following (Table 1.2):

Table 1.2

Methods of comprehensive assessment of children's development of different ages

№	Methods of comprehensive assessment	Direction of use
1	CASD Leiter-3 PEP-3 ADI-R-інтерв'ю ADOS-2 M-CHAT VB-MAPP	· autism spectrum disorders · violation of mental development
2	Leiter-3 WISC-IV WAIS-IV Raven's matrices	· intellectual development
3	VB-MAPP	· speech disorders · social interaction

Source: [author's own observations]

Each individual technique has its own structure and involves certain stages of implementation, preliminary (preparatory) work of a specialist, compliance with requirements and conditions of implementation, rules for drawing conclusions about diagnostic results.

Our research proved that the specialists of the inclusive resource center do not always use this or that method in its full, pure form, but combine it with other methods, author's techniques, which depends on a number of reasons (Fig. 2):
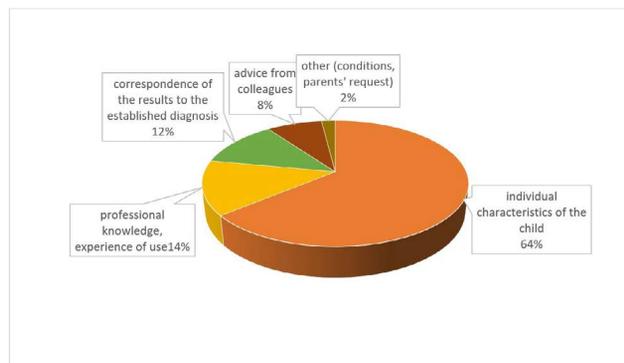
Fig. 2. Factors influencing the choice and frequency of use of the comprehensive assessment methodology

The survey of the specialists of the inclusive resource center proved that parents often do not trust the results of the comprehensive assessment conducted within the center and turn to various private clinics for re-examination. However, the same results obtained in another place using the same methods become indicative in accordance with the professional level of the employees of the inclusive resource center. As a result, parents of children with disabilities continue to consult with the specialists of the inclusive resource center, receiving answers to their questions, new knowledge about the rules of home care, education and upbringing of their own children.

It is characteristic that in practice there are situations when a specialist can almost immediately characterize the existing disorder, which is clearly expressed in the child's behavior, his abilities and skills, and other signs. High professionalism and extensive experience allow the employees of the inclusive resource center to accurately and correctly identify developmental disorders and carry out high-quality comprehensive assessments. At the same time, this contributes to the further search for ways of personal development that correspond to its individual capabilities, aptitudes and abilities, interests and needs, and do not pose difficulties in achieving success in self-development.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, comprehensive assessment is an integral part of the practical activity of the specialists of the inclusive resource center, which depends on the drawing of the educational trajectory of a child with a developmental disorder, his further educational, work, creative activities, the formation of social skills and abilities.

The choice of a specific method of comprehensive assessment depends primarily on the personality of the child, his individual characteristics and capabilities, the professional knowledge of the special education teacher, speech therapist or psychologist and the practical skills of using it in practice. A friendly atmosphere in the institution, a positive mentor, calm parents and a child who is not afraid of what will happen, in one way or another affect the duration and frequency of conducting, as well as the results of comprehensive eye. This allows us to assert that in order to increase its effectiveness, it is necessary to create appropriate conditions, to direct the practical activities of the specialists of the inclusive resource center to constant arming with new professional knowledge and the study, generalization, and further implementation of the experience of using various methods of comprehensive assessment.

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СОЦІАЛЬНО-ПЕДАГОГІЧНИЙ СУПРОВІД ДІТЕЙ ІЗ СІМЕЙ, ЯКІ ПЕРЕБУВАЮТЬ У СКЛАДНИХ ЖИТТЄВИХ ОБСТАВИНАХ

Анотація. Сучасні умови війни в країні, що за своїми впливами відповідають складним життєвим обставинам? та зміни, які при цьому відбуваються в політичній, соціальній та економічній сферах? позначаються на погіршенні благополуччя, психічного та фізичного здоров'я, соціальної адаптованості та фінансовому становищі сімей, зменшенні виховного потенціалу батьків, що призвело до різкого зростання сімей, які перебувають у складних життєвих обставинах. У зв'язку з цим ітотно підвищується значення професійної діяльності фахівців, які б надавали допомогу вразливим категоріям населення. Особливо необхідною і актуальною така діяльність є для дітей із сімей, які перебувають у складних життєвих обставинах. Діти є найвразливішою групою населення, а обставини, у які вони потрапляють, позначаються на їхньому стані та розвитку. Постає необхідність їх соціально-психологічного захисту та надання їм комплекної підтримки відповідно до потреб та проблем. А це, своєю чергою, потребує супроводу дітей із сімей, які перебувають у складних життєвих обставинах. У статті розглянуто особливості здійснення соціально-педагогічного супроводу дітей їх сімей, які перебувають у складних життєвих обставинах. Виявлено причини складних життєвих обставин, серед яких: соціально-економічні; соціально-психологічні. Визначено потреби та проблеми дітей із сімей, які перебувають у складних життєвих обставинах, їхні емоційні стани та соціально-психологічну адаптованість. Ефективною технологією соціально-педагогічної допомоги дітям із сімей, які перебувають у складних життєвих обставинах, є соціально-педагогічний супровід. З'ясовано, що соціально-педагогічний супровід – вид/ технологія діяльності соціального педагога з дитиною і сім'єю, які опинилися в складних життєвих обставинах, наслідки яких вони не можуть самостійно подолати, що виявляється в комплексній системі підтримки сім'ї. Виокремлено ознаки соціально-педагогічного супроводу, розкрито мету, завдання, етапи його здійснення з дітьми із сімей, які перебувають у складних життєвих обставинах. Визначено й обгрунтовано умови ефективного соціально-педагогічного супроводу таких дітей.

Ключові слова: складні життєві обставини; сім'ї, які перебувають у складних життєвих обставинах, діти із сімей, які перебувають у складних життєвих обставинах, соціально-педагогічний супровід, ефективні умови соціального супроводу дітей із сімей, які перебувають у складних життєвих обставинах.

SOCIAL AND PEDAGOGICAL SUPPORT OF CHILDREN FROM FAMILIES IN DIFFICULT LIFE CIRCUMSTANCES

Abstract.The current conditions of the war in the country, which correspond to difficult life circumstances in their effects and the changes in the political, social and economic spheres affect the deterioration of the financial position of families, the reduction of the educational potential of parents, which has led to a sharp increase in families in difficult life circumstances. Due to this, the importance of the professional activity of specialists who would provide assistance to vulnerable categories of persons increases significantly. Such activity is especially necessary and relevant for children from families in difficult life circumstances.

Children are the most vulnerable group of the population, and the circumstances they fall into affect their condition and development. There is a need for their social and psychological protection and providing them with comprehensive support according to the needs and problems of such children. And this, in turn, requires accompanying children from families in difficult life circumstances.

The article describes the peculiarities of social and pedagogical support for children and their families in difficult life circumstances.

We have found out that a family that is in difficult life circumstances is a family that has lost educational opportunities due to the occurence of conditions that disrupt the normal life of one or more family members and cannot overcome the consequences independently. We have revealed the causes of difficult life circumstances, which include: social and economic; social and psychological. The article also determines the needs and problems of children from families in difficult life circumstances, their emotional states, as well as social and psychological adaptability.

An effective technology of social and pedagogical support to children from families in difficult life circumstances is a social and pedagogical support. It was found out that social and pedagogical support is a type / technology of activity of a social care teacher with a child and a family who find themselves in difficult life circumstances, the consequences of which they cannot overcome by their own efforts, which is manifested in a complex system of family support.

The article highlightes the signs of social and pedagogical support, and reveals the purpose, tasks and stages of its implementation with children from families in difficult life circumstances. We have defined and substantiated the conditions of effective social and pedagogical support of such children: providing comprehensive support, depending on the individual needs and resources of children and families.

Keywords: difficult life circumstances; families in difficult life circumstances; children from families in difficult life circumstances, social and pedagogical support; effective social support conditions for children from families in difficult life circumstances.

INTRODUCTION

The problem formulation. The current conditions of martial law in Ukraine cause many factors that lead to the difficult life circumstances of many families. There is a need for social and psychological protection and social and pedagogical support for both whole families and individuals. Due to this, the importance of professional activity of psychological service specialists, in particular social teachers, especially with children from families in difficult life circumstances, increases significantly.

It is important in such cases to protect the fundamental rights and freedoms of children from families in difficult life circumstances, determine their basic needs and find resources for their satisfaction, support in experiencing traumatic events, as well as mediation.

At the legislative level, the support of children from families in difficult life circumstances is regulated by: Laws of Ukraine "On Social Work with Families, Children and Youth" (2001), "On Social Services" (2019); the Order of the Ministry of Social Policy of Ukraine "On Approving the Forms of Accounting for Social Work with Families/Persons in Difficult Life Circumstances" (2018), the Regulation on Psychological Service in the Education System of Ukraine (2018), Procedure for Ensuring Social Protection of Children in Difficult Life Circumstances, including Children Who Have Suffered from Cruel Treatment" (2020), Resolutions of the Cabinet of Ministers of Ukraine: "Issues of the Activities of Custody and Guardianship Agencies Related to the Protection of the Child's Rights" (2008), "On Organizing the Provision of Social Services" (2020).

Analysis of recent research and publications. Domestic and foreign psychological and pedagogical science has amassed considerable theoretical groundwork and empirical experience in providing aid to children and youth who were in extreme conditions and traumatic situations, which is covered in the works of such scientists as: in the field of psychology – N. Bochkor, M. Korolchuk, I. Malkina-Pykh, V. Panok, N. Tarabrina, in the field of pedagogy – O. Bezpalko, O. Kalashnyk, L. Kovalchuk, I. Trubavina et. al.

The problems of the legal status of internally displaced persons are addressed in the research of T. Anisimov, N. Hrabar, I. Kovalyshyn, O. Kuzmenko, V. Steshenko et. al. Issues of social work with internally displaced persons are covered in the works of I. Ivanov, M. Lukashevych, O. A. Malynovska, I. Myhovych, L. Tiuptia et. al. Existing works relate only to specific aspects of social protection for refugees and internally displaced persons. However, the issue of social and pedagogical support for internally displaced children under martial law has not been adequately considered in the scientific literature.

AIM AND TASKS RESEARCH

The purpose of the article is to substantiate the conditions of effective social and pedagogical support for children from families in difficult life circumstances.

RESEARCH METHODS: studying regulations on solving the problem of social support for children from families in difficult life circumstances, analysis of philosophical, psychological and pedagogical literature, analysis and synthesis, generalization, abstraction – to characterize the theoretical principals of the study; testing, observation, conversations with children from families in difficult life circumstances, surveys, special methods – to identify the needs and problems of children; statistical: quantitative and qualitative data processing.

RESULTS OF THE RESEARCH

A family as a social institution of society implements the most important social functions, plays an important role in the life of an individual, protects him/her, ensures socialization, as well as satisfies vital needs.

Families with children who experience difficult life circumstances are the most socially vulnerable.

The Law of Ukraine "On Social Services" defines difficult life circumstances as those that disrupt the normal life activities of an individual, the consequences of which he/she cannot overcome on his/her own (Law of Ukraine «On Social Services», 2019).

A family with children that is in difficult life circumstances is a family that has lost educational opportunities due to the occurence of conditions that disrupt the normal life of one or more family members and cannot overcome the consequences independently (Kapska A., 2004, p.27).

According to the order "On Approval of the Procedure of Interaction of Subjects of Social Work with Families in Difficult Circumstances" (2006), these include families: with children with disabilities of parents or children; with forced migration; with violence in the family; with drug or alcohol addiction of one of the family members; which members are HIV-infected; which members are in prisons; homeless families; with orphanhood; where there is a risk of taking a child to institutions for orphans and who are deprived of parental care; minor single mothers (fathers) who need support; with unemployed one of the family members, if registered with the state employment service; which members are on the state maintenance

(Order of the Ministry of Family, Youth and Sports, Ministry of Health, Ministry of Education and Science, Ministry of Labor, Ministry of Transportation, Ministry of Internal Affairs and State Department of Corrections «On Approval of the Procedure of Interaction of Subjects of Social Work with Families in Difficult Circumstances»).

However, according to the Law of Ukraine "On Social Services", the concept of "difficult life circumstances" contains a much larger list of circumstances that disrupt the normal life activities of an individual, in particular: disability, orphanhood, homelessness, lack of housing or job, poverty, violence, psychological or mental disorder, loss of motor activity due to health, old age, loneliness, unfavorable family relationships, act of God, disaster, etc. (Law of Ukraine «On Social Services», 2019).

Global approach to the classification of the reasons for which families fall into difficult life circumstances: macro-level and macro-level reasons. The first reasons are caused by social and political, economic and cultural processes of the state system, as well as a family policy. These include: changes in the political, economic, cultural development of the state; economic crises; unsystematic implementation of the state family policy. Macro-level reasons are determined by the conditions of family functioning and the immediate social environment of the family (Analytical report, 2018).

M. Solianyk, studying the problems of families in difficult life circumstances, divides them as follows: material and economic, social and pedagogical, social and psychological, legal problems (Solianyk M., 2014, p. 61).

O. Bezpalko identifies the following as the reasons of difficult life circumstances at the macro level: social and economic: poverty, lack of housing, forced migration, unemployment; social and psychological: antisocial behavior of parents, cruel attitude to raising children, crisis in the relations between parents and children, unpreparedness of young people for married life; organizational: the imperfection of the social security system and quality medical care for families with children (Bezpalko O., 2010, p. 96).

Children who find themselves in difficult life circumstances and are active participants in the events that are taking place, react emotionally to them, which causes them stress reactions and disorders, fear or confusion, anxiety, aggressiveness. Children's reaction to crises depends on their age and level of development. They have stress reactions, as well as they can have the following reactions:

- regressive behavior that was typical for an earlier age (sucking a finger, clinging to parents);
- school-aged children may feel guilty for situations that have occurred, they can feel fear, loneliness or concern about saving people;
- in adolescence, children can isolate themselves from their peers, or show risky behavior, negativism (Tytarenko T., 2014, p. 69).

The main reactions of children who have experienced stress are: sleep disturbances, night terrors; unreasonable anxiety, fear or depression; social isolation, isolation; problems with concentration; crying, emotional vulnerability; "stuck" on negative experiences; psychological protection (regression, avoidance, etc.) (Bochkor N., 2014, p. 52).

Children who have experienced psychotraumatic effects may have different adaptation disorders: the desire to isolate themselves, low activity, low mood, causeless irritability, intrusive memories, loss of interest, aggression. We can observe disturbances in the somatic sphere: decreased appetite, muscle tension, rapid heartbeat; etc. They show: disorganization, irritability, tearfulness, anxiety, mistrust, reproduction of traumatic events, for example, in night terrors, games or drawings (Adaptation Disorders, 2012, p. 22).

Adaptation disorders are the states of distress and emotional disturbance that harm social functioning and arise due to a stressful event during the period of adaptation to a significant change in life (Tytarenko T., 2014, p. 59).

Adaptation disorders and post-traumatic stress disorders (PTSD) are the adverse forms of mental disorders in those who have experienced extreme, life-threatening situations. Due to psychotraumatic influence, they are manifested as emotional and affective disorders, protective and adaptive reactions (Post-Traumatic Stress Disorders, 2017, p. 49).

The severity of adaptation disorders depends on the child's age, involvement in a stressful event, as well as the nature of the parents' response.

A child who has experienced a psychotraumatic situation can show both: internalized and externalized behavior. The first one is manifested in the following characteristics: avoidance of contact with others; low mood, depression; obedience and compliance; fearfulness; phobias; frequent headaches; addictive behavior; possible threats of suicide; self harm. With externalized behavior, children put their emotions and feelings outward, towards others. They can show aggressiveness, hostility; behave defiantly, provoke or attack others; abuse animals; destructive forms of behavior (arson) (Levchenko K., 2015, p. 90).

So, the main problems we can observe in children from families in difficult life circumstances are: impaired cognitive processes; neurotic reactions; functional disorders (behavioral regression, psychosomatic disorders); emotional and behavioral reactions (protest, increased tearfulness, frequent mood changes); adaptation problems and communication problems (inadequacy of communication skills, fear, mistrust or aggression in relation to the surrounding people, or excessive dependence on the opinions of others); disruption of family relationship.

Children from families who belong to the vulnerable groups of the population or are in difficult life circumstances need support according to their needs and problems. Due to this, the diagnostic (detection of these needs), protective and mediating areas of the specialist's activity with the satisfaction of needs through cooperation with various specialists should become the leading ones.

In order to determine the needs and problems of children from families in difficult life circumstances, their emotional state and social and psychological adaptability, we have conducted survey and testing based on Ivano-Frankivsk Regional

Center for Social and Psychological Rehabilitation of Children. Based on the survey results, we have found out that the most pronounced needs of children from families in difficult life circumstances were: safety − 100 %; health − 100 %; emotional comfort − 100 %; material support − 96.15 %, social contacts − 50 %, communication − 40.4 %. The detection of levels of mental stress or low mood according to the test results showed that: a fifth of children have an excessively pronounced level of mental stress or low mood, which indicates that the difficult life circumstances and the situation in our state affect children and their mental stress. As a result of the application of the "Anxiety Scale" Method by Ch. Spielberger (adaptation by Yu. Khanin), it was found out that more than half of the children in the group show a high level of reactive anxiety, which indicates that the difficult life circumstances of families and the war events in our country affect children. The study results using the "Social and Psychological Adaptability" Method by K. Rogers and R. Diamond showed that high indicators of maladaptation − 22.2 % of children − were caused by: emotional discomfort (74 %), avoidance of problems (37 %); level of external control (37 %), level of subordination (37 %), rejection of others (37%); rejection of oneself (14.8%). The revealed indicators of social and psychological maladaptation cause children's emotional discomfort, rejection of others, dependence on external control and circumstances (Protas O., 2022, p. 509).

Thus, the study results indicated the need to provide social and pedagogical, and psychological support to children for their successful adaptation in the surrounding environment and increasing their vitality.

According to the Regulation on Psychological Service in the Education System of Ukraine, a social care teacher of an educational institution provides: social and pedagogical support of students, groups, individuals in difficult life circumstances, as well as provides them with the necessary social and pedagogical support (Regulation on Psychological Service in the Education System of Ukraine, 2018).

Social and pedagogical work with a family in difficult life circumstances is a system of interconnection and interaction of social care teachers, state bodies, society and a family, which is aimed at improving the material and living conditions of the family, ensuring its rights and freedoms, promoting the physical and spiritual development of family members, involving them in the social process (Bochkor N., 2014).

Taking into account the peculiarities of children from such families, we will outline the following main directions and tasks of social and pedagogical work with children from such families:

1) timely identification of children of the above category who need targeted social and pedagogical support for protection of the child's rights and legitimate interests, provision of the child's vital needs, study of the child's social status;

2) visiting the child at home / at the place of residence and studying the conditions of his/her life, upbringing and development;

3) creating a favorable social and psychological climate, an atmosphere of attention, compassion and cooperation;

4) forming the safe behavior skills in risk situations;

5) identifying and activating the child's personal resources, promoting the formation of more flexible socially adaptive forms of behavior;

6) conducting individual and group educational and preventive work with both children and parents, implementation of special courses, preventive programs to combat bullying, prevention of abuse and violence (in the family, society, educational institution);

7) forming skills to cope with a loss, models of safe behavior in a risk situation, formation and development of important life skills, critical thinking in children and adults;

8) proming adaptation of children in new conditions;

9) optimization of the content and forms of social, pedagogical and legal education of parents, the social environment that takes care of children;

10) providing consultations and recommendations to teachers, organization of professional supervision, methodical support in the form of booklets, teaching materials, educational seminars and seminars on exchange of experience;

11) studying the possibilities of the community to provide the necessary assistance to children, parents or teachers who need it;

12) mediation between the educational institution, families and territorial communities, using intersectoral interaction and a multidisciplinary approach to solving current issues of social and pedagogical work with children who have experienced the loss of parents as a result of warfare, etc.

We believe that the most effective technology for supporting families in difficult life circumstances is social and pedagogical support.

The social and pedagogical support is a type / technology of activity of a social work specialist with a child and a family who find themselves in difficult life circumstances, the consequences of which they cannot overcome by their own efforts, which is manifested in a complex system of family support [Levchenko K., 2015]. The comprehensive system of family support includes: diagnostic, preventive, social and rehabilitation measures, creation of optimal conditions for the functioning of the family and children in difficult life circumstances.

Signs of social and pedagogical support are: comprehensiveness of the services provided; their duration; involvement of other specialists in the implementation of support; use of community potential; consent of a child and a family to support and its active position regarding changes for the better.

The goal of social and pedagogical support for children from families in difficult life circumstances is to create appropriate conditions for the child and his/her family to get out of difficult life circumstances.

The following tasks are solved when implementing the support: social support of a child and a family in solving problems; activation of self-help; use of external and internal resources of a child and a family. Support tasks require the selection

and definition of its functions, the means of its implementation, the definition of the rights of children and other family members in the family and society, life skills and abilities.

Social and pedagogical support must be carried out in stages.

At the 1st – preparatory stage: it is necessary to study the social situation of the child, his/her environment, to conduct a diagnosis of the psychosocial features of the child and the environment.

At the 2nd stage – implementation: to ensure the solution of the set tasks (get out of the crisis, implement social protection, etc.).

At the 3rd stage – the final stage – to analyse and evaluate the results of support.

Social and pedagogical support of children from families in difficult life circumstances should include: their registration and diagnosis; complex systematic measures to overcome life difficulties, increase the social status of children; provision of an educational and rehabilitation environment; protection of the rights and interests of the child.

Social and pedagogical support requires the provision of comprehensive support, depending on the individual needs and resources of children and families.

The content of social and pedagogical support may include the following components: studying information on a child and a family, which is the basis for further work with it; evaluating the life circumstances; informing; planning activities to realize needs and overcome problems, monitoring their implementation; assistance in receiving social benefits, benefits, privileges, providing treatment, rehabilitation, recovery of children and family members; formation of social skills; social and pedagogical, psychological support and correction; accompanying to services or institutions; representing the child's interests.

Taking into account the research results, we have determined the following basic conditions for effective social and pedagogical support of children from families in difficult life circumstances: providing comprehensive social assistance, depending on the individual needs and resources of children and families; using effective forms and methods of social and pedagogical support for children from families in difficult life circumstances; ensuring the cooperation of different institutions in providing support to children from families in difficult life circumstances.

Social and pedagogical support of children from families in difficult life circumstances has a systemic nature and requires a set of activities: studying information on a child and a family, evaluating the needs, determining ways to solve problems, visiting a child in order to monitor the performance of tasks, assistance in obtaining other services, developing skills to overcome or minimize difficult life circumstances.

Studying the family requires gathering information about the child and the family. During the visit to the family, it is necessary to evaluate the needs, examine the material and living conditions, reasons and factors that led to the difficult life circumstances, investigate the family's living conditions, the level of family education, analysis of the needs, the type of necessary support and means of overcoming them; recommendations for further work with them. The social care teacher, together with form masters and the deputy principal for educational work, organizes the work on social passporting of pupils and a public review of their living conditions, based on which a data bank of children from such families is created.

Based on the joint discussion of ways to solve difficult life circumstances by a specialist and family members, tasks are formed, a plan of social and pedagogical support is drawn up, which defines: tasks, expected results in overcoming difficult life circumstances, measures to achieve the result, their executors, deadlines.

An important direction of the work of a social care teacher is to provide assistance to teachers, educators, parents, students in creating favorable conditions for children from families in difficult life circumstances, their adaptation in the environment, establishing relations, finding ways to meet their needs and overcome their problems.

Social and pedagogical support requires: provision of comprehensive support according to the needs and problems of children; social education; psychological, social and legal support; counseling on overcoming difficult life circumstances; preserving, supporting and protecting the health of a family or a person, representation of interests in executive bodies, local self-government, institutions and organizations of different forms of ownership regarding support in overcoming difficult life circumstances.

When working with a family, the social care teacher provides individual, family, legal counseling, mediation in the resolution of family conflicts, establishing relations, monitoring the conditions of the child's development, etc.

The effective forms and methods of social support for children from families in difficult life circumstances include: group forms of work: classes according to preventive, corrective and developmental programs, role-playing games and exercises, psychotherapeutic techniques; breathing exercises; art therapeutic methods; relaxation; visualization; meditation; individual forms of work: creation of individual support programs, games, methods of self-regulation of behavior, self-analysis.

We believe that the most effective form of work is correctional programs for removing excessive emotional stress, overcoming maladaptation, developing stress resistance, communication skills, self-regulation and self-control, as well as the ability to resist the negative effects of the external environment. The following methods are effective when providing social and therapeutic support: games, art therapy, psychodrama, sand therapy, doll therapy, bibliotherapy, fairy tale therapy, music therapy, psychogymnastics, etc.

For the effective implementation of social and pedagogical support of children from families in difficult life circumstances, interaction with various organizations and institutions is necessary according to the needs and problems of such families, due to which interdisciplinary interaction and multidisciplinary approach are used (health care institutions, legal institutions, units of the emergency services, the police are involved to the support) and specialists of different fields (psychologists, lawyers, psychotherapists, rehabilitators, etc.).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, when implementing the social and pedagogical support of children from families in difficult life circumstances, it is necessary to provide the comprehensive social assistance, according to the needs and problems of children, to involve (if necessary) specialists, institutions and facilities, as well as to ensure effective conditions for its implementation. We see prospects for further research in the implementation of effective models of social and pedagogical support for children from families in difficult life circumstances.

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ВИХОВАННЯ ТОЛЕРАНТНОСТІ У ДІТЕЙ ДОШКІЛЬНОГО ВІКУ ЗАСОБАМИ ДИТЯЧОЇ ЛІТЕРАТУРИ ЗАКАРПАТТЯ (КІНЦЯ XX – ПОЧАТКУ XXI СТОЛІТТЯ)

Анотація. Зміни, які відбуваються в Україні, ставлять вищі вимоги до людської спільноти, до нових форм співіснування у сьогоденному соціумі. Постає необхідність виховання толерантних взаємин, які сприяють вільному розвитку кожного члена суспільства, формування Soft Skills, завдяки яким спілкування між людьми стає виваженим та відкритим. Уже з дошкільного віку важливо навчити дитину жити в мирі і терпимості до різних людей, вірувань, позицій, здатність відстоювати свої права й свободи, не порушуючи при цьому права і свободи інших, готовність до конструктивної взаємодії та взаєморозуміння з людьми, незалежно від їхніх поглядів і поведінки як основи цивілізованих стосунків.

Метою даної публікації було провести дослідження можливих методів та засобів виховання толерантності у дітей дошкільного віку з використанням літературних творів письменників Закарпаття у досліджуваний період.

Нами були використані такі теоретичні методи дослідження як аналіз, порівняння, систематизація та узагальнення даних на основі вивчення психолого-педагогічної, наукової та художньої літератури.

Здійснивши аналіз літератури – ми дійшли висновку, що життя людини серед інших людей проходить як суперечливий і динамічний процес, що вимагає від кожної особистості засвоєння реалій соціального та індивідуального існування, норм і правил духовного та матеріального співжиття відповідно до власних можливостей, переконань і рівня культури. Формуванню цих норм і правил сприяє народний фольклор та твори закарпатських письменників і поетів. Через слухання казок, оповідань та віршів дитина знайомиться зі світом, який її оточує, з людьми, які дбають про неї, тощо. Відтак, дитина вчиться розуміти внутрішній світ героїв, а через них – внутрішній світ інших людей, вчиться співчувати їм, вірити у сили добра, набути впевненості у собі. Використання тематичного багатства казок, віршів, оповідань, малих фольклорних жанрів істотно впливає на формування толерантності у дітей дошкільного віку, позначається на їх поведінці та вчинках.

Слухання літературного твору надає можливість дитині уявити себе на місці персонажів, розширити спектр власних думок і почуттів, сприяє кращому розумінню себе та оточуючих, дозволяє змінити свою позицію у ставленні до емоційних станів ровесників.

Дитяча література на Закарпатті була і є однією з ключових ланок духовного життя. Тут плідно працювали та працюють Олександр Гаврош, Юлія Драгун, Степан Жупанин, Галина Малик, Лідія Повх, Володимир Фединишинець, Юрій Шип, Василь Шкіря та інші.

Аналізуючи твори поетів та письменників для дітей та про дітей ми можемо стверджувати, що література Закарпаття кінця XX – початку XXI століття сповнена ідеями виховання підростаючого покоління в дусі толерантності, високих моральних якостей, дружніх стосунків на засадах взаємодопомоги, довіри, доброзичливого й відкритого спілкування.

Ключові слова: толерантність, діти дошкільного віку, дитяча література Закарпаття, формування Soft Skills, методів та засобів виховання толерантності, казка.

NURTURING TOLERANCE IN PRESCHOOLERS BY TRANSCARPATHIA CHILDREN'S LITERATURE (LATE 20TH – EARLY 21ST CENTURIES)

"No one becomes a better person accidentally".
Plato

Abstract. The changes in Ukraine place higher demands on the human community, and on new forms of coexistence in today's society. There is a need to nurture tolerant relationships that contribute to the free development of each member of society, the formation of soft skills, thanks to which communication between people becomes balanced and open. Already from preschool age, it is important to teach a child to live in peace and tolerance for different people, beliefs, and viewpoints,

the ability to defend their rights and freedoms without violating the rights and freedoms of others, readiness for constructive interaction and mutual understanding with people, regardless of their views and behavior as the basis of civilized relations.

The purpose of this publication was to conduct a study of possible methods and means of nurturing tolerance in preschoolers using the literary works of Transcarpathian writers in the studied period.

The following theoretical research methods have been used: analysis, comparison, systematization and generalization of data based on the study of psychological and pedagogical, scientific literature and fiction.

Having analyzed the literature, we came to the conclusion that a person's life among other people is a contradictory and dynamic process that requires each individual to learn the realities of social and individual existence, the norms and rules of spiritual and material coexistence in accordance with their own capabilities, beliefs and level of culture. Folklore and writings of Transcarpathian writers and poets contribute to the formation of these norms and rules. By listening to fairy tales, stories and poems, the child gets to know the world around them, the people who care about them, etc. Therefore, the child learns to understand the inner world of the heroes, and through them - the inner world of other people, learns to sympathize with them, to believe in the forces of good, to gain self-confidence. The use of the thematic richness of fairy tales, poems, short stories, and small folklore genres significantly affects the formation of tolerance in preschoolers, affects their behavior and actions.

Listening to a literary work gives the child the opportunity to imagine themselves in the place of the characters, to expand the spectrum of their own thoughts and feelings, contributes to a better understanding of themselves and others, and allows them to change their viewpoint in relation to the emotional states of their peers.

Children's literature in Transcarpathia was and is one of the key links of spiritual life. Oleksandr Havrosh, Yuliia Drahun, Stepan Zhupanyn, Halyna Malyk, Lidiia Povkh, Volodymyr Fedynyshynets, Yurii Shyp, Vasyl Shkiria and others have been fruitfully working here.

Analyzing the writings of poets and writers for children and about children, we can say that the literature of Transcarpathia in late 20th - early the 21st centuries is full of ideas for educating the younger generation in the spirit of tolerance, high moral qualities, and friendly relations based on mutual assistance, trust, friendly and open communication.

Keywords: tolerance, preschoolers, children's literature of Transcarpathia, formation of Soft Skills, methods and means of nurturing tolerance, fairy tale.

INTRODUCTION

The problem formulation. The integration processes in Ukraine require fundamental changes in various spheres of society. Modern life puts higher demands on the human community, and on new forms of coexistence in contemporary society. Such human qualities as cruelty, heartlessness, strife, indifference, etc. in the 21st century, must be substituted with tolerance, responsiveness, mercy, and mutual assistance, which are the basis of a tolerant attitude of people towards each other.

Reforming all spheres of life of modern Ukrainian society, building a democratic, legal state, and integrating into the global European space have put forward new demands on the educational sector. Quite a large number of program documents proclaim the need to create a tolerant society. In particular, the Laws of Ukraine "On Preschool Education", "On Childhood Protection", and the Basic Component of Preschool Education in Ukraine define that ensuring the survival, development, and protection of the rights of every child is an obligation for the state and the public.

The necessity of nurturing tolerant relationships as one of the qualities of humane interpersonal relations is related to the fact that values and principles contributing to the free development of every member of society are becoming relevant today. In particular, strategies of non-violent behavior, tolerance for another person's viewpoint, values, culture, and ideology; the need for mutual understanding, and finding compromises when resolving any issues. The listed aspects are important personal skills, Soft Skills, thanks to which communication between people becomes balanced, and helps to find the truth even in a conflict situation.

Tolerance is the ability to live in peace and lack of prejudice for different people, beliefs, and viewpoints, the ability to defend one's rights and freedoms without violating the rights and freedoms of others, readiness for constructive interaction and mutual understanding with people, regardless of their views and behavior as a basis of civilized relations (Declaration of Principles of Tolerance, 2014).

Humanistic education has always been an urgent problem in preschool age. In 1982, the World Organization for Early Childhood Education (OMER) outlined the following directions for the education of preschoolers: the formation of a positive and friendly attitude towards the world around them; development of independence and formation of interaction skills with other people; education in the spirit of dialogue, preparation for dialogic communication; fostering a sense of national belonging; education of international solidarity (Skrypnyk, 2011). As we can see, all directions correspond to the characteristics of a tolerant personality, which indicates the relevance of this problem in preschool education at the international level.

Analysis of recent research and publications. The methodological basis of tolerance is humanistic philosophy and psychology (A. Maslow, C. Rogers, G. Allport, etc.). The study of this problem was reflected in the works of Amonashvili Sh., Bekh I. D., Bohush A. M., Hryva O. A., Liapunova V. A., Maksymova O. O., Ponimanska T. I., Rohalska I. P., Skrypnyk N. I., Sukhomlynska O. V., Fasolko T. S., and others. In the research work of the scientists, the emphasis is laid on the need to introduce the child to humanistic concepts and moral ideas as early as possible, to teach kindness, and to nurture appropriate personal qualities in them.

Due to a number of age and psychological processes, leading motives of behavior, and characteristic manifestations in relationships with others, it is the preschool age that is sensitive to the development and formation of tolerant relationships.

It is during this period that the child becomes aware of the relationship between other people and their own self, and a system of general and mutual relations is established.

THE PURPOSE OF THE RESEARCH

To investigate the possible methods and means of nurturing tolerance in preschoolers using the literary works of Transcarpathian writers in the studied period.

RESEARCH METHODS: theoretical research methods: analysis, comparison, systematization, and generalization of data based on the study of psychological and pedagogical, scientific literature, and fiction.

RESULTS OF THE RESEARCH

Transcarpathia is a multinational region where Ukrainians, Hungarians, Romanians, Russians, Roma, Slovaks, Germans, and other national minorities live side by side on 12,900 km2, which makes this region unique and inimitable. Multinationality is a characteristic feature of the population of the Transcarpathian region. According to the All-Ukrainian Population Census results of 2001, representatives of more than 100 nationalities and national ethnoses live in the oblast. The uniqueness of the region is also provided by its geographical position. Transcarpathia borders Poland, Slovakia, Hungary, and Romania. In the north and northeast, Transcarpathia borders Lviv and Ivano-Frankivsk regions (Reho, 2017).

The abovementioned has a direct impact on the fact that the issues of national, multicultural, and patriotic education, and the formation of a positive, tolerant attitude towards otherness have always been relevant in the region.

A person's life among other people is a contradictory and dynamic process that requires each individual to learn the realities of social and individual existence, the norms and rules of spiritual and material coexistence in accordance with their own capabilities, beliefs, and level of culture.

Folklore and the works of Transcarpathian writers and poets play a significant role in the formation of a tolerant attitude towards others. The native language is an inexhaustible source of education, it fosters a sense of love for the native land, and for the cultural heritage of its people. Through the native language, the child gets to know the world around them, the people who care about them, etc.

Listening to a fairy tale helps the child learn to understand the inner world of heroes, and through them, the inner world of other people; teaches to sympathize with them, to believe in the forces of good, and to gain self-confidence. Based on the analysis of the behavior of fairy-tale heroes, pupils learn to distinguish positive and negative personality traits and evaluate them. The use of the thematic wealth of fairy tales significantly affects the formation of tolerance in preschoolers, affects their behavior and actions. By analyzing the actions of fairy-tale heroes, children get acquainted with certain social norms, rules of interaction, tolerant attitude towards others, and the peculiarities of their observance. But at the same time, they are informed that these rules and norms reflect human tolerance, which is manifested in a benevolent, sensitive attitude towards others, and sufferance towards other people's opinions (Ternopilska, 2014).

Listening to a literary work gives the child the opportunity to imagine themselves in the place of the characters, and expand the spectrum of their own thoughts and feelings, it contributes to a better understanding of themselves and others and allows them to change their viewpoint in relation to the emotional states of peers. At the same time, the process of reincarnation of the child takes place against the background of emotional elevation, which determines the development of their emotional sphere. Based on the awareness and verbalization of their inner experiences, the child gets an opportunity to understand the content of the problematic situation and change their attitude towards it. The favorite hero chosen by the child becomes a role model. The child begins to identify themselves with an image that is interesting to them. The ability to such identification allows one to imperceptibly influence the child through images (Maksymova,).

The motivation for tolerance is based on the following motives: cognitive; the desire to earn approval from elders, and peers; moral motives.

The evaluative and value-based component of tolerance involves treating a person as the highest value, recognizing the dignity of everyone, as well as the ability to objectively evaluate oneself and people's actions, their activity and behavior, and treating others fairly. The system of values determines the worldview of a person and, accordingly, actions, and behavior in general (Maksymova, 2017).

Fiction is one of the best opportunities for the manifestation of national identity, the affirmation of positive human qualities. The literary process is unthinkable outside of history, outside of politics. At the same time, this is a dynamic system, which is made up of microcosms (small animated worlds) of talented figures.

Each historical epoch is represented by a particular stage in the development of literature. The late 20th - the early 21st centuries have their peculiar features.

In the second half of the 1980s, a gradual break in the totalitarian system led to the establishment of an independent Ukraine on December 1, 1991. An analysis of the last decades gives every reason to consider it the beginning of a remarkably new literary period.

Since the dawn of time, children's literature in Transcarpathia has had a special role: during the foreign suppression, it was means of preservation of national identity, the spiritual battlefield for own identity. "Love your people not because they are poor or rich, love your people because they are yours," said our first children's writer and educator Oleksandr Dukhnovych.

Traditionally, in Silver Land (poetic name of Transcarpathia), children's literature has been one of the key points of spiritual life. Oleksandr Havrosh, Yuliia Drahun, Stepan Zhupanyn, Halyna Malyk, Lidiia Povkh, Volodymyr Fedynyshynets, Yurii Shyp, Vasyl Shkirya, and others have been constantly working here.

Halyna Malyk is a favorite children's writer, and winner of the Lesia Ukrainka Literary Prize; her book "Incredible Stories. Selected Writings" contains her main works written by the writer since the late 70s of the 21st century - prose, poetry, and drama. And although due to the lack of illustrations for the writings, the book seems more like a manual for working with

a child, the high level of the writings themselves, as well as printing, convinces that this is a milestone collection, and not only in regional literature. Many of the poems and stories in the book "Incredible Stories" are well known to readers in all corners of Ukraine, they are included in the programs for preschool and primary education.

Yuliia Drahun is a children's writer, poet, folklorist and storyteller, dramatist and narrator of interesting legends, tales, and anecdotes. Her works include children's books: "Who Gets Up First", "The Seed of Wisdom", "The Mug of Kindness", "Smile at Good People", "Have Fun Hillmen" and others. Her writings are full of kindness, love, the desire to accept and understand the point of view of others, and to treat others fairly.

The literary heritage of Lidiia Povkh, a poet well-known in Transcarpathia, a teacher and scientist, consists of writings that teach to love one's country, friends, family, school, and appreciate every unique moment of childhood. Lidiia Petrivna's writings are unobtrusive pedagogical formulas that socialize the child, developing their individual creative abilities. A significant part of the poems is about relationships between children, and the formation of universal human values such as: hard work and accuracy, courage, optimism, thrift, nobility, patience, a healthy lifestyle, full self-realization, and others.

Yurii Shyp's name has long established itself in the children's literature of Transcarpathia with poems concerning Christian ethics, the formation of tolerant behavior, and mental Lemko humor. He is a well-known humorist in the region. Witty laconic works continue the tradition of O. Dukhnovych's logogriphs, when a poem becomes a didactic exercise, a means of developing a child's memory, logic, and thinking.

The sun's rays, a light breeze, and a restless bee are the favorite characters of Stepan Zhupanyn, a member of the Writers' Union of Ukraine, and a native of Transcarpathia. They are deeply symbolic. The leading idea of the collection "On High Polonines" is the affirmation of benevolence and integrity towards nature, people, and oneself. S. Zhupanyn casually and convincingly embodies life's truths in his poems. Without pretentiousness, and moralizing. In the preface to "The Sunny Polonine", the literary critic Mykhailo Shalata noted that in the book "everyday life, if it is benevolent, is elevated to the festivity." The moral and ethical ideal of the author is children and adults, who rise above others with modest character and hard work, not intrigues and envy.

The allegorical "The Lonely Pear" is a masterful response to the surrounding literary conflicts in post-war Transcarpathia. They had their triumphant and vanquished, who often changed places. There are plenty of people in society who feel uncomfortable if they don't have enemies for a certain time. In the poetic tale "The Lazy Master", written on the basis of folk motifs, S. Zhupanyn probably added a sacramental phrase on this occasion: "We don't have life in the weeds..."

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, a brief review of the literary treasury of Transcarpathia proves that the writings of Transcarpathian poets and writers of the late 20th and early 21st centuries for children and about children are full of ideas for nurturing tolerance in them, setting high moral qualities, and friendly relations based on mutual assistance, trust, benevolent and open communication.

Preschoolers, as a rule, quite often do not know how to transfer knowledge and actions used in one situation to another or find the right way of behavior, interaction, communication based on already known rules. This discrepancy is explained by the lack of practical experience of preschoolers in implementing existing knowledge into their own behavior. In order to overcome this imbalance, it is necessary to systematically accustom pupils to tolerance in relationships, activity in interpersonal interaction, and communication with others.

We see the prospect of further research in the study of the impact of Transcapathian children's literature on the formation of Soft Skills, universal qualities that help us interact with each other in a team, regardless of the field of activity.

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СОЦІАЛЬНО-ПЕДАГОГІЧНИЙ СУПРОВІД НАЦІОНАЛЬНО-ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ

Анотація. Мета статті – вивчити сутність та проаналізувати зміст соціально-педагогічного супроводу старшокласників закладу загальної середньої освіти. Описано результати дослідження, проведеного на базі Стрийської загальноосвітньої школи I-III ступенів № 2 ім. Героя України Андрія Корчака. У ході проведення дослідження виявлено, що національно-патріотичне виховання є вагомим складником освітньо-виховного процесу закладу загальної середньої освіти (ЗЗСО). Установлено, що соціально-педагогічний супровід національно-патріотичного виховання старшокласників здійснюють фахівці соціально-психологічної служби школи. Їхні зусилля спрямовані на створення педагогічних, соціальних, психологічних умов для ефективного й результативного національно-патріотичного виховання школярів. Головні завдання працівників соціально-психологічної служби ЗЗСО прописано нормативно, утім, добір змісту, організаційних форм та методів роботи зі старшокласниками є варіативним. Він зумовлюється як результатами діагностичних досліджень, індивідуальною ситуацією розвитку старшокласників, так і об'єктивними соціально-педагогічними умовами. Вивчено й описано зміст соціально-педагогічного супроводу національно-патріотичного виховання старшокласників, який реалізується на кількох рівнях: на рівні ЗЗСО; на рівні колективу однолітків: створення соціально-педагогічного середовища, яке було б максимально сприятливим для національно-патріотичного виховання старшокласників; на індивідуальному рівні. Увиразнено методи, засоби й форми національно-патріотичного виховання старшокласників. Доведено, що робота соціального педагога стає більш ефективною завдяки співпраці з психологом, педагогічним колективом, батьками, адміністрацією навчального закладу та спеціалістами з

різних соціальних служб, правових, медичних установ тощо. Така взаємодія дає змогу здійснювати інтегрований підхід щодо соціально-педагогічного супроводу національно-патріотичного виховання учнівської молоді за сучасних умов.

Ключові слова: національно-патріотичне виховання, старшокласники, соціально-педагогічний супровід, заклад загальної середньої освіти, соціальний педагог.

THE SOCIAL AND PEDAGOGICAL SUPPORT FOR NATIONAL AND PATRIOTIC UPBRINGING OF HIGH SCHOOL STUDENTS

Abstract. The purpose of the article is to study the essence and analyse the content of social and pedagogical support for high school students of general secondary education institutions. The results of a study held on the basis of the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 were described. During the study, it was revealed that the national and patriotic upbringing is a significant component of the educational process of a general secondary education institution. It is established that social and pedagogical support for the national and patriotic upbringing of high school students is provided by the specialists of social and psychological service of the school. Their efforts are aimed at creating pedagogical, social, and psychological conditions for the effective and efficient national and patriotic upbringing of schoolchildren. The main tasks of the social and psychological service employees of the general secondary institutions (GSI) were prescribed in a regulatory manner, however, the selection of content, organizational forms, and methods of working with high school students are variable. It is determined both by the results of diagnostic studies, the individual situation of high school students' development, and objective socio-pedagogical conditions. The content of social and pedagogical support for the national and patriotic upbringing of high school students was studied and described, which is implemented at several levels: at the GSI level; at the level of a team of peers: creating a social and pedagogical environment that would be as favourable as possible for the national and patriotic upbringing of high school students; at the individual level. It is proved that the work of a social teacher becomes more effective due to cooperation with a psychologist, teaching staff, parents, administration of an educational institution and specialists from different social services, legal and medical institutions, etc. This interaction makes it possible to implement an integrated approach to social and pedagogical support of national and patriotic upbringing of young students in the modern conditions.

Keywords: national and patriotic upbringing, high school students, social and pedagogical support, general secondary education institution, social teacher.

INTRODUCTION

The problem formulation. The relevance of studying the issue of the national and patriotic upbringing of high school students is determined by a number of circumstances, namely by the crisis of the traditional value system; the transformations in social, political, economic, and cultural life; the crisis state of the economy caused by the pandemic and the beginning of the Russian-Ukrainian war on February 24, 2022; the reassessment of values in the minds of people with regards to the modern events. National and patriotic upbringing is a significant factor in ensuring the integrity of Ukraine, supporting freedom and democracy. Therefore, a number of targeted programs for patriotic education were adopted at the state level. Thus, the strategic approaches to the national and patriotic upbringing of children and youth are defined in the President's Decree as of 18.05.2019 № 286/219 "On the Strategy of National and Patriotic Upbringing". The Resolution of the Cabinet of Ministers of Ukraine of 09.10.2020 № 932 approved the Action Plan for the implementation of the Strategy of National and Patriotic Upbringing for 2020-2025. The Resolution of the Cabinet of Ministers of Ukraine of 30.06.2021 № 673 approved the State Targeted Social Program of national and Patriotic Upbringing for the period up to 2025. In these documents, the patriotism is interpreted as a significant socio-cultural, spiritual resource, the use of which will contribute to the growth of patriotic activity of young people.

Against the background of military events, the civil and public initiatives are awakening, different kinds of movements are emerging, and volunteer activities are becoming more active. All this is happening against the background of people rethinking their lives and values, striving for a peaceful life. The war brought Ukrainians together, showed the best human qualities and virtues. All its citizens have risen up to defend Ukraine, and everyone is doing everything they can to bring the victory closer. Therefore, the importance of national and patriotic education in modern conditions is obvious.

The issue of patriotic education in modern science has been studied quite fully in pedagogical, psychological, sociological, philosophical and other areas. Its theoretical foundations were described by such scientists as Yu. Bondarenko, M. Boryshevskyi, M. Zubalii, V. Ivashkovskyi, V. Kuz, B. Tsymbalisty, and others. The problems of patriotic upbringing were raised in a number of dissertation studies (O. Abramchuk, T. Havlitina, O. Hevko, V. Miroshnichenko, R. Petronhovskyi, M. Tymchyk, etc.). The social and pedagogical features of patriotic upbringing were discussed in the works by A. Vishnevskyi, A. Kapska, V. Kuz, Yu. Rudenko, M. Stelmakhovych, and others. At the same time, the authors of these studies did not study the issues of social and pedagogical support for the process of patriotic upbringing. There are a number of publications devoted to the issues of social and pedagogical support in general. Among them there are works by A. Arkhipova, I. Rohalska, M. Rozhkov and other scientists, which relate either to the issue of support in general, or the work of the social and psychological service in this direction.

AIM AND TASKS RESEARCH

The purpose of the research is to study the essence and analyse the content of social and pedagogical support for high school students of general secondary education institutions.

RESEARCH METHODS: theoretical ones include analysis and systematization of the sources, definition and generalization of theoretical material for highlighting the essence of the national and patriotic upbringing of high

school students; among empirical ones, there are observations, questionnaires, conversation to study the features of social and pedagogical support of the national and patriotic upbringing of high school students.

RESULTS OF THE RESEARCH

Our people's heroic resistance to Russian aggression has been going on for almost a year. Ukrainian women and men continue their hard and bloody struggle for their freedom and the establishment of the democratic values. Given the current situation, it is necessary to strengthen the national and patriotic education of high school students, because only patriotically educated young people will be able to protect the future of their own and their children, defend our native land, and preserve the independence and sovereignty of Ukraine.

Among the basic principles of state policy in the field of education and the principles of educational activities, Article 6 of the Law of Ukraine On Education notes the upbringing of patriotism, respect for historical and cultural values of Ukraine, readiness to comply with the Constitution and the laws of Ukraine. Thus, the national and patriotic upbringing of young students based on national and universal values, principles of pride in Ukraine is now a priority task of the education system. Therefore, the role of the social teacher, the teacher's assembly, the administration of the GSI, parents, the public, and all those involved in the upbringing of children and youth increases.

At the present stage of society's development, the institution of general secondary education is called upon to prioritize the education of patriotism as a component of the worldview of young students, their attitude to Ukraine, and its unity. Today, the content of academic subjects is being actively rebuilt. The new educational technologies are being introduced that will contribute to the education of a patriot citizen, a Ukrainian who is ready to protect and protect his native land. According to the First Deputy Minister of Education and Science A. Vitrenko, in the 2022-2023 academic year, a number of changes will be made to the Defense of the Fatherland educational curriculum aimed primarily at strengthening the practical orientation of this subject and its patriotic and educational impact. It is planned to introduce a separate block on mine countermeasures in the list of topics (Ukraine will change...).

In order to solve this issue effectively, it is important to provide social and pedagogical support for high school students, which will ensure the optimal educational environment of the institution of general secondary education.

The issue of social and pedagogical support is currently quite fully developed in the scientific literature and has a clear legislative basis. In the legislation, it is interpreted as a special type of social work aimed at implementing social care, assistance, and patronage of those categories of children and young people who are socially vulnerable, in order to help them overcome life difficulties, preserve and improve their social status. Thus, the social support is interpreted through the prism of social work and considered in the context of comprehensive social assistance of a material, psychological, and social nature, which requires the involvement of professionally trained specialists. In turn, the social and pedagogical support is necessary for the student so that he or she can be successfully adapted and able to make effective solutions in different life moments related to the personal self-determination. The purpose of social and pedagogical support is to promote the effective activity of professionals and these are the teachers, social educators, psychologists, social specialists and others, with regards to the support of students, integrating the educational potential of both the GSI and the social environment (Coladenko, 2013, 112). As you can see, the social and pedagogical support is interpreted as a special area of activity of a specialist focused on interaction with the child to provide him or her with support for the personal growth and adaptation in the society.

Scientific sources define the concept of social and pedagogical support in this way: it is a type of social and pedagogical activity designed to provide assistance or support to those categories of people who have been affected by difficult life circumstances; this is a whole range of preventive, educational, diagnostic, correctional measures aimed at predicting and implementing the working conditions of a social teacher in order to effectively socialize children; the method that helps to create conditions for a person to choose the best solutions in different situations of the life choice (Psychological Service at School, 1994, p. 13). The dominant goal of social and pedagogical support is to organize the activities of professionals working with the child.

Thus, the social and pedagogical support is aimed at helping the child to solve life's difficulties. It has its own structure; the algorithm by which it is implemented; a set of forms, methods and means of implementation. M. Fedoruts states that "social and pedagogical support is a type of social and pedagogical technology aimed at overcoming the life difficulties of the individual in a certain period of time with the involvement of different specialists.

Many scientific sources say that social and pedagogical support is a series of activities, the ultimate goal of which is the successful socialization of the individual. Traditionally, this is a set of measures, an element of pedagogical support and its component. However, the support is usually required for a child in times of crisis, and all schoolchildren, without exception, need support, even in stable life periods, in order to maintain the proper level of socialization.

The social and pedagogical support is interpreted as a complex process aimed at ensuring optimal pedagogical, psychological, and social conditions for the successful development of the individual, its formation and life. Undoubtedly, the support is closely related to social education and social training.

M. Fedoruts defines the following tasks of social and pedagogical support: social development of the child, assimilation of the norms of social experience, those roles, norms, and values that are necessary for successful self-realization; social and pedagogical support aimed at determining (together with the child) its priority interests, goals, and opportunities; social and pedagogical assistance can be understood as providing real assistance to a person in overcoming the difficulties that arise; personal assistance in self-development and self-realization in a rapidly changing world; social protection, building an atmosphere of comfort and security; social and pedagogical prevention of socialization difficulties and certain deviations in the child's development (Fedoruts, 2019, 172).

Social and pedagogical support is provided both for individuals and for groups of children and students. The professional activity of a social teacher has a number of features. Its essence lies in the fact that, unlike a teacher or social worker, a social teacher deals in its professional activity with a child and a teenager in the process of their development and social formation.

It should be noted that a practical psychologist and a social educator are the specialists who cannot be interchanged. Each of them, in accordance with their specialty, has its own methodology of work, tools, directions, and content of activities that correspond to their functional responsibilities. The psychologist is more focused on the inner world of the child, but the social teacher will definitely try to help to socialize. That is, to realize oneself without falling outside the boundaries of society, to find one's place there, and at the same time to be useful to others (Niemceva, 2015, 164).

The activity of a social teacher in educational institutions involves the interaction of creating conditions for the successful socialization and adaptation of the child, as a process of acquiring social competence, its formation and asserting as a person, entering into active social life. A social teacher is a key figure in an educational institution that is designed to unite the efforts of the family, school, and the public to help the child. Therefore, it should be noted the work of a social teacher in any direction becomes more effective due to cooperation with a psychologist, teaching staff, parents, administration of an educational institution, and specialists from different social services, legal and medical institutions, etc. This interaction makes it possible to implement an integrated approach to social and pedagogical support of young students in the modern conditions (National and Patriotic Upbringing of Students in General Education Institutions, 2017, 201).

We conducted a study on the basis of Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 (Lviv region). In total, the study covered 36 students in 10-11 grades. We also talked with the administration of the institution, the teachers' assembly, and employees of the psychological service. We studied the level of national and patriotic education of high school students and the work of the educational institution in this direction. The teachers' assembly adheres to the position that the national and patriotic upbringing of children and youth is a complex, systematic and purposeful activity of state and local government bodies, educational institutions, families, public associations and charitable organizations, religious organizations, as well as other institutions to form a high patriotic consciousness among the young generation, a sense of loyalty, love for the Motherland, concern for the benefit of their people, readiness to fulfil the civil and constitutional duty to protect national interests, integrity, independence of Ukraine, and promote its formation as a legal, democratic, and social state. The most important priority of national and patriotic education is the formation of a person's value attitude to the Ukrainian people, homeland, state, and nation. The goal of the national and patriotic upbringing is the formation of a self-sufficient patriotic citizen of Ukraine, a humanist and democrat ready to fulfil civil and constitutional duties, to inherit the spiritual and cultural achievements of the Ukrainian people, to achieve a high culture of relationships, the formation of an active civic position, the establishment of the national identity of citizens on the basis of the spiritual and moral values of the Ukrainian people, national identity. national and patriotic education should contribute to the unity of the Ukrainian people, and strengthen the socio-economic, spiritual, and cultural foundations for the development of Ukrainian society and the state.

The national and patriotic upbringing for the students today is the main task of the institution of general secondary education. This process has its own theoretical regularities, and also proceeds in different ways, according to its own specific laws and conditions, in a specific educational environment, because each general secondary education institution builds its activities on the basis of legislative documents and, at the same time, develops its own development strategy, taking into account the region, history and traditions of the school, and the needs of society.

Regarding the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2, first of all, we note that the institution bears the name of Hero of Ukraine Andriy Korchak with honour. Such an honourable mission obliges all the participants in the educational process to carefully perform their duties in order to be worthy of the hero's name. Of course, all the students, without exception, know who Andrii Korchak is. They know about his glorious life and feat. Even the story of the hero itself is already a powerful factor in the national and patriotic upbringing, because it tells about a specific guy who gave own life for his native Ukraine. This is a powerful motivation for high school students to be worthy of the Hero's name and continue his work.

An effective element of partnership activities in the social and pedagogical support of national and patriotic upbringing of high school students is a cooperation with state and non-state organizations, on which the relevant agreements have been concluded. Volunteers cooperate with students, attract them to charity events and activities in support of the Armed Forces of Ukraine. We note with confidence that such partnership cooperation forms the patriotic traits of young students, so each of the parties shows the desire for cooperation, the ability to solve complex problems in difficult situations; students demonstrate the skills to adapt and be mobile, the ability to achieve success, make their own choices, set goals and achieve them, quickly navigate the socio-cultural and spiritual space of modern Ukrainian society; make personal and collective decisions, taking into account the needs and the interests of society and the state.

The organizational and mass work of the GSI contributes to the social and pedagogical support of national and patriotic education of high school students. Together with representatives of student self-government, the social and psychological service of the school organizes a number of events, namely, student conferences, charity and social events. High school students are engaged in volunteer activities, which is of a high need now. The events organized by

high school students for elementary school students (contests, quizzes, fun) are another interesting form of work. This form of work has already become traditional for Secondary School of Stryi of I-III grades No. 2.

Also holding marathons, games, and competitions by the social and psychological service of the institution became traditional for the school, which develops dexterity, and endurance, and helps in physical training. Video lectures and class teacher's hours are popular, where meetings are organized with participants of the ATO/JFO, and representatives of the military enlistment office. During the traditional school week of tolerance, a number of events are held both of a national and patriotic nature and dedicated to the formation of a tolerant attitude towards the representatives of other cultures, nationalities, and faiths. The high school students, together with representatives of the military enlistment office, have developed memos on national and patriotic upbringing of young people, which can be used in practical activities by classroom teachers, employees of the social and psychological service of the school.

Current events in the state have crystallized new facets of the volunteer movement. In times of crisis for Ukraine, the students and teachers do not stand aside. Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 is the centre of volunteer work in Stryi. The pupils of the school and teachers collected food packages, clothing, basic necessities for internally displaced persons, soldiers of the Armed Forces of Ukraine. They are actively involved in weaving camouflage nets, sewing underwear and camouflage coats, knitting warm clothes, making rosaries, amulets, etc. High school students realize that at present, the volunteer activity is not only a significant support of the state, but also an effective way of national and patriotic education of high school students, an optimal opportunity to gain valuable experience by participating in socially useful affairs.

Through their daily activities, the student community and the GSI teachers' meeting defend the National idea, native language, Ukrainian customs and traditions, and tolerant attitude towards the representatives of other nationalities. Recently, the organization of "Ukraine is One Country", "Together We Are United" patriotic flash mobs and others has become very popular. The pupils form symbolic circles of unity, create the coat of arms of Ukraine, arranged in a certain order and in the appropriate clothing. By participating in such flash mobs, students demonstrate their active civic position, have the opportunity to express their own opinion, active social position, and show their great love for Ukraine. We have repeatedly participated and co-organized such events, felt the atmosphere that prevailed at that time, and we confidently confirm that our country has a future with these patriotic students.

Traditional events are also held annually on the occasion of Defenders Day of Ukraine. Usually, this is a dance flash mob, and during the last time, the students unfurled a multi-meter blue and yellow flag. High school students of the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 demonstrated their patriotic position to everyone and convinced them that Ukrainians are a strong nation who will defend their native land and their native state to the last.

The communication and joint events with high school students, the stories of classroom teachers, the specialists of the social and psychological service of the school allow us to state that students of the Hero of Ukraine Andrii Korchak Secondary School of Stryi of I-III grades No. 2 have an active civic position; they are patriots of Ukraine, respect the law and human rights; strive for justice, honesty, responsibility; respect national history, culture, language and traditions. All this, of course, contributes to the national and patriotic education of young students.

Youth organizations like Plast, Jura, Sokil, Sich, Ukrainian Cossacks, Meadow, SUM, Young Enlightenment, and Trident play a special role in the formation of readiness of growing youth to defend Ukraine, in the awakening of national consciousness and pride, with the help of which the combination of the commandments of Christian morality and national virtues with the ideas of the Ukrainian nation and its statehood (education of a mature, patriotic, intelligent attitude to their nation, active social position, love for Ukraine, national dignity and self-awareness, readiness to defend one's native country; ability to have a deep psychological understanding of life events and situations).

The social and pedagogical support for the national and patriotic upbringing of high school students is provided by the specialists of social and psychological service of the school. Their efforts are aimed at creating pedagogical, social, and psychological conditions for the effective and efficient national and patriotic upbringing of schoolchildren. The main tasks of the social and psychological service employees of the general secondary institutions (GSI) were prescribed in a regulatory manner, however, the selection of content, organizational forms, and methods of working with high school students are variable. It is determined both by the results of diagnostic studies, the individual situation of high school students' development, and objective socio-pedagogical conditions.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Our research does not exhaust all aspects of the outlined issue. The selection of optimal forms and methods for national and patriotic upbringing, cooperation of specialists of the social and psychological service with state and non-state institutions, organizations within the direction of national and patriotic upbringing of high school students may be the subject of the subsequent researches. These issues do not lose their relevance, because only patriotically educated young people with a high level of national consciousness, and awareness of their duty to the state are the key to preserving the territorial integrity and sovereignty of Ukraine.

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ЦИФРОВІ ФОРМАТИ ЗАСТОСУВАННЯ ТЕХНОЛОГІЙ ЗМІШАНОГО НАВЧАННЯ В ОСВІТНЬОМУ ПРОЦЕСІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. Стаття присвячена дослідженню потенціалу цифрового формату застосування інноваційних технологій змішаного навчання в освітньому процесі сучасних закладів вищої освіти.

Автори на основі проведеного контент-аналізу наукової літератури, вивчення практичного досвіду діяльності викладачів закладів вищої освіти, розкривають специфіку реалізації провідних ідей технологій змішаного навчання в сучасному освітньому просторі закладу освіти.

Основне завдання дослідження полягає у теоретичному аналізі сутності проблеми та визначенні особливостей впровадження змішаного навчання в освітній процес закладів вищої освіти.

У процесі роботи над дослідженням окресленої проблеми використовувався комплекс загальнонаукових методів дослідження. Теоретичні методи сприяли узагальненню та аналізу психолого-педагогічної літератури, нормативно-правової бази, визначенню ключових аспектів проблеми.

Застосування емпіричних методів наукового пізнання дало можливість оптимально застосувати методи збирання науково-дослідницького матеріалу (анкетування студентів, опитування викладачів, опрацювання нормативно-правової бази), бесіди з викладачами закладів вищої освіти щодо їхньої готовності до реалізації ідей, форм та моделей технологій змішаного навчання в освітній процес.

У статті наголошується, що сучасна система освіти повинна орієнтуватися на технології, які формують у здобувачів освіти уміння вчитися впродовж життя, оперувати й управляти інформацією, швидко приймати рішення, пристосовуватись до потреб ринку праці. Наголошується, що за традиційних форм та методів навчання здобувачі освіти, отримують інформацію пасивно, не вміють самостійно її здобувати та застосовувати у практичній діяльності.

Вказується, що змішане навчання як інструмент модернізації сучасної освіти на практиці характеризує технології, які поєднали нові педагогічні методики, що базуються на інтеграції традиційних підходів до організації освітнього процесу та технологій цифрового навчання.

Дослідники наголошують, що технології змішаного навчання виступають оптимальним інструментом цифровізації освіти, який можна розглядати як варіант оптимізації освітнього процесу в умовах воєнного стану.

Ключові слова: цифровий формат навчання, технології, змішане навчання, освітній процес, здобувачі освіти.

DIGITAL FORMATS APPLICATION OF BLENDED LEARNING TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTIONS

Abstract. The article is devoted to the study of the potential of the digital format of using innovative technologies of blended learning in the educational process of modern institutions of higher education.

Based on the content analysis of the scientific literature, the study of the practical experience of the teachers of higher education institutions, the authors reveal the specifics of the implementation of the leading ideas of mixed learning technologies in the modern educational space of the educational institution.

The main task of the research is the theoretical analysis of the essence of the problem and the determination of the features of the implementation of blended learning in the educational process of higher education institutions.

In the process of working on the research of the outlined problem, a set of general scientific research methods was used. Theoretical methods contributed to the generalization and analysis of psychological and pedagogical literature, the regulatory and legal framework, and the definition of key aspects of the problem. The application of empirical methods of scientific knowledge made it possible to optimally apply the methods of collecting research material (student questionnaires, teacher surveys, elaboration of the legal framework), conversations with teachers of higher education institutions regarding their readiness to implement ideas, forms and models of blended learning technologies in education process.

The article emphasizes that the modern education system should focus on technologies that form the ability of students to learn throughout life, to operate and manage information, to make quick decisions, and to adapt to the needs of the labor market. It is emphasized that according to traditional forms and methods of education, students receive information passively, they do not know how to independently acquire it and apply it in practical activities. It is indicated that blended learning as a tool for modernizing modern education in practice characterizes technologies that combine new pedagogical methods based on the integration of traditional approaches to the organization of the educational process and digital learning technologies. Researchers emphasize that blended learning technologies are an optimal tool for digitalization of education, which can be considered as an option for optimizing the educational process in the conditions of martial law.

Keywords: digital format of education, technologies, blended learning, educational process, education seekers.

INTRODUCTION

The problem formulation. The coronavirus pandemic and the full-scale war against our country have significantly limited the ability of education applicants to physically attend educational institutions and thus pushed educators to find new forms and effective formats of organizing education. And if during the COVID pandemic the main task was to limit physical contact in order to minimize the spread of the virus, then in the conditions of war, teachers are faced with the task of making the educational process safe without losing its quality.

The forced transition of the education system to distance learning has become a quite serious test and challenge for all parties of the educational process. Teachers and education applicants had to master innovative digital resources and adaptive educational digital technologies in a fairly short period of time. It is also necessary to develop their own digital competencies and communication skills in a short time and to form on their basis digital culture and information literacy, which is one of the leading competencies of a person of the 21st century.

Under certain conditions, distance learning with innovative blended learning technologies is recognized as one of the priority directions for modernizing the educational process in modern educational institutions. And the years of the pandemic and the conditions of martial law accelerated and determined the irreversibility of the changes that were brewing in the system of both school and higher education. The established competencies, developed tools and selected resources for organizing the educational process in a blended format do not lose their popularity beyond certain limitations and social challenges.

The rapid increase in the amount of information and the development of digital technologies are often assessed as challenges by the scientific community, the media, and society as a whole. However, their development has expanded and changed the modern educational space, providing teachers with new opportunities to apply them at all levels of education to solve a variety of pedagogical tasks.

RESEARCH AIM AND TASKS

The aim of the article is to reveal the specifics of the implementation of the ideas of blended learning technology in the modern educational space of an educational institution based on the content analysis of scientific literature, studying the practical experience of teachers of higher education institutions.

RESEARCH METHODS

Research methods: a set of general scientific research methods was used to organize the study. Theoretical: contributed to the generalization and analysis of psychological and pedagogical literature, regulatory framework, which helped to identify key aspects of the problem; empirical: methods of collecting research material (questionnaire of students, surveys of teachers, study of the regulatory framework), interviews with teachers of higher education institutions concerning their readiness to implement ideas, forms and models of blended learning technologies in the educational process.

Analysis of scientific research. The theoretical aspect of the introduction of blended learning into the educational process is reflected in the works of V. Kukharenko, O. Rafalska, N. Rashevska, O. Spirin, Y. Tryus, and others. The problem of blended learning and the methodology for implementing blended learning are presented in the works of A. Andreev, V. Bykov, N. Korsunska, O. Tykhomyrov, E. Toffler and others.

At the end of the twentieth century, a number of foreign scholars (C. Bonk, C. Greikham, M. Khorn, H. Stucker, S. Laster, G. Otte, S. Zorg, etc.) worked on expanding the essence of the concept of "blended learning".

RESULTS OF THE RESEARCH

The introduction of martial law in Ukraine on February 24, 2022, as a result of Russia's military aggression, made it impossible to organize the educational process in the traditional face-to-face format in both general secondary education and higher education institutions, and in accordance with the requirements set out in Article 571 «State guarantees in the conditions of martial law, emergency or state of emergency» of the Law of Ukraine «On Education» (2022, as amended), higher education institutions switched to distance form of education applying blended learning technologies, which, as noted above, is «the safest for its participants» (Law of Ukraine «On Education», 2022, as amended).

Blended Learning is the original name of the concept of «blended learning". It was first introduced into the scientific practice of corporate and higher education by the American Interactive Learning Center in 1999, when it began producing software intended for teaching involving Internet resources. As for the direct interpretation of the verb "blend," there is no unanimity among scholars working on this issue.

To date, several approaches to the interpretation of the essence of blended learning have been distinguished in Ukrainian and foreign scientific literature. For example, E. Smyrnova-Trybulska calls it «hybrid», J. Moonen − «flexible», N. Rashevska − «mixed», and B. Shunevych − «combined learning» (Stryuk A., 2015).

Figure 1. Approaches to interpreting the essence of blended learning

The innovations that are being implemented today in the process of mastering academic disciplines in higher education institutions include the use of various learning models and technologies.

In particular, when teaching professional disciplines, teachers, methodologists and pedagogical staff describe the concepts, analyze the advantages and disadvantages of the proposed systems, share their experience of introducing blended learning technologies into the educational process through the prism of such innovative types of learning as: learning in a virtual classroom using massive open online courses, with options for combining synchronous and asynchronous learning formats, self-directed learning, cloud-based and mobile learning, gamified learning, digital storytelling, cooperative learning, project learning, etc.

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The modern education system should focus on technologies that develop education applicants' ability to learn, process and manage information, make quick decisions, and adapt to the requirements of the labor market. As practice shows, traditional forms and methods of education teach students passively, without being able to acquire information on their own and apply it in practice.

That is why today one of the priorities of the state, as set forth in the Law of Ukraine «On the National Informatization Program», is the development of modern information technologies in all spheres of public life for the purpose of increasing production efficiency, creating a nationwide network of information support for the life of the state, forming a system of national information resources, and integration of Ukraine into the global information space. The national program of informatization determines the specifics of the implementation of state policy in the field of informatization to meet the needs and development of the information society, the introduction of information, communication and digital technologies (Law of Ukraine «On the National Informatization Program», 2022).

The technology of blended learning has no specific authorship and was formed mostly spontaneously, as a result of numerous attempts to change the existing methods and forms of organizing the educational process. This spontaneity and multifactorial nature of blended learning development causes difficulties in its thorough analysis.

In 2006, the first fairly precise definition of blended learning appeared in the article Bonk, C., & Graham, C. «Handbook of Blended Learning», which reflects its main features: "Blended learning is a learning system based on a combination of face-to-face learning and learning through various computer tools» (Bonk, C. J., & Graham, C. R., 2012).

In our opinion, it is interesting to define blended learning as «a formal education technology according to which an education applicant learns one part of the material online, partially independently managing his/her time, place, way and pace of learning, and the other part of the material is studied in the classroom together with the teacher» (Bonk, C. J., & Graham, C. R., 2012). At the same time, all activities during the study of a particular subject are logically interconnected and, as a result, the student acquires relevant competencies and gains a holistic practice-oriented learning experience.

The technology of blended learning is based on the involvement of Internet resources in the educational process in order to ensure the personalization of learning, which includes control of applicants for education by time, place, program and pace of their learning. Let's elaborate on the characteristics of these elements:

- TIME: the educational process is no longer limited to one lecture or practical lesson, day of study or academic semester.
- PLACE: the educational process goes beyond the classroom or even the educational institution.
- PROGRAM: The educational process becomes more adaptive and personalized, involving the use of those methods and learning materials that best meet the cognitive needs of students.
- TEMP: variations in the speed of completing tasks are allowed; students work at their own pace, spending as much time as necessary to develop certain skills and abilities and fully master the material.

For a better understanding of the specifics of blended learning technologies, it is worth highlighting the following main components of blended learning technologies:

- face-to-face learning (traditional classroom format with a form of teacher/student interaction)
- digital learning (online work of a student and a teacher using the latest computer technologies) (Tsyunyak O., Rozlutska G., 2021).

The outlined components function in a constant interconnection, forming a single whole, which gives grounds to assert that blended learning technology is a holistic system the components of which interact harmoniously under the condition of the competent methodological organization.
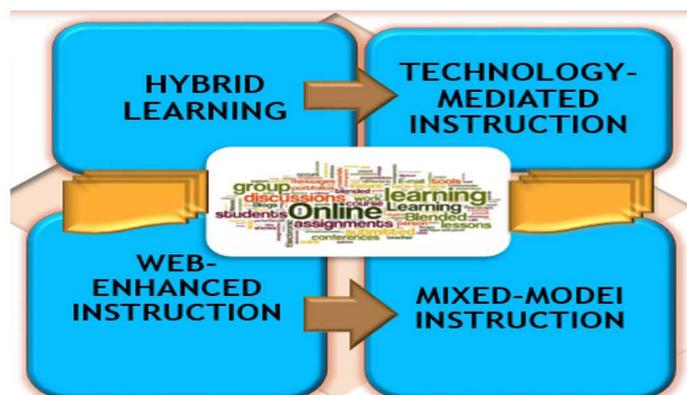
Figure 2. Types of blended learning technology

In general terms, blended learning is an innovative learning technology in which part of the cognitive activity of students takes place in the classroom under the direct guidance of a teacher, and the other part takes place outside the pedagogical process, and is carried out independently when working with relevant digital resources, electronic and media learning tools.

Usually, experts understand blended learning technologies as a hybrid form of education, which is defined as a cross between online and offline formats. Blended learning technology is not a universal tool for learning activities, but it can be

considered as Blended learning technologies offer several options for «mixing educational forms» and types of learning for the modern educational process. These include:

- the process of combining full-time and distance learning;
- combining different learning formats within one group (based on face-to-face learning with the use of distance learning technologies and various forms of work with electronic resources, online courses, etc.)
- a combination of independent learning and cooperation in the classroom;
- mixing basic educational content (textbooks and educational materials) with external materials (electronic resources).

The modern education system should focus on technologies that develop education applicants' ability to learn, process and manage information, make quick decisions, and adapt to the needs of the labor market. As practice shows, using traditional forms and methods of education, students receive information passively, are unable to process it independently, as well as to apply it in practice. The most popular in Ukraine under martial law is the practice of combining full-time and distance forms of study with the use of blended learning technologies.

Figure 3. Indicators of the quality of blended learning.

Blended learning technologies can use both off-the-shelf digital resources and those created by teachers themselves. In this case, it is better to give preference to integrated resources that combine educational content and tools for organizing the educational process (Nykorak Ya., 2023).

Blended learning technologies are a priority form of education in modern educational institutions. This learning format provides undeniable advantages for both teachers and students.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Blended learning allows you to optimize the teacher's time and increase the efficiency of the learning process as a whole. At the same time, the student becomes an active participant in the educational process, able to build an individual learning trajectory based on his or her own needs.

This contributes to the formation of a competent specialist who is competitive in modern conditions. Prospects for further scientific research are associated with the problems of training teachers to implement blended learning in the educational process.

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РЕДАКЦІЙНА КОЛЕГІЯ
НАУКОВОГО ФАХОВОГО ВИДАННЯ З ПЕДАГОГІЧНИХ НАУК «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

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Вельмишановні вчителі і вихователі, організатори і керівники освіти, вчені-педагоги і дослідники з України та інших країн, що вивчають людину, її життя і розвиток.

Гори, в якій країні вони б не були, справляють приблизно однаковий вплив на їх мешканців. Гірські ландшафти і особливі кліматичні умови визначають специфіку життєдіяльності і життєзабезпечення, традиції і звичаї, спосіб господарювання і виховання дітей.

Впливи природного середовища (гір, лісу, степу, клімату того чи іншого регіону тощо) майже не враховуються в організації навчально-виховного процесу. Дуже часто ті, хто цей процес здійснює, і самі не знають особливостей формуючого впливу сил природи на становлення і розвиток людської особистості.

Групою вчених Прикарпатського національного університету імені Василя Стефаника (Україна) розробляється регіональний проект «Гірська школа. Стан. Проблеми. Перспективи розвитку».

Метою проекту є:
· вивчення впливу гірського середовища на розвиток, навчання і виховання учнів;
· дослідження змісту, форм і методів використання вчителями і вихователями особливостей гірського довкілля з метою підвищення ефективності навчально-виховного процесу;
· узагальнення результатів вивчення впливу гірського середовища на розвиток учнів, отримання наукових знань, встановлення закономірностей формування особистості в специфічних умовах гір;
· підготовка пропозицій та рекомендацій щодо врахування особливостей гірського середовища для вчителів, вихователів, організаторів і управлінців освітою різних рівнів.

Просимо ознайомитися з нашим «Проектом», «Орієнтовною тематикою наукових досліджень», які вміщені в попередніх виданнях, врахувати соціально-економічні та культурно-історичні умови і особливості своєї країни і спільно досліджувати цю маловивчену проблему.

Порівняльний аналіз різних напрямів наукового вивчення означених питань дасть змогу не лише поділитись досвідом урахування впливів сил природи на виховання і розвиток дітей, але й встановити певні закономірності навчально-виховної роботи в умовах гірського регіону.

Результатами напрацювань учених України та інших країн можна буде обмінятись не лише шляхом наукових публікацій, але й у процесі їх обговорення на міжнародних семінарах, симпозіумах, 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 alter 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 tile 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.

ЗМІСТ

CONTENTS

ПОЛІТИКА ВІДКРИТОГО ДОСТУПУ

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» практикує політику відкритого доступу до опублікованого змісту, підтримуючи принципи вільного поширення наукової інформації та глобального обміну знаннями задля загального суспільного прогресу. Часопис видається Прикарпатським національним університетом імені Василя Стефаника з 2006 року.

Періодичність видання – виходить 2 рази у рік.

Наукове фахове видання з педагогічних наук «Гірська школа Українських Карпат» містить статті теоретичного й експериментально-прикладного спрямування з актуальних проблем теорії та історії педагогіки, філософії освіти, освітнього менеджменту, методик і технологій організації навчання, виховання та профорієнтації учнів у закладах освіти і позашкільних установах, освітніх інновацій, психолого-педагогічних проблем розвитку особистості школярів, фахової підготовки та професійного становлення майбутніх педагогів, неперервної педагогічної освіти, педагогічної практики, порівняльної педагогіки, соціальної педагогіки тощо. Велику увагу часопис приділяє проблематиці гірських шкіл.

Видання з педагогічних наук «Гірська школа Українських Карпат» адресоване науковцям, педагогам, докторантам, аспірантам, педагогічним працівникам гірських шкіл України та зарубіжжя, батьківській громадськості, усім тим, хто цікавиться сучасним станом розвитку педагогічної науки.

За достовірність фактів, назв, дат, покликань та літературних джерел, політики антиплагіату тощо відповідальність несуть автори. Редакційна колегія не завжди поділяє їхні погляди. Статті рецензують члени редакційної колегії.

Науковому фаховому виданню з педагогічних наук «Гірська школа Українських Карпат» присвоєно Міжнародний стандартний серійний номер ISSN 1994-4845 (Print), ISSN 2415-7147 (Online).

Журнал «Гірська школа Українських Карпат» зареєстрований, реферується та індексується у таких наукометричних базах даних, пошукових системах та репозитаріях:

- **Національна біліотека імені В.І.Вернадського (Україна)** http://www.nbuv.gov.ua/
- **Українські наукові журнали (Україна)** usj.org.ua
- **Index Copernicus International (Республіка Польща)**
    https://journals.IndexCopernicus.com/search/details?id=4580 **(ICV 2018 = 82.36)**
- **Google Scholar** https://cutt.ly/CeCKM0u
- **Scilit (Швейцарія)** https://www.scilit.net/journal/1908455
- **ERIH PLUS** https://dbh.nsd.uib.no/publiseringskanaler/erihplus/periodical/info.action?id=498179

OPEN ACCESS POLICY

The journal practices a policy of open access to published content, supporting the principles of the free flow of scientific information and global knowledge sharing for the general social progress.

Scientific professional publication in pedagogical sciences «Mountain School of Ukrainian Carpaty» has been published by Vasyl Stefanyk Precarpathian National University since 2006.

Publication frequency – twice a year.

The journal contains theoretical and experimental articles highlighting current problems of the theory and history of education, philosophy of education, educational management methods and technologies of training, education and vocational guidance of students in educational institutions and extracurricular institutions, educational innovations, psycho-pedagogical problems of student personality development , professional training and professional development of future teachers, continuous pedagogical education, pedagogical practice, comparative pedagogy, social pedagogy and more. Much attention is paid to the problems of mountain schools. Scientific specialized edition of pedagogical sciences is intended at researchers, teachers, doctoral students, graduate students, academic staff, the parent community, and all those interested in the current status of pedagogical education development.

Authors are responsible for the reliability of facts, names, dates, references and literature, plagiarism etc. The editorial board does not always share their views.

The International Standard Serial Number has been assigned to the scientific specialized edition of pedagogical sciences «Mountain School of Ukrainian Carpaty» - ISSN 1994-4845 (Print), ISSN 2415-7147 (Online)

The journal «Mountain School of Ukrainian Carpaty» is registered, referenced and indexed in the following research computer databases, search engines and repositories::

- **Vernadsky National Library (Ukraine)** http://www.nbuv.gov.ua/
- **Ukrainian scientific journals (Ukraine)** usj.org.ua
- **Index Copernicus International (Republic of Poland)**
    https://journals.IndexCopernicus.com/search/details?id=4580 **(ICV 2018 = 82.36)**
- **Google Scholar** https://cutt.ly/CeCKM0u
- **Scilit (Switzerland)** https://www.scilit.net/journal/1908455
- **ERIH PLUS** https://dbh.nsd.uib.no/publiseringskanaler/erihplus/periodical/info.action?id=498179

ВИМОГИ

ДО СТАТЕЙ У НАУКОВОМУ ФАХОВОМУ ВИДАННІ «ГІРСЬКА ШКОЛА УКРАЇНСЬКИХ КАРПАТ»

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 АРА

7. REFERENCES

Подається англомовний 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

7. REFERENCES

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:

- certificate of the author (co-authors).

The Editorial Board reserves the right to reject reports and articles that do not meet the above requirements and subject matter of the publication.

Articles to be sent by e-mail to the Executive secretary of the scientific professional publication on pedagogical sciences "Mountain School of Ukrainian Carpaty"

E-mail address: chervinska.inna@gmail.com